

BS Development Studies (4 Year)



**Recommended in the 2nd meeting of the Board of Studies for BS Development Studies
held on November 19, 2021**

**Department of Economics and Development Studies
University of Swat**

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Program Description:

Developing studies is an emerging field in social sciences covering various issues related to economics, sociology, anthropology, education, environment etc. The Development studies curriculum at undergraduate level will increase the understanding of the students on basic and advanced concepts related to Development studies and shall also learn to solve complex issues facing by the society. The BS Development Studies program will accommodate the students from diverse background and will advance their knowledge on issues of local, regional and global interests. The students will also learn the application of various quantitative methods required for research on various socioeconomic and development issues.

BS Development Studies is a four years degree program comprising of eight regular semesters. Students with degree of F.Sc. / F.A. / I.Com / A. levels or equivalent are eligible to get admission in this program.

Program Objectives:

BS Development Studies program will increase the understanding of the students on basic and advanced concepts related to this field and advance their knowledge on the real world diverse issues.

In specific, following are the objectives of this program:

1. The graduates shall be equipped with the comprehensive knowledge and skills set in order to contribute competently as development specialist in various capacities.
2. The graduates shall have in-depth knowledge related to issues of local, regional and global interests.
3. The graduates shall be prepared to respect diversity and endeavour to work ethically.

Program Learning Objectives:

1. **Critical Thinking Skills:** An ability to optimally apply Development concepts to real world issues. This shall allow them to understand current events and evaluate potential policy proposals.
2. **Quantitative Reasoning Skills:** An ability to use empirical evidence to assess the real world development issues. This shall involve the application of various quantitative methods to real world development issues.

3. **Problem-Solving Skills:** An ability to solve problems that have precise solutions as well as those that do not have precise answers and clarify conditions under which these solutions may be correct keeping in view the prevailing conditions.
4. **Specialized Knowledge and Application of Skills:** An ability to develop critical as well as quantitative thinking skills related to dynamic development issues.
5. **Communication Skills:** An ability to communicate effectively in written, oral and graphical form about concrete questions and to prepare well-organized written arguments that clearly state assumptions/hypotheses supported by evidence.

Scope:

Development Studies is a relatively young field of academic study within social sciences. It is believed that the nomenclature ‘development studies’ was not used until World War II. The dominance of ‘economic thinking’ in the early years of Development Studies was, therefore, beyond question.

The context in which DS shaped up as an academic subject was certainly economic. Some scholars who believe that DS originated in Great Britain as a leftover from the old field of colonial economics. It has become an increasingly inter- and multi-disciplinary subject, encompassing a variety of social scientific fields. The career prospects of DS graduates are as follows:

Professionals

- Executives – managers, administrators, planners (different levels)
- Technical (experts, specialists, practitioners)
- Sectoral (experts, specialists, practitioners) – all social sectors including natural resources and environment
- Teaching/Academia
- Consultants and Advisors

Related Organizations

- Government agencies and departments
- Local government assemblies – elected representatives
- Non-governmental organizations, civil society organizations, public interest organizations and the like
- Bi-lateral and multi-lateral institutions & organizations
- Academic institutions & establishments.

Eligibility:

- ❖ Eligibility criteria for BS Development Studies (4 Year) Program: **Intermediate or Equivalent with at least 45% marks.**
- ❖ Eligibility criteria for entry from Associate Degree (AD) program to BS Development Studies (Semester V) will be Associate Degree in in related field with at least CGPA 2.00.

SCHEME OF STUDIES

SCHEME OF STUDIES FOR BS Development Studies

Division of Courses		
1. For All Disciplines of BS (4 Years Degree Program):	Courses	Credit Hours
Compulsory Courses (with no choice)	09	25
General Courses (Diversification courses)	08	24
Common Courses (BS Disciplines)	17	49
Specific Courses for BS Development Studies (4 Years Degree Program):		
Foundation Courses (Discipline Specific Major Courses in first two years)	08	24
Discipline Specific Major Courses in Last two years (11-15)	12	36
Discipline Specific Optional Courses in Last two years*** (04-08)	07	21
Discipline Specific Courses for BS	27	81
Total Courses for BS Development Studies (4 Years Degree Program):	44	130

*** University has option to offer research project / research thesis (worth 6 credit hours) in lieu of two optional courses. It will be evaluated by a panel of examiners, as per university rules.

Total numbers of Credit hours	130
Duration	4 years (maximum of 6 years)
Semester duration	16-18 weeks
Semesters	8
Course Load per Semester	15-18 Credit Hours
Number of courses per semester	3-6

<u>Compulsory Courses: 09 Courses</u>	
English I (Functional English)	Information and Communication Technology
English II (Communication Skills)	Islamic Studies or Religious Studies
Report Writing Skills	Pakistan Studies
Introduction to Statistics	Basic Mathematics
Statistical Inference	

<u>General Courses: 08 Courses</u>	
Introduction to Political Science	Fundamentals of Geography
Introduction to Psychology	Introduction to Philosophy
Introduction to Sociology	International Relations
Introduction to Management	Introduction to Communication

Foundation Courses (Major Courses in First 2 years): 8	
Introduction to Development Studies	Development Economics
Science, Technology and Development	Crisis and Conflict Management
Principles of Microeconomics	Poverty and Livelihood
Principles of Macroeconomics	Introduction to Rural Development

MAJOR COURSES in Last 2 years: 11-15	
Civil Society and Governance	Industrialization and Development
Community Development	Social Policy and Development
Disaster Management	Local Government System and Rural Development
Econometrics	Environment and Development
Project Planning and Management	Natural Resource Management
Development Policies and Strategies for Pakistan	** Public Finance
Research Methodology	** War and Development
** Development and Human Rights	

*** DEDS has option to offer any other course(s) in lieu of these, from list of approved optional courses*

ELECTIVE / OPTIONAL COURSES (Development Studies): 4 – 8	
Semester VII	Semester VIII
Non-Governmental Organizations and Development	Leadership and Social Action Process
Human Resource Development	Development Aid and Politics
Pakistan's Society and Culture	Globalization and Development
Conflict Resolution	Urban Sociology
Theories of Underdevelopment	Agrarian Reforms and Rural Development
Peace Studies	Rural Institutions and Social Change
Development Programs and Projects: Monitoring and Evaluation	Creative Thinking and Decision Making
Social Anthropology	Basic Environmental Impact Assessment
Communication and Development	Water Resource Management
Demography and Development	Rural Sociology
Introduction to Microfinance	Research Project
Gender Issues and Development	**** * ****
Socio-economic Development of Pakistan	**** * ****

Note: DEDS with the recommendation of the BoS can expand the list of optional courses

Sequencing: The recommended course of studies stresses diversity in the earlier years, and moves towards increasing concentration in the major/ minor subjects in the later years.

SCHEME OF STUDIES BS DEVELOPMENT STUDIES

Semester	Course Code	Course Title	Credit Hours	Type
First Semester 17 (17+0)	DEV 101	Introduction to Development Studies	3 (3 + 0)	Foundation
	DEV 102	Science, Technology and Development	3 (3 + 0)	Foundation
	ENG 103	English I (Functional English)	3 (3 + 0)	Compulsory
	CS 104	Information and Communication Technology	3 (3 + 0)	Compulsory
	ECO 105	Principles of Microeconomics	3 (3 + 0)	Foundation
	ISL 106	Islamic Studies or Religious Studies	2 (2 + 0)	Compulsory
Second Semester 17 (17+0)	ENG 151	English II (Communication Skills)	3 (3 + 0)	Compulsory
	POLS 152	Introduction to Political Science	3 (3 + 0)	General
	ECO 153	Principles of Macroeconomics	3 (3 + 0)	Foundation
	PSY 154	Introduction to Psychology	3 (3 + 0)	General
	MTH 155	Basic Mathematics	3 (3 + 0)	Compulsory
	PS 156	Pakistan Studies	2 (2 + 0)	Compulsory
Third Semester 18 (18+0)	DEV 201	Crisis and Conflict Management	3 (3 + 0)	Foundation
	ENG 202	Report Writing Skills	3 (3 + 0)	Compulsory
	SOC 203	Introduction to Sociology	3 (3 + 0)	General
	MGT 204	Introduction to Management	3 (3 + 0)	General
	MTH 205	Introduction to Statistics	3 (3 + 0)	Compulsory
	ECO 206	Development Economics	3 (3 + 0)	Foundation
Fourth Semester 18 (18+0)	DEV 251	Poverty and Livelihood	3 (3 + 0)	Foundation
	DEV 252	Introduction to Rural Development	3 (3 + 0)	Foundation
	GEO 253	Fundamentals of Geography	3 (3 + 0)	General
	PHI 254	Introduction to Philosophy	3 (3 + 0)	General
	IR 255	International Relations	3 (3 + 0)	General
	MTH 256	Statistical Inference	3 (3 + 0)	Compulsory
Fifth Semester 15 (15+0)	DEV 301	Civil Society and Governance	3 (3 + 0)	Major
	DEV 302	Community Development	3 (3 + 0)	Major
	DEV 303	Disaster Management	3 (3 + 0)	Major
	DEV 304	Econometrics	3 (3 + 0)	Major
	JMC 305	Introduction to Communication	3 (3 + 0)	General
Sixth Semester 15 (15+0)	DEV 351	Industrialization and Development	3 (3 + 0)	Major
	DEV 352	Social Policy and Development	3 (3 + 0)	Major
	DEV 353	Local Government System and Rural Development	3 (3 + 0)	Major
	DEV 354	Environment and Development	3 (3 + 0)	Major
	DEV 355	Public Finance	3 (3 + 0)	Major
Seventh Semester 15 (15+0)	DEV 401	Project Planning and Management	3 (3 + 0)	Major
	DEV 402	Development Policies and Strategies for Pakistan	3 (3 + 0)	Major
	DEV 403	Research Methodology	3 (3 + 0)	Major
	DEV 405	Non-Governmental Organizations and Development	3 (3 + 0)	Elective
	DEV 406	Human Resource Development	3 (3 + 0)	Elective
Eight Semester 15 (15+0)	DEV 451	Natural Resource Management	3 (3 + 0)	Major
	DEV 453	Leadership and Social Action Process	3 (3 + 0)	Elective
	DEV 454	Development Aid and Politics	3 (3 + 0)	Elective
	DEV 498	Research Project*	6 Cr. Hr.	Elective

The following table is an illustration of the progression over the semesters:

CURRICULUM BS DEVELOPMENT STUDIES (04 YEAR)

Semester Wise Split UP of Courses BS (4-Year) Development Studies

First Year

Semester-I

Course Code	Course Title	Credit Hours	Prerequisite(s)
DEV 101	Introduction to Development Studies	3 (3 + 0)	
DEV 102	Science, Technology and Development	3 (3 + 0)	
ENG 103	English I (Functional English)	3 (3 + 0)	
CS 104	Information and Communication Technology	3 (3 + 0)	
ECO 105	Principles of Microeconomics	3 (3 + 0)	
ISL 106	Islamic Studies or Religious Studies	2 (2 + 0)	
		17 (17 + 0)	

Semester-II

Course Code	Course Title	Credit Hours	Prerequisite(s)
ENG 151	English II (Communication Skills)	3 (3 + 0)	
POLS 152	Introduction to Political Science	3 (3 + 0)	
ECO 153	Principles of Macroeconomics	3 (3 + 0)	
PSY 154	Introduction to Psychology	3 (3 + 0)	
MTH 155	Basic Mathematics	3 (3 + 0)	
PS 156	Pakistan Studies	2 (2 + 0)	
		17 (17 + 0)	

Second Year

Semester-III

Course Code	Course Title	Credit Hours	Prerequisite(s)
DEV 201	Crisis and Conflict Management	3 (3 + 0)	
ENG 202	Report Writing Skills	3 (3 + 0)	
SOC 203	Introduction to Sociology	3 (3 + 0)	
MGT 204	Introduction to Management	3 (3 + 0)	
MTH 205	Introduction to Statistics	3 (3 + 0)	
ECO 206	Development Economics	3 (3 + 0)	
		18 (18 + 0)	

Semester IV

Course Code	Course Title	Credit Hours	Prerequisite(s)
DEV 251	Poverty and Livelihood	3 (3 + 0)	
DEV 252	Introduction to Rural Development	3 (3 + 0)	
GEO 253	Fundamentals of Geography	3 (3 + 0)	
PHI 254	Introduction to Philosophy	3 (3 + 0)	
IR 255	International Relations	3 (3 + 0)	
MTH 256	Statistical Inference	3 (3 + 0)	
		18 (18 + 0)	

Third Year

Semester V

Course Code	Course Title	Credit Hours	Prerequisite(s)
DEV 301	Civil Society and Governance	3 (3 + 0)	
DEV 302	Community Development	3 (3 + 0)	
DEV 303	Disaster Management	3 (3 + 0)	
DEV 304	Econometrics	3 (3 + 0)	
JMC 305	Introduction to Communication	3 (3 + 0)	
		15 (15 + 0)	

Semester VI

Course Code	Course Title	Credit Hours	Prerequisite(s)
DEV 351	Industrialization and Development	3 (3 + 0)	
DEV 352	Social Policy and Development	3 (3 + 0)	
DEV 353	Local Government System and Rural Development	3 (3 + 0)	
DEV 354	Environment and Development	3 (3 + 0)	
DEV 355	Public Finance	3 (3 + 0)	
		15 (15 + 0)	

Fourth Year

Semester VII

Course Code	Course Title	Credit Hours	Prerequisite(s)
DEV 401	Project Planning and Management	3 (3 + 0)	
DEV 402	Development Policies and Strategies for Pakistan	3 (3 + 0)	
DEV 403	Research Methodology	3 (3 + 0)	
DEV 405	Non-Governmental Organizations and Development	3 (3 + 0)	
DEV 406	Human Resource Development	3 (3 + 0)	
		15 (15 + 0)	

Semester VIII

Course Code	Course Title	Credit Hours	Prerequisite(s)
DEV 451	Natural Resource Management	3 (3 + 0)	
DEV 453	Leadership and Social Action Process	3 (3 + 0)	
DEV 454	Development Aid and Politics	3 (3 + 0)	
DEV 498	Research Project*	6 Cr. Hr.	
		15 Cr. Hr	

Grand Total: 130 Credit Hours

NOTE:

- i. The scheme of studies is divided in two blocks; first two years and last two years. The sequence of courses within each block can be changed, however courses across block cannot be changed.
- ii. Teaching methodology given in outlines of each course is a general guideline; course instructor can deviate as per requirements. Moreover, university can expand the list of optional courses as per requirement.
- iii. *DEDS has option to offer research project / research thesis (worth 6 credit hours) in lieu of two optional courses. It will be evaluated by a panel of examiners, as per university rules.
- iv. DEDS has option to offer any other course(s) in lieu of these, from list of approved optional courses.

