

**AGENDA FOR THE FOURTH MEETING OF THE BOARD OF STUDIES: REVISED  
CURRICULA FOR DEGREE PROGRAMS IN SOCIOLOGY (2025) AS PER HEC  
UNDERGRADUATE EDUCATION POLICY, 2023**



**2025-2026**

**DEPARTMENT OF SOCIOLOGY  
SHAHEED BENAZIR BHUTTO UNIVERSITY SHERINGAL, DIR (U)  
KHYBER PAKHTUNKHWA, PAKISTAN**

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#### **Annexure – A**

#### **ITEM 1 CONSTITUTION AND FUNCTIONS OF THE BOARD OF STUDIES**

**Board of Studies** (As prescribed in section 32.3 of chapter 32 of Shaheed Benazir Bhutto University Statutes 2022)

(1) There shall be a Board of Studies for each subject or a group of subjects, as may be prescribed by Regulations.

(2) Each Board of Studies shall consist of: (i) the Chairperson or Principal or Director of the Teaching Department/Institute or a constituent college or center as the case may be; (ii) Professors and Associate Professors in the Teaching Departments; Provided that if the total number of University Teachers under sub-clause (i) and (ii) comes to less than five , then the Dean of the faculty concerned shall nominate Assistant Professors or Lecturers of the department preferably PhD or MS/MPhil to complete the number; (iv) three Teachers from outside the University to be nominated by the Dean of Faculty concerned from the panel presented by the Chairperson concerned. The number will be determined by the Syndicate according to the need of each Board; and (v) two experts to be nominated by the Dean of Faculty concerned from the panel presented by Chairperson concerned; and (vi) the Board of Studies may co-opt expert(s) on need. Provided

that in case of professional subjects such as Agriculture, Animal Husbandry, Commerce, Dentistry, Education, Engineering, Law, Medicine, Home Economics or any other subjects prescribed by Statutes, which are taught in the constituent colleges, the Board of Studies shall consist of: The composition of Board of Studies remains the same. Provided further that in the case of professional subjects which are taught in the affiliated colleges only, and not in the University, the Board of Studies shall consist of: (a) the Principals of the colleges concerned; (b) five teachers of the colleges, to be nominated by Vice Chancellor ; and (c) two experts to be nominated by the Vice-Chancellor; Provided also that in the case of such subjects of Humanities and Sciences as are taught in the affiliated colleges only and not in the University, the Board of Studies shall consist of: aa. five teachers from the colleges doing teaching work in the subject to be appointed by the Vice Chancellor; and bb. two experts to be nominated by the Vice-Chancellor.

(3) The term of office of members of the Board of Studies other than ex-officio members shall be three years.

(4) The quorum for meetings of the Board of Studies shall be one-half of the total number of members excluding non-existent categories, a fraction being counted as one.

(5) The Chairperson of the University Teaching Department concerned shall be the Chairperson and convener of the Board of Studies. Where in respect of a subject there is no University Teaching Department, the Chairperson shall be appointed by the Syndicate.

(6) The functions of the Board of Studies shall be: (a) To advise the Authorities on all academic matters connected with instruction, research and examination in the subject or subjects concerned; (b) To propose curricula and syllabi for all degrees, diplomas and certificates courses in the subject or subjects concerned; (c) To suggest a panel of names of paper-setters and Examiners in the subject or subjects concerned; and (d) To perform such other functions as may be prescribed by Regulations.

**ITEM 2 MEMBERS OF THE BOARD OF STUDIES, DEPARTMENT OF SOCIOLOGY**

The Board of studies of the Department of Sociology as per Section 32.3 of chapter 32 of the SBBU statutes 2022 and notified via Notification No. SBBU/Acad/Ntf/24-1214, dated November 07, 2024 is below:

**Office of the Registrar**  
**SHAHEED BENAZIR BHUTTO UNIVERSITY**  
 SHERINGAL, DIR UPPER, KHYBER PAKHTUNKHAWA, PAKISTAN

Ref. No. SBBU/Acad/Ntf/24-1214

Dated: 11.07.2024.

**Notification**

In pursuance of powers conferred upon him under Section (32.3), of Chapter 32 "Constitution, Functions and Powers of Authorities of the University Statutes 2022", the Vice-Chancellor is pleased to nominate and approve the following as members of the Board of Studies of the department of Sociology, of the University for a period of three years with immediate effect.

Section	Nomination/Designation	Appointing Authority
32.3(2) (i)	Mr. Muhammad Nawaz Khan (HOD/ Assistant Professor in department of Sociology)	By virtue of his Chair
32.3(2) (ii)	i). Dr. Muhammad Israr (Assistant Professor in department of Sociology) ii). Mr. Riaz Ahmad (Assistant Professor in department of Sociology) iii). Dr. Sami Ullah (Lecturer in department of Sociology) iv). Mr. Muhammad Adnan (Lecturer in department of Sociology)	Vice Chancellor
32.3(2)(iv)	i). Dr. Arab Naz (Professor, department of Sociology, University of Malakand) ii). Dr. Asad Ullah (Associate Professor, department of Sociology, AUP) iii). Dr. Khalil Ur Rahman (Associate Professor, department of Sociology, University of Haripur)	Vice Chancellor
32.3(2)(v)	i. Dr. Ahmad Ali (Assistant Professor, Department of Sociology, AWKUM) ii. Dr. Nizar Ahmad (Assistant Professor, Department of Sociology, BKUC)	Vice Chancellor

**Copy for information to:**

1. PS to Vice Chancellor
2. PS to Registrar
3. Treasurer
4. Controller of Examinations
5. Director Teaching/Admissions
6. Director QEC
7. HoD Concerned Department
8. All Members Concerned
9. Record File

Deputy Registrar (Acads)

Deputy Registrar (Acads)

**ITEM 3 APPROVAL OF THE MISSION AND VISION OF THE DEPARTMENT OF SOCIOLOGY, SBBU SHERINGAL DIR (U)**

The Vision and Mission statements for the Department of Sociology were placed before the board for consideration.

**INTRODUCTION**

The Department of Sociology provides a rigorous and academically challenging program of study that allows students to develop intellectually, socially and professionally. The Department of Sociology was established in October 2009, in the main campus of the University, at the same time when the Shaheed Benazir Bhutto University, Sheringal Dir (U) was established. It offers a BS (Hons) in Sociology (4-years Degree Program). This program is designed to address social issues on local as well as global perspectives the students also examine individuals and groups as they interact with others in the course of their daily lives. In addition, our courses prepare students to value and understand the research process and how research-based knowledge can be applied to help improve the quality of people's lives. The Department of sociology needs to establish collaboration with relatively more developed professional institutions of the country to meet the present day challenges and interdisciplinary integration. In the Global, advance educational institutes are ranked with highly sophisticated research activities, focus on that point the Sociology Department keenly interested to start M. Phil/PhD programs in near future.

**OBJECTIVES**

1. To advance sociological knowledge and skills through teaching and research.
2. To develop competent social scientists and teachers.
3. To prepare students for work in related professions.
4. To demonstrate knowledge of key social trends in relevant areas.
5. To be able to demonstrate written and oral communication that meets the standards of a graduate with a BS Sociology degree.

**Mission**

The Department of Sociology at Shaheed Benazir Bhutto University is committed to fostering a comprehensive understanding of social dynamics through rigorous academic inquiry, critical thinking, and

community engagement. Our mission is to provide students with the theoretical knowledge and practical skills needed to analyze, understand, and address social issues, with a particular focus on the diverse and evolving socio-cultural landscape of Pakistan. We aim to cultivate a generation of sociologists who are dedicated to promoting social justice, equity, and sustainable development in both local and global contexts.

### **Vision**

The Department of Sociology aspires to be a leading center for sociological education and research, recognized for its academic excellence and societal impact. We envision a community where sociological insights drive positive change, where our graduates are leaders in their fields, and where our research contributes to the betterment of society. Through innovative teaching, impactful research, and active collaboration with local and global partners, we strive to address the pressing social challenges of our time and contribute to the creation of a just and inclusive society.

### **Decision:**

**ITEM 4 RECOMMENDATIONS/GUIDELINES FOR CODING THE EXISTING AND NEW COURSES OF SOCIOLOGY**

A course code (in case of major course) should appear as SOC – 1 2 3 (Year: Semester: Number) For example SOC- 311 or SOC -321 or SOC-431 or SOC-441 etc.

1. The first three alphabetic characters i.e. SOC should identify the department.
2. The first digit of the three digit number should identify the Year (i.e. 3, 4, 5, and 6) followed by the Semester (1, 2, 3, 4, 5, 6, 7, and 8) while the third digit should identify the course number which is offered in the department. The three digits of the course code are important which should specify the level, semester and number with the following details:
  - i. Number beginning with 3, 4, 5 and 6 for the courses taught in the first, second, third, and fourth year, respectively of the BS (4 years).
  - ii. Numbers beginning with 7 for the courses taught during M.Phil.
  - iii. Courses taught during Ph.D. degree to begin with 8.
  - iv. The second digit should identify the semester starting from semester 1 till semester 8 in BS 4 years of Sociology.
  - v. The third digit will identify the course number and will begin from 1 in each semester. For example if five courses offered during the first year and first semester of BS Sociology program, their course codes should be; SOC-311, SOC-312, SOC-313, SOC- 314 and SOC-315. Similar sequence of course numbers shall be adopted in the second semester of the same year. For example SOC-321, SOC-322, SOC-323, and so on. The courses offered in 2<sup>nd</sup> year of BS program shall have course codes as SOC-431, SOC-432, SOC-433 etc. The rest of details are provided in the scheme of studies.
3. The allied (multidisciplinary) courses should be assigned codes by their respective parent departments, following the same principles outlined for major courses.
4. General education courses, such as Islamic Studies, Islamic History, Functional English, Expository Writing, Ideology, and the Constitution of Pakistan, offered in BS (4-year) programs, should maintain consistent course codes across all departments. However, these

codes should not follow the general principles used for major subject coding. Instead, the Office of the Director of Teaching and Academics should develop the course codes for general education subjects in consultation with the relevant departments. Once finalized by the Director's office, all departments are required to adopt these standardized course codes.

5. For optional/special courses/capstone project as the case may be, the course code shall be represented the same way as mentioned in the para-1 and para-2.

**Decision:**

Annexure – E

**ITEM 5 BS (4-YEARS) IN SOCIOLOGY, REVISED SCHEME OF STUDIES AS PER  
NEW UNDERGRADUATE EDUCATION (UGE) POLICY, 2023**

Placed before Board of Studies for consideration.

**STRUCTURE**

<b>Sr.</b>	<b>Categories</b>	<b>No. of courses</b>	<b>Credit Hours</b>
1.	General Education (Gen Edu) Requirements: Mandatory Courses of General Education.	15	34
2.	Interdisciplinary/Allied Requirements (To Support Horizon of the Major)	4	12
3.	Major (Disciplinary) Requirements: Area of Study in Which the Degree is offered	27	81
4	Internship/Fieldwork (Compulsory I)	1	3
5	Thesis (Compulsory II)	1	3
	<b>Total</b>	<b>46</b>	<b>133</b>

- Total numbers of Credit hours 133
- Duration 4 years
- Semester duration 16-18 weeks
- Semesters 8
- Course Load per Semester 15-18 per semester (In case of repeater= 15-21)
- Number of courses per semester 5-7

**Decision:**

**Annexure – F**

**ITEM 6 LAYOUT OF GENERAL EDUCATION AND ALLIED COURSES FOR  
BS SOCIOLOGY (4-YEAR), AS PER NEW UNDERGRADUATE  
EDUCATION (UGE) POLICY, 2023**

Placed before Board of Studies for consideration.

<b>General Courses</b>		<b>Allied Courses</b>	
<b>15 Courses</b>		<b>4 Courses</b>	
<b>34 Cr. Hours</b>		<b>12 Cr. Hours</b>	
<b>Subject</b>	<b>Cr. hr</b>	<b>Subject **</b>	<b>Cr. hr</b>
1. Quantitative Reasoning-I	3(3-0)	1. Introduction to Social Work	3(3-0)
2. Introduction to Environmental Sciences	3(2-1)	2. Introduction Management	3(3-0)
3. Functional English	3(3-0)	3. Introduction to Law	3(3-0)
4. Application of Information & Communication Technologies (ICT)	3(2-1)	4. Introduction to Economics	3(3-0)
5. Quantitative Reasoning-II	3(3-0)		
6. Expository Writing	3(3-0)		
7. Pakistan Studies	2(2-0)		
8. Fehm e Quran-I	1(1-0)		
9. Entrepreneurship	2(2-0)		
10. Ideology and Constitution of Pakistan	2(2-0)		
11. Fahme Quran-II	1(1-0)		
12. Social Anthropology	2(2-0)		
13. Civics and Community Engagement	2(2-0)		
14. Seerat e Mustafa	2(2-0)		
15. Islamic Studies	2(2-0)		
	<b>32</b>		<b>12</b>

**Decision:**

**Annexure – G**

**ITEM 7      LAYOUT OF MAJOR COURSES ALONG WITH FIELD WORK AND  
RESEARCH THESIS FOR BS SOCIOLOGY (4-YEAR), AS PER NEW  
UNDERGRADUATE EDUCATION (UGE) POLICY, 2023**

Placed before Board of Studies for consideration.

<b>Major courses including field work and research thesis</b>			
<b>13 courses</b>			
<b>44 Credit hours</b>			
<b>Subject</b>	<b>Cr. hr</b>	<b>Subject</b>	<b>Cr.hr</b>
1. Fundamentals of Sociology	3(3-0)	15. Sociology of Social Stratification	3(3-0)
2. Philosophical Foundation of Social Thought	3(3-0)	16. Social Research Methods & Data Analysis	3(3-0)
3. Environmental Sociology	3(3-0)	17. Sociology of Health	3(3-0)
4. Sociology of Gender	3(3-0)	18. Population studies	3(3-0)
5. Classical Sociological Theories	3(3-0)	19. Organizational Behaviour	3(3-0)
6. Basics of Social Research	3(3-0)	20. Sociology of Education	3(3-0)
7. Rural Sociology	3(3-0)	21. Sociology of Globalization	3(3-0)
8. Sociology of Family and Marriage	3(3-0)	22. Pakistani Society and Culture	3(3-0)
9. Contemporary Sociological Theories	3(3-0)	23. Sociology of Religion	3(3-0)
10. Urban Sociology	3(3-0)	24. Conflict Resolution	3(3-0)
11. Sociology of Development	3(3-0)	25. Project Planning and Management	3(3-0)
12. Sociology of Deviance and Crime	3(3-0)	26. Industrial Sociology	3(3-0)
13. Sociology of Human Rights	3(3-0)	27. Sociology of Social Problems	3(3-0)
14. Sociology of Media	3(3-0)		
		<b>Internship/Fieldwork</b>	3(3-0)
		<b>Thesis</b>	3(3-0)
<b>Total Credit Hours</b>		<b>87</b>	

**Decision:**

**Annexure – H**

**ITEM 8 YEARLY AND SEMESTER WISE DISTRIBUTION OF COURSES  
ALONG WITH COURSE CODES FOR BS/AD SOCIOLOGY NEW SCHEME  
OF STUDIES 2023 ONWARDS AS PER NEW UNDERGRADUATE  
EDUCATION (UGE) POLICY, 2023**

**BS/ AD SOCIOLOGY SCHEME OF STUDIES 2025**

<b>Semester/Year</b>		<b>Course Code</b>	<b>Name of Subject</b>	<b>Credits</b>
<b>FIRST</b>	Major	SOC-311	Fundamentals of Sociology	3(3-0)
	Allied-1	SW-312	Introduction Social Work	3(3-0)
	GE	MTH-313	Quantitative Reasoning-I	3(3-0)
	GE	ENV-314	Introduction to Environmental Sciences	3(2-1)
	GE	ENG-315	Functional English	3(3-0)
	GE	CS-316	Application of ICT	3(2-1)
	<b>Total</b>			<b>18</b>
<b>SECOND</b>	Major	SOC-321	Philosophical Foundation of Social Thought	3(3-0)
	Major	SOC-322	Environmental Sociology	3(3-0)
	Major	SOC-323	Sociology of Gender	3(3-0)
	GE	MTH-324	Quantitative Reasoning –II	3(3-0)
	GE	ENG-325	Expository Writing	3(3-0)
	GE	PS-326	Pakistan Studies	2(2-0)
	GE	ISL-327	Fehme Quran-I	1(1-0)
	<b>Total</b>			<b>18</b>
<b>THIRD</b>	Major	SOC-411	Classical Sociological Theories	3(3-0)
	Major	SOC-412	Basics of Social Research	3(3-0)
	Major	SOC-413	Rural Sociology	3(3-0)
	Major	SOC-414	Sociology of Family and Marriage	3(3-0)
	GE	MGT-416	Entrepreneurship	2(2-0)
	GE	PS-417	Ideology and Constitution of Pakistan	2(2-0)
	GE	ISL-418	Fahme Quran-II	1(1-0)

	<b>Total</b>			<b>17</b>
<b>FOURTH</b>	Major	SOC-421	Contemporary Sociological Theories	3(3-0)
	Major	SOC-422	Urban Sociology	3(3-0)
	Major	SOC-423	Sociology of Development	3(3-0)
	GE	SOC-424	Social Anthropology	2(2-0)
	GE	PS-425	Civics and Community Engagement	2(2-0)
	GE	ISL-415	Seerat e Mustafa	2(2-0)
	GE	ISL-426	Islamic studies	2(2-0)
	<b>Total</b>			<b>17</b>
<b>FIFTH</b>	Major	SOC-511	Sociology of Deviance and Crime	3(3-0)
	Major	SOC-512	Sociology of Human Rights	3(3-0)
	Major	SOC-513	Sociology of Media	3(3-0)
	Major	SOC-514	Sociology of Social Stratification	3(3-0)
	Allied-II	MGT-515	Introduction to Management	3(3-0)
	<b>Total</b>			<b>15</b>
<b>SIXTH</b>	Major	SOC-521	Social Research Methods & Data Analysis	3(3-0)
	Major	SOC-522	Sociology of Health	3(3-0)
	Major	SOC-523	Population studies	3(3-0)
	Major	SOC-524	Organizational Behaviour	3(3-0)
	Allied-III	LLB-525	Introduction to Law	3(3-0)
	<b>Total</b>			<b>15</b>
<b>SEVENTH</b>	Major	SOC-611	Sociology of Education	3(3-0)
	Major	SOC-612	Sociology of Globalization	3(3-0)
	Major	SOC-613	Pakistani Society and Culture	3(3-0)
	Major	SOC-614	Sociology of Religion	3(3-0)
	Comp—1	SOC-615	Internship/Fieldwork	3(3-0)
	Allied-IV	MGT-616	Introduction to Economics	3(3-0)
	<b>Total</b>			<b>18</b>
<b>EIGHT</b>	Major	SOC-621	Conflict Resolution	3(3-0)

	Major	SOC-622	Project Planning and Management	3(3-0)
	Major	SOC-623	Industrial Sociology	3(3-0)
	Major	SOC-624	Sociology of Social Problems	3(3-0)
	Comp-II	SOC-625	Capstone Project	3(3-0)
				<b>15</b>
			<b>SUB TOTAL</b>	<b>133</b>
<b>General Education (Social Science) Subjects Titled</b>				
		SOC	Sociology	<b>2</b>
		SOC	Social Anthropology	<b>2</b>

**ITEM 9 COURSES AND OUTLINES IN BS SOCIOLOGY 1<sup>ST</sup> SEMESTER**

<b>Semester/Year</b>		<b>Course Code</b>	<b>Name of Subject</b>	<b>Credits</b>
<b>FIRST</b>	Major	SOC-311	Fundamentals of Sociology	3(3-0)
	Allied-1	SW-312	Introduction Social Work	3(3-0)
	GE	MTH-313	Quantitative Reasoning-I	3(3-0)
	GE	ENV-314	Introduction to Environmental Sciences	3(2-1)
	GE	ENG-315	Functional English	3(3-0)
	GE	CS-316	Application of ICT	3(2-1)
			Total	<b>18</b>

**Course # 1: Introduction to Sociology**

**Major Course.**

**Credits: 3**

**Course Code: SOC-311**

**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.

**Course Outline:**

**1. Introduction**

- a. Definition, Scope, and Subject Matter
- b. Sociology as a Science
- c. Historical back ground of Sociology
- d. Relationship of sociology with other social sciences

**2. Basic Concepts**

- a. Group, Community, Society
- b. Associations
  - i. Non-Voluntary
  - ii. Voluntary
- c. Organization
  - i. Informal
  - ii. Formal

- d. Social Interaction
  - i. Levels of Social Interaction
  - ii. Process of Social Interaction
    - a) Cooperation
    - b) Competition
    - c) Conflict
    - d) Accommodation
    - e) Acculturation and diffusion
    - f) Assimilation
    - g) Amalgamation

### **3. Social Groups**

- a. Definition and Functions
- b. Types of social groups
  - i. In and out groups
  - ii. Primary and Secondary group
  - iii. Reference groups
  - iv. Informal and Formal groups
  - v. Pressure groups

### **4. Culture**

- a. Definition, aspects and characteristics of Culture
  - i. Material and non-material culture
  - ii. Ideal and real culture
- b. Elements of culture
  - i. Beliefs
  - ii. Values
  - iii. Norms and social sanctions
- c. Organizations of culture
  - i. Traits
  - ii. Complexes
  - iii. Patterns
  - iv. Ethos
  - v. Theme
- d. Other related concepts

- i. Cultural Relativism
- ii. Sub Cultures
- iii. Ethnocentrism and Xenocentrism
- iv. Cultural lag

## **5. Socialization and Personality**

- a. Personality, Factors in Personality Formation
- b. Socialization, Agencies of Socialization
- c. Role and Status

## **6. Deviance and Social Control**

- a. Deviance and its types
- b. Social control and its need
- c. Forms of Social control
- d. Methods and Agencies of Social control

## **7. Collective Behaviour**

- a. Collective behaviour, its types
- b. Crowd behaviour
- c. Public opinion
- d. Propaganda
- e. Social movements
- f. Leadership

### **Suggested Readings:**

1. Van Tubergen, F. (2020). *Introduction to sociology*. Routledge.
2. Murji, K., Neal, S., & Solomos, J. (Eds.). (2022). *An introduction to sociology*. SAGE Publications Ltd.
3. Cotgrove, S. F. (2020). *The science of society (RLE social theory): An introduction to sociology*. Routledge.
4. Giddens, A. (2002). *Introduction to sociology*. Polity Press.
5. Macionis, J. J. (2006). *Sociology* (10th ed.). Prentice-Hall.
6. Tischler, H. L. (2002). *Introduction to sociology* (7th ed.). The Harcourt Press.
7. Magill, F. N. (2003). *International encyclopedia of sociology*. Fitzroy Dearborn Publishers.
8. Macionis, J. J. (2019). *Sociology* (17th ed.). Pearson Education.
9. Conerly, T. R., Holmes, K., & Tamang, A. L. (2021). *Introduction to sociology*. OpenStax.
10. Koenig, S. (1957). *Sociology: An introduction to the science of society*. Barnes and Noble.
11. Lee, A. M., & Lee, E. B. (1961). *Marriage and the family*. Barnes and Noble, Inc.
12. Leslie, G., & Others. (1973). *Order and change: Introductory sociology*. Oxford University Press.
13. Lenski, G., & Lenski, J. (1982). *Human societies* (4th ed.). McGraw-Hill Book Company.