Course Coding for Discipline Specific Courses (Major Courses)

Course Code	Course Title	Credit Hours	Prerequisite(s)
DEV 404	War and Development	3 (3 + 0)	
DEV 452	Development and Human Rights	3 (3 + 0)	

Course Coding for Discipline Specific Optional Courses (Electives Courses)

Course Code	Course Title	Credit Hours	Prerequisite(s)
YEAR 4			
DEV 405	Non-Governmental Organizations and development	3 (3 + 0)	
DEV 406	Human Resource Development	3 (3 + 0)	
DEV 407	Pakistan's Society and Culture	3 (3 + 0)	
DEV 408	Conflict Resolution	3 (3 + 0)	
DEV 409	Theories of Underdevelopment	3 (3 + 0)	
DEV 410	Peace Studies	3 (3 + 0)	
DEV 411	Development Programs and Projects: Monitoring and Evaluation	3 (3 + 0)	
DEV 412	Social Anthropology	3 (3 + 0)	
DEV 413	Communication and Development	3 (3 + 0)	
DEV 414	Demography and Development	3 (3 + 0)	
DEV 415	Introduction to Microfinance	3 (3 + 0)	
DEV 416	Gender Issues and Development	3 (3 + 0)	
DEV 417	Socio-economic Development of Pakistan	3 (3 + 0)	
DEV 453	Leadership and Social Action Process	3 (3 + 0)	
DEV 454	Development Aid and Politics	3 (3 + 0)	
DEV 455	Globalization and Development	3 (3 + 0)	
DEV 456	Urban Sociology	3 (3 + 0)	
DEV 457	Agrarian Reforms and Rural Development	3 (3 + 0)	
DEV 458	Rural Institutions and Social Change	3 (3 + 0)	
DEV 459	Creative Thinking and Decision Making	3 (3 + 0)	
DEV 460	Basic Environmental Impact Assessment	3 (3 + 0)	
DEV 461	Water Resource Management	3 (3 + 0)	
DEV 462	Rural Sociology	3 (3 + 0)	
DEV 498	Research Project	6 Cr. Hr	

Curriculum of BS Development Studies

BS Development Studies

SEMESTER I

DEV 101: Introduction to Development Studies

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course is aimed at introducing the students with the core concepts of development and how do we measure economic development. After completing the course, it is expected that the students will be able to have an in-depth view of how development as a discipline passed through different phases during starting from agrarian societies to colonialism till date. The course is intended to cover the subject matter and scope of the subject, historical and modern concepts of development, historical and modern measures of development, including GNP, GDP, longevity, literacy rate, living standard, capability approach and sustainable development, objectives and values of development, issues in development particularly poverty, income inequality, unemployment and social insecurity. An in-depth analysis of the historical perspectives on development will help students to study the contemporary trends and approaches both in theory and practice such as millennium development goals, sustainable development goals, participatory development, post-colonialism, postmodernism, indigenous knowledge and social capital and development.

COURSE OBJECTIVES

- To provide a thorough understanding of the concept of development in its historical perspective.
- To understand the historic and modern measures of development.
- To analyze the scope and subject matter of the subject.
- To know the modern trends and approaches in development studies.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- **ACQUIRE** the basic knowledge of the concept of development and its measurements.
- **UNDERSTAND** the historic as well as modern trends in theory and practice of development.
- **ABILITY** to compare and analyze contrasting approaches to development.
- **EVALUATE** the implications of various approaches in specific contexts.
- **DEMONSTRATE** sound understanding of the subject matter and contending conceptualizations of development.

Course Contents	
Week 1	Introduction <ul style="list-style-type: none"> • The Nature/Characteristics of Development Studies • The Scope of Development Studies • The Subject Matter of Development Studies • The Impasse in Development Studies
Week 2 & 3	Meaning and Dimensions of Development <ul style="list-style-type: none"> • Development in a Global-Historical Context • Development as Economic Growth. • Critics of Economic Growth & Various Dimensions of Development • Alternative Approaches • Objectives & Values of Development
Week 4 & 5	Measurement of Development <ul style="list-style-type: none"> • Gross Domestic Product (GDP) & Gross National Product (GNP). • Purchasing Power Parity. • Human Development Index (HDI) and its variants. • Entitlement and Capability Approach. • Development as Freedom • The MDGs, SDGs and Development Diamond.
Week 6 & 7	Issues in Development <ul style="list-style-type: none"> • The Third World, developing countries, the South, emerging markets and rising powers. • Characteristics of Developing Countries • Poverty as a central issue • The Measurements of Poverty. • Population & Development • Environment & Development • Sustainable Development
Week 8 & 9	Theories and Strategies of Development <ul style="list-style-type: none"> • Enlightenment and the era of Modernity • Overview of Classical & Neo- classical Theories. • Dualistic and Uni-linear Concepts of Development. • Modernization Theory. • Dependency Theory • World System Theory • Participation, Empowerment & Development
Week 10 & 11	Contemporary Trends of socio-economic Development <ul style="list-style-type: none"> • The Role of Institutions in Development • Indigenous Knowledge and Development • Conflict, Peace & Development • Culture & Development • Ethics & Development • BRICS & Development

	<ul style="list-style-type: none"> • Postmodernism, Post colonialism & Post Development • Globalization & Development
Week 12 & 13	Health, Education and Human Capital <ul style="list-style-type: none"> • Global Trends in Health, Population Age Structures • The Burden of Infectious Disease, Lifestyle Challenges • Education & Human Capital, Primary Education & Literacy • Issues in Secondary & Tertiary Education
Week 14 & 15	Indicators of Development Sustainability <ul style="list-style-type: none"> • Composition of National Wealth • Accumulation of National Wealth as an Indicator of Sustainable Development • Material Throughput and Environmental Space
Week 16	Development Impediments in Pakistan <ul style="list-style-type: none"> • Overview of Social, Political & Economic Challenges being faced by Pakistan (BOP) • Overview of Sectoral Policies & Strategies currently in Practice • Neo-liberal Agenda, Washington Consensus & its impact on Pakistan's Economy

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Desai W. and Potter Robert. (2014). *The Companion to Development Studies*. Routledge (3rd edition).
- James K. Cypher and James L. Dietz (2005). *The Process of Economic Development*. London and New York: Routledge Taylor and Francis Group.
- Soubotina, T.P (2004). *Beyond Economic Growth; An introduction to Sustainable development*. WBI Learning Resources Series, The World Bank, Washington DC.
- Todaro, M.P. and S.C Smith. (2011). *Economic Development* (12th edition). Delhi: Pearson Education

DEV 102: Science, Technology and Development

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course aims to make students learn about Technology is the application of scientific knowledge. It is the sign of how man's knowledge of nature has increased and how his wants have diversified. Every technological invention has brought changes in man's ways of life in a small or a big way. Technology is thus one of the ways to measure the progress of mankind.

COURSE OBJECTIVES

The major objective of the course is to provide the students with a comprehensive and authoritative overview of science and Technology Studies is a flourishing interdisciplinary field that examines the creation, development, and consequences of science and technology in their cultural, historical, and social contexts.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of the relationship between technology and development
- UNDERSTAND the significance of technology for various sectors of economy.
- ABILITY to develop and evaluate basic components of technological development

Course Contents	
Week 1	The course will cover history of technology; importance of studying science and technology in society;
Week 2 & 3	The evolution of despair; The great leap forward; Importance of energy in science; Forms of energy including Hydroelectric power Solar energy, Wind power; Ecology; War, politics, and technology;
Week 4 & 5	Tanks: the evolution of mechanized warfare; Warfare in the information age
Week 6 & 7	Social responsibility; Ethics; Health and technology; Reliance on medicines and self-medication: the seeds of antibiotic misuse;
Week 8 & 9	Technology and the third world; Pakistan: Karachi's informal "recycling network; Sri Lanka: technology and agriculture, tractor versus buffalo;
Week 10 & 11	Appropriate technologies; Computer and society; Application of telecommunications technologies in distance learning;
Week 12 & 13	Technology of the future; Creating the future; Predictions: technology of the new century and the new millennium;
Week 14 & 15	New horizons of information technology;
Week 16	Future: population growth estimates.

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Oosterlaken, I. (2015). Technology and Human Development. Routledge (latest edition).
- Smith, J. (2015). Science and Technology for Development. United Nations Publication.
- Wesley, V. (2001). Technology, Growth and Development. Oxford University Press.

ENG 103: English – I (Functional English)

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course is designed to help students take a deep approach in reading and writing academic texts that involve effective learning strategies and techniques aimed at improving the desired skills. The course consists of two major parts: the 'reading section' focuses on recognizing a topic sentence, skimming, scanning, use of cohesive devices, identifying facts and opinions, guess meanings of unfamiliar words. The 'writing section' deals with the knowledge and use of various grammatical components such as, parts of speech, tenses, voice, narration, modals etc. in practical contexts.

COURSE OBJECTIVES

- To enable students to identify main/topic sentences.
- To teach them to use effective strategies while reading texts.
- To acquaint them with cohesive devices and their function in the text.

COURSE LEARNING OUTCOMES

At the end of course the students will be able to have the ability to identify main topics, sentences and would teach them as well.

COURSE CONTENTS	
Week 1	1. Reading Skills <ul style="list-style-type: none">• Identify Main Idea / Topic sentences
Week 2 & 3	<ul style="list-style-type: none">• Skimming, Scanning, and Inference / Find Specific and General Information Quickly• Distinguish Between Relevant and Irrelevant Information According to Purpose for Reading• Recognize and Interpret Cohesive Devices
Week 4 & 5	<ul style="list-style-type: none">• Distinguish Between Fact and Opinion• Guess the Meanings of Unfamiliar Words Using Context Clues
Week 6 & 7	<ul style="list-style-type: none">• Use the Dictionary for Finding out Meanings and Use of Unfamiliar Words• Practice Exercises with Every Above Mentioned Aspect of Reading
Week 8 & 9	2. Writing Skills <ul style="list-style-type: none">• Parts of Speech• Phrase, clause and sentence structure• Combining sentences

COURSE CONTENTS	
Week 10 & 11	<ul style="list-style-type: none"> • Tenses: meaning and use • Modals • Use of active and passive voice
Week 12 & 13	<ul style="list-style-type: none"> • Reported Speech • Writing good sentences
Week 14 & 15	<ul style="list-style-type: none"> • Error Free writing • Paragraph writing with topic sentence
Week 16	<ul style="list-style-type: none"> • Summary writing

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for undergraduates*. Karachi: Oxford University Press.
- Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
- Murphy, R. (2003). *Grammar in use*. Cambridge: Cambridge University Press.

CS 104: Introduction to Information and Computer Technology (ICT)

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

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 LEARNING OUTCOMES

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

- Have knowhow of the fundamentals of IT
- Understand computing and modern systems
- Understand software programs and packages

COURSE CONTENTS	
Week 1	Basic Definitions & Concepts, Hardware: Computer Systems & Components.
Week 2 & 3	Storage Devices, Number Systems,
Week 4 & 5	Software: Operating Systems, Programming and Application Software, Introduction to Programming,
Week 6 & 7	Databases and Information Systems, Networks, Data Communication, The Internet, Browsers and Search Engines,
Week 8 & 9	The Internet: Email, Collaborative Computing and Social Networking,
Week 10 & 11	The Internet: E-Commerce, IT Security and other issues, IT Project
Week 12 & 13	MS Word
Week 14 & 15	MS Excel
Week 16	MS Powerpoint

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** **(Mid Term Examination)**
- **Final Examination: 60%** **(Final Term Examination)**
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- 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.

ECO 105: Principles of Microeconomics

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

Principles of Microeconomics is an introductory undergraduate course that teaches the fundamentals of microeconomics. This course introduces microeconomic concepts, supply and demand analysis, theories of the firm and individual behavior, competition and monopoly. Students will also be introduced to the use of microeconomic applications to address problems in current economic policy throughout the semester. The course will rely heavily on graphical analysis and simple numerical calculations.