## Course # 2: Introduction Social Work

Allied Course.

Credits: 3

Course Code: SW-312

### Course Objective

The objective of this course is to acquaint and familiarize students with the basic concepts and, scope of Social work.

### Course Outlines

#### Introduction:

1. Definition of social work
2. Philosophical base of social work
3. Generic principles of social work
4. Professional and voluntary social work
5. Islamic concept of social work
6. Modern concept of social work
  - a. Preventive
  - b. Curative
  - c. Rehabilitative
7. Social Work methods
  - a. Primary methods
    - i. Social Case work;
    - ii. Social group work
    - iii. Community organization
  - b. Secondary methods
    - i. Social Welfare Administration
    - ii. Social Research
    - iii. Social Action
8. Important fields of social work practice
  - a. Health
  - b. Education
  - c. Minorities
  - d. Begging

#### Recommended Readings:

1. Adams, R. (2003). *Social work and empowerment*. London: Palgrave Macmillan.
2. Ambrosino, R. (2005). *Social work and social welfare introduction*. Mexi: Thomson.
3. Alston, M. (2020). *Research for social workers: An introduction to methods*. Routledge.
4. Bogo, M. (2007). *Social work practice*. New Delhi: Rawat Publications.
5. Catherine, N. D., & Karen, M. S. (2012). *Social work fields of practice*. Canada: John Wiley & Sons.
6. Fook, J. (2022). *Social work: A critical approach to practice*.

7. Gautam, P. R., & Singh, R. S. (2011). *Principles and practices of social work*. New Delhi: Balaji Offset.
8. Germain, C., & Knight, C. (2020). *The life model of social work practice: Advances in theory and practice*. Columbia University Press.
9. Healy, K. (2012). *Social work methods and skills: The essential foundations of practice*. New York: Palgrave Macmillan.
10. Hepworth, D. H., & Rooney, R. (2010). *The direct social work practice: Theory and skills*. Belmont: Brook Cole.
11. Howe, D., & Hill, D. (2024). *A brief introduction to social work theory*. Bloomsbury Publishing.
12. Jane, M., & Ronnie, E. (2006). *Practice skills in social work & welfare*. Chennai (India): Allen & Unwin.
13. Khalid, M. (1990). *Sociological theory: A historical perspective*. Karachi: Kifayat Academy.
14. Khalid, M. (2014). *Social work: Theory & practice*. Karachi: Kifayat Academy.
15. Kirst-Ashman, K. (2003). *Introduction to social work and social welfare: Critical thinking perspectives*. MEXI: Thomson.
16. Liz, O'. R. (2010). *Recording in social work*. UK: Hobbs, Southampton.
17. Louise, C., & Stephen, J. Y. (2011). *Social work practice: A generalist approach*. New Delhi: Asoke K. Ghosh.
18. Maidment, J. (2006). *Practice skills in social work & welfare*. AUST: Allen & Unwin.
19. Michael, B. S., & Pam, T. (2012). *Social work with disabled people*. BASW Palgrave Macmillan.
20. Mohammad, N. (2005). *Social work for weaker sections*. New Delhi: Anmol Publications.
21. Rameshwari, D., & Ravi, P. (2004). *Social work methods: Practices and perspective*. Jaipur: Mangal Deep.
22. Rory, T., & Leonie, N. (2002). *Reflection on current social work practices*. New Zealand: Murray Lock.
23. Safdar, S. (2008). *Introduction to social work*. Peshawar: University of Peshawar.
24. Shah, N. A. (1994). *The self-employed women in Pakistan*. Karachi: P&WS + NEWS Karachi.
25. Shah, N. A. (2001). *Karachi kay nu umar mehnatkash bachechey aur bachchiyan: Ek jaiza*. Karachi: BCC & T Press, University of Karachi.
26. Shah, N. A. (2004). *Karachi ki gadagar larkiyan: Ek jaiza* (Social problems in Pakistan). Karachi: BCC + T Press, University of Karachi.
27. Shah, N. A. (2015). *The aging home-based women-workers in Karachi*. Karachi: BCC + T Press, University of Karachi.
28. Sheppard, M. (2021). *Social work and social exclusion: The idea of practice*. Routledge.
29. Suresh, S. (2013). *Handbook of social work skills and knowledge*. New Delhi.
30. Thompson, N. (2010). *Theorizing social work practice*. Palgrave, London.
31. Thompson, N. (2024). *Understanding social work: Preparing for practice*. Bloomsbury Publishing.
32. Veronica, C., & Joan, O. (2012). *Social work practice*. BASW Palgrave Macmillan.
33. Waston, D. (2006). *Social work process and practice: Approaches, knowledge, and skills*. New York: Palgrave.

### **Course # 3: Quantitative Reasoning-I**

**General Course.**

**Credits: 3**

**Course Code: MTH-313**

#### **Course Description**

Since ancient times, numbers, quantification, and mathematics has played a central role in scientific and technological development. In the 21<sup>st</sup> century Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about 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.

#### **Student Learning Outcomes:**

After completing this course successfully, students will be able to:

1. Create and develop quantitative reasoning skills and apply to daily life challenges involving social and economic issues.
2. Apply the learned principles of quantitative reasoning skills in other disciplines.
3. Acquire and use the quantitative reasoning skills in different disciplines.
4. Make decisions in a logical manner.
5. Apply geometrical models to solve real life problems.
6. Apply the quantitative reasoning skills in any real-world situation.

#### **Course Contents**

Module Name	Time (weeks)	Goal	Topics
Exploring importance of quantitative reasoning skills	1	Introduce students to importance of quantitative reasoning skills, history of mathematics and numbers in the real World.	<ul style="list-style-type: none"> <li>• What is quantitative reasoning? Overview of history of mathematics and</li> <li>• contributions of Muslim scholars. Different types of standard numbers and their role in practical life scenarios.</li> </ul>
Problem solving techniques	2.5	Introduce students to problem solving skills using mathematical modeling and unit analysis.	<ul style="list-style-type: none"> <li>• Understanding relationship between parts and whole</li> <li>• Practical life scenarios involving parts &amp; whole</li> <li>• Practical life scenarios involving units and rate</li> <li>• Unit analysis as a problem solving tool.</li> </ul>
Numbers & the Universe	2.5	Expose students to the notions of estimation, scientific notation, absolute & relative errors, and their applications.	<ul style="list-style-type: none"> <li>• Understanding our World through numbers</li> <li>• Dealing with very big and small numbers &amp; their applications</li> <li>• Understanding uncertainty and its applications</li> </ul>
Financial issues	3	Students will be introduced to an important tool percentage, and its use in different social, economic, and professional scenarios.	<ul style="list-style-type: none"> <li>• Stock exchange and economy</li> <li>• Money management (profit, loss, discount, zakat, simple interest, compound interest and taxation)</li> <li>• Money management in practical life scenarios like investments and federal budget</li> </ul>
Exploring expressions	2	Students will be introduced to the algebraic expressions, linear and quadratic equations in one variable and their use in practical problems	<ul style="list-style-type: none"> <li>• Practical scenarios involving expressions</li> <li>• Equating two expressions in one variable &amp; using it to solve practical problems</li> <li>• Social and economic problems involving expressions</li> </ul>
Exploring beauty in	2	Students will learn about perimeter and	<ul style="list-style-type: none"> <li>• Introduce geometrical objects through architecture and landscape</li> </ul>

Architecture & landscape		area of some geometrical figures and their applications	<ul style="list-style-type: none"> <li>Dealing with social and economic issues involving geometrical objects</li> </ul>
Venn diagrams	1	Students will be introduced to sets, Venn diagrams and their applications	<ul style="list-style-type: none"> <li>Practical scenarios involving sets and Venn diagrams</li> <li>Venn diagrams and their applications in different disciplines.</li> </ul>

**Text Books:**

- Bennett, J. & Briggs, W. (2015). Using and understanding mathematics (6<sup>th</sup> Edition). Pearson Education, Limited.  
<http://xn--webeducation-dbb.com/wp-content/uploads/2019/09/Jeffrey-Bennett-William-Briggs-UsingUnderstanding-Mathematics -A-Quantitative-Reasoning-Approach-Pearson-2015.pdf>
- Blitzer, R. (2014). Precalculus. (5<sup>th</sup> Edition). Pearson Education, Limited.  
[https://www.ilearnacademy.net/uploads/3/9/2/2/3922443/precalculus\\_edition\\_5f.pdf](https://www.ilearnacademy.net/uploads/3/9/2/2/3922443/precalculus_edition_5f.pdf)

**Course # 4: Introduction to Environmental Sciences**

**Allied Course**

**Credits: 3**

**Course Code: EVN-314**

**Course objectives:**

The objective of this course is to provide orientation on the evolution and scope of this emerging discipline and to motivate them to think beyond basic sciences to decision sciences. After completing this course, the students are expected to learn the importance of Environmental Science in human life, its relationship with various segments of society and sectors of development. The students are also expected to become familiar with current national, regional and global challenges for sustainable development.

**Course Outline:**

Basic principles: about convergence of ecology with economic and sociology to evolve as environmental science, its nature, history, scope and the contribution to society. Environmental aspects: physic-chemical, biological, socio-economic, socio-cultural, moral and ethical, and philosophical thinking. Environmental problems: local, regional and global level. Environmental challenges: Sustainability of resources for development: efficiency of energy and water resources, current and future trends in growth and resultant environmental pollution, poverty and resource depletion, development in industry, agriculture and urbanization.

**Recommended Books:**

1. Environmental Science: Earth as a Living Planet, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
2. Environmental Science: systems and solutions, McKinney, M.L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
3. Environmental Science: Toward a Sustainable Future, Wright, R.T. & Nebel, B.J. 10th Ed. Pearson Educational, 2007.
4. Environmental Science: working with the Earth. 11th Ed. Miller, G., Tyler. Cengage Learning, 2005

### **Course # 5: Functional English**

**General Course**

**Credits: 3**

**Course Code: GE-315**

#### **Course Description**

This course is designed to equip students with essential skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease efficacy, making a positive impact in their functional interactions.

#### **Course Learning Outcomes**

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

1. Apply enhanced English communication skills through effective use of word choices, grammar and sentence structure.
2. Comprehend a variety of literary/non-literary written and spoken texts in English.
3. Effectively express information, ideas and opinions in written and spoken English.
4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

#### **Course Contents**

##### **1. Foundations of Functional English**

- Vocabulary Building (contextual usage, synonyms, antonyms, and idiomatic expressions).
- Communicative grammar (subject-verb agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
- Word formation (affixation, compounding, clipping, back formation etc.).

- Sentence structure (simple, compound, complex and compound complex)
- Sound production and pronunciation.

## **2. Comprehension and Analysis**

- Understanding purpose, audience and context
- Contextual interpretations (tones, biases, stereotypes, assumptions, inferences, etc.)
- Reading strategies (skimming, scanning, SQ4R, critical reading etc.)
- Active listening (overcoming listening barriers, focused listening, etc.)

## **3. Effective Communication**

- Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
- Structuring documents (introduction, body, conclusion, formatting)
- Inclusively in communication (gender-neutral language, stereotypes, cross-cultural communication etc.)
- Public Speaking (overcoming stage fright, voice modulation and body language)
- Presentation skills (organization content, visual aids and engaging the audience)
- Informal communication (small talk, networking and conversational skills)
- Professional writing (business e-mails, memos, reports, formal letters, etc.)

### **Suggested Practical Activities (Optional)**

As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays, and real-life scenarios and will be required to apply skills acquired throughout the course in the form of the final project.

### **Suggested Instructional/Reading Materials**

1. Understanding and using English Grammar by Betty Schramper Azar
2. English in Use by Raymond Murphy
3. The Blue Book of Grammar and Punctuation by Jane Straus
4. English for Specific Purposes: A Learning Centered Approach by Tom Hutchinsin and Alan Waters
5. Cambridge English for Job-hunting by Calm Downes
6. Practical English Use by Micheal Swan
7. Reading Literature and Writing Argument by Missay James and Alan P Merickel
8. Improving Reading: Strategies, Resources, and Common Core Connections by Jerry Jones and Susan Lenski
9. Comprehension: A Paradigm for Cognition by Walter Kintsch
10. Communication Skills for Business Professionals by J.P. Verma and Meenakshi Raman

## **Course # 6: Application of Information and Computer Technology**

**General Course.**

**Credit Hours: 3(2+1)**

**Course Code: CS-316**

### **Course Description**

Information technology literacy has become a fundamental requirement for any major. An understanding of the principles underlying digital devices, computer hardware, software, telecommunications, networking and multimedia is an integral part of any IT curriculum. This course provides a sound foundation on the basic theoretical and practical principles behind these

technologies and discusses up to date issues surrounding them including social aspects and how they impact everyday life.

### **Course Objectives**

- Understand the fundamentals of information technology
- Learn core concepts of computing and modern systems
- Understand modern software programs and packages
- Learn about upcoming IT technologies

### **Course Contents**

Basic Definitions & Concepts, Hardware: Computer Systems & Components. Storage Devices, Number Systems, Software: Operating Systems, Programming and Application Software, Introduction to Programming, Databases and Information Systems, Networks, Data Communication, The Internet, Browsers and Search Engines, The Internet: Email, Collaborative Computing and Social Networking, The Internet: E-Commerce, IT Security and other issues, IT Project.

### **Required Skills**

These basic competencies are assumed on the first day of class. Students must assume responsibility for learning these skills if he/she does not already possess them. If an instructor finds that you do not have the required skills and knowledge, you may be asked to withdraw from the course.

#### **1. Basic Knowledge of Computers**

- Understand basic computer hardware components and terminology
- Understand the concepts and basic functions of a common computer operating system
- Start up, log on, and shut down a computer system properly
- Use a mouse pointing device and keyboard
- Use Help and know how to troubleshoot routine problems
- Identify and use icons (folders, files, applications, and shortcuts/aliases)
- Minimize, maximize and move windows
- Identify common types of file extensions (e.g. doc, docx, pdf, html, jpg, gif, xls,ppt, pptx, rtf, txt, exe)
- Check how much space is left on a drive or other storage device
- Backup files
- Download and install software on a hard disk
- Understand and manage the file structure of a computer
- Check for and install operating system updates

#### **2. Proficiency in Using Productivity Software**

- Create documents of various types and save in a desired location
- Retrieve an existing document from the saved location
- Select, copy, and paste text in a document or desired location
- Print a document
- Name, rename, copy and delete files
- Understand and know how to use the following types of software programs:

- Word processing (example: MS Word, Google Doc, and Writer)
- Presentation (example: PowerPoint, Impress)
- Spreadsheet (example: Excel, Calc)
- PDF reader (example: Acrobat Reader, Preview)
- Compression software (example: WinZip, StuffIt, 7-Zip)

### **3. Electronic Communication Skills**

- Email, using a common email program (example: MS
- Compose, Send, Reply, Forward messages
- Add attachments to a message
- Retrieve attachments from an email message
- Copy, paste and print message content
- Organize email folders
- Understand what an electronic discussion list is and how to sign up and leave one (example: Listserv, Listproc)

### **4. Internet Skills**

- Set up an Internet connection and connect to the Internet
- Have a working knowledge of the World Wide Web and its functions, including basic site navigation, searching, and installing and upgrading a Web browser
- Use a browser effectively, including bookmarks, history, toolbar, forward and back buttons
- Use search engines and directories to find information on the Web
- Download files and images from a Web page
- Understand and effectively navigate the hyperlink structure of the Web
- Understand how keep your information safe while using the Internet

### **5. Moving Files**

- Transfer files by uploading or downloading
- View and change folder/document security settings
- Copy files from hard disk to storage devices and vice versa

### **Recommended Readings**

- Bruce J. McLaren, *Understanding and Using the Internet*, West Publishing Company, 610 Opperman Drive, P. O. Box 64526, St. Paul, MN 55164.
- *Computer Applications for Business*, 2nd Edition, DDC Publishing, 275 Madison Avenue, New York,
- Nita Hewitt Rutkosky, *Microsoft Office Professional*, Paradigm Publishing Company, 875 Montreal Way, St Paul, MN 55102.
- Robert D. Shepherd, *Introduction to Computers and Technology*, Paradigm Publishing Inc., 875 Montreal Way, St. Paul, MN 55102.
- Shelly Cashman Waggoner, *Discovering Computers 98*, International Thomson Publishing Company, One Main Street, Cambridge, MA 02142.
- V. Wayne Klemin and Ken Harsha, *Microcomputers, A Practical Approach to Software Applications*, McGraw-Hill Book Company, New York, NY 10016.

**Annexure – J**

**ITEM 10 COURSES AND OUTLINES IN BS SOCIOLOGY 2<sup>ND</sup> SEMESTER**

<b>Semester/Year</b>		<b>Course Code</b>	<b>Name of Subject</b>	<b>Credits</b>
<b>SECOND</b>	Major	SOC-321	Philosophical Foundation of Social Thought	3(3-0)
	Major	SOC-322	Environmental Sociology	3(3-0)
	Major	SOC-323	Sociology of Gender	3(3-0)
	GE	MTH-324	Quantitative Reasoning –II	3(3-0)
	GE	ENG-325	Expository Writing	3(3-0)
	GE	PS-326	Pakistan Studies	2(2-0)
	GE	ISL-327	Fehm e Quran-I	1(1-0)
	<b>Total</b>			<b>18</b>

**Course # 1: Development of Social Thought**

**Major Course.**

**Credits: 3**

**Course Code: SOC-321**

**Course Objectives:**

The course will provide familiarity about history of social thought, stages of social development and change. The course will emphasize contributions of Western, Eastern and Muslim Thinkers towards social thought and social development.