COURSE OBJECTIVES

By the end of the course, students will be able to understand introductory microeconomic theory, solve basic microeconomic problems, and use these techniques to think about a number of basic policy questions relevant to the operation of the economy. More specifically, this course aims:

- To develop an understanding of introductory microeconomic theory and its relevance to the real world
- To sharpen the problem solving tactics required to solve basic microeconomic problems
- To give a broader implications of microeconomics principles and their applications
- To train the students to work with others as a part of team to solve problems

COURSE LEARNING OUTCOMES

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

- UNDERSTAND consumer and firm behavior
- APPLY graphical analysis for a variety of economic situations.
- CALCULATE and INTERPRET elasticities
- DEFINE and DERIVE short-run and long-run production costs
- EXPLAIN various market structures

COURSE CONTENTS	
Week 1	Introduction <ul style="list-style-type: none"> • The Economic Problem • Economic Decision Makers • The Circular Flow Model • Distinction Between Microeconomics and Macroeconomics • The Market System
Week 2 & 3	Elasticity of Demand & Supply: <ul style="list-style-type: none"> • Price Elasticity of Demand & Supply • Point Elasticity of Demand & Supply • Arc Elasticity of demand & Supply • Income Elasticity of Demand & Supply • Cross Elasticity of demand & Supply
Week 4 & 5	Consumer Behavior: <ul style="list-style-type: none"> • Utility Analysis (Cardinal Approach), Marginal Utility • Law of Diminishing Marginal Utility and Law of Equi-Marginal Utility, Consumer Equilibrium
Week 6 & 7	<ul style="list-style-type: none"> • Ordinal Approach of Consumer Behavior, Indifference Curves, Features of Indifference Curves, Budget Line, Consumer Equilibrium, Comparison between two approaches
Week 8 & 9	The Theory of production & Theory of Cost: <ul style="list-style-type: none"> • Cost of Production, Short Period and Long Period Analysis • Economies of Scale, Elasticity of Cost, Graphical Representation of Long Run Cost
Week 10 & 11	<ul style="list-style-type: none"> • Production, Factors of Production, Production Function, Short Period Production Relations, Total, Average and Marginal Product, Elasticity of Production • Laws of Returns to Scale • Duality Between Production and Cost of Production
Week 12 & 13	Market Structure: <ul style="list-style-type: none"> • Basics of Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly
Week 14 & 15	<ul style="list-style-type: none"> • Different Possibilities of Short Run firm Equilibrium under Perfect Competition • Profit Maximization in Short-run and long-run under Perfect Competition • Supply Curve of Perfectly Competitive Firm under Short and Long Run
Week 16	<ul style="list-style-type: none"> • Short run and Long run Equilibrium under Monopoly • Monopolistic Competition & Oligopoly

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Michael J. Swann, William A. McEachern *Microeconomics: A Contemporary Introduction*, 3rd edition (or latest available)
- Mankiw N. Gregory, *Principles of Microeconomics* 7th edition (or latest available).
- Campbell R. McConnell, Stanley L. Brue, *Principles of Economics*, 17th edition (or latest available).
- Paul A. Samuelson, William D. Nordhaus, *Economics*, Latest Edition

ISL 106: Islamic Studies

Contact Hours: 32

Credit Hours: 2(2+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course focuses on the basic believes of Islam, importance of obedience of God and Prophet Muhammad (PBUH), highlights the Islamic social values. Students will learn how to live their lives according the teachings of Islam. This course will also help the students in knowing what intentions one should have while seeking knowledge and depicts achievements of the Muslims in different fields of science. Students will also be able to develop in themselves qualities of honesty, brotherhood and forgiveness.

COURSE OBJECTIVES

1. To provide Basic information about Islamic Studies
2. To enhance understanding of the students regarding Islamic Civilization
3. To improve Students skill to perform prayers and other worships
4. To enhance the skill of the students for understanding of issues related to faith and religious life.

COURSE LEARNING OUTCOMES

1. The students will be able to know basic concepts of Quranic sciences.
2. The students will be able to understand the life of prophet PBUH, and the way of dawat in the light of Quran and Sunnah.
3. The students will understand various prevailing systems from shariah perspective.

COURSE CONTENTS	
Week 1	Introduction to Quranic Studies 1) Basic Concepts of Quran 2) History of Quran 3) Uloom-ul -Quran 4) Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)
Week 2 & 3	Study of Selected Text of Holly Quran 1) Verses of Surah Al-Baqra Related to Faith(Verse No-284-286) 2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18) 3) Verses of Surah Al-Mumanoon Related to Characteristics of Faithful (Verse No-1-11) 4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
Week 4 & 5	Study of Selected Text of Holly Quran 1) Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58) 2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment

COURSE CONTENTS	
	3) Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No-1, 14) Seerat of Holy
Week 6 & 7	Prophet (S.A.W) I 1) Life of Muhammad Bin Abdullah (Before Prophet Hood) 2) Life of Holy Prophet (S.A.W) in Makkah 3) Important Lessons Derived from the life of Holy Prophet in Makkah Seerat of Holy Prophet (S.A.W) II 1) Life of Holy Prophet (S.A.W) in Madina 2) Important Events of Life Holy Prophet in Madina 3) Important Lessons Derived from the life of Holy Prophet in Madina
Week 8 & 9	Introduction To Sunnah 1) Basic Concepts of Hadith 2) History of Hadith 3) Kinds of Hadith 4) Uloom – ul-Hadith 5) Sunnah & Hadith 6) Legal Position of Sunnah Selected Study from Text of Hadith Introduction To Islamic Law & Jurisprudence 1) Basic Concepts of Islamic Law & Jurisprudence 2) History & Importance of Islamic Law & Jurisprudence 3) Sources of Islamic Law & Jurisprudence 4) Nature of Differences in Islamic Law 5) Islam and Sectarianism
Week 10 & 11	Islamic Culture & Civilization 1) Basic Concepts of Islamic Culture & Civilization 2) Historical Development of Islamic Culture & Civilization 3) Characteristics of Islamic Culture & Civilization 4) Islamic Culture & Civilization and Contemporary Issues Islam & Science 1) Basic Concepts of Islam & Science 2) Contributions of Muslims in the Development of Science 3) Quran & Science
Week 12 & 13	Islamic Economic System 1) Basic Concepts of Islamic Economic System 2) Means of Distribution of wealth in Islamic Economics 3) Islamic Concept of Riba 4) Islamic Ways of Trade & Commerce Political System of Islam 1) Basic Concepts of Islamic Political System 2) Islamic Concept of Sovereignty 3) Basic Institutions of Govt. in Islam
Week 14 & 15	Islamic History 1) Period of Khlaft-E-Rashida 2) Period of Ummayyads 3) Period of Abbasids
Week 16	Social System of Islam 1) Basic Concepts Of Social System Of Islam 2) Elements Of Family 3) Ethical Values Of Islam

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Hameed ullah Muhammad, “Emergence of Islam” , IRI, Islamabad
- Hameed ullah Muhammad, “Muslim Conduct of State”
- Hameed ullah Muhammad, ‘Introduction to Islam
- Mulana Muhammad Yousaf Islahi,”
- Hussain Hamid Hassan, “An Introduction to the Study of Islamic Law” leaf Publication Islamabad, Pakistan.
- Ahmad Hasan, “Principles of Islamic Jurisprudence” Islamic Research Institute, International Islamic University, Islamabad (1993)
- Mir Waliullah, “Muslim Jurisprudence and the Quranic Law of Crimes” Islamic Book Service (1982)
- H.S. Bhatia, “Studies in Islamic Law, Religion and Society” Deep & Deep Publications New Delhi (1989)
- Dr. Muhammad Zia-ul-Haq, “Introduction to Al Sharia Al Islamia” Allama Iqbal Open University, Islamabad (2001)

BS Development Studies

SEMESTER II

ENG 151: English II (Communication Skills)

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course focuses on the basic strategies of composition and writing skills. Good writing skills not only help students obtain good grades but also optimize their chances to excel in professional life. The course includes modes of collecting information and arranging it in appropriate manner such as chronological order, cause and effect, compare and contrast, general to specific etc. It enables the students to write, edit, rewrite, redraft and proofread their own document for writing effective compositions. Because of the use of a significant amount of written communication on daily basis, sharp writing skills have always been valued highly in academic as well as professional spheres.

COURSE OBJECTIVES

This course aims to:

- Assist students identify the audience, message, and the purpose of writing
- Develop rhetorical knowledge and critical thinking
- Enable them express themselves in a variety of writing styles
- Help students write well organized academic texts including examination answers with topic/thesis statement and supporting details.
- Make students write argumentative essays and course assignments

COURSE LEARNING OUTCOMES

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

- Use different mechanics of writing to produce various types of compositions effectively keeping in view the purpose and the audience
- Demonstrate rhetorical knowledge
- Demonstrate critical thinking in well-organized forms of academic texts

COURSE CONTENTS	
Week 1	Paragraph writing _Practice in writing a good
Week 2 & 3	unified and coherent paragraph
Week 4 & 5	Essay writing: Introduction
Week 6 & 7	CV and job application: Translation skills, Urdu to English
Week 8 & 9	Study skills: Skimming and scanning, intensive and extensive,
Week 10 & 11	and speed reading, summary and précis writing and comprehension.
Week 12 & 13	Academic skills: Letter/memo writing, minutes of meetings,
Week 14 & 15	use of library and internet

COURSE CONTENTS	
Week 16	Presentation skills: Personality development (emphasis on content, style and pronunciation) <i>Note: documentaries to be shown for discussion and review</i>

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

Communication Skills:

a) Grammar

1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises
2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.

b) Writing

1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
2. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).

c) Reading

1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
2. Reading and Study Skills by John Langan 6. Study Skills by Richard Yorky.

Students Output: To have improved communication skills

POLS 152: Principles of Political Science

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course is designed to inform the students about the basic concepts of political science. Students and Teachers will examine the traditional and modern approaches of political science. The course covered the topics of Political System, State, Government and Political Parties.

COURSE OBJECTIVES

The purpose of this course is to help students recognize the worth of the foundations of political science. This course aims to inform the students about the Political System, State, Government and Political Parties and their role in shaping the political structure of the country. The main goal of the course is to understand the value and worth of the political science, and its influence on framing the shaping the political structure of the country.

COURSE LEARNING OUTCOMES

At the end of this course, Student Teachers will understand the following:

- The concepts of political science
- The Traditional and Modern approaches to study Political Science
- Student Teachers will be able to: Differentiate between the various schools of thought that have influenced political systems and ideology

COURSE CONTENTS	
Week 1	1. Definition, Nature, Scope and Sub-fields of Political Science.
Week 2 & 3	2. Approaches to study of Political Science: Traditional and Modern.
Week 4 & 5	3. Basic concepts of Political Science: Power, Authority, Legitimacy, Nation and Sovereignty.
Week 6 & 7	4. Political System: Definition, Characteristics and Functions.
Week 8 & 9	5. State: its origin and evolution; Western and Islamic concepts of State.
Week 10 & 11	6. Law: Definition, Sources, Kinds; its relationship with Morality, individual Liberty and Rights & Duties.
Week 12 & 13	7. Organs of Government: Legislature, Executive, Judiciary.
Week 14 & 15	8. Forms of Government: Unitary, Federal, Parliamentary and Presidential.
Week 16	9. Political Parties, Interest Groups, Public Opinion, Electoral process. Note: Sub-fields of Political Science include: Political Philosophy/Theory; Comparative Politics; International Relations; Public Administrations/ Public Policy; Local Government

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Rodee, Anderson etc. Introduction to Political Science, Islamabad, National Book Foundation, Latest Edition. 2. Mazher ul Haq, Theory and Practice in Political Science, Lahore Bookland, 1996.
- Mohammad Sarwar, Introduction to Political Science, Lahore Ilmi Kutub Khana, 1996.
- Ahmad Shafi Choudhry, Usul-e-Siyasiat, Lahore Standard Book Depot, 1996.
- Bashir Ahmad Sheikh, (Sindhi) Riyasat Jo Ilm (Science of State), Jamshoro, Institute of Sindhalogy, University of Sindh, 1985

ECO 153: Principles of Macroeconomics

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course is specially designed for the beginners with no formal background or little association with economics. This course is an introduction to the macroeconomic indicators and issues such as national income, unemployment, inflation etc. The course will establish the students understanding on the behavior and performance of the economy as a whole.

COURSE OBJECTIVES

By the end of the course, students will be able to understand introductory macroeconomic theory and understand the concepts of macro aggregates like National Income, inflation, unemployment and etc. More specifically, this course aims:

- To familiarize the student with the generally accepted principles of macroeconomics.
- To understand the computation of National Income Accounts.
- To Interpret and evaluate media reports on the macro-economy.

COURSE LEARNING OUTCOMES:

After completing this course, students should have developed a range of skills enabling them to understand basic concepts of macroeconomics. By the end of this course it is expected that the student should be able to:

- **ACQUIRE** the basic knowledge of terminologies used in macroeconomics and the key elements involved in the business decision
- **UNDERSTAND** the meaning and components of the National Income Accounts, especially GDP and GNP;
- **APPLY** three different approaches to MEASURE National Income, and the problems associated with calculating, interpreting and comparing National Income statistics
- **UNDERSTAND** the tools, advantages and drawbacks of fiscal policy and monetary policy and how these policies operate.

COURSE CONTENTS	
Week 1	Introduction: <ul style="list-style-type: none">• What is macroeconomics and how economist thinks?• The economy in aggregate, Complexities of the world of business
Week 2 & 3	<ul style="list-style-type: none">• Scope of macroeconomics,• Brief account of classical and the development of macro-economic after the World War-II,• Concept of business cycles: Boom and Depression,
Week 4 & 5	<ul style="list-style-type: none">• Three concerns of macroeconomics, Inflation, GDP growth and

COURSE CONTENTS	
	unemployment, <ul style="list-style-type: none"> • Macroeconomic variables and their mutual relationship • Macro-models as abstraction from the real economy.
Week 6 & 7	National Income Accounting: <ul style="list-style-type: none"> • Definition and concept of national income, • Measures of national income: Gross Domestic Product (GDP) and Gross National Product (GNP), GDP at factor cost and at market prices, GDP deflator
Week 8 & 9	<ul style="list-style-type: none"> • Computation of national income: Product, Income and Expenditure approaches,
Week 10 & 11	<ul style="list-style-type: none"> • Circular flow of income, • Nominal versus Real income,
Week 12 & 13	<ul style="list-style-type: none"> • Per capita income and the standard of living. • Measuring the cost of living: the consumer price index, CPI versus GDP deflator
Week 14 & 15	<ul style="list-style-type: none"> • Unemployment and its types • Inflation and its types
Week 16	Components of Aggregate Demand: <ul style="list-style-type: none"> • The Concept of Open and closed economy models, • Concept of aggregate markets: Product, Money, Labor and Capital markets, • Components of aggregate demand: Consumption, Investment and Government spending, Income and expenditure identities. • Money and Monetary policy, • Fiscal Policy

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- N. Gregory Mankiw. *Principles of Macroeconomics*, (latest edition)
- Samulson and Nordrons. *Economics*, 18th Edition, (or latest available)
- Parkin, Michael. *Macroeconomics*, Edition Wesley International Inc. (latest ed)

PSY 154: Introduction to Psychology

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course introduces undergraduate students to some of the main concerns in Psychology. The class discussions will centre on broad topics of Psychology: Nature and Application of Psychology, Methods of Psychology, Biological Basis of Behavior, Sensation, Perception and Attention, Motives, Emotions, Learning, Memory, Thinking and Individual differences. The students will thus be given introductory overview of different areas of Marketing beginning with basic concepts.

COURSE OBJECTIVES

Describe psychology with major areas in the field, and identify the parameters of this discipline. Distinguish between the major perspectives on human thought and behavior. Appreciate the variety of ways psychological data are gathered and evaluated. Gain insight into human behavior and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

COURSE LEARNING OUTCOMES

At the end of course the students will be able

- To have the ability to understand main topics related to Psychology.
- To have the ability to understand the basic principles of Psychology
- Students will be given opportunity to participate actively in class discussions

COURSE CONTENTS	
Week 1	1. Introduction to Psychology a. Nature & Application of Psychology with special reference to Pakistan. b. Historical Background and Schools of Psychology (A Brief Survey)
Week 2	2. Methods of Psychology a. Observation b. Case History Method Experimental Method c. Survey Method d. Interviewing Techniques
Week 3 & 4	3. Biological Basis of Behavior a. Neuron: Structure and Functions b. Central Nervous System and Peripheral Nervous System c. Endocrine Glands
Week 5	4. Sensation, Perception and Attention a. Sensation

COURSE CONTENTS	
	(I) Characteristics and Major Functions of Different Sensations (II) Vision: Structure and functions of the Eye. (III) Audition: Structure and functions of the Ear.
Week 6	b. Perception (I) Nature of Perception (II) Factors of Perception: Subjective, Objective and Social (III) Kinds of Perception: (IV) Spatial Perception (Perception of Depth and Distance) (V) Temporal Perception; Auditory Perception.
Week 7	c. Attention (I) Factors, Subjective and Objective (II) Span of Attention (III) Fluctuation of Attention (IV) Distraction of Attention (Causes and Control)
Week 8	5. Motives a. Definition and Nature b. Classification i. Primary(Biogenic) Motives: Hunger, Thirst, Defecation and Urination, Fatigue, Sleep, Pain, Temperature, Regulation, Maternal Behavior, Sex
Week 9	ii. Secondary (Sociogenic) Motives: Play and Manipulation, Exploration and Curiosity, Affiliation, Achievement and Power, Competition, Cooperation, Social Approval and Self Actualization.
Week 10	6. Emotions a. Definition and Nature b. Physiological changes during Emotions (Neural, Cardial, Visceral, Glandular), Galvanic Skin Response; Pupillometrics
Week 11	c. Theories of Emotion d. James Lange Theory; Cannon-Bard Theory e. Schechter –Singer Theory
Week 12	7. Learning a. Definition of Learning b. Types of Learning: Classical and Operant Conditioning Methods of Learning: Trial and Error; Learning by Insight; Observational Learning
Week 13	8. Memory a. Definition and Nature b. Memory Processes: Retention, Recall and Recognition c. Forgetting: Nature and Causes
Week 14	9. Thinking a. Definition and Nature b. Tools of Thinking: Imagery; Language; Concepts
Week 15	c. Kinds of Thinking d. Problem Solving; Decision Making; Reasoning

COURSE CONTENTS	
Week 16	10. Individual differences a. Definition concepts of Intelligence, personality, aptitude, achievement

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Atkinson R. C., & Smith E. E. (2000). Introduction to psychology (13th ed.). Harcourt Brace College Publishers.
- Fernald ,L. D., & Fernald, P.S. (2005). Introduction to psychology. USA:WMC Brown Publishers.
- Glassman, W. E. (2000). Approaches to psychology. Open University Press. Hayes, N. (2000). Foundation of Psychology (3rd ed.).
- Thomson Learning. Lahey, B. B. (2004). Psychology: An Introduction (8th ed.). McGraw-Hill Companies, Inc.
- Leahey, T. H. (1992). A History of Psychology: Main Currents in Psychological Thought. New Jersey: Prentice-Hall International, Inc.
- Myers, D. G. (1992).Psychology. (3rd ed.). New York: Wadsworth Publishers.
- Ormord, J. E. (1995). Educational psychology: Developing learners. Prentice- Hall, Inc.

MTH 155: Basic Mathematics

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is the first part of a compulsory two-course sequence. The first course covers single variable functions and optimization required for the analysis of functions of several variables that are commonly used in economics.

COURSE OBJECTIVES

To prepare the students, with the essential tools of algebra to apply the concepts and the techniques in their respective disciplines.

COURSE LEARNING OUTCOMES

At the end of the course the students will be familiar with the essential tools of algebra and other mathematical tools that will help them in their future assignments.

- Define sets, representation of sets, operations on sets.
- Natural Numbers, Integers, Rational Numbers, Irrational Numbers, Real Numbers.
Properties of Real Numbers
- Need for complex numbers, definition of complex numbers, properties of complex numbers
- Definition of a function, types of functions, domain and range of a function, composition of functions, inverse functions
- Solution of quadratic equations, completing the square and quadratic formula, nature of the roots, equations reducible to quadratic equations
- Definition of a matrix, types of matrices, operations on matrices, Inverses, solving systems of equations using inverses, Definition of determinants, cofactors, evaluation of second and third order determinants, properties of determinants, Cramer's Rule
- Sequences. Arithmetic sequences, common difference and nth term. Sum of an arithmetic series. Applications, Geometric sequences, common ratio and nth term. Finite sum of a geometric series. Sum of an infinite geometric series. Applications
- Factorial notation. Permutations. Combinations. Applications.
- Binomial forms. Binomial theorem and the binomial formula.
- Basic concepts. Cartesian Coordinates. Use of symmetry, Distance formula, Equation of a straight line, slopes and intercepts. Graphs of straight lines. Equation of a circle,
- Radians and Degrees. Basic trigonometric functions – sine, cosine, tangent, secant, cosecant and cotangent - and their graphs. Inverse trigonometric functions. Solving trigonometric equations. Addition formulas. Double Angle formulas, trigonometric identities. Addition formulas. Double Angle formulas, trigonometric identities.

COURSE CONTENTS	
Week 1	Preliminaries Real-number system, complex numbers
Week 2 & 3	Introduction to sets, set operations Functions, types of functions
Week 4 & 5	Matrices: Introduction to matrices, types, matrix inverse Determinants, system of linear equations, Cramer's rule
Week 6 & 7	Quadratic Equations: Solution of quadratic equations Qualitative analysis of roots of a quadratic equations
Week 8 & 9	Equations reducible to quadratic equations, cube roots of unity Relation between roots and coefficients of quadratic equations
Week 10 & 11	Sequences and Series: Arithmetic progression, geometric progression Harmonic progression. Binomial Theorem
Week 12 & 13	Introduction to mathematical induction Binomial theorem with rational and irrational indices
Week 14 & 15	Trigonometry Fundamentals of trigonometry
Week 16	Trigonometric identities

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Dolciani MP, Wooton W, Beckenback EF, Sharron S, *Algebra 2 and Trigonometry*, 1978, Houghton & Mifflin, **Boston (suggested text)**
- Kaufmann JE, *College Algebra and Trigonometry*, 1987, PWS-Kent Company,
- Boston Swokowski EW, *Fundamentals of Algebra and Trigonometry* (6th edition), 1986, PWS- Kent Company, Boston.

PS 156: PAKISTAN STUDIES

Contact Hours: 32

Credit Hours: 2(2+0)

Prerequisite: Nil

COURSE DESCRIPTION

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

COURSE OBJECTIVES

1. To familiarize with historical perspectives on Pakistan and with its government and politics.
2. To study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

COURSE LEARNING OUTCOMES

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

- 1) Have familiarise themselves with historical perspective of Pakistan.
- 2) Have familiarity with government and politics
- 3) Have a knowhow of Pakistani government, its national development and challenges to Pakistan.

COURSE CONTENTS	
Week 1	1. Historical Perspective <ul style="list-style-type: none">• Indus civilization• Evolution and growth of Muslim society in the subcontinent
Week 2 & 3	<ul style="list-style-type: none">• Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.• Factors leading to Muslim nationalism in the subcontinent
Week 4 & 5	2. Natural Environment <ul style="list-style-type: none">• Land reforms, Climate, water resources
Week 6 & 7	3. Government and Politics in Pakistan <ul style="list-style-type: none">• Constitutional and political development in Pakistan 1947-1973
Week 8 & 9	<ul style="list-style-type: none">• Salient features of the constitution 1956, 1962 and 1973 and amendments
Week 10 & 11	<ul style="list-style-type: none">• Political developments in Pakistan: 1973 to date
Week 12 & 13	4. Contemporary Pakistan (issues and Prospects) <ul style="list-style-type: none">• Economic potential and its utilization

COURSE CONTENTS	
	<ul style="list-style-type: none"> • Social issues, their gravity and resolution
Week 14 & 15	<ul style="list-style-type: none"> • Youth role in the development of Pakistan • World affairs: challenges and contributions • Environmental issues and potential
Week 16	<ul style="list-style-type: none"> • Human right in Pakistan • Futuristic outlook of Pakistan

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Burki, shahid Javed. State and society in Pakistan, the Macmillan press ltd 1980
- Akbar, S. Zadi. Issues in Pakistan Economi. Karachi: oxford university press, 2000.
- S. M. Bruke and Lawrence Ziring. Pakistan Foreign policy: A historical Analysis. Karachi: Oxford University Press, 1983.
- Mehmood, Safdar. Pakistan: Political Roots & Development. Lahore, 1994.
- Wilcox, Wyne. The emergence of Bangladesh. Washington: American Enterprise, Institute of Pubic Policy Research, 1972.
- Mehmood, Safdar. Pakistan Kayyun Tiita, Lahore: Idara-e- Saqafat-e-Islamia, Cludn Road nd.
- Amin, tahir. Etno- National Movement in Pakistan, Islamabad: Institute of Policy Studies, Islamabad.
- Ziring, Lawrence. Enigma of Political Development. Kent England: Wm Dawson & Sons Ltd, 1980.
- Zahid, Ansar. History & Culture of Sindh. Karachi: Royal Book Company, 1980
- M.R. Kazmi, A concise History of Pakistan, Karachi: OUP.
- Hamid Khan, Constitutional and Political History of Pakistan.

BS Development Studies

SEMESTER III

DEV 201: Crisis and Conflict Management

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to provide a foundation for conflict resolution students. It will cover a wide range of topics like conflict, war, peace, conflict resolution approaches, mediation, arbitration, negotiation, conflict management, peace building and peace keeping.

COURSE OBJECTIVES

- To provide a thorough understanding of conflict resolution.
- Understand concepts conflict, war peace and its types.
- To learn the process of conflict management and peace building.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of conflict resolution
- EVALUATE the conflict management and peace building process.
- DEMONSTRATE the dispute settlement and resolution.

Course Contents	
Week 1 & 2	Introduction <ul style="list-style-type: none">• Difference between conflict and war,• Types of conflict, violence its definition• Definition and types of peace
Week 3 & 4	Conflict resolution approaches <ul style="list-style-type: none">• Negotiation• Mediation• Advocacy.
Week 5 & 6	Difference between peace and security <ul style="list-style-type: none">• Approaches adopted to maintain peace and security.• Peace building and peace making.
Week 7 & 8	Dispute settlement and resolution <ul style="list-style-type: none">• Mediation• Arbitration
Week 9 & 10	UN approach to conflict resolution and security <ul style="list-style-type: none">• Reasons of their failure in Bosnia, Iraq, Palestine and Afghanistan.
Week 11 & 12	Conflict escalation and de-escalation <ul style="list-style-type: none">• Conflict management styles:• Cooperative and competitive styles

Week 13 & 14	Building blocks of negotiation. <ul style="list-style-type: none"> • Understanding various approaches to analysis of hunger • Understanding gender bias in access to food and healthcare • Dimensions of food security in Pakistan
Week 15 & 16	<ul style="list-style-type: none"> • Jury Trials, • Mini-trials, • Early Neutral Evaluation • Special Masters.