**Course Outline:**

**1. Introduction**

- a. Historical Development of Social Philosophy
- b. Difference between social thought and sociological theory

**2. Early Social Thought**

- a. Folk Thinking
- b. Greek
- c. Egyptian
- d. Babylonian
- e. Chinese
- f. Indian Social Thought

**3. Contribution of Muslim Thinkers in Social thought**

- a. Abuzar Ghafari
  - i. Wealth Theory
- b. Imam Ghazali
  - i. Causes of group life
  - ii. Social justice
  - iii. Educational reforms
- c. Ibn-E-Khuldun
  - i. Philosophy of history
  - ii. Science of culture
  - iii. Ethnocentrism
  - iv. Rise and fall of nations
  - v. Causes of social life
- d. Shah Waliullah
  - i. Evolution of society
  - ii. Causes of social life
  - iii. Societal disease
  - iv. Concept of perfect society
- e. Moulana Ubedullah Sindhi
  - i. Basic Human Ethics
- f. Allama Iqbal
  - i. Concept of self
  - ii. Theory of religion
  - iii. Concept of ‘Ummah’

**4. Classical Sociological Theory:**

- i. Herbert Spencer
- ii. Auguste Comte
- iii. Karl Marx
- iv. Emile Durkheim
- v. Max Webr
- vi. Ferdinand D. Tonnies
- vii. W. G. Sumner

**Suggested Readings:.**

1. Aron, R. (2017). *Main currents in sociological thought: Montesquieu, Comte, Marx, Tocqueville and the sociologists and the revolution of 1848*. Routledge.
2. Barnes, H. E. (Ed.). (1966). *An introduction to the history of sociology*. Chicago: The University of Chicago Press.
3. Benton, T., & Craib, I. (2023). *Philosophy of social science: The philosophical foundations of social thought*. Bloomsbury Publishing.
4. Bogardus, E. S. (1960). *The development of social thought* (4th ed.). New York: Longmans, Green and Co.
5. Coser, L. A. (1971). *Masters of sociological thought: Ideas in historical and social context*. New York: Harcourt Brace Jovanovich Publishers.
6. Coser, L. A. (1977). *Masters of sociological thought*. New York: Harcourt Brace Jovanovich Publishers.
7. Greco, S. (2023). Hope in the sociological thoughts of some founding fathers. *The American Sociologist*, 54(1), 56–75.
8. Inglis, D. (2024). *An invitation to social theory*. John Wiley & Sons.

9. Keat, R., & Urry, J. (1982). *Social theory as science*. London: Routledge and Kegan Paul Ltd.
10. Kinlock, G. C. (1987). *Sociological theory: Its development and major paradigms*. New York: McGraw-Hill Inc.
11. Lemert, C. (2021). *Social theory: The multicultural, global, and classic readings*. Routledge.
12. Ritzer, G. (2000). *Sociological theory* (5th ed.). York: McGraw Hill Book Co.
13. Turner, J. H. (1987). *The structure of sociological theory*. Homewood, IL: Dorsey Press.

### **Course # 2: Environmental Sociology**

**Major Course.**

**Credits: 3**

**Course Code: SOC-322**

#### **Course Overview and Goals:**

The course aims to learn about environmental sociology and explore the relationship between human societies and the larger natural environment of which they are a part. It also reviews the history of resource use, wilderness preservation, pollution, various environmental movements, and other developments with significant ecological implications.

#### **Course Contents:**

##### **Introduction:**

- i. Definition and Concepts of Environmental Sociology
- ii. Scope and Importance of Environmental Sociology

##### **Industrialization or Capitalism**

- i. Ecological Conditions before the Industrial Revolution
- ii. The Environment at the Time of the Industrial Revolution.

##### **The Modern Economy and its Ecological Implications**

- i. Expansion and Conservation
- ii. Imperialism and Ecology

##### **Consumer Society**

- i. Consumption and Materialism
- ii. The Fetishism of the Commodity and its Secret
- iii. The State of Consumption Today
- iv. Modern Environmentalism

##### **The Origins of Modern Environmentalism**

- i. The Ideology of Scientific Conservationism
- ii. The Growth of the Wilderness Idea

##### **A New Paradigm Emerges**

- i. The Ecology of Affluence

- ii. Sixties Seedtime

### **Environmental Movements**

- i. Environmental Movements in Taiwan
- ii. Environmental Movements in Thailand
- iii. Environmental Movements in the Philippines
- iv. Culture and Asian Styles of Environmental Movements

### **Exploring Environmental Problems/Issues**

- i. Air Pollution
- ii. Water Pollution
- iii. Noise Pollution
- iv. Depletion of Ozone layer

### **Social Justice and environmental issues**

- i. Gender, Justice, and Environmental Issues
- ii. Race, Justice, and Environmental Issue
- iii. Social Class, Justice, and Environmental Issues

### **Causes of Environmental Disruption:**

- i. The state and policy: Imperialism,
- ii. Exclusion and ecological violence as state policy
- iii. The science of nature and the nature of science

### **Recommended Books:**

1. Spaargaren, G. (2020). Sustainable consumption: a theoretical and environmental policy perspective. In *The ecological modernisation reader* (pp. 318-333). Routledge.
2. Bell, M. M., & Ashwood, L. L. (2015). *An invitation to environmental sociology*. Sage Publications.  
Bell, M. M. (2004). *An invitation to environmental sociology*. Thousand Oaks, California: Pine Forge Press.
3. Frey, R. S. (2001). *The environment and society reader*. Boston.
4. Frey, R. S. (2001). Environmental problems from the local to the global. In *The Environment and Society Reader* (pp. 4-25). Boston.
5. Gardner, G. (2003). Engaging religion in the quest for a sustainable world. In L. Starke (Ed.), *State of the World 2003* (pp. 152-176). Washington: World Watch Institute.
6. Gardner, G., Assadourian, E., & Sarin, R. (2004). The state of consumption today. In L. Starke (Ed.), *State of the World 2004* (pp. 3-21). Washington: World Watch Institute.
7. Gould, K., & Lewis, T. (2016). *Green gentrification: Urban sustainability and the struggle for environmental justice*. Routledge.
8. Gunter, V., & Smith, S. K. (2007). *Volatile places: A sociology of communities and their uncertain futures*. Yale University Press.
9. Hannigan, J. (2022). *Environmental sociology*. Routledge.
10. Humphrey, C. R., Lewis, T. L., & Buttel, F. H. (2003). *Environment, energy, and society*. New York: Pergamon.

11. Irwin, A. (2013). *Sociology and the environment: A critical introduction to society, nature, and knowledge*. John Wiley & Sons.
12. Ken, C., & Dabelko, G. R. S. (2004). *Green planet blues*. London, Toronto: Allyn and Bacon.
- Klinenberg, E., Araos, M., & Koslov, L. (2020). Sociology and the climate crisis. *Annual Review of Sociology*, 46(1), 649-669.
13. Mol, A. P., Sonnenfeld, D. A., & Spaargaren, G. (Eds.). (2020). *The ecological modernisation reader: Environmental reform in theory and practice*. Routledge.
14. Murphy, J., & Cohen, M. J. (2001). Consumption, environment, and public policy. In *Exploring Sustainable Consumption: Environmental Policy and the Social Sciences* (pp. 3-17).
15. Narayanan, V. (2001). Water, wood, and wisdom: Ecological perspectives from the Hindu tradition. In *State of the World 2001*.
16. Paehlke, R. C. (1989). *Environmentalism and the future progressive politics*. New Press.
17. Paehlke, R. C. (2001). *Exploring sustainable consumption: Environmental policy and the social sciences*.
18. Peet, R., & Watts, M. (2004). *Liberation ecologies: Environment, development, and social movements*. Routledge.
19. Sale, K. (1993). *The green revolution: The American environmental movement*.
20. Spaargaren, G. (2020). Sustainable consumption: A theoretical and environmental policy perspective. In A. P. Mol, D. A. Sonnenfeld, & G. Spaargaren (Eds.), *The ecological modernisation reader* (pp. 318-333). Routledge.

### **Course # 3: Gender Studies**

**Major Course.**

**Credits: 3**

**Course Code: SOC-322**

#### **Course Objectives:**

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

#### **Course Outline:**

##### **1. Introduction**

Definition, concepts and Importance

Women's lives and Sociological Perspectives

Feminism and Masculism

Gender and Social Institutions

##### **2. Gender and Socialization**

Agencies of Socialization

Learning Process: Identification Theory, Social Learning Theory, Cognitive Development Theory

##### **3. Gender Issues in Pakistan**

Higher education and Gender

Women and Health

Violence against women

Gender and Media

Gender and Environment

#### **4. Gender and Inequality**

Property Rights

Employment

Politics

Women and Law in Pakistan

#### **5. Women and Development**

Women's Day

Women's and Multimedia

Women and Rural Development

The Administrative Wing

Nikahanama

#### **6. Changing Role of Women**

Changing role of urban women

Changing role of Rural women

#### **Suggested Readings:-**

1. Butler, J. (2004). *Undoing gender*. Routledge.
2. Butler, J. (2006). *Gender trouble: Feminism and the subversion of identity*. Routledge.
3. Chodorow, N. J. (2023). *The reproduction of mothering: Psychoanalysis and the sociology of gender*. Univ of California Press.
4. Cranny-Francis, A., Waring, W., Stavropoulos, P., & Kirkby, J. (2017). *Gender studies: Terms and debates*. Bloomsbury Publishing.
5. Davis, K., Evans, M. S., & Lorber, J. (2008). *Handbook of gender and women's studies*. Sage Publications, New Delhi.
6. Delamont, S. (2021). *The Sociology of Women: an introduction*. Routledge.
7. Foucault, M. (1990). *The history of sexuality: An introduction*. Vintage.
8. Holmes, M. (2008). *What is gender? (Sociological approaches)*. Sage Publications, New Delhi.
9. Hosse Biber, S. N. (2008). *Handbook of feminist research*. Sage Publications, New Delhi.
10. Lindsey, L. L. (2020). *Gender: Sociological Perspectives*. Routledge.
11. Lutz, H., Vivar, M. T. H., & Supik, L. (Eds.). (2016). *Framing intersectionality: Debates on a multi-faceted concept in gender studies*. Routledge.
12. Mead, M. (2001). *Male and female*. Harper Perennial.
13. Momsen, J. (2019). *Gender and development*. Routledge.
14. Nagy Hosse Biber, S. (2008). *Handbook of feminist research*. Sage Publications, New Delhi.
15. Oakley, A. (2016). *Sex, gender and society*. Routledge.
16. Rege, S. (2008). *Sociology of gender: The challenge of feminist sociological knowledge*. Sage Publications, New Delhi.
17. Scott, J. W. (2020). *The fantasy of feminist history*. Duke University Press.
18. Spade, J. Z. (2008). *The kaleidoscope of gender*. Sage Publications, New Delhi.

19. Sterling, A. F. (2000). *Sexing the body: Gender politics and the construction of sexuality*. Basic Books.
20. Sudah, D. K. (2000). *Gender role*. A.P.H Publication, India.
21. Wilchins, R., Nestle, J., Howell, C., Rivera, S., Wright, S., & Reiss, G. (2020). *GenderQueer-voices from beyond the sexual binary*. Riverdale Avenue Books LLC.

### **Course # 4: Quantitative Reasoning-II**

**General Course.**

**Credits: 3**

**Course Code: MTH-324**

#### **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 21<sup>st</sup> 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.
- 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.

#### **Students learning out comes:**

After completing this course successfully, students will be able to:

- strengthen their quantitative reasoning skills and apply to daily life problems.
- draw the inferences from the data given in numeric, graphs, tables and functions

- strengthen their quantitative reasoning skills while making decisions.
- apply the concepts of functions in social and economic issues and formulate and solve the problems.
- understand the principal concepts of probability and its applications.
- demonstrate the application of the learned principles of quantitative reasoning skills in different professional activities, social and natural sciences.

### Weekly Breakdown

Module Name	Time (weeks)	Goal	Topics
Exploring graphical information	3	Introduce students to functions, graphing tools and their applications in different disciplines.	<ul style="list-style-type: none"> <li>• Investigating relationships between variables Exploring</li> <li>• tools to find relationship between variables Resources</li> <li>• and population growth</li> <li>• Dealing with Economical, environmental and social issues</li> </ul>
Building blocks of a plane	1.5	Introduce students to simultaneous linear equations in two variables and their applications.	<ul style="list-style-type: none"> <li>• Graphical and analytical approaches to solve a</li> <li>• problem Applications of graphical &amp; analytical approaches in social &amp; economic problems</li> </ul>
Exploring inequalities	1.85	Students will be introduced to the absolute value and inequalities.	<ul style="list-style-type: none"> <li>• Understanding inequalities around us.</li> <li>• Dealing with practical problems involving inequalities in different disciplines</li> </ul>
Comparing quantities	1.5	Students will be introduced to important tools ratio and proportion and sequences	<ul style="list-style-type: none"> <li>• Golden ratio in sculptures</li> <li>• Comparison of statements and their use in social and economic problems</li> <li>• Number patterns and their applications</li> </ul>
Thinking Logically	2	Equip students to solve practical problems involving logic.	<ul style="list-style-type: none"> <li>• Survival in the modern World</li> <li>• Propositions and truth values</li> <li>• Applications of logic</li> </ul>

Understanding data	4.15	Students will be introduced to the important statistical tools for data analysis and applications, personal health & democracy.	<ul style="list-style-type: none"> <li>• Exploring and summarizing data, misleading graphs Finding</li> <li>• a representative value in a data Measure and spread of a data,</li> <li>• measuring degree of relationship among variables</li> <li>• Counting the odds</li> </ul>

**Text books:**

1. Bennett, J. & Briggs, W. (2015). Using and understanding mathematics (6<sup>th</sup> Edition). Pearson Education, Limited. <http://xn--webeducation-dbb.com/wp-content/uploads/2019/09/Jeffrey-Bennett-WilliamBriggs-Using-Understanding-Mathematics -A-Quantitative-Reasoning-ApproachPearson-2015.pdf>
2. Blitzer, R. (2014). Precalculus. (5<sup>th</sup> Edition). Pearson Education, Limited. [https://www.ilearnacademy.net/uploads/3/9/2/2/3922443/precalculus\\_edition\\_5f.pdf](https://www.ilearnacademy.net/uploads/3/9/2/2/3922443/precalculus_edition_5f.pdf)

**Course # 5: Expository Writing**

**General Course.**

**Credits: 3**

**Course Code: ENG-325**

**Course Description**

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of pre-requisite course, Functional English, this course will enhance students’ abilities of producing clear, concise, and coherent written texts in English. This course will also enable students to dissect intricate ideas to amalgamate information and to express their views and opinion through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

**Course Learning Outcomes**

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

- Understand the essentials of writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.

- Demonstrate mastery of diverse expository type to address different purposes and audiences.
- Uphold ethical practices to maintain originality in expository writing.

## **Course Contents**

### **1. Introduction to Expository Writing**

- Understanding Expository Writing (definition, types, purpose, and applications)
- Characteristics of effective expository writing (clarity, coherence and organization)
- Introduction to paragraph writing

### **2. The Writing Process**

- Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)
- Drafting (three stage process of drafting techniques)
- Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.)
- Proof reading (fine-tuning of the draft)
- Peer review and feedback (providing and receiving technique)

### **3. Essay Organization and Structure**

- Introduction and hook (engaging the readers and introducing the topic)
- Thesis statement (crafting a clear and focused central idea)
- Body paragraphs (topic sentences, supporting evidence and transitional devices)
- Conclusion (type of concluding paragraphs and leaving an impact)
- Ensuring cohesion and coherence (creating seamless connections between paragraphs)

### **4. Different Types of Expository Writing**

- Description
- Illustration
- Classification
- Cause and effect (exploring causal relationship and outcomes)
- Process analysis (explaining step-by-step procedures)
- Comparative analysis (analyzing similarities and differences)

### **5. Writing for Specific Purposes and Audiences**

- Different types of purposes (to inform, to analyze, to persuade, to entertain etc.)
- Writing for academic audiences (formality, objectivity, and academic conventions)
- Writing for public audiences (engaging, informative and persuasive language)
- Different tones and styles for specific purposes and audiences

### **6. Ethical Considerations**

- Ensuring original writing (finding credible sources, evaluating information etc.)
- Proper citation referencing (APA, MLA, or other citation styles)

- Integrating quotes and evidences (quoting, paraphrasing and summarizing)
- Avoiding plagiarism (ethical considerations and best practices)

### **Suggested Practical Activities (Optional)**

As part of the overall learning requirements, students will be required to build a portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

### **Suggested Instructional/Reading Materials**

1. The St. Martin' Guide to Writing by Rise B. Axelrod and Charles R. Cooper
2. They Say /I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Birkenstein
3. Writing Analytically by David Rosenwasser and Jill Stephen
4. Style: Lessons in Clarity and Grace by Joseph M. Williams and Joseph Bizup
5. The Elements of Style by Willaim Strunk Jr. and E.B. White
6. Good Reason with Contemporary Arguments by Lister Faigly and Jack Selzer
7. Writing to Learn: How to Write - and Think – Clearly About Any Subject at All by William Zensser
8. The Norton Field Guide to Writing by Richard Bullock, Maureen Daly Goggin and Francine Weinberg
9. The Art of Styling Sentences by Ann Longknife and K.D. Sullivan
10. Writing Today by Richard Johnson-Sheehan and Charles Paine

## **Course # 6: Pakistan Studies**

**General Course.**

**Credits: 2**

**Course Code: PS-326**

### **Course Description**

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

### **Course Learning Outcomes**

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

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

## Course Outlines

### 1. Introduction to Pakistan:

- Geographical location and significance.
- Historical background: Ancient civilizations in the region. Factors leading to the creation of Pakistan.

### 2. Political History of Pakistan:

Formative phase.

- Military interventions and democratic transitions.

### 3. Geography of Pakistan:

- Physiography: Mountains, plains, plateaus, deserts, valleys and coastal areas.
- River systems: Indus River and its tributaries.
- Climatic regions of Pakistan.

### 4. Society and Culture of Pakistan:

- Socio-cultural diversity.
- Languages and literature of Pakistan.

### 5. Economic Development of Pakistan:

- Agriculture and industrial sectors of Pakistan.
- Economic challenges of Pakistan.

### 6. Contemporary Issues:

- Foreign relations of Pakistan.
- Security challenges: terrorism, extremism, and regional conflicts.
- Environmental problems and sustainable development (SDGs). Media and social change.

## Suggested Instructional / Reading Materials

1. 'Jinnah of Pakistan' by Stanley Wolpert
2. "The Sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan" by Ayesha Jalal
3. "The struggle for Pakistan" by Ishtiaq Husain Qureshi
4. "Pakistan, the Formative Phase, 1857-1948" by Khalid B. Sayeed
5. "Pakistan Studies: A Book of Readings" by Sikandar Hayat
6. "Constitutional and Political History of Pakistan" by Hamid Khan
7. "Trek to Pakistan" by Ahmad Saeed and Kh. Mansur Sat-war
8. "Pakistan: A Modern History" by Ian Talbot
9. "Politics in Pakistan: The Nature and Direction of Change" by Khalid B. Sayeed
10. "Physical Geography of Pakistan" by Umar Jahangir
11. "A Geography of Pakistan: Environment, People, and Economy" by Fazle Karim Khan
12. "Pakistan's Foreign Policy: An Historical Analysis" by S. M. Burke
13. "Separatism in East Pakistan" by Rizwan Ullah Kokab

14. "Being Pakistani: Society, Culture and the Arts" by Raza Rumi
15. "Pakistan's Cultural Heritage: Socio-Economic and Technological Aspects" edited by Abdul Jabbar Khan
16. "Language and Politics in Pakistan" by Tariq Rahman
17. "Sociology" by Horton and Hunt
18. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring
19. "Economic Development of Pakistan" by Ishrat Husain
20. "Issues in Pakistan's Economy" by S. Zaidi

### **Course # 7: Understanding of Holy Quran-I**

**General Course.**

**Credits: 1**

**Course Code: ISL-327**

**Course Title:** Understanding of Holy Quran – I

**Course Book:** Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubaid ur Rahman

**Credit Hours:** 1 (0-1)

**Contact Hours:** 3 per week **Weeks:** 15-16 (45 48 hours)

#### **Course Learning Outcomes:**

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

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles) , compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath –based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

#### **Course Outline:**

Weeks	Lectures (1.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
1.	1.	1	1-6	Writing the meaning of Quranic words Lesson 1-8	Proper Noun Masculine & Feminine
	2.	1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of ( ) “And” Common Noun

2.	1.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine (هذا- هذه) Demonstrative Noun (This & That for Feminine) (ذلك- تلك)
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words , phrases & translation of Sentences 17-19 Quiz	Laam for emphasis (لام التأكيد) Superlative Degree like أكبر Revision of all Quranic Sentences
3.	1.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 1-3	Emphatic Particle إن Preposition “For” (اللام) Preposition (في)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (على- من- إلى)
4.	1.	2	7- 9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (الباء) Absolute Negation Particle Exceptive Particle ( لا النافية ) (إلا) (ما النافية) (للجنس)
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction(أن), Was (كان), Vocative Particle(التداء) (حرف)

5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضاف ومضاف إليه)
6.	1.	3	6 -7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضاف ومضاف إليه)
	2.	3	8-10 & Revision (Unit 3) 8-10 Quiz	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He( هو المنفصل) Possessive Pronoun His له المتصل
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3 -4	Possessive Pronoun with prepositions like في بيته Pronoun "His" with prepositions like له، منه، فيه
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You( أنت المنفصل) Possessive Pronoun Your ك المتصل Possessive Pronoun with prepositions like في بيتك Pronoun "your" with prepositions like لك، منك، فيك
	2.	Mid Term			

9.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She (هي المنفصل) Possessive Pronoun Her (ها المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun "Her" with prepositions like لها،
	2.	4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (أنا المنفصل) Possessive Pronoun Her (ي المتصل) Possessive Pronoun with prepositions like في بيتي Pronoun "My" with prepositions like لي
10.	1	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 <b>Quiz</b>	Adverb (حال)
	2.	Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المذكر السالم و جمع المذكر السالم المسبوق بحرف الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المذكر السالم المسبوق بالإضافة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم المنفصل) Possessive Pronoun Their (هم المتصل)
12.	1.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بيتهم Pronoun "Their" with prepositions like لهم
	2.	5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (أنتم المنفصل) Possessive Pronoun Your (كم المتصل) Possessive Pronoun with prepositions

					like في بيتكم
13.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	Pronoun “Your” with prepositions like لكم Personal Pronoun We ( نحن المنفصل) Possessive Pronoun Our نا (المتصل)
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions like في بيتنا Pronoun “Our” with prepositions like لنا
14.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those ( هؤلاء- أولئك )
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / إلا، إن / إلا، إنما، ليس، ما ، ( /أم، أن، بل، كأن ( ألا، أليس، اليوم، يومئذ، سبحان، ما بينهما، قل، إذن، بئس، نعم، كلا، ما أدراك، حسب، أعلم ب، مصير، مرجع، ديناً(تميز)
15.	1.	5	Revision Unit 5	Quiz	
	2.	5	1-3 (till Page 16)	Writing the meaning of Quranic Verbs & Translation of Quranic Sentences & Verses (1-3)	Introduction of Present Tense(فعل مضارع) & Verbal Sentence ( جملة فعلية ) Present Tense الفعل المضارع صيغة المفرد يعلم
16.	1.	6	3 (From Page 17) & 4 -5	Translation of Quranic Sentences & Verses 3-5	Present Tense الفعل المضارع صيغة المفرد يعلم
	2.	6	6	Translation of Quranic Sentences & Verses	Present Tense الفعل المضارع صيغة الجمع يعلمون

### Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

**ITEM 11 COURSES AND OUTLINES IN BS SOCIOLOGY BS SOCIOLOGY 3<sup>RD</sup> SEMESTER**

<b>Semester/Year</b>		<b>Course Code</b>	<b>Name of Subject</b>	<b>Credits</b>
<b>THIRD</b>	Major	SOC-411	Classical Sociological Theories	3(3-0)
	Major	SOC-412	Basics of Social Research	3(3-0)
	Major	SOC-413	Rural Sociology	3(3-0)
	Major	SOC-414	Sociology of Family and Marriage	3(3-0)
	GE	MGT-415	Entrepreneurship	2(2-0)
	GE	PS-416	Ideology and Constitution of Pakistan	2(2-0)
	GE	ISL-417	Fahme Quran-II	1(1-0)
	<b>Total</b>			<b>17</b>

**Course # 1: Classical Sociological Theories**

**Major Course.**

**Credits: 3**

**Course Code: SOC-411**

**Objective:**

The course provides a review of classical sociological theorists to contemporary sociological thinking. It focuses on the content and utility of classical theories in terms of understanding social world. While the course provides a general history of sociological theory, the focus remains on examining how classical theories have provided the basis for a better understanding of the character and dynamics of societies around the world. The contents of the course also help understand the nature of contemporary sociological theories.

**Course Outline**

**1. Background**

- a. Social Forces
- b. Intellectual Forces
- c. French Revolution
- d. Enlightenment

**2. Development of Sociological Theory**

- a. Theory and Knowledge
- b. Process of Theorizing
- c. Types of Sociological Theories
- d. Inductive and Deductive
- e. Process of theorizing
- f. Fact, Propositions, and Laws
- g. Sociological Theory between 1600 -1800 AD

**3. August Comte**

- a. Positivism

- b. The law of Human Progress
  - c. Hierarchy of the Sciences
  - d. Social Static & Dynamic
- 5. Emile Durkheim**
- a. Rules of Sociological methods
  - b. Division of Labour
  - c. Social Solidarity
  - d. Theory of Religion
  - e. Theory of Suicide
- 6. W. G. Sumner**
- a. Folkways and Mores
  - b. Ingroup and outgroup
  - c. Basic motives
- 7. Karl Marx**
- a. Communist Manifesto
  - b. Socialism
  - c. Stages of Social Evolution
- 8. Herbert Spencer**
- a. The law of Social Evolution
  - b. Concept of Society
  - c. Laissez-faire
- 9. Max Weber**
- a. Sociology of Religion
  - b. Bureaucracy
  - c. Protestant Ethic and the Sprit of Capitalism

**Recommended Books:**

1. Appelrouth, S. (2007). *Sociological theory in the contemporary era: Text and readings*. London: Pine Forge Press.
2. Appelrouth, S., & Edles, L. D. (2020). *Classical and contemporary sociological theory: Text and readings*. Sage Publications.
3. Blalock, H. M. (1969). *Theory construction: From verbal to mathematical formulation*. N.J.: Prentice Hall Inc.
4. Bronner, S. E. (latest ed.). *Critical theory and society: A reader*. London: Routledge and Kegan Paul.
5. Calhoun, C. (Ed.). (2007). *Contemporary sociological theory* (2nd ed.). Malden, USA: Blackwell Publishing.
6. Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2022). *Classical sociological theory*. John Wiley & Sons.
7. Cooley, C. H. (1962). *Social organization*. New York: Scribner's Books.
8. Dillon, M. (2020). *Introduction to sociological theory: Theorists, concepts, and their applicability to the twenty-first century*. John Wiley & Sons.
9. Farganis, J. (2000). *Readings in social theory: The classic tradition to post-modernism* (3rd ed.). Boston: McGraw Hill.
10. Imasheff, N., & Theoderson, G. A. (1976). *Sociological theory: Its nature and growth*. New York: Random House.
11. John, J. Macionis. (2004). *Sociology* (10th ed.). Hardcover.
12. Kinloch, G. C. (1977). *Sociological theory: Its development and major paradigms*. New York: McGraw Hill.
13. Ritzer, G. (2002). *Sociological theory* (10th ed.). New York: McGraw Hill.
14. Ritzer, G., & Stepnisky, J. (2020). *Classical sociological theory*. Sage publications.
15. Waters, M. (1994). *Modern sociological theory*. London: Sage Publications.

## Course # 2: Basics of Social Research

**Major Course.**

**Credits: 3**

**Course Code: SOC-412**

### **Course Objectives:**

The course aims to learn about the basic concepts of social research, various components of research and the usage of various methodologies while conducting research on different issues.

### **Course Contents:**

#### **Introduction**

- a. Definition, significance of social research
- b. Characteristics of scientific social research
- c. Pure and applied research
- d. Quantitative and qualitative approach in social research

#### **Research Problem**

- a. Selections and formulation of research problems
- b. Determinates of significant problems
- c. Components of a problems

#### **Research Design**

- a. Components of a research design
- b. Types of research design
- c. Scope and utility of research design
- d. Abstraction and generalization – deduction and induction
- e. Conceptualization and re –conceptualization

#### **Hypothesis and Operationalization**

- a. Meaning and definition of operationalization
- b. The process of operationalization.
- c. Reliability and validity
- d. Meaning and forms of hypothesis
- e. Function of hypothesis
- f. Sources and logic of deriving hypothesis
- g. Statistical testing of hypothesis

#### **Sampling**

- a. Nature and importance
- b. Forms: probability and non – probability

#### **Methods, Instruments and Techniques of Data Collection**

- a. Sources of data
- b. Methods of data collection
- c. Survey method
- d. Experimental method
- e. Historical method / documentation
- f. Planning, techniques and instruments of data collection
- g. Questionnaire
- h. Interview schedule / guide
- i. Observation – participant, non – participant

#### **Measurement and Scaling**

- a. Indexes and scores
- b. Types of scales
- c. Ranking scales

- d. Paired comparison
- e. Method of equal appearing interval
- f. Internal consistency scale Thurston scale
- g. Rating scales

### **Analysis and Interpretation of Data**

- a. Coding and tabulation
- b. Manual and computer operations
- c. Analysis of data and hypothesis

### **Presentation of Data and Report Writing**

- a. Editing and coding of questionnaires
- b. Graphic and pictorial presentations
- c. Report writing
- d. Format of the report
- e. Bibliography, foot notes and references

### **Recommended Books:**

1. Alwin, D. F. (2007). *Margins of error: A study of reliability in survey measurements*. U.S.A.: John Wiley & Sons, Inc.
2. Babbie, E. (2005). *The practice of social research*. Belmont, CA: Wadsworth.
3. Babbie, E. R. (2020). *The practice of social research*. Cengage Au.
4. Babbie, E., & Edgerton, J. D. (2023). *Fundamentals of social research*. Cengage Canada.
5. Bridge, S., & Culhy. (2005). *Research methods in the social sciences*. New Delhi: Vistaar Publishers.
6. Clark, T., Foster, L., Bryman, A., & Sloan, L. (2021). *Bryman's social research methods*. Oxford university press.
7. May, T., & Perry, B. (2022). *Social research: Issues, methods and process*. McGraw-Hill Education (UK).
8. Corbin, J., & Strauss, A. C. (2008). *Basics of qualitative research* (3rd ed.). New Delhi: Sage Publications.
9. Juliet, C., & Strauss, A. C. (2008). *Basics of qualitative research* (3rd ed.). New Delhi: Sage Publications.
10. Neuman, W. L. (2000). *Social research methods* (4th ed.). Boston: Allyn & Bacon.

## **Course # 3: Rural Sociology**

**Major Course.**

**Credits: 3**

**Course Code: SOC-413**

### **Course Objectives:**

The course aims at providing knowledge of basic concepts of rural sociology to the students. Moreover an in-depth understanding of structure of rural society will be carried out. The course focuses on issues relating to the study of rural people and places, as well as rural related issues in both advanced and developing countries. This course is designed to explore the changing nature of rural development in the global economy.

### **Course Outline:**

- 1. Introduction to Rural Sociology**
  - a. Meaning and definition of Rural Sociology
  - b. Rural Sociology as a Science
  - c. Relationship of Rural Sociology with Other Social Sciences.
- 2. Basic Concepts and Processes**
  - a. An understanding of the Rural Social System
  - b. Caste and "baradari" structure
  - c. Fractions, dispute and "We-groups".

3. **Problems of small and fragmented holding**
  - a. Landless tenants and agricultural labor.
4. **Social stratification and social differentiation**
  - b. Basic Concepts and action:
  - c. Group, Role and Status, Norms and Values, Folkways and Mores
  - d. Social Systems and Sub-systems
  - e. Rural Culture, Social Processes in Rural Society,
5. **Rural Social Institutions, Technology and Rural Society.**
6. **Social Change and Rural Society**
  - a. Rural Settlement
  - b. Small scale farming
  - c. Feudalism, Capitalism, Family farming
  - d. Agrarian politics and village development,
7. **Relationship between technological and socio economic aspect of rural society.**
  - a. Gender and Development
  - b. Role and status of Rural Woman
  - c. Pattern of Rural Settlement
8. **Rural Resources**
  - a. Land Tenure System, size of landholdings.
  - b. Rural Social structure, provision of services in rural area; health, education and sanitation etc.
  - c. Micro-financing in Rural Sector

#### **Suggested Readings:**

1. Carroll, C., Curley, A., Martinez, D. E., Schneider, L., & Strube, J. (2024). Indigenous perspectives on dismantling the legacies of settler colonialism in rural sociology. *Rural Sociology*.
2. Carolan, M. (2020). Rural sociology revival: Engagements, enactments and affectments for uncertain times. *Sociologia Ruralis*, 60(1), 284-302.
3. Chitamber, J. B. (2003). *Introductory rural sociology* (2nd ed.). New Delhi: New Age International (P) Limited Publishers.
4. Dalal, B. (2003). *Rural planning in developing countries*. New Delhi: Earthscan.
5. Khan, N. (2000). *Rural poverty alleviation*. Islamabad: National Book Foundation.
6. Kolb, J. H. L. (1989). *A study of rural sociology* (4th ed.). Boston: Houghton Mifflin.
7. Kumar, B. (2022). *Urban and rural sociology*. New Delhi: KK Publications.
8. Sahibzada, M. H. (1997). *Poverty alleviation*. Islamabad: Institute of Policy Studies.
9. Setty, E. (2002). *New approaches to rural development*. Amal Publications Pvt. Ltd.
10. Woods, M. (2010). *Rural*. London: Routledge.

### **Course # 4: Sociology of Family and Marriage**

**Major Course.**

**Credits: 3**

**Course Code: SOC-414**

#### **Course Objectives:**

The aim of the course is to acquaint students with history of marriage, family and their role and functions in the changing World.

#### **Course Contents:**

##### **Chapter 1 Introduction:**

- 1.1 Definition and meaning
- 1.2 Types of Family
- 1.3 Functions of Family
- 1.4 Theories of family development: conjugal kinship systems and the nuclear family.

## **Chapter 2 Family Organization**

- 2.1 Family as a Social System
- 2.2 Parent child relationship
- 2.3 Family and Socialization
- 2.4 Family and Religion

## **Chapter 3 Mate Selection**

- 3.1 Historical and cross-cultural variations: social arrangements and romance.
- 3.2 Contemporary strategies for finding partners.
- 3.3 Social pressures and marital endogamy.
- 3.4 The social calculus of relationship satisfaction and commitment.

## **Chapter 4 World's major family system**

- 4.1 India
- 4.2 China
- 4.3 Iran
- 4.4 Pakistan

## **Chapter 5 Family Problems**

- 5.1 Family Conflict
- 5.2 Divorce
- 5.3 Single Parenting

## **Chapter 6 Determinants of long term Marriage**

- 6.1 Co-operations and Marriage
- 6.2 Marriage councilors
- 6.3 Rights and Duties

### **Suggested Readings:**

1. Andrew Cherlin, *Public & Private Families: An Introduction* (5<sup>th</sup> Edition), New York: McGraw-Hill Higher Education, 2008.
2. David Schnarch, (2009) *Passionate Marriage: Keeping Love and Intimacy Alive in Committed Relationships*, W.W. Norton & Company
3. Elizabeth Schroeder, *Taking Sides: Clashing Views and Controversial Issues in Family and Personal Relationships* (5<sup>th</sup> Edition), Guilford, Connecticut: Dushkin Publishing Group, 2002.

4. Evans, Robert, (2004) “ Family Matters” Jossey Bass
5. Sherif Girgis, Ryan T Anderson, Robert P George, (2012) What is Marriage? Man and Women : A Defense, Encounter books
6. Segrin, Chris & Flora, Jeane, (2005) “ Family communication” Lawrence Erlbaum Association, London.

### **Course # 5: Entrepreneurship**

**General Course.**

**Credits: 2**

**Course Code: MGT-415**

#### **Course Description and Outcomes.**

Entrepreneurship is an essential course which got immense importance and is taught by almost all good business schools across the globe. The course educates the students about successful creation, operation and growth of innovative entrepreneurial ventures. Starting & operating a new business involve considerable risk & effort to overcome the inertia against something new. In creating and growing a new venture, the entrepreneur assumes the responsibility and risks for its development & survival and enjoys the corresponding rewards. This course enables the students to recognize, create and shape opportunities, provide the leadership and build the team to create economic and social value. They will learn to assess feasibility and drivers of opportunities, develop viable business models, and take action. This course equips the students about various sources and methods of generating new viable business ideas. It also provides an insight into business plan development and its implementation. At the end the students will be able to develop a business plan to start and initiate their own ventures.

#### **Course Contents**

##### **Nature & Importance of Entrepreneurship & Entrepreneur:**

- What is Entrepreneurship?
- The Entrepreneur.
- Small-business owners & Entrepreneurs:
- Intrapreneurship.
- Distinction between an Entrepreneur & a Manager.
- Types of Entrepreneurs:
- Why Do People Become Entrepreneurs?
- The Entrepreneurial Process.
- Start-Ups and Types of Start-Up Firms.
- Role of Entrepreneurship.
- Personal Entrepreneurial Characteristics/ Characteristics of Successful Entrepreneurs

##### **Recognizing Opportunities:**

- What is a business opportunity?
- Difference between opportunities and ideas.
- Approaches/ways to identify opportunities.
- Opportunity Recognition.

- Opportunity recognition and the opportunity assessment plan.

### **Creativity and Innovation:**

- The Nature of Creativity.
- The Creative Process.
- Creating the Right Setting for Creativity.
- Innovation.
- Difference between Creativity and Innovation.
- Types of Innovation.
- Sources of Innovation.
- Principles of Innovation.
- Sources of New Ideas.
- Methods of Generating Ideas.
- Product Planning and Development Process.

### **Feasibility Analysis:**

- Feasibility Analysis
- Product/Service Feasibility Analysis.
- Industry/Target Market Feasibility Analysis.
- Organizational Feasibility Analysis.
- Financial Feasibility Analysis.

### **Developing an Effective Business Model:**

- Business Models and Their Importance.
- General Categories of Business Models.
- The Barringer/Ireland Business Model Template.

### **Business plan development:**

- What is a Business Plan?
- Who Should Write The Plan?
- Who Reads The Plan? / Scope and Value of the Business Plan:
- Elements of a Business Plan:
- Benefits of a Business Plan:
- Guidelines to Remember:

### **Recommended Textbooks**

- Bruce R. Barringer, R. Duane Ireland “*Entrepreneurship: Successfully Launching New Ventures*” (Pearson) 6<sup>th</sup> edition, global edition.
- Robert D. Hisrich & Michael P. Peter “*Entrepreneurship*” (McGraw Hill) 10<sup>th</sup> Edition.
- Donald F. Kuratko, Howard Frederick & Allan O'Connor, “*Entrepreneurship: Theory/Process/Practice*” (Cengage Learning) Latest Edition.
- Bruce A. Kirchoff “*Entrepreneurship & Dynamic Capital*”
- Zafar Altaf (Croom Helm) “*Entrepreneurship in the third world*”
- Robert J. Calvin “*Entrepreneurial Management*” (tata McGraw Hill Edition)

## **Course # 6: Ideology and Constitution of Pakistan**

**General Course.**

**Credits: 2**

**Course Code: PS-416**

### **Course 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.

### **Course Contents**

#### **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, Shimla 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.

### **Course # 7: Understanding of Holy Quran-II**

**General Education**

**Credits: 3**

**Course Code: SOC-417**

**Course Title:** Understanding of Holy Quran – II

**Course Code:** ISI-325

**Course Book:** Muallim ul Quran (Volume 3, 4 & 5) by Dr Ubaid ur Rahman

**Credit Hours:** 1 (0-1)

**Contact Hours:** 3 per week

**Weeks:** 15-16 (45-48 hours)

#### Course Learning Outcomes:

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

1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics.
4. Achieve proficiency in the basic and advance linguistic aspects of the Arabic language.
5. Understand the difference between Quranic verbs in various forms, such as present, past and imperative.

6. Develop the ability to understand long verses of the holy Quran independently and then comprehend their interpretation.

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures	Units	Lessons	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع مذكر غائب مثل يعيدون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع مذكر غائب مثل يعيدون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد مذكر مخاطب (تعبد) وجمع مذكر مخاطب (تعبدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع مذكر مخاطب ) تعبدون)

					صيغة المتكلم (أعبد)
3.	1.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (نعبد)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعبد، لا نعبدوا
4.	1.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر مؤول)
	2.	6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul jhood(لام الجحود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	
6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد للغائب
	2.	MID TERM			
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدنا

	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع المتكلم علينا
12.	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع المتكلم علينا
	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع المتكلم علينا
13.	1.	7	4 (sec 1-2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عبديتم
	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عبديتم
14.	1.	7	5-6	Understanding & Translation of Verses <b>Quiz</b>	Past Tense صيغة المتكلم والمخاطب عبدي ت ، عبدي ت
	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة المؤنث للغائب عبدي ت
15.	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للمفرد
	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للجمع
16.	1.	8	1-4	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للمفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع

**ITEM 12 COURSES AND OUTLINES IN BS SOCIOLOGY 4<sup>th</sup> SEMESTER**

<b>Semester/Year</b>		<b>Course Code</b>	<b>Name of Subject</b>	<b>Credits</b>
<b>FOURTH</b>	Major	SOC-421	Contemporary Sociological Theories	3(3-0)
	Major	SOC-422	Urban Sociology	3(3-0)
	Major	SOC-423	Sociology of Development	3(3-0)
	GE	SOC-424	Social Anthropology	2(2-0)
	GE	PS-425	Civics and Community Engagement	2(2-0)
	GE	ISL-415	Seerat e Mustafa	2(2-0)
				<b>15</b>

**Course # 1: Contemporary Sociological Theories**

**Major Course.**

**Credits: 3**

**Course Code: SOC-421**

**Objective:**

This course will introduce students to some of the major contemporary theoretical perspectives in sociology, including: functionalism, conflict theory, symbolic interactionism, identity theory, rational choice theory, and feminist theory. To explore these perspectives, contributions of various theorists will be examined. Capabilities to evaluate sociological theories critically will be developed. An attempt will be made to apply theories to understand current social problems and issues Pakistan and the world are facing.