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Lewicki, Roy J., David M. Saunders, and John W. Minton. *Essentials of Negotiation*. 2nd ed. Irwin, 2000. This is a new paperback – not the same text as last year.
- Moore, Christopher W. *The Mediation Process*. 2nd ed. Jossey-Bass, 1996.
- Ury, William. *Getting Past No: Negotiating with Difficult People*. Bantam, 1992.
- Pruitt, D., Rubin, J., & Kim, S. H. (2004). Social conflict: Escalation, stalemate, and settlement. McGraw-Hill
- Brett, J. M. (2001). Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries. San Francisco: Jossey-Bass.

ENG 202: Report Writing Skills

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

For professional growth and future development, effective presentation skills and interactive and interpersonal communicative skills are very important. This course offers methods, techniques, and drills significant and useful in optimising communication and presentation skills of the learners, enabling them to face divergent groups of audience with poise and confidence. The course has been divided into modules relating to the essentials, contents, gestures, technology, and variety associated with communication and presentations skills. The presentation skills part focuses on preparing students for long-life skill of preparing and giving presentations. Communication is a vital part of our daily routine. The communication skills part focuses on developing good communication skills among students.

COURSE OBJECTIVES

The course aims to:

- Enhance language skills and develop critical thinking
- Develop the awareness, knowledge, skills and attitudes required to deliver effective academic presentations and communicate clearly
- Help students learn various presentation and communication styles and techniques
- Provide techniques to facilitate effective interpersonal and interactive communication
- Guide how to build stronger relationships through powerful presentations

COURSE LEARNING OUTCOMES

After the course the students would be able to

1. Identify essential components of a presentation
2. Have the knowledge, skill and attitudes required to deliver effective presentations
3. Have effective interpersonal and interactive communication

COURSE CONTENTS	
Week 1	Presentation skills
Week 2 & 3	Essay writing:
Week 4 & 5	<ul style="list-style-type: none">• Descriptive, narrative, discursive, argumentative
Week 6 & 7	<ul style="list-style-type: none">• discursive,
Week 8 & 9	<ul style="list-style-type: none">• argumentative
Week 10 & 11	Academic writing: How to write a proposal for research paper/term paper?
Week 12 & 13	How to write a research paper/term paper? (emphasis on style, content, language, form, clarity, consistency)

COURSE CONTENTS	
Week 14 & 15	Technical Report writing
Week 16	Progress report writing

Note: Extensive reading is required for vocabulary building

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

a) Essay Writing and Academic Writing

1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).
2. College Writing Skills by John Langan. McGraw-Hill Higher Education. 2004.
3. Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.

b) Presentation Skills

c) Reading

The Mercury Reader. A Custom Publication. Compiled by northern Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharon. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

SOC 203: Introduction to Sociology

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to provide a foundation for sociology students. It will cover a wide range of topics like Institutions, social patterns, agency and structure, social group, culture, elements of culture, social control, social change and theories of social change.

COURSE OBJECTIVES

- To provide a thorough understanding of foundation of sociology.
- Understand social patterns and social groups.
- To learn about culture, elements of culture and theories of social change.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of sociology.
- EVALUATE the social change and theories of social change.
- DEMONSTRATE the like Institutions, social patterns, agency and structure, social group.

Course Contents	
Week 1 & 2	Introduction to Sociology <ul style="list-style-type: none">• Sociological concepts like• Institutions,• Social patterns,• Agency and structure
Week 3 & 4	Basic Concepts of sociology <ul style="list-style-type: none">• Definition, scope and uses of sociology, Relevancy with other social sciences,• Methods of sociology
Week 5 & 6	Social Groups <ul style="list-style-type: none">• Definition & Functions• Types of social groups
Week 7 & 8	Culture <ul style="list-style-type: none">• Definition, aspects and characteristics of Culture• Material and non-material culture• Ideal and real culture Elements of culture <ul style="list-style-type: none">• Beliefs, Values• Norms and social sanctions

	Organizations of culture <ul style="list-style-type: none"> • Traits • Complexes • Patterns • Ethos
Week 9 & 10	Socialization & Personality <ul style="list-style-type: none"> • Personality, Factors in Personality Formation • Socialization, Agencies of Socialization • Role & Status
Week 11 & 12	Deviance and Social Control <ol style="list-style-type: none"> a. Deviance and its types b. Social control and its need c. Forms of Social control d. Methods & Agencies of Social control.
Week 13 & 14	Theories of social change: <ul style="list-style-type: none"> • Processes of social change Understanding
Week 15 & 16	Dynamics of social change; and social change in Pakistan

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Barnes, H.E. (Ed.) 1966. An Introduction to the History of Sociology. Chicago: The University of Chicago Press.
- Bogardus, Emory S. 1960. The Development of Social thought. 4th ed. New York: Longmans, Green & Co.
- Coser, Lewis A. 1971. Masters of Sociological Thought: Ideas in Historical and Social Context. New York: Harcourt Brace Jovanovich Publishers
- Coser, Lowis A. 1977. Masters of Sociological Thought. New York: Harcourt Brace Jovanarich Publisher 5. Kinlock, Graham C. 1987. Sociological Theory:Its Development and Major Paradigms. New York: McGraw Hill Inc

MGT 204: Introduction to Management

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to provide a foundation for management students. It covers the functions of management through a basic understanding of planning, organizing, staffing, directing and controlling and strategic management.

COURSE OBJECTIVES

- To provide a thorough understanding of management.
- The functions of management.
- Importance of management.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of management theories.
- ABILITY to develop and evaluate management skills.
- EVALUATE the functions of management.

Course Contents	
Week 1 & 2	Introduction <ul style="list-style-type: none">• The exceptional manager: what you do, how you do It• Management Theory
Week 3 & 4	The Environment of Management <ul style="list-style-type: none">• Environment & ethical responsibilities:• Doing the right• Global Management
Week 5 & 6	Planning <ul style="list-style-type: none">• Strategic Management• Individual & group decision making: how managers make things happen
Week 7 & 8	Organizing <ul style="list-style-type: none">• Organizational Culture, Structure, & Design: Building Blocks of the Organization• Human Resource Management: Getting the Right People for Managerial Success• Organizational Change & Innovation
Week 9 & 10	Leading <ul style="list-style-type: none">• Managing Individual Differences & Behavior• Motivating Employees: Achieving Superior Performance in the Workplace

	<ul style="list-style-type: none"> • Groups & Teams: Increasing Cooperating, Reducing Conflict • Power, Influence, & Leadership
Week 11 & 12	Controlling <ul style="list-style-type: none"> • Control & quality control improvement: techniques for enhancing organizational effectiveness management style
Week 13 & 14	Managing Human Resource Systems
Week 15 & 16	Motivation and leadership

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Management: A Practical Introduction Authors: Angelo Kinicki and Brian Williams
Publisher: Mc Graw Hill Education ISBN-10: 0078029546 ISBN-13: 978-0078029547 Edition:
- Magretta, J. and Stone, N. (2012): What Management Is - How it Works and Why It's Everyone's Business: The Free Press, 244 pp

MTH 205: Introduction to Statistics

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course deals with statistical concepts, such as data presentation, graphs, measures of central tendency and dispersion, correlation, and index numbers.

COURSE OBJECTIVES

By the end of the course, students will be able to collect, present and analyze the data. More specifically, the course will equip students to:

- Understand techniques of data collection and data presentation
- Analyze data by using statistical techniques
- Communicate the results of statistical work, and more specifically write up the results of statistical analysis in a report consisting of a non-technical abstract for decision makers, so that they can improve their decisions.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will:

- UNDERSTAND and be able to CALCULATE basic statistical concepts(tabular and graphic representation of data, measures of central tendency, dispersion and asymmetry, correlation)
- APPLY knowledge to SOLVE simple tasks using computer software, such as MS Excel, SPSS.
- based on the acquired knowledge to INTERPRET the meaning of the calculated statistical results

COURSE CONTENTS	
Week 1	Statistics and Statistical Thinking <ul style="list-style-type: none">• The Science of Statistics and its importance, Fundamental Elements of Statistics, The Role of Statistics in Critical Thinking and Ethics
Week 2 & 3	Organizing Data <ul style="list-style-type: none">• Types of Variables Measurement Scales (nominal, ordinal, interval and ratio scale)• Data Collection Methods, Presentation of data through classification, tabulation, diagrams and graphs
Week 4 & 5	Descriptive Measures <ul style="list-style-type: none">• Measures of Location: Mean, Median, Mode, Geometric Mean, Quartiles, Deciles & Percentiles• Measures of Dispersion; Range, Mean Absolute Deviation, Standard Deviation, Coefficient of Variation, Boxplots

COURSE CONTENTS	
Week 6 & 7	Index Numbers <ul style="list-style-type: none"> Defining an Index Number, Un-weighted Aggregates Index, Weighted Aggregates Index Average of Relative Methods, Quantity and Value Indices
Week 8 & 9	Time Series Analysis: <ul style="list-style-type: none"> Introduction, Components of Time Series, Deseasonalization of Data
Week 10 & 11	Probability <ul style="list-style-type: none"> Probability, Rules of Probability
Week 12 & 13	<ul style="list-style-type: none"> Bayes Theorem Random Variable and Discrete Distributions <ul style="list-style-type: none"> Discrete Random Variables
Week 14 & 15	<ul style="list-style-type: none"> Mean and Standard Deviation of a Discrete Random Variable The Binomial, Poisson and other discrete distributions
Week 16	The Normal Distribution <ul style="list-style-type: none"> Central Limit Theorem Introducing Normally Distributed Variables Areas under the Standard Normal Curve Working with Normally Distributed Variables Assessing Normality; Normal Probability Plots

PRACTICAL

- Frequency Distribution
- Stem-and-Leaf diagram
- Various types of Graphs
- Mean, Geometric Mean, Harmonic Mean
- Median, Quartiles Deviation, mean Deviation
- Standard Deviation, Variance, Coefficient of Variation
- Skewness and Kenosis

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments
- Practical (Basis of Excel / SPSS) – Optional

ASSESSMENT:

- Mid Term Evaluation: 20%** (Mid Term Examination)
- Final Examination: 60%** (Final Term Examination)
- Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Anderson, Sweeney and Williams, *Statistics for Business and Economics*, South-Western, Cengage Learning. (latest edition)
- Weiss, N. A. *Elementary Statistics*, Pearson. (latest edition)
- McClave, J. and Sincich, T. *Statistics* Pearson. (latest edition)
- Lind, D. A. *Statistical Techniques in Business and Economics*, The McGraw- Hill Companies (latest edition)
- Gerald, K. *Statistics for Management and Economics*, Pearson. (latest edition)
- Introduction to Statistical Theory Part-I by Sher Muhammad and Dr. Shahid Kamal (Latest Edition)
- Statistical Methods and Data Analysis by Dr. Faquir Muhammad
- A. Concise Course in A. Level Statistics with world examples by J. Crashaw and J. Chambers (1994)
- Basic Statistics an Inferential Approach 2nd Ed. (1986) Fran II. Dietrich-II and Thomas J. Keans

ECO 206: Development Economics

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The following topics will be covered: interpretation and differences between growth and development, principal determinants of growth, investment and savings, health and education, productivity, technology and innovation, integration and challenges of the international trading system for developing countries, role and importance of institutions, meaning and measurement of poverty and inequality, issues in agricultural development, structural adjustment and aid. This course unit also cover growth models including Arthur Lewis model, Rostow's stages of economic growth, Solow model and the classical and neoclassical concepts of economic growth. Income inequality and its measurement, poverty and its measurement, economic growth and its measurement and economic institutions and organizations. The main aim objective of this course is to make students demonstrate basic knowledge of a range of conceptual questions and policy issues relating to the economics of development, to be able to understand the analytical techniques which are used by economists, including simple graphs and equations and to diagnose some of the main problems of developing countries and discuss possible policy.