**Course Outline**

**1. Neo-structural Functionalists**

- a. Talcott Parsons
- b. Robert K. Merton.

**2. Critical Conflict Theory**

- a. Thorstein Veblen
- b. Ralf Dahrendorf
- c. C. Wright Mills

**3. Frankfurt School of Thought**

- a. Jurgen Habbermas

**4. Social Behaviourism and Interactionism**

- a. Phenomenology (Husserl, Alferd Schutz),
- b. Systematic Social Behaviourism (George Simmel)
- c. Symbolic Interaction ( C.H.Cooly, G.H Mead)

**5. Evolving Contemporary Feminist Theory**

- a. Feminism

- b. Historical development
- c. Gender theories.

**Recommended Books:**

1. Dillon, M. (2020). *Introduction to sociological theory: Theorists, concepts, and their applicability to the twenty-first century*. John Wiley & Sons.
2. Appelrouth, S., & Edles, L. D. (2020). *Classical and contemporary sociological theory: Text and readings*. Sage Publications.
3. Coser, L. A. (1971). *Master of sociological thought: Ideas in historical social context*. Harcourt Brace.
4. Dillon, M. (2020). *Introduction to sociological theory: Theorists, concepts, and their applicability to the twenty-first century*. John Wiley & Sons.
5. Dubin, R. (1978). *Theory building*. Maxwell Macmillan.
6. Elliott, A. (2021). *Contemporary social theory: An introduction*. Routledge.
7. Elliott, A., & Lemert, C. (2022). *Introduction to contemporary social theory*. Routledge.
8. McGray, R. (2011). *Contemporary theories of learning: Learning theorists... in their own words*.
9. Ritzer, G., & Stepnisky, J. (2021). *Modern sociological theory*. Sage Publications.
10. Ritzer, G. (2002). *Sociological theory* (10th ed.). McGraw-Hill.
11. Turner, J. H. (1987). *The structure of sociological theory*. Dorsey Press.

**Course # 2: Urban Sociology**

**Major Course.**

**Credits: 3**

**Course Code: SOC-422**

**Course Objective:**

The course provides knowledge of the concepts and approaches of urban sociology. It targets at providing necessary skills to the students for the solution of urban social issues. The causes, theories and effects of urbanization will also be explored. The study of human ecology, urban ways of life, neighbourhood, residential differentiation and gentrification, urban protest, and comparative urbanism (Hungary, China and Japan) will be carried out.

**Course Outline:**

**1. Introduction**

- a. Definition of Basic Concepts
- b. Urbanization and Urbanism, Community, Town, City, Metropolis and Megalopolis.
- c. Scope and Field of Study
- d. The Rise, and Decline of Cities
- e. Origin of Urban Life

**2. The Rise of Modern City**

- a. Growth of Cities
- b. Factors of Urban Growth

**3. The Ecology of City**

- a. Human relationship in Urban Areas

- b. Location of the City
- 4. The Social Relations in the City**
  - a. The Small Groups - Their Functions and Role Structure
  - b. The Urban Attitudes, Ideals and Values,
- 5. The Urban Economic System, Rest and Recreational Activities in the City.**
- 6. The Slum Areas**
  - a. Slums, Katchi Abadies and Their Development
  - b. Lack of Coordination in Various Social Systems in the City
  - c. Juvenile Delinquency and Street Crime in the City.
- 7. Main Social Problems of the Cities, Their Origin, Causative Factors and Remedial Measures.**
- 8. Welfare Agencies in the City - Their Structure and Functioning, Adjustment of migrants in the City, Town Planning, Social and Welfare Planning, Meaning, Need and Scope, Planning and Development of the City, House Planning, Neighborhood Planning, Voluntary Associations, The Future of the City.**

**Recommended Books:**

1. Bardo, John W. (1982). Urban Sociology. New York: McGraw-Hill, Inc.
2. Bardo, John W. (1982) Urban Society. New York, McGraw-Hill Inc.
3. Berry, Briyan (1977). Contemporary Urban Ecology. New York: Macmillan.
4. Brenner, Neil and Roger Keil (ed.) (2006). The Global Cities Reader. Routledge, London and New York.
5. Ecology, San Francisco: W.H. Freeman and Co.
6. Ehrlich, Paul R. and Annix St (1970). Population Resources and Environment. Issues in Human
7. Fitzpatrick, Kevin, and Mark LaGory, (2000), Unhealthy Places: The Ecology of Risk in the Urban Landscape, Routledge: London.
8. Gibbs, Jack P. (1961). Urban Research Methods. New York: D. Van Nostrand Co.
9. Gottdiener, M. and Leslie Budd (2005) Key concepts in Urban Studies. Sage, London.
10. Hambery, Amos H. (1950). Human Ecology, New York: The Ronald Press.
11. Khan, Mahmood H., (1998), Climbing the Development Ladder with NGO Support: Experiences of Rural People in Pakistan, Karachi, Oxford University Press.
12. Khan, Shoaib S., (1981), Rural Development in Pakistan, New Delhi, Vikas Publishing House.
13. Lamba, P. S. and S. S. Salanki (1992). Impact of Urbanization and Industrialization on Rural Society. New Delhi: Wiley Eastern Limited.
14. Lamba, P.S. and S.S. Salanki, (1992), Impact of urbanization and industrialization on rural society. New Delhi, Wiley Eastern Limited.
15. Nabeel; Hamdi (1995), Housing without Houses. WCIB 4HH, UK.
16. Parker, Simon (2004) Urban Theory and the Urban Experience Encountering the City. Routledge, London
17. Quim, James A. (1995), Urban Sociology, New York, America Park Co.
18. Unders Tanding, Karachi, Arif Hassan, 2001, City Press, Karachi.

## Course # 3: Sociology of Development

Major Course.

Credits: 3

Course Code: SOC-423

### Course Objectives:

Concepts and terms related to the issues of development shall be learnt. The students will learn about relevant theories about change and progress. Models of development related to local, regional, and global levels will be examined. Comparisons will be drawn among political, social, and economic factors of development in a variety of perspectives.

### Course Outline:

#### 1. Introduction

- a. Change, development, and progress
- b. Development and underdevelopment

#### 2. Theories of development

- a. Marxist and Socialist Models
- b. Structural Adjustment
- c. The Modernization School
- d. Development and Underdevelopment-Dependency

#### 3. Determinants of Development

- a. Social
- b. Cultural
- c. Economic

#### 4. Technology and Development

- a. Technology
- b. Adoption of technology
- c. Role of technology in development

#### 5. Social Change and Development in Global Perspective

- a. The Politics of Development: Economy, Policy, Culture
- b. Corporations, Classes and Consumerism
- c. Gender and Development
- d. Transitional Practices in the Third World

#### 6. The Role of Aid in Development

- a. The Role of Non-government Organizations in Development
- b. Development in Pakistan: A Case Study

### Suggested Readings

1. Adams, W. M. (1990). *Green development: Environment and sustainability in the third world*. London: Routledge.

2. Boas, M. (2004). *Global institutions and development: Framing the world?* London: Routledge.
3. Chambers, R. (2005). *Ideas for development*. London: Earthscan.
4. Danne, M. W., Cummings, T. G., & Worley, C. G. (2007). *Organization development and change in Asia Pacific*.
5. Debora, H. (2005). *Development NGOs and civil society*. Jaipur/New Delhi: Rawat Publications.
6. Dillon, M. (2020). *Introduction to sociological theory: Theorists, concepts, and their applicability to the twenty-first century*. John Wiley & Sons.
7. Gardez, H. N. (1991). *Understanding Pakistan: The colonial factor in social development*. Lahore: Maktab-e-Fikr-O-Danish.
8. Ghimire, K. B., & Pimbert, M. P. (1997). *Social change and conservation*. London: Earthscan.
9. Griffiths, R. J. (2004). *Developing world*. Guilford: McGraw-Hill.
10. Katie, W. (2005). *Theories and practices of development*. London: Routledge.
11. Kiely, R. (2014). *The sociology of development: the impasse and beyond*. Routledge.
12. Kothari, U. (2002). *Development theory and practice: Critical perspectives*. New York: Palgrave Macmillan.
13. Laxmi, D. (1998). *Encyclopedia of women development and family welfare*. Institute of Sustainable Development, Lucknow: Anmol Publications Pvt.
14. Parker, S. (2021). *The sociology of leisure*. Routledge.
15. Peet, R. (2024). *Global capitalism: theories of societal development*. Taylor & Francis.
16. Pieterse, J. N. (2001). *Development theory: Deconstruction/reconstruction*. New Delhi: Vistaar Publishers
17. Sahni, P. (2003). *Governance for development: Issues and strategies*. New Delhi: Prentice Hall.
18. Schech, S. (2002). *Development: A cultural studies reader*. Australia: Blackwell Publishing.
19. Schrank, A. (2022). *The Economic Sociology of Development*. John Wiley & Sons.
20. Singh, S. R. (2005). *Poverty alleviation in the third world*. New Delhi: APH Publishing Corporation.
21. Tabassum, H. (2022). *Sociology of Change and Development*. KK Publications.
22. Thirlwall, A. P. (2006). *Growth and development: With special reference to developing economies* (6th ed.).
23. The World Bank. (2007). *World development report 2007: Development and the next generation*. Washington, D.C.: The World Bank.
24. Viterna, J., & Robertson, C. (2015). New directions for the sociology of development. *Annual Review of Sociology*, 41(1), 243-269.
25. Webster, A. (1990). *Introduction to the sociology of development*. Hong Kong: Macmillan Education Ltd.
26. Webster, A. (1990). *Introduction to the sociology of development* (2nd ed.). London: Macmillan Education Lt

## **Course # 4: Social Anthropology**

General Education (Social Science). Credits: 2 Course Code: SOC-423

### **Course Objectives:**

The course aims to introduce the pertinent concepts and theories about evolution of humans and culture. The course will dilate branches of anthropology including physical anthropology, archaeology, socio-cultural anthropology, and linguistic anthropology.

### **Course Outline:**

#### **Introduction**

- a. Meaning and Definition Social Anthropology
- b. Scope of Social Anthropology.

#### **Marriage and Family Institution**

- a. Introduction to family and Marriage system
- b. Types of family institution
- c. Ways and Forms of Marriage

#### **Kinship Structure**

- a. Introduction and Major Systems in Kinship Terminology,

#### **Political Institution/Organization**

- a. Types of Political Organizations,
- b. Resolution of Conflicts,

#### **Religion Institution**

- a. Elements of Religion
- b. Types of Religion
- c. Functions of Religious

#### **Economic Institution**

- d. Division of Labour,
- e. Reciprocity System,
- f. System of Redistribution.

### **Suggested Readings:**

1. M. Darshan S. (2000). Encyclopedia of Anthropology (Vol.7). Social Anthropology. Mittal Publication New-Delhi
2. Wilcox. C. (2008) Social Anthropology (Edited). Transition Publishers. New Jersey. USA.
3. Stocking G. Jr. (1995). After Tylor: British Social Anthropology 1888-1951. The University of Wisconsin Press. USA.
4. Leach E. Ronald (1982). Social Anthropology. Oxford University Press.
5. Pritchard Evans (2004). Social Anthropology. Taylor and Francis Group.
6. Francis D Pocock (1998). Understanding Social Anthropology. New Jersey USA. ISBN 0485121409.
7. Epstien A.L. (2012 Edited). The Craft of Social Anthropology. New Jersey. USA.
8. Adamson's, Hobbled Everett (1979). Culture and Social Anthropology. New Delhi: McGraw Hill Publishing Co.

9. Morton H. Fried (1973). *Exploration in Anthropology. Reading in Culture. Man and Nature*, New York: Thomas y. Cromwell Company
10. Park, Michael Alan, (1986). *Anthropology: An Introduction*, New York: Harper and Row.
11. William A Havilland (1975). *Culture Anthropology*. Holt Rinehart and Winston
12. Mayer L. (1965). *An Introduction to Social Anthropology*. Clarendon Press.
13. Hobel, E.A. 1972. *Anthropology: The study of man* 4th ed., New York, McGraw-Hill.
14. David Hicks and Gwynne A. Margaret 1996. *Cultural Anthropology* (2<sup>nd</sup> ed). New York. Harper Collins Publishers Inc.
15. Kottak P.C. 1991. *Anthropology. The Exploration of Human Diversity*. McGraw –Hill Inc.
16. Linton, Ralph. 1936. *The Study of Man*. New York: Appleton.
17. Tylor, B.E. (1871). *Primitive Culture: Research into the Development of Mythology, Philosophy, Religion, Language, Art and Customs*, Vol, 1.p.1. John Murray Publishers Ltd. London.

### **Course # 5: Civics and Community Engagement**

**General Course.**

**Credits: 2**

**Course Code: PS-425**

#### **Course Description**

This course is designed to provide students with fundamental knowledge about civics, citizenship, and community engagement. In this course, the students will learn about the essentials of civil society, government, civic responsibilities, inclusivity, and effective ways to participate in shaping the society which will help them apply theoretical knowledge to the real-world situations to make a positive impact on their communities.

#### **Course Learning Outcomes**

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

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful co- existence.

#### **Course Contents**

##### **1. Civics and Citizenship**

- Concepts of civics, citizenship, and civic engagement.
- Foundations of modern society and citizenship.
- Types of citizenship: active, participatory, digital, etc.

##### **2. State, Government and Civil Society:**

- Structure and functions of government in Pakistan.
- The relationship between democracy and civil society.
- Right to vote and importance of political participation and representation.

##### **3. Rights and Responsibilities:**

- Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.
- Civic responsibilities and duties.
- Ethical considerations in civic engagement (accountability, non-violence, peaceful

dialogue, civility, etc.)

#### **4. Community Engagement:**

- Concept, nature and characteristics of community.
- Community development and social cohesion.
- Approaches to effective community engagement.
- Case studies of successful community driven initiatives.

#### **5. Advocacy and Activism:**

- Public discourse and public opinion.
- Role of advocacy in addressing social issues.
- Social action movements.

#### **6. Digital Citizenship and Technology:**

- The use of digital platforms for civic engagement.
- Cyber ethics and responsible use of social media.
- Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.

#### **7. Diversity, Inclusion and Social Justice:**

- Understanding diversity in society (ethics, cultural, economic, political etc.).
- Youth. Women and engagement in social, media.
- Addressing social inequalities and injustices in Pakistan.
- Promoting inclusive citizenship and equal rights for societal harmony and peaceful co-existence

#### **Suggested Practical Activities (Optional)**

As Part of the overall learning requirements, the course may have one or a combination of the following practical activities:

- 1. Community Story telling:** Students can collect and share stories from community members. This could be done through oral histories, interviews or multimedia presentations that capture the live experiences and perspectives of diverse individuals.
- 2. Community Event Planning:** Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival, or educational workshop.
- 3. Service-Learning:** Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations.
- 4. Cultural Exchange Activities:** Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances, and presentations that promote cross-cultural understanding.

#### **Suggested Reading Materials**

- 1.** "Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education.
- 2.** "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
- 3.** "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
- 4.** "Digital Citizenship in Action: Empowering Students to Engage in Online

- Communities" by Kristen Mattson.
5. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.
  6. "Community Engagement: Principles, Strategies, and Practices" by Becky J. Feldpausch and Susan M. Omilian.
  7. "Creating Social Change: A Blueprint for a Better World" by Matthew Clarke and Marie- Monique Steckel.

### Course # 6: Seerat e Mustafa

General Course.

Credits: 2

Course Code: PS-426

Title	Description
Semester	2
Nature of Course	General Education
C.Hrs.	2 (2-0)
Total Teaching weeks	18
Code	ISL 327
Marks	50
Objectives of the Course	<p>1- طلبہ کو سیرۃ النبی ﷺ کے تعارف، مآخذ و اہمیت سے متعارف کرانا</p> <p>2- طلبہ کو حیات طیبہ کے کئی اور مدنی دور کی مستند و جامع احوال سے روشناس کرانا</p> <p>3- طلبہ کو آپ ﷺ کی سماجی، معاشی، تعلیمی اور علمی زندگی سے آگاہ کرنا</p> <p>4- طلبہ میں عصر حاضر کے مسائل کو سیرۃ النبی ﷺ کی روشنی میں حل کرنے کا رجحان پیدا کرنا</p>
اغراض و مقاصد	

نمبر شمار	عنوانات (ہفتہ وار)	تفصیلات
1.	سیرۃ النبی ﷺ کا تعارف	1- سیرت کا لغوی اور اصطلاحی مفہوم، سیرت کی ضرورت و اہمیت 2- سیرت کا آغاز و ارتقاء
2.	سیرت النبی ﷺ کے مآخذ	1- قرآن و حدیث 2- کتب سیرت کا تعارف
3.	نبی کریم ﷺ کی حیات طیبہ (کئی 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 (کاملت، تاریخت، 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 دعوت 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 سیرت 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	رحمت 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 دانا پوری	اصح السیر
4	مولانا محمد ادریس کاندھلوی	سیرت المصطفیٰ
5	پیر کرم شاہ الازہری	فضیاء النبی ﷺ
6	مولانا مودودی	سیرت سرور عالم
7	ڈاکٹر محمد حمید اللہ	سیرت النبی ﷺ
7	صفی الرحمن مبارک پوری	الرحیق المختوم

Annexure – M

**ITEM 13 COURSES AND OUTLINES IN BS SOCIOLOGY 5<sup>th</sup> SEMESTER**

Semester/Year		Course Code	Name of Subject	Credits
<b>FIFTH</b>	Major	SOC-511	Sociology of Deviance and Crime	3(3-0)
	Major	SOC-512	Sociology of Human Rights	3(3-0)
	Major	SOC-513	Sociology of Media	3(3-0)
	Major	SOC-514	Sociology of Social Stratification	3(3-0)
	Allied-II	MGT-515	Introduction to Management	3(3-0)
				<b>15</b>

**Course # 1: Sociology of Deviance and Crime**

**Major Course.**

**Credits: 3**

**Course Code: SOC-511**

**Course Objectives:**

This course familiarizes the students with the basic concepts, theories and methodologies used in the field of criminology. The role of pertinent agencies in crime control will be learnt. The course will focus on understanding crime, criminality, and social remedies.

**Course Outline:**

**1. Introduction**

- i) Definition of Criminology
- ii) Nature and Scope of Criminology
- iii) Importance of Criminology

**2. Crime**

- i) Crime: Meaning and Definition
- ii) Characteristics of Crime
- iii) Causes of Crime

**3. Criminal Behaviour**

- i) Definition of Criminal Behaviour
- ii) Nature of Criminal Behaviour

- 4. Explanation of Criminal Behaviour**
  - i) Classical/ Neo-Classical
  - ii) Biological
  - iii) Psychological
  - iv) Sociological
- 5. Juvenile Delinquency**
  - i) Introduction
  - ii) Causes of juvenile delinquency
  - iii) Types of juvenile delinquents
  - iv) Crime prevention at juvenile level in Pakistan
  - v) Juvenile court
  - vi) Juvenile reformatories
- 6. Crime Detection Agencies in Pakistan**
  - i) FIA
  - ii) CIA
  - iii) ISI
  - iv) Techniques of crime detection
  - v) Problems in crime detection
- 7. Prevention and Control**
  - i) Strategies for Control
  - ii) Treatment Modules
  - iii) Role of Community in Prevention
  - iv) Rehabilitation of Drug Addicts
  - v) Policy and Prevention
- 8. Rehabilitation of Offenders/Criminals**
  - i) Parole
  - ii) Probation
- 9. Crime Statistics**
  - i) Criminal Statistics
  - ii) Historical Background of Statistics
  - iii) Accurate and inaccurate Information
  - iv) Vested Interest in Statistical manipulation

**Suggested Readings:**

1. Larry J. Siegel (2012). Criminology: Theories, Patterns and Typologies (11<sup>th</sup>Ed). Cengage Learning, 2012. ISBN: 1133049648, 9781133049647.
2. Larry J. Siegel (2009). Criminology: The Core (10<sup>th</sup>Ed). Thompson and Wordsworth Inc.
3. Schmallegger. F. (1998).Criminology Today: An Integrative Introduction. Prentice Hall . ISBN: 0138482683, 9780138482688.
4. Samaha, J. (2010). Criminal Law. Cengage Learning Publisher. ISBN: 0495812358, 9780495812357.
5. Larry K. Gaines, Roger LeRoy Miller, Larry K. Gaines (2008). Criminal Justice in Action: The Core. (5<sup>th</sup> edition revised). Cengage Learning Publishers. ISBN: 0495601608, 9780495601609.
6. Larry J. Siegel and Brandon C. Welsh. (2010). Juvenile Delinquency. The Core (4<sup>th</sup> Ed.).Cengage Learning Publisher. ISBN0495809861, 9780495809869:
7. Carey Hames (1978). An Introduction to Criminology. New Jersey, Prentice Hall.

8. Cavan Ruth Shoule. (1956). *Criminology*. New York, Thomas Yacrowall, Company.
9. Block Harbertt A Gilber Gies Man (1992). *Crime And Society*, New York, Random House.
10. Khalid.M. *Principles Of Criminology*. New York. J.B. Lipincott Company Donald, R. Gessey
11. Beccaria, Cesare (1764). Richard Davies, translator. ed. *On Crimes and Punishments, and Other Writings*. Cambridge University. [ISBN0-521-40203-4](#).
12. Siegel, Larry J. (2003). *Criminology*, 8<sup>th</sup> Ed. Thomson-Wadsworth.
13. McLennan, Gregor, Jennie Pawson, Mike Fitzgerald (1980). *Crime and Society: Readings in History and Theory*. Routledge. [ISBN0-415-02755-1](#).
14. Hayward, Keith J. (2004). *City Limits: Crime, Consumerism and the Urban Experience*. Routledge. [ISBN1-904385-03-6](#).
15. Garland, David (2002). *Of Crimes and Criminals*. In Maguire, Mike, Rod Morgan, Robert Reiner. *The Oxford Handbook of Criminology*, 3<sup>rd</sup> edition. Oxford University.
16. Hester, S., Eglin, P. (1992). *A Sociology of Crime*, London, Routledge.
17. Shaw, Clifford R. and McKay, Henry D. (1942). *Juvenile Delinquency and Urban Areas*. The University of Chicago Press. [ISBN0-226-75125-2](#).
18. Bursik Jr., Robert J. (1988). *Social Disorganization and Theories of Crime and Delinquency: Problems and Prospects*". *Criminology* **26** (4): p. 519–539. [doi:10.1111/j.1745-9125.1988.tb00854.x](#).
19. Merton, Robert (1957). *Social Theory and Social Structure*. Free Press. [ISBN0-02-921130-1](#).
20. Cohen, Albert (1955). *Delinquent Boys*. Free Press. [ISBN0-02-905770-1](#).
21. Kornhauser, R. (1978). *Social Sources of Delinquency*. University of Chicago Press. [ISBN0-226-45113-5](#).
22. Cloward, Richard, Lloyd Ohlin (1960). *Delinquency and Opportunity*. Free Press. [ISBN0-02-905590-3](#).
23. Hirschi, Travis (1969). *Causes of Delinquency*. Transaction Publishers. [ISBN0-7658-0900-1](#).
24. Gottfredson, M., T. Hirschi (1990). *A General Theory of Crime*. Stanford University Press.
25. Ferrell, J., Hayward, K., Morrison, W. and Presdee, M. (2004) *Cultural Criminology Unleashed*, London: Glasshouse Press
26. Katz, J. (1988), *The Seductions of Crime*, New York: Basic Books
27. Presdee, M. (2000), *Cultural Criminology and the Carnival of Crime*, London: Routledge
28. Reiner, R. (2007) *Law and Order*, Cambridge: Polity
29. Young, J. (1999), *The Exclusive Society*, London: Sage
30. Hall, S., Winlow, S. and Ancrum, C. (2008) *Criminal Identities and Consumer Culture*, London: Willan/Routledge
31. Felson, Marcus (1994). *Crime and Everyday Life*. Pine Forge. [ISBN0-8039-9029-4](#).
32. Hillyard, P., Pantazis, C., Tombs, S., and Gordon, D. (2004). *Beyond Criminology: Taking Harm Seriously*. London: Pluto
33. Barak-Glantz, I.L., E.H. Johnson (1983). *Comparative criminology*. Sage Publication.

## Course # 2: Sociology of Human Rights

Major Course.

Credits: 3

Course Code: SOC-512

### Course Objectives:

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 Contents:

#### Introduction:

- a. Introduction and definition of Human Rights
- b. Historical background of human rights
- c. Need and importance of human rights in Pakistan

#### Human Rights and Islam

- a. Islam and human rights
- b. Human rights in Quran
- c. The Hadith and Human Rights

#### Classification of Human Rights

- a. Collective Rights
- b. Ethnic and minority rights
- c. Fundamental Rights
- d. Constitutional rights

#### Internal Organization and Human Rights

- a. Women rights and CEDAW(Convention on the Elimination of All kind of Discrimination Against Women)
- b. Rights of the child (CRC)
- c. Rights of Minorities ( Declaration on the rights of persons belonging to minorities 1992)
- d. Rights of the refugees ( convention relating to the status of refugee 1951)

#### Human Rights in Pakistan

- a. Fundamental rights of the citizens in Pakistan
- b. Women rights in the constitution
- c. Child rights in the constitution
- d. Constitution and the minority.

#### Present Condition of Human Rights in Pakistan

- a. Violation Of Human Rights In Pakistan
- b. Human Trafficking
- c. Women Rights Violation
- d. Rights Of Children Violation
- e. Prisoner's Rights Violation
- f. Labor Rights

### **Human Rights and United Nation**

- a. Introduction of UNO
- b. Charter based organs
- c. 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)
- d. The UNICEF
- e. The UNHCR
- f. The ILO

### **Suggested Readings:**

1. Ahmad, K., & Khan, A. S. (1976). *Human rights in Islam* (Translation). Leicester: Islamic Foundation.
2. Antonio, C. (1990). *Human rights in the changing world*. Policy Press.
3. Ball, O., & Gready, P. (2006). *The no-nonsense guide to human rights*. Oxford: New Internationalist.
4. Beitz, C. R. (2009). *The idea of human rights*. Oxford: Oxford University Press.
5. Brownlie, I. (2003). *Principles of public international law* (6th ed.). Oxford: Oxford University Press.
6. Donnelly, J. (2003). *Universal human rights in theory and practice* (2nd ed.). Ithaca: Cornell University Press.
7. Doebbler, C. F. J. (2006). *Introduction to international human rights law*. CD Publishing.
8. Freeman, M. (2002). *Human rights: An interdisciplinary approach*. Cambridge: Polity Press.
9. Glendon, M. A. (2001). *A world made new: Eleanor Roosevelt and the Universal Declaration of Human Rights*. New York: Random House.
10. Robertson, J. G., & Merrils, J. (1989). *Human rights in the world*. Manchester: Manchester University Press.
11. Ignatieff, M. (2001). *Human rights as politics and idolatry* (3rd print ed.). Princeton, NJ: Princeton University Press.
12. Ingam, A. (1994). *A political theory of rights*. New York: Clarendon Press.
13. Ishay, M. R. (2008). *The history of human rights: From ancient times to the globalization era*. Berkeley, CA: University of California Press.
14. Khan, Z. (2007). *Human rights: Theory and practice* (2nd revised ed.). Karachi, Pakistan: Zaki Sons.
15. Kurshid, A., & Khan, A. S. (1976). *Human rights in Islam* (Translation). Islamic Foundation.
16. Moyn, S. (2010). *The last utopia: Human rights in history*. Cambridge, MA: Belknap Press of Harvard University Press.
17. Sepúlveda, M., van Banning, T., Gudmundsdóttir, G., Chamoun, C., & van Genugten, W. J. M. (2004). *Human rights reference handbook* (3rd rev. ed.). Ciudad Colón, Costa Rica: University of Peace.

18. Shaw, M. (2008). *International law* (6th ed.). Leiden: Cambridge University Press.

### **Course # 3: Sociology of Media**

**Major Course.**

**Credits: 3**

**Course Code: SOC-513**

#### **Course Objectives:**

The course will keep the students abreast with meaning, characteristics and components of media. It will enable the students to visualize virtual technology, networking, and tools used in media world. Students will learn about scope and working of the media and its impact on society.

#### **Course Outline:**

##### **1 Introduction**

- a. What is a Virtual Community and Why Would You Ever Need One?
- b. Characteristics of virtual communities
- c. Components of virtual communities

##### **2 Virtual technology and networking**

- a. Designing of virtual communities
- b. Creating and Exploiting Virtual communities.
- c. Extending the classroom walls electronically. In *New Paradigms for College Teaching*.
- d. Online Communities for Professional Development,
- e. Contributions of a Virtual Community to Self-Regulated Learning.

##### **3 Tools used in virtual communities**

- a. Miracle of Internet
- b. virtual communication and marketing

##### **4 Scope and Working of virtual communities**

- a. future of virtual communities
- b. Identity and Deception in the Virtual Community
- c. The Art of Hosting Good Conversations Online
- d. Nine Principles for Making Virtual Communities Work

e. Making Virtual Communities Work

**Suggested Readings:**

1. Beat Schmid, Katarina Stanoevska-Slabeva, Volker Tschammer. 2001. Towards the E-Society: E-commerce, E-business, and E-government
2. Corien Prins. 2001. Designing E-government: On the Crossroads of Technological Innovation and .David Holmes. 2005. Communication Theory: Media, Technology and Society
3. John Thornton Caldwell. 2000. ElectronicMedia and Technoculture
4. Jon Dovey, Martin Lister. 2009. New Media: A Critical Introduction
5. Leah A. Lievrouw, Sonia M. Livingstone. 2002. Handbook of New Media: Social Shaping and Consequences of ICTs
6. Manuel Castells. 2004. The Network Society: A Cross-cultural Perspective - Page141
7. Patrice Flichy. 2007. The Internet Imaginaire
8. Peter Ludes. 2008. Convergence and fragmentation [electronic resource]: media technology and .Steve Woolgar. 2002. Virtual Society?: Technology, Cyberbole, Reality

**Course # 4: Sociology of Social Stratification**

**Major Course.**

**. Credits: 3**

**Course Code: SOC-514**

**Course Objectives:**

The aim of this course is to sensitize students to the dynamics and ramifications of these changes and their sociological significance. The course has been framed to provide knowledge to the students about strata present in society and their distribution regarding the factors associated. A theoretical approach from the founding fathers have been utilized as paradigm and to provide better condition to students towards a sociological paradigm shift in terms of social stratification at the local, national and international levels.

**Course Contents:**

**Introduction:**

- a. Meaning of Social Stratification,
- b. Stratification in Rural Villages,
- c. Stratification in Industrial Societies.

**Sociological Perspectives on Stratification:**

- a. The Conflict View
- b. The Functionalist View
- c. The Interactionist View

**Systems of Stratification:**

- a. The Closed Society: Caste, The Estate System,
- b. The Open Society: Class System

## **Stratification in Pakistan.**

- a. Various deterrents of social stratification in Pakistan
- b. The rural urban divides
- c. Class, caste and ethnicity
- d. Races, colors and minority

## **Social Class and Consequences:**

- a. Family and individual in family
- b. Socialization and Child Rearing,
- c. Education and stratification
- d. Religion and stratification
- e. Politics and division in society
- f. Health and stratification

## **Stratification in Modern World:**

- a. The Great Revolution,
- b. Class Consciousness and Class Conflict,
- c. Social Mobility in Modern Societies

## **Suggested Readings:**

1. Barker, Chris. Cultural Studies: Theory and Practice. London: Sage. ISBN 0-7619-4156-8
2. Macionis, Gerber, John, Linda (2010). Sociology 7th Canadian Ed. Toronto, Ontario: Pearson Canada Inc...
3. Saunders, Peter (1990). Social Class and Stratification. Routledge..
4. Harris, Harris (1967). The Rise of Anthropological Theory: A History of Theories of Culture. Routledge. ISBN 0-7591-0133-7
5. Ingold, Tim (2006) "On the social relations of the hunter-gatherer band," in Richard B. Lee and Richard H. Daly (eds.), The Cambridge Encyclopedia of Hunters and Gatherers. New York: Cambridge University Press. ISBN 0-521-60919-4
6. Barnard, Alan (2006) "Images of hunters and gatherers in European social thought," in Richard B. Lee and Richard H. Daly (eds.), The Cambridge Encyclopedia of Hunters and Gatherers, p. 379. New York: Cambridge University Press. ISBN 0-521-60919-4
7. Gowdy, John (2006) "Hunter-gatherers and the mythology of the market," in Richard B. Lee and Richard H. Daly (eds.), The Cambridge Encyclopedia of Hunters and Gatherers. New York: Cambridge University Press. ISBN 0-521-60919-4
8. Holborn, M. and Langley, P. (2004) AS and A level Student Handbook, accompanies the Sixth Edition: Haralambos and Holborn, Sociology: Themes and perspectives, London: Collins Educational
9. Stark, Rodney (2007). Sociology, Tenth Edition. Thompson Wadsworth.
10. Gowdy, John (2006) "Hunter-gatherers and the mythology of the market," in Richard B. Lee and Richard H. Daly (eds.), The Cambridge Encyclopedia of Hunters and Gatherers, p. 391. New York: Cambridge University Press. ISBN 0-521-60919-4
11. Lee, Richard B. (1976), Kalahari Hunter-Gatherers: Studies of the !Kung San and Their Neighbors, Richard B. Lee and Irven DeVore, eds. Cambridge: Harvard University Press.

12. Turner, David H. (1999), *Genesis Regained: Aboriginal Forms of Renunciation in Judeo-Christian Scriptures and Other Major Traditions*, Peter Lang.
13. Giddens, Anthony; Duneier, Mitchell; Appelbaum, Richard P.; Carr, Deborah (1999). *Introduction to Sociology* (Seventh ed.). New York, London: W. W. Norton and Company, Inc.
14. Bendix, R. and Lipset, S.M. (1966) *Class, Status, and Power: Social Stratification in Comparative Perspective* (2<sup>nd</sup> ed.) New York Free Press.
15. Brandel, F. (1984) *The Perspective of the World: Vol.3. Civilizations and Capitalism: 15<sup>th</sup>-18<sup>th</sup> Century*. New York: Harper.
16. Gilbert, Dennis and Kahl, Joseph A. (1987) *The American Class Structure: A New Synthesis*. Chicago Dorsey.
17. Harrison, Paul. (1984) *Inside the Third World: The Anatomy of Poverty*. New York: Pelican.
18. Kornblum, William. (1991) *Society in a Changing World* (2<sup>nd</sup> ed). Harcourt Brace Jovanovich, Inc. The Dryden Press, Saunder College Publishing, U.S.A.
19. Perry, John A. and Perry, Erna K. (1988) *The Social Web: A Introduction to Sociology*. 5<sup>th</sup> ed. Haroper and Row, Publishers, Inc. New York.
20. Wallerstein, I. (1974). *The Modern World System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. Orlando: Academic Press.
21. Wright, E.O. (1979). *Class Structure and Economic Determination*. Orlando: Academic Press.

### **Course # 5: Introduction to Management**

**Allied Course.**

**Credits: 3**

**Course Code: MS-515**

#### **Course Description and Goals**

This is an introductory course about the management of organizations. It provides instructions on principles of management that have general applicability to all types of enterprises; basic management philosophy and decision making; principles involved in planning, organizing, leading, and controlling; and recent concepts in management. The principles learned in this course will allow the student to effectively work with and through others in an organization. The course will also encourage the students to explore and inquire the applicability of western management principles and theories in local settings. Besides, the course will discuss the Islamic perspective of managing businesses and organizations.

#### **Intended Learning Outcomes**

This course will cover the basic managerial functions of planning, organizing, leading, and controlling, We will also try to learn the evolution and best practices which are been used in today's modern era.

At the conclusion of this course, the student should be able to:

1. Hold informed conversations with functional specialists and understand how to draw effectively on their expertise in managing organizations.
2. Understand the relevance of the western management principles and theories, for local settings.
3. Understand the Islamic perspective of managing businesses and organizations.
4. Apply course concepts and theory in a practical context.
5. Integrate several of the disciplines studied
6. Demonstrate empirical investigative skills by producing an in-depth analysis of a management situation usually presented through case studies, resulting in recommendations for a programme of action.
7. Recognize the need to take a holistic approach to performance improvement rather than a narrowly functional approach.

### Course Content

<b>Week 01 &amp; 02</b>	Organization. Management. Goals & Objectives, Effectiveness and Efficiency. Management Functions & The Management Process. Managers and Types of Managers. Managerial Roles and Managerial Skills.
<b>Week 03 &amp; 04</b>	<b>The History and evolution of Management</b> <ul style="list-style-type: none"> <li>• Early Management.</li> <li>• The Classical Management Approach <ul style="list-style-type: none"> <li>○ Scientific Management</li> <li>○ General administrative theory (Henri Fayol’s principles of management)</li> </ul> </li> </ul>
<b>Week 05</b>	<b>The History and evaluation of Management (Cont:)</b> <ul style="list-style-type: none"> <li>• The Behavioral Management Approach (Hawthorne Studies)</li> <li>• The Quantitative Management Approach</li> <li>• Contemporary Approaches <ul style="list-style-type: none"> <li>○ The Systems Perspective</li> <li>○ The Contingency Perspective</li> </ul> </li> </ul>
<b>Week 06</b>	The organizational Culture and the Manager The external environment and the Manager The internal environment and the manager
<b>Week 07 &amp; 08</b>	<b><u>Planning and Decision Making:</u></b> Planning & types of plans. Process of planning. Approaches to Setting Goals: Traditional Goal Setting Approach Management By Objectives (MBO)
<b>Week 09</b>	Decision Making The manager’s role as decision maker. Decision making process
<b>Week 10</b>	<b><u>ORGANIZING:</u></b> Organizing, Organizational structure, Organizational chart.

	<u>Organizational Designing:</u> 1. Designing jobs. (Job Specialization, alternatives to Job Specialization, The Job Characteristics Model) 2. Grouping jobs. (Departmentalization and Types/ Bases for Departmentalization)
<b>Week 11</b>	<u>Organizational Designing:</u> 3. Establishing reporting relationships between jobs. (Chain of Command, Span of control) 4. Distributing authority among jobs. (Delegation, Decentralization and Centralization) 5. Coordinating activities among jobs.
<b>Week 12</b>	<u>Organizational Designing:</u> 6. Differentiating among positions. <u>Types of organizational structures/designs:</u> 1. Traditional Organizational Structures/Designs. 2. Contemporary Organizational Designs
<b>Week 13</b>	<u><b>LEADING:</b></u> The Meaning of Leadership Leadership and Management <u>Leadership styles and behaviors:</u> Early Leadership Theories: <ul style="list-style-type: none"> <li>• Leadership Trait Theories</li> <li>• Leadership Behavior Theories</li> </ul>
<b>Week 14 &amp; 15</b>	Contingency/Situational Theories of Leadership: <ul style="list-style-type: none"> <li>• The Fiedler Model</li> <li>• Path-Goal Model</li> </ul> Contemporary Views of Leadership: <ul style="list-style-type: none"> <li>• Leader–Member Exchange (LMX) Theory</li> <li>• Transformational-Transactional Leadership</li> <li>• Charismatic Leadership</li> </ul>
<b>Week 16</b>	<u><b>CONTROLLING:</b></u> Controlling & its importance. Types of controls. The process of control / Controlling process.

### Recommended Textbooks

Stephen. P. Robbins & Mary Coulter, “*Management*”, International ed.  
Ricky W. Griffin, “*Management*”, 11<sup>th</sup> Ed.

Annexure – N

**ITEM 14 COURSES AND OUTLINES IN BS SOCIOLOGY 6<sup>th</sup> SEMESTER**

Semester/Year		Course Code	Name of Subject	Credits
SIXTH	Major	SOC-521	Social Research Methods & Data Analysis	3(3-0)
	Major	SOC-522	Sociology of Health	3(3-0)
	Major	SOC-523	Population studies	3(3-0)
	Major	SOC-524	Organizational Behaviour	3(3-0)
	Allied-III	LLB-525	Introduction to Law	3(3-0)
				<b>15</b>

**Course # 2: Sociology of Health**

**General Course.**

**Credits: 3**

**Course Code: SOC-522**

**Course Objectives:**

The course focuses at providing basic concepts and models of health sciences. The psycho-socio and cultural assessment of health seeking behavioural patterns and the role of therapeutic management group will be examined. The indigenous healing system and contemporary medical system will be studied.

**Course Outline:**

**2. Introduction**

- a. Health and Sociology
- b. Contribution of sociology to medicine.