COURSE OBJECTIVES

- To provide a thorough understanding of Development Economics
- To give the comprehension of Growth and Development
- To make a comparison of various theories of growth and development
- To analyze the classic and neo-classic growth models.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of growth and economic development
- UNDERSTAND the dynamics of economic development
- ABILITY to develop and evaluate economic growth and development models
- EVALUATE the development policies
- DEMONSTRATE the choices and objectives of development policy

Course Contents	
Week 1	Introduction to Development Economics <ul style="list-style-type: none">• The Nature of Development Economics• The Scope and Subject Matter of Development Economics• The Important Role of Values in Development Economics, etc.
Week 2 & 3	Growth and Development <ul style="list-style-type: none">• Economic Growth

	<ul style="list-style-type: none"> • GDP & GNP as measures of Economic Development • Limitations of Economic Growth • Alternative Measures of Development • Holistic Understanding of Development
Week 4 & 5	Comparative Economic Development <ul style="list-style-type: none"> • Defining the Developing World • Basic Indicators of Development. • Holistic Measures of Development • Characteristics of Developing Countries • The Phenomenon of Convergence and Divergence
Week 6 & 7	Classic Theories of Economic Growth and Development <ul style="list-style-type: none"> • Development as Growth and Linear-Stages Theories • Structural-Change Models
Week 8 & 9	Neo-classical Theories of Economic Growth and Development <ul style="list-style-type: none"> • The International Dependence Revolution • The Neoclassical Counterrevolution
Week 10 & 11	Poverty, Inequality and Development <ul style="list-style-type: none"> • Measuring Inequality • Measuring Absolute Poverty • Poverty, Inequality and Social Welfare • Absolute Poverty: Extent and Magnitude
Week 12 & 13	Population Growth, Human Capital and Environment & Development <ul style="list-style-type: none"> • The Basic Issue: Population Growth and the Quality of Life • Population Growth: Past, Present, and Future • Demographic Transition Theory • Malthusian Theory of Population • The Central Role of Education and Health • Investing in Education and Health: The Human Capital Approach • Environment and Development
Week 14 & 15	International Trade and economic Development <ul style="list-style-type: none"> • Economic Globalization • International Trade Theories • Key Issues in International Trade
Week 16	Foreign Direct Investment and Aid

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Balasubramanyam V. and Lall, S. (Latest eds.), Current Issues in Development Economics. McMillan , London.
- Chaudhary M. Aslam and Hamid, A., (1989). Human Resource Development and Management in Pakistan. Ferozsons, Lahore.
- Chaudhary M. Aslam and Eatzaz, A., (2004), Globalization: WTO, Trade and Economic Liberalization in Pakistan, Ferozsons, Lahore, Pakistan.
- Chenery H. B. and Srinivasen. Hand Book of Development Economics, vol. I & II, Amsterdam (1988, eds.). North Holland.
- Cypher J. M. and Dietz James L., (2004), The Process of Economic Development, Routledge. Tayl or Francis Group, London/New York.
- Ghatak Subarta, (2003), Introduction to Development Economics, Routledge, Taylor and Francis Group, London/New York.
- Herrick B. and Kindleberger C., (latest eds.). Economic Development. McMillan, New York. x Hirshman A. O., (1960). Strategy of Economic Development, Yale University, Press.
- Jones H. G., An Introduction to Modern Theories of Economic Growth, (Latest Edition), McGraw Hills. x Mahboob-ul-Haq Center for Human Development (MHCHD). Human Development in South Asia, Annual Reports, Islamabad.
- Meier Gerald M., Leading Issues in Economic Development, (Latest Issue), Oxford University Press Thirlwall, A.P., (2003), Growth and Development, With Special Reference to Developing Economies 7th edition, Palgrave Publisher.
- Todaro M. P., Economic Development in the third World. Latest Edition, Heinemann, London. x UNDP, Human Development Reports , Annual Reports.
- Van Den Berg H., (2001), Economic Growth and Development,* McGraw Hills.
- William, Easterly, Growth without Development, A Case Study of Pakistan, World Bank.
- World Bank, World Development Reports, Annual reports, 1986, 1987, 1990, 1991, 1992, 1994, 1995, 1998/99, 2000/2001 and 2004.
- Yotopolous Pan A. and Nugent Jeffery B., Economics of Development, Empirical Investigation (Latest eds.). Harper and Row Publishers, London/New York.

BS Development Studies

SEMESTER IV

DEV 251: Poverty and Livelihoods

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The students will be able to learn about poverty and livelihood, its causes, approaches to poverty reduction and livelihood improvement. The course includes definition and concepts of poverty; measurement; means and approaches; and causes of poverty. Focus is placed on the changing approaches to poverty and livelihood analysis. This course unit also cover concepts of poverty and its causes in rural and urban societies, the nature of livelihood of people in rural and urban societies. Sustainable livelihood and measures to improve sustainable livelihood, and the shifting focus on income or consumption-based measurements of poverty vulnerability and insecurity. Present approaches/strategies of FAO and World Vision to poverty reduction and livelihood improvement. It will focus on conceptual frameworks for understanding livelihoods relation to key issues in development planning; means and levels of livelihoods; effects on livelihoods under unfavorable conditions and livelihood diversifications.

COURSE OBJECTIVES

- To provide a thorough understanding of definitions and concepts of poverty
- To give the comprehension of various measurements of poverty
- To make a comparison of monetary and non-monetary dimensions of poverty
- To analyze the various poverty reduction strategies

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of poverty and related concepts
- UNDERSTAND the different methods of measurement of poverty
- ABILITY to develop and evaluate poverty reduction strategies
- EVALUATE the poverty reduction policies
- DEMONSTRATE the choices and objectives of poverty eradication policies

Course Contents	
Week 1	Introduction: The Nature and Incidence of Poverty <ul style="list-style-type: none">• The nature of poverty• Monetary and non-monetary definitions of poverty• The geography of poverty• Vicious circle of poverty
Week 2 & 3	The Measurement of Poverty <ul style="list-style-type: none">• Measurement Absolute Poverty

	<ul style="list-style-type: none"> • Measurement of Multi-dimensional Poverty • Multi-dimensional Poverty Index (MPI) • Human Poverty Index (HPI)
Week 4 & 5	Poverty and Inequality <ul style="list-style-type: none"> • Income Inequality • Cross-country comparisons of income inequality • Measurements of inequality (Lorenz Curve, Gini Indexes, size and functional distributions) • Costs and benefits of income inequality • The challenge of hunger
Week 6 & 7	Economic Characteristics of High-Poverty Groups <ul style="list-style-type: none"> • Rural Poverty • Women and Poverty • Ethnic Minorities, Indigenous Populations, and Poverty
Week 8 & 9	Poverty Reduction Strategies <ul style="list-style-type: none"> • Approaches/strategies of FAO and world vision to poverty reduction • Livelihood Improvement
Week 10 & 11	Sustainable Livelihood Approach
Week 12 & 13	Overview of Poverty in Developing Countries and Pakistan
Week 14 & 15	Policy Framework for Poverty Reduction
Week 16	PRSP Pakistan

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Todaro, M.P. and S.C Smith. (2011). *Economic Development* (12th edition). Delhi: Pearson Education.
- Vandana Desai and Robert B. Potter (2014). *The Companion to Development Studies* Third edition
- Soubbotina, T.P (2004). *Beyond Economic Growth; An introduction to Sustainable development*. WBI Learning Resources Series, The World Bank, Washington DC.

- World Bank World Development Report, 2000. *Attacking Poverty*. Introduction and Chapter 1, pp 1-29.
- UNDP. 2000. *Overcoming Poverty: UNDP Poverty Report 2000*.
<http://www.undp.org/povertyreport/>
- Krishna, Anirudh. 2004. *World Development* 32(1): 121-136. "Escaping poverty and becoming poor: who gains, who loses, and why?" Martinussen, chapter 21, pp 296-308. *Poverty and social development*.
- Wade, Robert. 2001. *Making the World Development Report 2000: Attacking Poverty*. *World Development* 29(8): 1435-1441.
- Chambers, Robert. 1997. *Whose Reality Counts? Putting the First Last*. Chapter 8, pp 162-187, *Poor people's realities: local, complex, diverse, dynamic, and unpredictable*.
- Bebbington, Anthony. 1999. *Capitals and capabilities: a framework for analyzing peasant viability, rural livelihoods and poverty*. *World Development* 27(12): 2021-2044. (electronic).

DEV 252: Introduction to Rural Development

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to provide a foundation for rural development students. It covers a wide range of topics like rural development, rural poverty, food security, livelihood, rural development programs and PRA and RRA techniques.

COURSE OBJECTIVES

- To provide a thorough understanding of rural development.
- The study different rural development programs.
- Importance of PRA and RRA techniques in rural development.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of rural development and concepts.
- ABILITY to develop PRA and RRA techniques.
- EVALUATE rural development programs.

Course Contents	
Week 1 & 2	Rural Development Concepts. <ul style="list-style-type: none">• Understanding the concepts of Development• Concept of sustainable rural development
Week 3 & 4	Rural poverty and food insecurity Rural livelihoods <ul style="list-style-type: none">• Concepts, characteristics, constraints• Rural versus urban development
Week 5 & 6	The nature of the rural society and issues in rural development. Human mobilization and its impact on rural development.
Week 7 & 8	Research methods, tools and techniques relevant for analyzing rural development programs <ul style="list-style-type: none">• Village-AID,• IRDP, PWP• Comella, Orangi pilot project etc.
Week 9 & 10	Rapid Rural Appraisal and Participatory Rural Appraisal
Week 11 & 12	Theories of development in the context of Rural Development
Week 13 & 14	Indicators of Development & Rural Development and their measurements.
Week 15 & 16	Rural development projects concerning natural resource management and sustainable agriculture.

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Barret, C.B. (2005) Rural poverty dynamics: development policy implications. Agricultural Economics, vol 32 (s1): 45-60.
- Hartmut Brandt and Uwe Otze (2007). Poverty Orientated Agricultural and Rural Development.

GEO 253: Fundamentals of Geography

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to provide a foundation for basic concepts of geography and the tools required for understanding various aspects of physical and economic geography.

COURSE OBJECTIVES

- To create awareness about Geography and Geographical knowledge

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of physical and economic geography.
- ABILITY to develop sound understanding of fundamental geographic terms

Course Contents	
Week 1 & 2	1. Introduction & Definitions of Geography <ul style="list-style-type: none">• Themes of Geography• Roots of the discipline & basic geographic concepts• The evolution of geography from ancient to modern period• Branches of Geography and its relations with other disciplines
Week 3 & 4	2. The universe <ul style="list-style-type: none">• Galaxies and Solar system• Origin of the Earth
Week 5 & 6	3. Earth as a planet and celestial positions its Shape and size <ul style="list-style-type: none">• Rotation and revolution and related phenomena• Earths' Satellite Moon• Lunar and solar Eclipses
Week 7 & 8	4. Positions on Map and Globe <ul style="list-style-type: none">• Geographical coordinates and its characteristics• World time zones standard and local time
Week 9 & 10	5. Geological time scale <ul style="list-style-type: none">• Internal Structure of the Earth & Rocks• Distribution of land and water• Major Landforms (Mountain, Plateau and Plain)
Week 11 & 12	6. Atmospheric Structure and Composition <ul style="list-style-type: none">• Elements of Weather and climate
Week 13 & 14	7. Ocean and its Configuration <ul style="list-style-type: none">• Movement of Oceans

Week 15 & 16	8. Biomes <ul style="list-style-type: none"> • Lab work outline, Comprehension of atlases, maps, location of places features and relevant work related to topics of the theoretical section.
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TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Christopherson, R.W. (2000), Geo-systems, Prentice-Hall, Inc, USA.
- De Blij, H. J and Muller, P.O. (1996), Physical Geography of the global Environment, USA, John Wiley and Sons Inc.
- Diwan A.P. & D.K. Arora (1995), Origin of the Ocean, Anmol Publisher, Delhi.
- Gabler, R.E, Sager, R.J and Wise, D.L. (1997), Essentials of Physical Geography, Saunders College Publishing, New York.
- Kendrew, (1961), Climates of the continents, Longman London/New York
- King, CAM (1980), Physical Geography, Oxford, Basil Blackwell
- Mcliveen, J.F.R. (1992), Fundamentals of Weather and climate, Prentice Hall New Jersey
- Miller, E.W. (1985), Physical Geography, Columbus, Charles E. Merrill
- Miller, G.T. (1996), Living in the Environment, Principles, connections and solutions, Wadsworth
- Monkhouse, F.J. (1996), Principles of Physical Geography, Hodder & Stoughton, London
- Rathor, A. Hamid (1996), Tabhi Geographia, Islamabad Muqtadra Qaumi Zaban
- Scott, R.C. (1996), Introduction to physical geography, West Publishing Co, New York. I
- Small, R. J. (1989), Geomorphology and Hydrology, London, Longman.

- Strahlar, A.N., Strahlar, A.H. (2004), Physical Environment, John Wiley,. New York
- Stringer, E.T. (2004), Modern Physical Geography, New York: John Wiley.
- Taylor, J. (1993), Integral Physical Geography, London Longman
- Thompson, R.D. et. Al. (1986), Process in Physical Geography, London, Longman.
- Thornbury, W.D. (1969), Principles of Geomorphology, John Willy & Sons. New York.
- Thurman, H.V. & Mexrill (1996), Essentials of Oceanography, Menson, London
- Shepherd (latest edition) Oceanography
- Pakistan Geographical Review (Lahore)
- Pakistan Journal of Geography (Peshawar)
- Journal Geography (Karachi)

PHI 254: Introduction to Philosophy

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course introduces undergraduate students to some of the main concerns in philosophy concentrating on the works of major thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, Husserl, Sartre, Foucault, and Derrida, to name a few. The class discussions will centre on broad philosophical concerns: the nature of philosophy, the nature and limits of human knowledge, the scope and limits of human freedom, the differences between right and wrong conduct, the nature of good life, and the meaning and the value of human existence. The students will thus be given introductory overview of different areas of philosophy beginning with Plato. The topics for discussion will include: Morality, Free Will, Metaphysics and Knowledge. The basic principles and methods of logical reasoning will be introduced and students will be given opportunity to participate actively in class discussions.

COURSE OBJECTIVES

- Understanding basic concepts of philosophy in the fields of metaphysics, axiology, and epistemology.
- Understanding of philosophical terms.

COURSE LEARNING OUTCOMES

At the end of course the students will be able

- to have the ability to understand main topics related to philosophy, sentences and would teach them as well.
- To have the ability to understand the basic principles and methods of logical reasoning
- students will be given opportunity to participate actively in class discussions

COURSE CONTENTS	
Week 1	1. A review of the history of philosophy 2. A discussion on the major problems and methods of philosophy 3. Studying the work of at least two philosopher from each of the following groups: 1. Greco-Roman Philosophers Plato, Aristotle, Democritus, Pythagoras, Heraclitus, Protagoras, Epicurus, Seneca, and Epictetus
Week 2 & 3	2. Medieval Religious Philosophers Avicenna, Averroes, St. Thomas Aquinas
Week 4 & 5	3. Renaissance Philosophers Machiavelli, Erasmus, Thomas More

COURSE CONTENTS	
	4. Enlightenment and Sui Generis Philosophers Copernicus, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant
Week 6 & 7	5. Idealists Fichte, Schelling, Schiller, Hegel 6. Utilitarian Philosophers Jeremy Bentham, J.S. Mill
Week 8 & 9	7. Romantic Reactionaries Rousseau, Schopenhauer, Kierkegaard, 8. Materialist Philosophers Feuerbach, Marx
Week 10 & 11	9. The Irrational Philosophers Bergson, Freud
Week 12 & 13	10. Phenomenologists and Existentialists Husserl, Heidegger, Sartre, Camus, Fanon
Week 14 & 15	11. Marxist Philosophers Lukacs, Gramsci, Croce, Althusser
Week 16	12. Linguists, Semiotician, Structuralist, and Deconstructionists Saussure, Levi-Strauss, Lacan, Barthe, Foucault, Derrida

N.B. Since it is not likely for the teacher to discuss all philosophers in details, he/she is supposed to give an outline of this long trajectory of philosophical concepts, and exercise his discretion in making a proper selection of philosophers for class discussions. A choice of philosophers that helps the students enhance their understanding of complex philosophical concepts usually incorporated in literary texts would be very useful.

The course may be presented as a historically ordered study of the writings of major philosophers, or as a topically ordered study of the ways in which ancient, modern, and contemporary philosophers have approached the major issues of philosophy.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Adorno, T.W., *Aesthetic Theory*. Tr. By C. Lenhardt. London: Routledge & Kegan Paul, 1984
- Ahmad, Absar, *Concept of Self and Self-Identity in Contemporary Philosophy*. Lahore: Iqbal Academy, 1986
- Aldrich, Virgil., *Philosophy of Art*, New Jersey: Prentice Hall, 1963
- Anne, Bruce, *Metaphysics: The Elements*. Oxford: Basil Blackwell, 1986
- Aristotle, *The Works of Aristotle*, edited by W.D. Ross. Vol x. *Politica*, translated by Benjamin Jowett. Oxford: Clarendon Press 1921
- Ayer, A. J. , *Central Questions of Philosophy* London: Penguin Books, 1973
- Cairns, Huntington, *Legal Theory from Plato to Hegel*. Baltimore: John Hopkins Press. 1967.
- Copleston, Frederick, *A History of Philosophy*. 9 vols New York: Image Books 1962
- Frankena, William, K. *Ethics* Prentice Hall, Inc.
- Hurley, Patrick, J, *A Concise Introduction to Logic*, Belmont: Wadsworth Publishing Co. 1988
- James Rachels [1995] *the Elements of Moral Philosophy*, McGraw Hill inc.
- John F. Post [1991] *Metaphysics: A Contemporary Introduction*. Paragon House NY
- Russell, Bertrand, *A History of Western Philosophy*. London: George Allen and Unwin, 1961
- Russell, Bertrand, *Problems of Philosophy*. Oxford University Press, 1959
- Passmore, J., *A Hundred Years of Philosophy*. Penguin Books, 1966

IR 255: International Relations

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The students will be able to understand the global political dynamics and a range of actors involved in the process of globalization. It aims to develop an in-depth understanding of the basic concepts of IR including, State, Nation-state, Nationalism and foreign policy.

COURSE OBJECTIVES

The objective of this course is to:

- To provide a thorough understanding of definitions and concepts of IR
- To give the comprehension of various theories of IR
- To make a comparison between various approaches in IR

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of poverty and related concepts
- UNDERSTAND the different methods of measurement of poverty
- ABILITY to develop and evaluate poverty reduction strategies
- EVALUATE the poverty reduction policies
- DEMONSTRATE the choices and objectives of poverty eradication policies

Course Contents	
Week 1	1. Meaning, Definition and Scope of International Relations
Week 2 & 3	2. Nature, Evolution and Significance of International Relations' concepts and Ideas
Week 4 & 5	3. Nation State: Sovereignty and Security
Week 6 & 7	4. System and Sub-Systems
Week 8 & 9	5. Foreign Policy, National Interest, and Diplomacy
Week 10 & 11	6. Power and Balance of Power
Week 12 & 13	7. Regionalism and Globalization 8. State and Non-state Actors
Week 14 & 15	9. Human Rights and International Relations.
Week 16	10. Religion, Ethics, Morality and Justice in International Relations

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Columbus, Theodore. Introduction to International Relations: Power and Justice. New Delhi: Prentice Hall, 1992.
- Goldstine, Josha. International Relation; Washington DC: Pearson Education, 2003
- Lawson, Stephanie. International Relations; Cambridge; Polity, 2003.
- Amstutz, Mark R. International Conflict and Cooperation: An Introduction to World Politics. (Chicago: Brown& Benchmark, 1995)
- Griffiths, Martin, and Callaghan, Terry O'. International Relations: The Key Concepts. LondonRoutledge,2003.
- Henderson, Conway W. International Relations: Conflict & Cooperation at the Turn of the 21st Century Boston:McGraw-Hill, 1998.
- Jackson, Robert and Sorensen; Georg, Introduction to International Relations Theories and Approaches,Oxford University Press, 2003.
- Papp, Denial S; Contemporary International Relations. (2nd Ed). New York: Macmillan, 1988.
- Pearson. Frederic S., & Rochester, J. Maertu; International Relations: The Global Conditions in the Late Twentieth Century. New York: Random House, 1988.

MTH 256: Statistical Inference

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course deals with inferential statistical. Therefore, focus will be on the techniques by which decisions about a statistical population are made on the basis of sample data. It will cover topics related to sampling, estimation, testing of hypothesis and statistical inference.

COURSE OBJECTIVES

By the end of the course, students will be able

- To draw conclusions about population based on sample data,
- Understand techniques of sampling, estimation, hypotheses testing, experimental design
- Analyze the techniques of statistical inference.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will:

- UNDERSTAND the purpose and techniques of sampling
- APPLY the techniques of Statistical Inference
- INTERPRET the meaning of the calculated statistical results

Course Contents	
Week 1	Sampling and Sampling Distributions <ul style="list-style-type: none">• Sampling techniques; random, cluster, systematic, convenience, judgment and stratified, Simple random sampling, Point estimation,• Introduction to sampling distributions,• Properties of point estimators
Week 2 & 3	Interval Estimation <ul style="list-style-type: none">• Population with σ known, Population mean with σ unknown• Determining the sample size, Population proportion
Week 4 & 5	Hypothesis Testing <ul style="list-style-type: none">• Developing null and alternative hypothesis, Type I and type II error• Population mean with σ known, Population mean with σ unknown
Week 6 & 7	<ul style="list-style-type: none">• Population Proportion, Hypothesis testing and decision making• Calculating probabilities of Type-II error• Determining sample size for hypothesis testing about a population mean
Week 8 & 9	Statistical Inference About Mean and Proportions with Two Populations <ul style="list-style-type: none">• Inference about the difference between two population means with known and unknown values of σ_1 and σ_2• Inference about the difference between two population means: matched samples

Course Contents	
Week 10 & 11	Inferences About Population Variances <ul style="list-style-type: none"> • Inferences about a population variance • Inference about two population variances
Week 12 & 13	Tests of Goodness of Fit and Independence <ul style="list-style-type: none"> • Goodness of Fit: A multinomial population • Tests of independence, Goodness of fit tests
Week 14 & 15	Analysis of Variance and Experimental designs <ul style="list-style-type: none"> • An introduction to analysis of variance, Analysis of variance: testing for the equality of k population means, • Multiple comparison procedures, An introduction to experimental design, Randomized block design, Factorial experiments
Week 16	Nonparametric Methods <ul style="list-style-type: none"> • Sign test Wilcoxon test • Mann-Whitney-Wilcoxon test, Kruskal-Wallis test, Rank correlation

PRACTICAL

- a. Sampling Random Sampling, Stratified Random Sampling
- b. Sampling Distribution of Mean, Testing of Hypotheses Regarding population mean
- c. Testing of Hypotheses about the difference between population means
- d. Chi-square Test, Testing of Correlation Coefficient, Fitting of simple linear regression
- e. One-way ANOVA, Two-way ANOVA

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments
- Practical (SPSS / Excel etc.) – Optional

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Anderson, Sweeney and Williams, *Statistics for Business and Economics*, Cengage Learning.
- Wonnacott, T.H. and Wonnacott, R. J., *Introductory Statistics*, John Wiley & Sons, New York.
- Introduction to Statistical Theory Part-II by Sher Muhammad and Dr. Shahid Kamal (Latest Ed)

- Statistical Methods and Data Analysis by Dr. faquir Muhammad
- Principles and Procedures of Statistics A Bio-material approach, 2nd Edition, 1980 by R.G.D Steal and James H. Tarric
- Statistical Procedures for Agriculture Research 2nd Edition (1980) by K. A. Gomez and A. A. Gomez

BS Development Studies

SEMESTER V

DEV 301: Civil Society and Governance

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to build the foundation of civil society and governance by covering a sequence of topics. Definition of civil society, typologies and actors of civil society, theories of civil society and the state; from volunteerism to social capital and the third sector. In addition, the course examines the current theories of centralization and decentralization, and the merits and demerits of different types of decentralization; It looks at the approaches in different parts of the world for productively integrating top-down and bottom-up approaches in governance and service delivery; Theory and approach related to the empowerment of (exclude) individuals and groups, including community based participatory approaches and their impacts on poverty reduction. Moreover, the current devolution plan forms the contextual basis for discussion of decentralization issues in the context of Pakistan. Issues in decentralization and empowerment will receive special attention; strategies for local government capacity building and reform; managing decentralized services; basic education, basic health, rural water development, urban management, etc; the roles of non-governmental organizations. Community organization, business groups and other civil society actors as well as international development agencies.

COURSE OBJECTIVES

1. To build the capacity of student to understand the dynamics of civil society and governance.
2. To familiarize the student the how much civil society and governance are important for development process.

COURSE LEARNING OUTCOMES

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

1. Formulate, implement and evaluate decentralization policies that have potential for achieving objectives of democratic participation.
2. Understand effective delivery of services; and the complementary linkages between wider public sector reforms and decentralization programs

COURSE CONTENTS	
Week 1	<ul style="list-style-type: none">• Definition of civil society, typologies and actors of civil society,• Theories of civil society and the state; from volunteerism to social capital and the third sector.
Week 2 & 3	<ul style="list-style-type: none">• Current theories of centralization and decentralization• The merits and demerits of different types of decentralization.
Week 4 & 5	<ul style="list-style-type: none">• Approaches in different parts of the world for productively integrating top-

COURSE CONTENTS	
	down and bottom-up. • Approaches in governance and service delivery
Week 6 & 7	• Theory and approach related to the empowerment of (exclude) individuals and groups, • Community based participation and their impact on poverty reduction.
Week 8 & 9	• The current devolution plan forms the contextual basis for discussion of decentralization issues in the context of Pakistan.
Week 10 & 11	• Issues in decentralization and empowerment will receive special attention; strategies for local government capacity building and reform
Week 12 & 13	• managing decentralized services; basic education, basic health, rural water development, urban management, etc
Week 14 & 15	• The roles of civil society actors in ensuring democratic participation.
Week 16	• Community organization, business groups and other civil society actors as well as international development agencies.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20% (Mid Term Examination)**
- **Final Examination: 60% (Final Term Examination)**
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Cheem, S, G., Popovski, V., (2019). Engaging Civil Society: Emerging Trends in Democratic Governance. University of California, Berkeley. ISBN 9280811886, 9789280811889. United Nations University. Press
- Shah, G., (2019). Democracy, Civil Society and Governance. ISBN; 9353281806, 9789353281809. SAGE Publishing India, 2019.
- Zaidi, A, S. (2011). Military, Civil Society and Democratization in Pakistan. ISBN; 969402546X, 9789694025469. Vanguard Books, 2011
- Jarosz, A. (2015). Good Governance and Civil Society: Selected Issues on the Relations between State, Economy and Society. ISBN 1443873543, 9781443873543. Cambridge Scholars Publishing, 2015
- Malik, H, I., Gaffeny, P., (1997). State and Civil Society in Pakistan: Politics of Authority, Ideology, and Ethnicity. ISBN; 0312164211, 9780312164218. St. Martin's

Press, 1997

- Hussain, M., Hussain, K., (2008). Pakistan: problems of governance. the University of Michigan.
- Purdue, D., (2007). Civil Societies and Social Movements: Potentials and Problems. ISBN; 1134149344, 97811349346. Routledge, 2007.