**3. Health and disease**

- a. Social definition of illness
- b. Health and disease as deviant behaviour
- c. Social cultural causes of disease

**4. Sociological perspectives on health and Illness**

- a. Functionalist Approach
  - b. Conflict Approach
  - c. Interactionist Approach
  - d. Labeling Approach
- 5. Illness Behaviour and Perceptions of Illness**
- a. Illness Behaviour
  - b. Cultural Influences on Illness Behaviour
  - c. Sociological and Demographic Influences
  - d. Lay Beliefs About Health and Illness
  - e. Self medication
  - f. Sick Role
- 6. Social Determinants of Health**
- a. The Social Gradient
  - b. Stress
  - c. Early Life
  - d. Life Expectancy
  - e. Social support networks
  - f. Education and literacy
  - g. Employment/Working conditions
  - h. Social environments
  - i. Addiction
  - j. Food
  - k. Transport
- 7. Sociology of medical care**
- a. Origin and development
  - b. Perception of peoples about healthcare systems
  - c. Role of Hospitals
- 8. Hospitals as social organization: problems of Quackery.**
- 9. Complementary and alternative Medicine (CAM)**

**Suggested Readings:**

1. Amzat, J., Razum, O., Amzat, J., & Razum, O. (2014). Sociology and health. *Medical sociology in Africa*, 1-19.
2. A.P. Dixit. (2005). *Global HIV/AIDS trends*. Vista International Publications House, New Delhi.
3. Barry, A. M., & Yuill, C. (2016). *Understanding the sociology of health: An introduction*. Sage.
4. Chen, L., et al. (2003). *Global health challenges for human security* (Ed.) *Global equity*. UK.
5. Cockerham, W. C. (2017). *Medical sociology*. Routledge.
6. David, Mechanic. (1990). *Medical sociology*. The Free Press, New York..
7. Diarmuid, O. Donovan. (2008). *The state of health atlas*. University of California Press.
8. Dixit, A. P. (2005). *Global HIV/AIDS trends*. Vista International Publishing House, Delhi.
9. Ericksen, J. A. (2008). *Taking charge of breast cancer*. University of California Press.
10. Jai P. Narain. (2004). *AIDS in Asia: The challenge ahead*. Sage Publications, New Delhi.
11. Julia A. Ericksen. (2008). *Taking charge of breast cancer*. University of California Press.

12. Lincoln, C., et al. (2003). *Global health challenges for human security* (Ed.) *Global equity*. UK.
13. Meena Sharma. (2006). *AIDS, awareness through community participation*. Kalpaz Publications, Delhi.
14. Moon, Graham. (1995). *Society and health: An introduction to social science for health professionals*. London: Routledge.
15. Nettleton, S. (2020). *The sociology of health and illness*. John Wiley & Sons.
16. Petersen, A. (2023). Introduction to the *Handbook on the Sociology of Health and Medicine*. In
17. *Handbook on the Sociology of Health and Medicine* (pp. 1-26). Edward Elgar Publishing.
18. Rose Weitz. (2004). *The sociology of health, illness, and healthcare: A critical approach*. Thomson Wadsworth.
19. Rubina Sehgal. (2004). *The trouble times: Sustainable development in the age of extreme*. Islamabad.
20. Schilla McLean, & G. Mahar. (1983). *Medicine, morals, and law*. Gower Publishing Co. Ltd., UK
21. Shah, Ilyas. (1998). *Community medicine*. Karachi.
22. Weiss, G., & Copelton, D. (2020). *The sociology of health, healing, and illness*. Routledge.

#### **Course # 4: Population Studies**

**Major Course.**

**Credits: 3**

**Course Code: SOC-523**

#### **Course Objectives:**

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

#### **Course Outline:**

##### **1. Introduction**

- a. The significance of population study
- b. Scope of Population studies
- c. Sources of population data

##### **2. Theories of Population**

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

##### **3. Population growth in Pakistan**

- a. Historical trends
- b. Present population situation
- c. Future prospects.

##### **4. Demographic processes**

- a. Nuptiality
  - b. Fertility: socio-economic variables affecting fertility
  - c. Migration:
  - d. Social Mobility:
  - e. Mortality: Socio-economic variables affecting mortality
- 5. The structure of Pakistan's population**
- a. Geographic distribution
  - b. Age and Sex structure
  - c. Education, Dependency burdens. Birth rates: their relationships to GNP growth rates and income distribution.
- 6. Family Planning**
- a. Social Acceptance
  - b. Status of Family Planning in Rural and Urban Areas
  - c. Strategies by Government and NGOs to create awareness
- 7. Population related problems of Pakistan**
- a. Economic factors behind high fertility rate
  - b. Social, cultural and, ethnic factors behind high fertility rates
  - c. Mortality especially maternal and Infant mortality.
- 8. The population debates**
- a. Some conflicting opinions
  - b. The micro-economic theory of fertility
  - c. The demand for children in developing countries

## **PRACTICAL**

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

### **Suggested Readings:**

1. Demeny, P., & McNicoll, G. (2003). *Encyclopedia of population*. Macmillan Reference, U.S.A. (Thomson/Gale).
2. Cook, S. F., & Borah, W. (2023). *Essays in Population History, Volume One: Mexico and the Caribbean*. Univ of California Press.
3. Hill, K., & Hurtado, A. M. (2017). *Ache life history: The ecology and demography of a foraging people*. Routledge.
4. Lee, J., & Feng, W. (2023). Malthusian models and Chinese realities: The Chinese demographic system 1700-2000. In *People's Republic of China, Volumes I and II* (pp. Vol1-87). Routledge.
5. Lesthaeghe, R. J. (Ed.). (2023). *Reproduction and social organization in sub-Saharan Africa* (Vol. 4). Univ of California Press.
6. Raj, H. (1993). *Population studies*. New Delhi: Indian Council of Social Research Sciences.
7. Srinivasan, K. (1998). *Basic demographic techniques and applications*. New Delhi: Sage Publications.
8. Peterson, W. (1975). *Population*. New York: Macmillan.
9. Todaro, M. P. (2000). *Economics development in the third world*. London: Longman.
10. United Nations. (2004). *Population Division, Department of Economic and Social Affairs*. Retrieved February 13, 2004.

11. United Nations Economic Commission for Europe. (n.d.). *Official website*.
12. United States Census Bureau. (2005). *Countries ranked by population*. Retrieved February 13, 2005.
13. Weeks, J. R. (1992). *Population: An introduction to concepts and issues*. Belmont, California: Wadsworth Publishing Company.

### **Course # 4: Organizational Behavior**

**Major Course.**

**Credits: 3**

**Course Code: SOC-524**

**Course Objectives:**

The course of organizational behavior has been framed with such objectives that the student of sociology are very much concern about behavior, attitudes, social learning, motivation, leadership and even group life. The present course will enhance the capacity of the students to understand such concepts in the view of the organizational structure for better management. Further, such knowledge will provide them prompt chances of better organization and leadership for proper and correct judgment and decision making.

**I The Foundation for Organizational Behavior**

1. Introduction to Organizational Behavior
2. Emerging Organizations: Information-Based, Total Quality, and Organizational Learning
3. Contemporary Challenges: Diversity and Ethics

**II A Micro Perspective of Organizational Behavior**

1. The Perception Process and Impression Management
2. Personality and Attitudes
3. Motivation: Needs, Content, and Process
4. Motivating Performance through Job Design and Goal Setting
5. Learning: Process, Reward Systems, and Behavioral Management

**III The Dynamics of Organizational Behavior**

1. Group Dynamics and Teams
2. Interactive Conflict and Negotiation Skills
3. Occupational Stress
4. Power and Politics
5. Leadership: Background and Processes

6. Leadership Styles, Activities, and Skills

**IV A Macro Perspective of Organizational Behavior**

1. Communication Technology and Interpersonal Processes
2. Decision Making
3. Organization Theory and Design
4. Organizational Culture

**V Horizons for Organizational Behavior**

1. International Organizational Behavior
2. Organizational Change and Development

**Recommended Books:**

1. Luthan. F. 1995. Organizational Behavior 7<sup>th</sup> ed. London: McGraw Hill,
2. Robbins, Stephen. 2001. Organizational Behavior. 9<sup>th</sup> ed. New Jersey: Prentice Hall.
3. Thampson. Poel Mc Hugh D. 1995. Work Organizations 2<sup>nd</sup> ed. London: Macmillan Press.

**Course # 5: Introduction to Law**

**Allied Course.**

**Credits: 3**

**Course Code: LB- 525**

Course Description and Contents:

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.

**Recommended Readings:**

1. Denning, Lord. The Discipline of Law. London: Butterworths, 1979.
2. Dworkin, Ronald. Taking Rights Seriously. London: Duckworth, 1977.
3. Fuller, Lon L. The Morality of Law, (5th reprint.). Delhi: Universal, 2009.
4. Harris, Phil, An Introduction to Law, (7th edn) Cambridge: Cambridge University Press, 2007.
5. Hart, H L A, The Concept of Law, (2nd edn) Oxford: Oxford University Press, 1997.
6. Posner, Richard A. Overcoming Law. (reprint) Delhi: Universal, 2007.

Annexure – O

**ITEM 15 COURSES AND OUTLINES IN BS SOCIOLOGY 7<sup>th</sup> SEMESTER**

<b>SEVENTH</b>		<b>Couse Code</b>	<b>Course Name</b>	<b>Credit H</b>
	Major	SOC-611	Sociology of Education	3(3-0)
	Major	SOC-612	Sociology of Globalization	3(3-0)
	Major	SOC-613	Pakistani Society and Culture	3(3-0)
	Major	SOC-614	Sociology of Religion	3(3-0)
	Comp—1	SOC-615	Internship/Fieldwork	3(3-0)
	Allied-IV	MGT-616	Introduction to Economics	3(3-0)
				<b>18</b>

**Course # 1: Sociology of Education**

**Major Course.**

**Credits: 3**

**Course Code: SOC-611**

**Course Objectives:**

The course provides students with the sociological insight of education. Core concepts, levels, educational institutions, theories, educational policies and reforms will be studied. Relationship of education with socio-economic development will also be discussed.

**Course Outline:**

**1. Introduction**

- a. The Concept of Education
- b. Origin and Development of Education
- c. Forms of Education, Formal, In-formal
- d. Contemporary Education System.

## **2. Sociological Theory and Education**

- a. Education and Socialization
- b. Social Stratification and Education

## **3. Roles of Education**

- a. Education and Social Mobility
- b. Functions of Education
- c. Education and Democracy
- d. Education for Leadership

## **4. School as an Organization**

- a. Definitions and Theoretical Models
- b. Bureaucratization and Professionalization of Schooling

## **5. The Sociology of School as an Agent of Change**

- a. The Social Construction of Curriculum
- b. Education and Development
- c. School Management Committees
- d. Role of Community in Education

## **6. Relationship between Education and the Economy**

- a. Reconstructions Views of Education and Economic Development
- b. Manpower Planning
- c. Demand and Supply of Educational Institutions in Developing Countries.

## **7. Education and other social institutions.**

- a. Teacher-Student Relationship
- b. Education Policy and Reforms
- c. Private and Public Sectors of Education
- d. Educational Problems
- e. Quality of Education
- f. Investment in Education
- g. Status of Education in Pakistan

### **Suggested Readings:**

1. Ballantine, J., Stuber, J., & Everitt, J. (2021). *The sociology of education: A systematic analysis*. Routledge.
2. Ballantine, J., Stuber, J., & Everitt, J. (2021). *The sociology of education: A systematic analysis*. Routledge.
3. Ballantine, J. H. (1993). *The sociology of education: A systematic analysis*. Prentice Hall.
4. Berends, M., Schneider, B., & Lamb, S. (Eds.). (2023). *The Sage handbook of sociology of education*. SAGE Publications Limited.
5. Best, J. W. (1992). *Research in education*. Prentice Hall.
6. Brubacher, L. S. (1970). *Modern philosophies of education*. McGraw-Hill Publishing Co. Ltd.
7. David Levinson, P. W. Cookson, & A. R. Sadovnik. (2002). *Education and sociology: An encyclopedia*.

8. Hammersley, M., & Woods, P. (Eds.). (2020). *Life in school: The sociology of pupil culture*. Routledge.
9. King, E. W. (2022). *The sociology of education: A systematic analysis* (Jeanne Ballantine, Jenny Stuber, Judson G. Everett, New York, and London, Routledge, 2022, 535 pages, \$134.39-soft copy, ISBN 978-0-367-90314-5).
10. Maton, K. (2013). *Knowledge and knowers: Towards a realist sociology of education*. Routledge.
11. Ottaway, A. K. C. (2003). *Education and society: International library of sociology*.
12. Singh, A. K. (1992). *Education and national character*. Ashish Publishing House.
13. Stephen J. Ball. (2000). *Sociology of education: Major themes*.
14. Torres, C. A., & Antikainen, A. (2002). *The international handbook on the sociology of education: An international*.
15. Vincze, Z. (2023). *Sociology of education—Theories, communities, contexts*.

## **Course # 2: Sociology of Globalization**

**Major Course.**

**Credits: 3**

**Course Code: SOC-612**

### **Course Objectives:**

This course provides familiarity regarding the basic concepts and models of globalization. It will examine the global economy and its impact on local economy as well as social and cultural change especially on South Asian countries. The role of media regarding globalization will also be discussed.

### **Course Outline:**

- 1. Introduction and Overview of Sociology of Globalization**
  - a. Sociology of globalization, globalization: myth or reality;
  - b. Characteristics of globalization, globalization, modernization and Europeanization; globalization and cultural leveling.
- 2. Theories of globalization, global stratification, global inequalities, globalization and local identity.**
- 3. The Rise of Globalization**
  - a. The Second Globalization: Creating the Post-War Political-Economic Order
  - b. The Rise of Neoliberalism
- 4. Globalization and Corporations**
  - a. X-HOUR: From Bureaucracy to Networks
  - b. Corporate Governance and Strategy
  - c. Multinational Corporations
- 5. Political Globalization**

- a. Global Politics, Governance, Transnational State, etc.
  - b. Power and Transnational Politics
  - c. Emergence of Global Classes, Local Actors in Global Politics.
- 6. Technology and globalization, global economy and the digital networks.**
  - 7. Globalization and Workers**
    - a. Changes in Work
    - b. Social Inequality
    - c. Training for Global Competition
  - 8. Globalization and the State**
    - a. Welfare Reform
    - b. Tax Reform
    - c. Regulatory Reform
  - 9. Globalization and Culture**
    - c. Global Cultures and Diversity
    - d. Diasporas
  - 10. Transnational Social Movements, Transnational Civil Society, Globalization and the Environment**
  - 11. Globalization and Race/Ethnicity, Transnational Migrations, Transnational Communities, Transnationalism.**
  - 10. Globalization and Women/Gender**
  - 11. Globalization, Resistance, Hegemonies and Counterhegemonies, Alternative Futures**
  - 12. The Global village: Recovering Place and Social Practices.**
  - 13. The Making of International Migrations – WTO**
  - 14. Globalization and Social Institution**

**Suggested Readings:**

1. Ellwood, w.(2001) The no-nonsense guide to Globalization
2. Frank, T (2001) One market under God, Anchor Books
3. Janoski, Thomas. 2005. The Handbook of Political Sociology: States, Civil Societies, and Globalization
4. Nash, Kate Contemporary Political Sociology: Globalization, Politics, and Power
5. Roland Robertson, Kathleen E. White. 2003. Globalization: Critical Concepts in Sociology
6. Sassen, Saskia. 2007. A Sociology of Globalization
7. Sklair, L (2001) The transnational capitalist class, Blackwell

8. Timothy J. Scrase, Todd Joseph Miles Holden, Scott Baum. 2003. Globalization, Culture and Inequality in Asia
9. Ehrenreich and Hochschild (eds), Global Woman: Nannies, Maids, and Sex Workers
10. Jan Nederveen-Pieterse, Globalization and Culture: Global Melange
11. William I. Robinson, Promoting Polyarchy
12. William I. Robinson, A Theory of Global Capitalism
13. Michael Buroaway, et. Al. (eds.), Global Ethnographies
14. Joseph Stiglitz. Globalization and Its Discontents
15. Osterhammel and Petersson. Globalization: A Short History.
16. Kristensen and Zeitlin. Local Players in Global Games (pp. xii-xxii; 1-187; 301-322)  
(Continue reading) Bronfenbrenner. Global Unions
17. Linda Weiss. The Myth of the Powerless State

### **Course # 3: Pakistani Society and Culture**

**Major Course.**

**Credits: 3**

**Course Code: SOC-613**

**Course Objectives:**

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

**Course Outline:**

**1. Introduction**

- a. Definition of Society
- b. Characteristics of Pakistani Society
- c. Social Stratification, Cast, Class and Ethnicity
- d. Social Institutions in Pakistan
  - i. Family
  - ii. Religion
  - iii. Economy
  - iv. Politics
  - v. Education
  - vi. Recreational

**2. Educational Dynamics**

- a. Illiteracy
- b. Literacy
- c. Universal Primary Education Concept
- d. Schools; Technical and Higher Education
- e. Status of Formal and Informal Education

**3. Historical Perspective of Pakistani Culture**

- a. Provincial Culture
  - b. Culture of Punjab
  - c. Culture of Sindh
  - d. Culture of KPK
  - e. Culture of Balochistan
  - f. Culture of Kashmir and Northern Areas
- 4. Urban and Rural Division of Pakistan**
- a. Rural Society
  - b. Urban Society
  - c. Rural Power Structure
- 5. Minority and Their Belief**
- 6. Major Social Problems**
- 7. Major Occupation and Production Activities**

**Suggested Readings:**

1. Ahmad, S. A. (1980). *Pukhtun economy and society: Traditional structure and economic development in a tribal society*. London: Routledge and Kegan Paul.
2. Akhtar, A. S. (2018). *The politics of common sense: State, society and culture in Pakistan*. Cambridge: Cambridge University Press.
3. Akhtar, A. S. (2022). *The struggle for hegemony in Pakistan: Fear, desire and revolutionary horizons*. London: Pluto Press.
4. Caroe, O. (1977). A review of Ahmad 1977. *Asian Affairs*, VII (October), 352–353.
5. Churchill, W. (1898). *The story of the Malakand Field Force* (2002 ed.). London: Leo Cooper and Octopus Publishing Groups.
6. Donnan, H., & Sokefeld, M. (2019). *Economy and culture in Pakistan*. London: Palgrave Macmillan.
7. Dupree, L. (1980). *Afghanistan*. Princeton: Princeton University Press.
8. Gluckman, M. (1971). *Politics, law and ritual in tribal society*. Oxford: Basil Blackwell.
9. Lindholm, C. (1996). *Frontier perspective: Essays in comparative anthropology*. Karachi: Oxford University Press.
10. Mumtaz, K. (1987). Women of Pakistan. In *Readings on women in Pakistan*. London: John Murray.
11. Mumtaz, K., & Farida, S. (1987). *Women of Pakistan: Two steps forward, one step back*. Vanguard.
12. Rumi, R. (2018). *Being Pakistani: Society, culture and the arts*. New Delhi: HarperCollins India.
13. Shaheed, F., & Mumtaz, K. (1990). Women's participation in Pakistan. In Shaheed, F. et al. (1998). *Women in politics: Participation and representation in Pakistan*. Lahore: Shirkat Gah.
14. Shaheed, F., & Shaheed, A. L. F. (2004). *Great ancestors: Women asserting rights in Muslim contexts: Information & training kit*. Lahore, Pakistan: Shirkat Gah.
15. Spain, W. J. (1963). *The Pathan border line*. The Hague: Mouton.
16. Ullah, H. (2015). *Social reproduction of class and gender hierarchies in Pakistan: A case of educational institutions*. Germany: Scholars' Press.

## Course # 4: Sociology of Religion

**Major Course.**

**Credits: 3**

**Course Code: SOC-614**

### **Course Objectives:**

The course focuses on providing knowledge to the students regarding core concepts, theories and function of religion in the integration of society. Sociological analysis of the major religions with special focus on Islam will be carried out.

### **Course Outline:**

#### **Chapter 1 Introduction**

- 1.1 Definition
- 1.2 Elements of Religion
- 1.3 Functions of Religion

#### **Chapter 2 Theories of Religion**

- 2.1 Sociological
- 2.2 Psycho- Analytical
- 2.3 Evolutionary

#### **Chapter 3 The Sociological Analysis of Religion**

- 3.1 Universal order of Religion
- 3.2 Integrated Power of Religion

#### **Chapter 4 World's Major Religions**

- 4.1 Judaism
- 4.2 Hinduism
- 4.3 Christianity
- 4.4 Buddhism
- 4.5 Islam
- 4.6 Secularism/ Communism

#### **Chapter 5 Types of Religious Authorities**

- 5.1 The Prophet
- 5.2 Clergy/ Organization of religious groups
- 5.3 The saints/ Molvies/ Ulema's
- 5.4 Sects and Cults

#### **Chapter 6 Religion as agency of social control**

6.1 Science and Religion

6.2 Religion and Welfare

**Recommended Books:**

1. Keskin, T. 2011. The Sociology of Islam: Secularism, Economy and Politics. Sage Publications, Inc. USA.
2. Johnstone, R. L. 2009. Religion in Society: Sociology of Religion. Pearson Education, Prentice Hall, USA.
3. Lundskow, D. G. 2008. The Sociology of Religion: A Substantive and Transdisciplinary Approach. Sage Publication, UK.
4. Davie, D.G. 2007. The Sociology of Religion. Sage Publications, USA.
5. Beckford, J. A and Demerath, N. 2007. The Sage Handbook of the Sociology of Religion, USA.
6. Furseth, I and Repstad, P. 2006. An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives. Ashgate Publication, UK.
7. Evan, Prilhard B. F. 2005. Theories of Primitive Religions. Oxford: Claneolan Press, UK.
8. Vernon, G. M. 2002. Sociology of Religion. McGraw-Hill Publishers, USA.

**Course # 5: Internship/Fieldwork**

**Comp-1 Course**

**Credits: 3**

**Course Code: SOC-615**

**Description:**

The fieldwork component in the BS Sociology program is designed to provide students with hands-on experience in sociological research. In consultation with their supervisor, students will identify a significant or pressing social issue to investigate. This issue will be explored through field visits, where students will employ a range of research methods, including surveys, interviews, observations, and other qualitative or quantitative techniques, to collect data. The fieldwork can be conducted both in group or individually.

Based on the insights gained from these field visits, students will develop a comprehensive research report. This report will not only document the findings but also offer a critical analysis of the issue under investigation. Upon completion, students will defend their research and findings through a formal presentation, demonstrating their understanding of both the research process and the social phenomena they have studied.

**Annexure – P**

**ITEM 16 COURSES AND OUTLINES IN BS SOCIOLOGY 8<sup>th</sup> SEMESTER**

<b>EIGHT</b>		<b>Course Code</b>	<b>Course Name</b>	<b>Credit H</b>
	Major	SOC-621	Conflict Resolution	3(3-0)
	Major	SOC-622	Project Planning and Management	3(3-0)
	Major	SOC-623	Industrial Sociology	3(3-0)
	Major	SOC-624	Contemporary Social Problems	3(3-0)
	Comp-II	SOC-625	Capstone Project	3(3-0)
				<b>18</b>

**Course # 1: Conflict Resolution**

**Major Course.**

**Credits: 3**

**Course Code: SOC-621**

**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**

- a. Review of Judicial System
- b. Court structure and subject matter jurisdiction
- c. Progress of a case through the system

- d. Analysis of benefits and detriments of the judicial system
  - e. Alternative Dispute Resolution Mechanisms
  - f. Client/attorney perspectives
  - g. Advantages and disadvantages
  - h. General types of ADR defined
- 2. Hybrid Process**
- a. Mediation/Arbitration
  - b. Summary Jury Trials
  - c. Minitrials
  - d. Early Neutral Evaluation
  - e. Special Masters
- 3. Mediation and Its Training**
- a. Introduction and Goals
  - b. Conflicts: causes and responses
  - c. Elements of Mediation
  - d. Issue identification and Prioritizing
  - e. Timing and climate setting
  - f. Forms and Functions
  - g. Skills Training
  - h. Philosophical and Ethical Issues
- 4. Arbitration**
- a. The Process, the Participants, the Neutrals and the Authority
  - b. Arbitration Act
  - c. Substantive Areas of Law Where Applied: Labor and Employment, Automobile, Construction, Business Insurance, Securities, etc.
- 5. Role of the Mediator**
- a. Objectives before and during the mediation process
  - b. Reducing defensive communication
  - c. Essential qualities necessary
  - d. Common errors
  - e. Role play
- 6. Conducting a Mediation Session**
- a. Case preparation
  - b. Opening statements to parties
  - c. Explanation of process and role of mediator
  - d. Ground rules
  - e. Confidentiality
  - f. Role play
- 7. Common Problem Areas**
- a. Dealing with impasse
  - b. Summarizing issues
  - c. Hostile parties
  - d. Manipulative parties
  - e. Social service needs and referrals
  - f. Role play
- 8. Negotiation**
- a. The Process and Outcome of Negotiation
  - b. Tactics, Techniques and Skills of Negotiation

- c. Ethical Issues in Negotiation
- d. Application: from Individual Use in Business to Courtroom Tactics
- e. Service Learning Component: District Court

**Suggested Readings:**

1. Katz, N. H., Lawyer, J. W., Sosa, K. J., Sweedler, M., & Tokar, P. (2020). *Communication and conflict resolution skills*. Kendall Hunt Publishing.
2. Bernadine Van Gramberg. (2005). *Managing workplace conflict: Alternative dispute resolution in Australia*.
3. Brewer, J. D. (2010). *Peace processes: A sociological approach*. Polity.
4. Furlong, G. T. (2020). *The conflict resolution toolbox: Models and maps for analyzing, diagnosing, and resolving conflict*. John Wiley & Sons.
5. Katz, N. H., Lawyer, J. W., Sosa, K. J., Sweedler, M., & Tokar, P. (2020). *Communication and conflict resolution skills*. Kendall Hunt Publishing.
6. Kent, M. Weeks. (1999). *Managing campus conflict through alternative dispute resolution*
7. Laurie, S. Coltri. (2003). *Conflict diagnosis and alternative dispute resolution*.
8. Ramsbotham, O., Woodhouse, T., & Miall, H. (2011). *Contemporary conflict resolution* (3rd ed.). Polity Press.
9. Stewart, S. (1998). *Conflict resolution: A foundation guide*. Waterside Press.
10. Tidwell, A. C. (2001). *Conflict resolved? A critical assessment of conflict resolution*. Continuum International Publishing Group.
11. Trujillo, M. A., Bowland, S. Y., Myers, L. J., Richards, P. M., & Roy, B. (Eds.). (2022). *Re-centering culture and knowledge in conflict resolution practice*. Syracuse University Press.
12. Wallensteen, P. (2018). *Understanding conflict resolution*. Sage.
13. Wandberg, R. (2005). *Conflict resolution: Communication, cooperation, compromise*. Capstone.
14. The Psychology Conflict Management and Conflict in Organizations Carsten K.W.

**Course # 2: Project Planning and Management**

**Major Course.**

**Credits: 3**

**Course Code: SOC-622**

**Course Objectives:**

The course acquaints the students with the basic concepts of project cycle, cause and effect relationship, logical framework, planning and management. Required skills of field formation, preparation of different reports and techniques for the development of project will be studied. It will also equip students with the tools of monitoring, evaluation and impact assessment.

**Course Outline:**

**1. Introduction**

- a. Definition, need, identification, selection and scope of the project.
- b. Characteristics of project, types of project.
- c. Project cycle
- d. Cause and effect diagram,

- e. Project objectives

## **2. Project Planning**

- a. Development indicators
- b. Preparing Project Proposal
- c. Logical framework analysis.
- d. Key components of project
- e. Potential problem analysis.
- f. Fields force formation strategy

## **3. Project Organizing**

- a. Organization of resources
- b. Task allocation, role Taking,
- c. Coordination in project team,
- d. Accountability within project
- e. Conflict resolution
- f. Time management
- g. Liaison with external agencies
- h. Preparation of technical progress reports
- i. Preparation of financial progress reports
- j. Writing of minutes and reports of project meetings.

## **4. Project Monitoring and Evaluation**

- a. Checking deviation and progress monitoring
- b. Follow-up, managing deviation,
- c. Definition and difference between MandE
- d. Need for evaluation
- e. Steps in evaluation, collecting necessary data, expanding logframe matrix for evaluation, checking deviation, adjusting deviation

## **5. Impact assessment.**

- a. Definition concepts and meaning
- b. Types of impact assessment
  - i) Social impact Assessment
  - ii) Economic Impact Assessment
  - iii) Physical Impact Assessment
  - iv) Environmental Impact Assessment
- c. Methods and techniques of Impact Assessment

### **Practical:**

Exercises on project preparation, use of CPM/PERT Methods, LFA Exercise. Monitoring and evaluation exercise.

### **Recommended Books:**

1. Burke, R. (2013). *Project management: planning and control techniques*. John Wiley & Sons.
2. Becker, J., Kugeler, M., & Rosemann, M. (2003). *Process management: A guide for the design of business processes*. Springer. ISBN 978-3-540-43499-3.
3. Burke, R. (2013). *Project management: Planning and control techniques*. John Wiley & Sons.
4. Cleland, D. I., & Gareis, R. (2006). *Global project management handbook: Chapter 1 - The evolution of project management*. McGraw-Hill Professional. ISBN 0-07-146045-4.
5. Fewings, P., & Henjewe, C. (2019). *Construction project management: An integrated approach*. Routledge.
6. Fleming, Q. (2005). *Earned value project management* (3rd ed.). Project Management Institute. ISBN 1-930699-89-1.
7. Harrison, F. L., & Lock, D. (2004). *Advanced project management: A structured approach*. Gower Publishing, Ltd. ISBN 0-566-07822-8.
8. Ireland, L. R. (2006). *Project management*. McGraw-Hill Professional. ISBN 0-07-147160-X.
9. Kerzner, H. (2003). *Project management: A systems approach to planning, scheduling, and controlling* (8th ed.). Wiley. ISBN 0-471-22577-0.
10. Kerzner, H. (2018). *Project management best practices: Achieving global excellence*. John Wiley & Sons.
11. Kousholt, B. (2007). *Project management: Theory and practice*. Nyt Teknisk Forlag. ISBN 87-571-2603-8.
12. Kwak, Y. H. (2005). *A brief history of project management*. In E. G. Carayannis et al. (Eds.), *The story of managing projects* (9th ed.). Greenwood Publishing Group. ISBN 1-56720-506-2.
13. Lock, D. (2007). *Project management* (9th ed.). Gower Publishing, Ltd. ISBN 0-566-08772-3.
14. Nicholas, J. M., & Steyn, H. (2020). *Project management for engineering, business, and technology*. Routledge.
15. Pinto, J. K. (2020). *Project management: Achieving competitive advantage*. Pearson.
16. Thayer, R. H., & Yourdon, E. (2000). *Software engineering project management* (2nd ed.). Wiley-IEEE Computer Society Press. ISBN 0-8186-8000-8.
17. Witzel, M. (2003). *Fifty key figures in management*. Routledge. ISBN 0-415-36977-0.

### **Course # 3: Industrial Sociology**

**Major Course.**

**Credits: 3**

**Course Code: SOC-623**

**Course Objectives:**

The course will provide familiarity about the basic concepts, theories and process of industrial sociology.

**Course Outline:**

## **1. Introduction Meaning and Definition:**

- a. Industry and Society
- b. Industry and Social Stratification
- c. Work, Occupation, Industry, Organization, Factory and Management

## **2. Industrialization:**

- a. Social Theory of Productive System
- b. Antecedent of Industrialization in west

## **3. Theories of Industrialization**

## **4. Formal Organization:**

- a. Bureaucracy
- b. Organizational Charts (Structure)
- c. Trade Union, and theories of Unionism

## **5. Work Ethics in Islam**

- a. Division of Labor
- b. Work Ethics
- c. Distribution of Wealth

## **6. Industrialization in Pakistan**

- a. Historical view of Industrial Development
- b. Problems and Prospects of Industrialization in Sociological Perspective
- c. Industrial Relationship in Pakistan

## **7. Trade Unionism in Pakistan**

- a. Labor Movement
- b. Trade Unionism
- c. Union Leadership and Collective Bargaining

## **8. Labour Policies in Pakistan**

- a. Historical Perspective and Social Change
- b. Analysis of Wages

## **Field Visit:**

The students will visit different industries to study human relations in industry. They will meet the employer and employees to discuss their problems and submit a comprehensive report.

## **Suggested Readings:**

1. Hall, R.H., (1995) Organization: Structure, Process and Outcomes, prentice Hall, California.
2. Health, Christian, luff Pual (2000) Technology in action Cambridge University Press.
3. Theobland. (1994). Understanding Industrial Society: A Sociological Guide. St. Merton Press, New York.
4. Stanley R. P., (1981). The Sociology of Industry. Rutledge. USA
5. Braverman, H., (1982). Labor and Monopoly Capital: The Degradation Of Work In The Twentieth Century . Monthly Review Press, New York
6. Ritzer G., (2011). The McDonalidization of society 6, Sage Publications

## Course # 5: Contemporary Social Problems

Major Course.

Credits: 3

Course Code: SOC-624

### Course Contents

#### Introduction

- Introduction and definition
- Sociological explanation of social problem
- Various steps for the solution of social problem
- Scope and Importance of applied sociology in Pakistan

#### Contemporary Major Social Problems in Pakistan

- Population growth
- Poverty
- Unemployment
- Agriculture
- Drug addiction
- Crime and juvenile delinquency
- Urbanization
- Illiteracy
- Gender disparity
- Child labor
- Sectarianism
- Globalization
- Age and ageism
- Environmental degradation
- Political instability

#### Recommended Books:

1. Allen, D. (Ed.). (1991). *Religion and political conflict in South Asia*. Westport, Conn: Connecticut University Press.
2. Bardhan, P. (1984). *Land, labour and rural poverty*. New Delhi: Oxford University Press.
3. Berreman, G. D. (1979). *Caste and other inequalities: Essays in inequality*. Meerut: Folklore Institute.
4. Beteille, A. (1974). *Social inequality*. New Delhi: Oxford University Press.
5. Beteille, A. (1992). *Backward classes in contemporary India*. New Delhi: Oxford University Press.
6. Breckenridge, C. (1996). *Consuming modernity: Public culture in contemporary India*. New Delhi: Oxford University Press.
7. Burki, S. J. (2018). *Pakistan: Fifty years of nationhood*. Routledge.

8. Cohen, S. P. (Ed.). (2011). *The future of Pakistan*. Brookings Institution Press.
9. Dube, L. (1997). *Women and kinship: Comparative perspectives on gender in South and Southeast Asia*. New Delhi: Sage Publications..
10. Juergensmeyer, M. (1993). *Religious nationalism confronts the secular state*. New Delhi: Oxford University Press.
11. Khan, N. A. (Ed.). (2010). *Beyond crisis: re-evaluating Pakistan*. Routledge.
12. Lewis, O. (1966). *Culture of poverty*. *Scientific American*, 215(4).
13. Loseke, D. (2017). *Thinking about social problems: An introduction to constructionist perspectives*. Routledge.
14. Madan, T. N. (1991). *Religion in Pakistan*. New Delhi: Oxford University Press.
15. Ministry of Home Affairs. (1998). *Crime in Pakistan*. New Delhi: Government of Pakistan.
16. Murty, T. V. S. (1996). *Region, religion, caste, gender, and culture in contemporary India*. New Delhi: Oxford University Press.
17. Papanek, G. F. (2024). *Pakistan's development: Social goals and private incentives*. Harvard University Press.
18. Paul, T. V. (2014). *The warrior state: Pakistan in the contemporary world*. Oxford University Press.
19. Rashid, A. (2013). *Pakistan on the brink: The future of America, Pakistan, and Afghanistan*. Penguin.
20. Sharma, S. L. (1997). Towards sustainable development in Pakistan. In S. R. Mehta (Ed.), *Population, poverty, and sustainable development* (pp. 1-18). Jaipur: Rawat Publications.
21. Sharma, S. L. (2000). Empowerment without antagonism: A case for reformulation of women's empowerment approach. *Sociological Bulletin*, 49(1), 19-39.
22. Talbot, I. (2022). *Pakistan: a new history*. Hurst Publishers.

#### **Course # 4: Capstone Project/Thesis**

**Comp. II**

**Credits: 3**

**Course Code: SOC-625**

The research thesis is a culminating academic requirement for the BS Sociology program, offering students the opportunity to engage in independent, original research on a topic of sociological significance. Under the guidance of a faculty supervisor, students will select a relevant sociological issue or phenomenon, develop research questions, and apply appropriate research methodologies to gather and analyze data. The thesis process involves critical literature review, formulation of hypotheses or research questions, data collection through qualitative and/or quantitative methods, and rigorous analysis. The final thesis will present a comprehensive narrative that synthesizes theoretical frameworks with empirical findings to address the research problem.

Upon completion, the research thesis will be submitted as a written document and defended through viva-voce. This process aims to showcase students' ability to contribute to sociological knowledge, critically engage with social issues, and demonstrate proficiency in research design, execution, and scholarly writing. The thesis thus serves as a significant academic achievement and a foundation for further scholarly pursuits or professional applications in sociology.

**Annexure –S**

**ITEM 17 COURSES AND OUTLINES OF GENERAL EDUCATION COURSE FOR OTHER DEPARTMENTS**

<b>General Education Courses for other departments</b>	<b>Couse Code</b>	<b>Course Name</b>	<b>Credit H</b>
	SOC-101	Sociology	2+0
	SOC- 102	Social Anthropolgy	2+0

**Course # 1: Sociology**

**General Education**

**Credits: 2**

**Course Code: SOC-**

**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.

**Course Outline:**

**Introduction**

- Definition, Scope, and Subject Matter
- Sociology as a Science
- Historical back ground of Sociology

**Basic Concepts**

- d. Community, Society
- e. Associations
- f. Social Groups and types

**Culture**

- a. Definition, important concepts and types.

**Socialization and Personality**

- b. Socialization, Agencies of Socialization

- c. Personality, Factors in Personality Formation
- d. Role and Status

**Deviance and Social Control**

- e. Deviance and its types
- f. Methods and Agencies of Social control

**Collective Behaviour**

- d. Crowd behaviour
- e. Public opinion
- f. Social movements
- g. Leadership

**Suggested Readings:**

1. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
2. Brown, Ken 2004. *Sociology*. UK: Polity Press
3. Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
4. Macionis, John J. 2006. 10<sup>th</sup> Edition *Sociology* New Jersey: Prentice-Hall
5. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
6. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
7. Macionis, John J. 2005. *Sociology* 10<sup>th</sup> ed. South Asia: Pearson Education
8. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
9. Koenig Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel..
10. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*.New York: Barnes and Noble, Inc.
11. Leslie, Gerald et al. 1973. *Order and Change: Introductory Sociology*Toronto: Oxford University Press.
12. Lenski, Gevbard and Lenski, Jeam. 1982. *Human Societies*. 4<sup>th</sup> edition New York: McGraw-Hill Book Company.
13. James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

**Course # 2: Social Anthropology**

General Education Course for other departments. Credits: 2 Course Code: SOC-

**Course Objectives:**

The course aims to introduce the pertinent concepts and theories about evolution of humans and culture. The course will dilate branches of anthropology including physical anthropology, archaeology, socio-cultural anthropology, and linguistic anthropology.

**Course Outline:**

**Introduction**

- a. Meaning and Definition Social Anthropology
- b. Scope of Social Anthropology.

## **Marriage and Family Institution**

- g. Introduction to family and Marriage system
- h. Types of family institution
- i. Ways and Forms of Marriage

## **Kinship Structure**

- e. Introduction and Major Systems in Kinship Terminology,

## **Political Institution/Organization**

- g. Types of Political Organizations,
- h. Resolution of Conflicts,

## **Religion Institution**

- h. Elements of Religion
- i. Types of Religion
- j. Functions of Religious

## **Economic Institution**

- g. Division of Labour,
- h. Reciprocity System,
- i. System of Redistribution.

## **Suggested Readings:**

18. M. Darshan S. (2000). Encyclopedia of Anthropology (Vol.7). Social Anthropology. Mittal Publication New-Delhi
19. Wilcox. C. (2008) Social Anthropology (Edited). Transition Publishers. New Jersey. USA.
20. Stocking G. Jr. (1995). After Tylor: British Social Anthropology 1888-1951. The University of Wisconsin Press. USA.
21. Leach E. Ronald (1982). Social Anthropology. Oxford University Press.
22. Pritchard Evans (2004). Social Anthropology. Taylor and Francis Group.
23. Francis D Pocock (1998). Understanding Social Anthropology. New Jersey USA. ISBN 0485121409.
24. Epstein A.L. (2012 Edited). The Craft of Social Anthropology. New Jersey. USA.
25. Adamson's, Hobbled Everett (1979). Culture and Social Anthropology. New Delhi: McGraw Hill Publishing Co.
26. Morton H. Fried (1973). Exploration in Anthropology. Reading in Culture. Man and Nature, New York: Thomas y. Cromwell Company
27. Park, Michael Alan, (1986). Anthropology: An Introduction, New York: Harper and Row.
28. William A Havilland (1975). Culture Anthropology. Holt Rinehart and Winston
29. Mayer L. (1965). An Introduction to Social Anthropology. Clarendon Press.
30. Hobel, E.A. 1972. Anthropology: The study of man 4th ed., New York, McGraw-Hill.
31. David Hicks and Gwynne A. Margaret 1996. Cultural Anthropology (2<sup>nd</sup> ed). New York. Harper Collins Publishers Inc.
32. Kottak P.C. 1991. Anthropology. The Exploration of Human Diversity. McGraw –Hill Inc.
33. Linton, Ralph. 1936. The Study of Man. New York: Appleton.
34. Tylor, B.E. (1871). Primitive Culture: Research into the Development of Mythology, Philosophy, Religion, Language, Art and Customs, Vol, 1.p.1. John Murray Publishers Ltd. London.