DEV 302: Community Development

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course aims at acquainting the students with the basic concepts of community development, approaches, strategies and theories. The emphasis will be placed on community mobilization and organization. It will include role of international organizations in participatory community development; Community concepts and definition; the nature of community; methodology and organization of community development; role of social welfare councils in community development; community organization and related services; family and child welfare; cottage industries; adult education; skill development and health; housing, water and sanitation; development in rural and urban areas; cooperation and community development; principles and methods of cooperation; history of cooperative movement; and role of cooperative societies

COURSE OBJECTIVES

- To provide a thorough understanding of Community and economic development
- To give the comprehension of the role community development in overall development
- To make a comparison of various approaches to community development
- To analyze the community-based organizations

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of community and economic development
- UNDERSTAND the formation of community-based organization
- ABILITY to develop and evaluate community development processes
- EVALUATE the social capital of community
- DEMONSTRATE the choices and objectives of approaches to community development

Course Contents	
Week 1	Introduction: A Framework for Community Development <ul style="list-style-type: none">• Definition of Community Development• Subject Matter and Scope• Community Development• Economic Development• The Relationship between Community and Economic Development• Who Practices Community and Economic Development

Week 2 & 3	Seven Theories for Seven Community Developers <ul style="list-style-type: none"> • Introduction: why Theory • Seven key concern in the community development field • Role of Money in the IS-LM Framework • Money in Aggregate Demand and Aggregate Supply Analysis • Keynesian vs Monetarist views of Equilibrium Output, Employment and Prices
Week 4 & 5	Asset-based Community Development <ul style="list-style-type: none"> • Introduction • Need-based Community Development • Asset-based Community Development • Challenges of the Community Development Process
Week 6 & 7	Social Capital and Community Building <ul style="list-style-type: none"> • Introduction • Social Capital: What is it? • Community Social Capacity • How does social capacity influence development? • Intentional action to increase social capacity • Factors that influence the success of community-building efforts
Week 8 & 9	Community Development Practice <ul style="list-style-type: none"> • Introduction • First Step: Define the Community • Practicing Community Development • Community Development principles of practice • The community development process • What do community developers do? • Professional standards of ethical practice • Targeting interest rate and inflation
Week 10 & 11	Cooperation and Community Development <ul style="list-style-type: none"> • Principles and methods of cooperation • History of cooperative movement • Role of cooperative societies
Week 12 & 13	Establishing Community-based Organizations <ul style="list-style-type: none"> • Introduction • Fundamentals of forming a community-based organization • Types of community-based organizations • Networks • Public–private partnerships • Regional initiatives • Foundations • Faith-based community organizations
Week 14 & 15	Role of Social Welfare Councils in Community Development <ul style="list-style-type: none"> • Introduction

	<ul style="list-style-type: none"> • Family and child welfare • Cottage industries • Adult education • Skill development and health • Housing, water and sanitation
Week 16	<ul style="list-style-type: none"> • Development in rural and urban areas; cooperation and community development

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Phillips, R. and Pittman, R.H. (2009). An introduction to community development. Routledge Publishers, London and New York.
- McKnight, J, and Kretzmann, J. (1993). Building communities from the inside out: a path towards finding and mobilizing community assets. Chicago: Centre for Urban Affairs and Policy Research.
- DeFilippis, J. and Saegert, S. (2012). The community development reader (Second Edition). Routledge Publishers, London and New York.

DEV 303: Disaster Management

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course covers concepts and definitions of disasters, hazards, risks, vulnerability, risk reduction mechanism; emergency and complex emergency are explored. The course dwells in some detail on aspects pertaining to disaster cycle; disaster preparedness; disaster assessment; disaster response; disaster mitigation; settlement and camps; vulnerable groups- special needs of vulnerable groups logistics planning & procurement; and inter-agency coordination. The course covers common approaches to disaster assessment, survey methods, tools, and techniques, procedures for handling emergency supplies and services, housing, agriculture, lifelines, and droughts and famines, including the establishment of surveillance systems after a disaster. It also includes disaster-response planning, roles and responsibilities, initial emergency operations, emergency operations by sectors, emergency operations support and management, and recovery and rehabilitation.

COURSE OBJECTIVES

- To provide a thorough understanding of disaster management and its interrelated concepts
- To give a comprehension insights to the approaches of disaster management

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- Acquire the basic knowledge of disaster management
- Jot down policy for disaster management
- Understand different institutional reforms and mechanisms for disaster management.
- Demonstrate the role of civil society in disaster management.

Course Contents	
Week 1	<ul style="list-style-type: none">• Concepts and definitions of disasters, hazards, risks, vulnerability.• Risk reduction mechanism; emergency and complex emergency
Week 2 & 3	<ul style="list-style-type: none">• Disaster cycle; disaster preparedness; disaster assessment; disaster response; disaster mitigation; settlement and camps
Week 4 & 5	<ul style="list-style-type: none">• Vulnerable groups- special needs of vulnerable groups logistics planning & procurement; and inter-agency coordination.
Week 6 & 7	<ul style="list-style-type: none">• Approaches to disaster assessment, survey methods, tools, and techniques.
Week 8 & 9	<ul style="list-style-type: none">• Procedures for handling emergency supplies and services, housing, agriculture, lifelines, and droughts and famines, including the establishment of surveillance systems after a disaster.
Week 10 & 11	<ul style="list-style-type: none">• Disaster-response planning, roles and responsibilities, initial emergency

	operations, emergency operations by sectors, emergency operations support and management, and recovery and rehabilitation.
Week 12 & 13	<ul style="list-style-type: none"> Relationship between disasters and development. Economic impacts of disasters caused by different hazards, the methods and tools for analyzing potential investment decisions in hazards-prone areas.
Week 14 & 15	<ul style="list-style-type: none"> The mitigation benefits of alternative development strategies. Environmental management, sustainable development.
Week 16	<ul style="list-style-type: none"> The roles of communities, governments, non-governmental organizations and concerned multilateral and assistance agencies in promoting development in the context of disasters

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Rehman, A., Khan, N, A., Shaw.(2015). Disaster Risk Reduction Approaches in Pakistan. ISBN; 443155369X, 9784431553694. Springer, 2015.
- Pinkovski, J,. (2008). Disaster Management Handbook. CRC Press. ISBN 1420058630, 9781420058635
- Subramanian, R. (2018). Disaster Management. ISBN; 9352718704, 9789352718702. Vikas publishing house.
- Sulphery, M, M,. (2016). Disaster Management. ISBN; 8120352203, 9788120352209. PHI learning Pvt Ltd.2016.
- Caressi, L, A,. Fordham, M, Wisner, B,.Kelman, I,.Gaillard, J.(2013). Disaster Management: International Lessons in Risk Reduction, Response and Recovery. ISBN; 1136179771, 9781136179778 . Publishers; Routledge, 2013.
- Collins, R, L,. (2000) Disaster Management and Preparedness. ISBN; 1420032658, 9781420032659. CRC press 2000.

DEV 304: Econometrics

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course basically focuses on techniques for estimating linear regression models, problems commonly encountered in estimating these models, and on interpreting the estimates of models. As estimation and interpretation are marketable skills so this course will teach basics of econometric theory and practice to inculcate skills for estimation of econometric models with actual data.

COURSE OBJECTIVES

This course is designed to develop basic understanding in students about econometrics and provide working knowledge of its basic tools. After completion of this course, students

- Can apply econometric tools for modeling, estimation, inference, and forecasting in the context of real-world economic problems.
- Be capable to apply appropriate estimation techniques under different types of data/model problems
- Can evaluate critically the results and conclusions of other researchers.
- Have a foundation and understanding for advanced level course in econometrics.

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to:

- APPLY knowledge of regression technique for analyzing economic data.
- INTERPRET and CRITICAL to evaluate the outcomes of empirical analysis
- USE elementary procedures for model validation in the single equation context.

Course Contents	
Week 1	An Introduction to Econometrics <ul style="list-style-type: none">• Why Study Econometrics?• Methodology of Econometrics• Types of Econometrics• Data types and its sources
Week 2 & 3	The Classical Linear Regression Model (CLRM) <ul style="list-style-type: none">• Simple Regression function• Population regression function• Linear regression function,• Linearity in variables and linearity in parameters• Simple Regression Analysis• Estimation of regression equation using OLS• Statistical properties of OLS estimators (BLUE)

Course Contents	
	<ul style="list-style-type: none"> • Classical Linear Regression Model (CLRM) and its assumptions • Estimation of the coefficient of determination
Week 4 & 5	The Multiple Linear Regression Model (MLRM) <ul style="list-style-type: none"> • Multiple Regression Analysis • Difference between simple and multiple regression analysis • OLS estimation of multiple regression equation • Properties of OLS estimators • Coefficient of determination (R^2) and Adjusted R^2 • Testing the significance of Regression coefficients (t-test) • Testing the overall significance (F-test) of the model
Week 6 & 7	Regression with Qualitative Explanatory Variables <ul style="list-style-type: none"> • Regression with Single Qualitative Explanatory Variable • Regression with multiple Qualitative Explanatory Variables • Regression with both Quantitative and Qualitative Explanatory Variables • Other Uses of Qualitative Variables: Piecewise Linear Regression • Estimation of Seasonal Effects • Testing for Structural Change
Week 8 & 9	Matrix Approach of the Classical Linear Regression Model: <ul style="list-style-type: none"> • The multiple regression (K-variable) model in matrix format • Assumptions of the model • The Least-Squares estimation procedure in matrix notation • Properties of the Ordinary Least Squares (OLS) estimators • Interpretation of the Beta coefficients ($\beta_1, \beta_2, \dots, \beta_k$) • Hypothesis testing using matrix approach • OLS estimation: variance-covariance matrix of estimators • Coefficient of determination • R^2 in matrix notations, Correlation matrix
Week 10 & 11	Econometric Modeling: Model Specification: <ul style="list-style-type: none"> • Model selection criteria • Types of specification errors, Consequences of model specification errors • Tests of specification errors, Errors of measurement • Model selection criteria • Endogeneity and nature of Endogeneity • OLS estimation in presence of Endogeneity • Detection of Endogeneity • BLUE estimators in the presence of Endogeneity • Consequences of Endogeneity in OLS estimation, Remedial measures
Week 12 & 13	Deviation from the Classical Assumptions: <ul style="list-style-type: none"> • Assumptions of the classical model and economic reality • Relaxation of the assumptions and estimation issues • Brief introduction to the nature of problems and alternatives. (I) Multicollinearity <ul style="list-style-type: none"> • Nature and severity of the problem

Course Contents	
	<ul style="list-style-type: none"> • OLS estimation of regression equation in the presence of perfect multicollinearity • Causes of multicollinearity • Distinction between perfect and partial multicollinearity • Detection and remedial measures.
Week 14 & 15	(II) Heteroscedasticity <ul style="list-style-type: none"> • The nature of the problem with reference to economic theory • Cross-section data and the problem of non-constant variances • Consequences for OLS estimators, Detection and remedial measures • Introduction to the Generalized Least-Squares model (GLS).
Week 16	(III) Autocorrelation <ul style="list-style-type: none"> • Autocorrelation and its causes • Time-series data and emergence of the problem with reference to economic theory • Serial correlation • Consequences of autocorrelation for OLS estimators • Detection and remedial measures

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Dougherty, C. *Introduction to Econometrics*, Oxford University Press.
- Gujarati, D. N. *Basic Econometrics*, McGraw-Hill Company.
- Hill, R.C., Griffiths, W.E. and C. Lim, G.C. *Principles of Econometrics*, John Wiley, New York.
- Stock H. J. and M. W. Watson. *Introduction to Econometrics*, Pearson Education.
- Wooldridge, J. M. *Introductory Econometrics: A Modern Approach*, South- Western College.

JMC 305: Introduction to Communication

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

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

COURSE OBJECTIVES

On successful completion of this course, students will be able to:

- Analyze critically mass media and mass media messages;
- Understand the economic and social imperatives affecting message content, delivery and effects;
- Understand the influences of media content on cultural perceptions;
- Understand the characteristics of contemporary mass media, including the influence and roles of media history, media law and ethics, governmental regulation, and evolving technology.

COURSE LEARNING OUTCOMES

Upon completion of Communication, students should be able to

- Critically analyze and discuss media message content;
- Identify economic and cultural influences affecting mass media messages.
- Discuss the juxtaposition of factual information and entertainment demands on media content in light of economic and technological imperatives.
- Understand media history and technology and their effects on contemporary messages.
- Develop an increased understanding and awareness of media influences on perceptions of multiculturalism and diversity;
- Understand the evolving roles of social media messages on politics, behavior, and culture.
- Understand the effects of globalization and consolidation on the media.

Course Contents	
Week 1	1. Communication a. Components of communication b. Verbal and non-verbal communication
Week 2 & 3	c. Seven C's of effective communication 2. Basic Concepts a. Skimming b. Scanning

Course Contents	
Week 4 & 5	c. Extensive Reading d. Intensive Reading e. Precise writing f. Reading Compression
Week 6 & 7	3. Academic Skills a. Letters and it formats b. Memorandum c. Job Application letter
Week 8 & 9	d. Acceptance Letter e. Resignation letter f. CV, Resume
Week 10 & 11	g. Meeting; types/kinds of meeting, Agenda, minutes of meeting h. Interview; kinds of Interview
Week 12 & 13	4. Report Writing i. Informational Reports j. Analytical Reports k. Short Reports
Week 14 & 15	l. Long Reports m. Progress Report, Periodic report, recommendation Justification report etc.
Week 16	5. Presentation Skills 6. Group Discussions

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Reading. Upper Intermediate. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.
- Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 4354065 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).
- Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 4534030.
- Dennis, Defleur (2000). Understanding Mass Communication. Boston: Houghton Mufflin Co.
- Introduction to Mass Communication, Whatmore, Edward J. (1995). California: Wadsworth Publishing
- Briggs, Asa, and Peter Burke. A Social History of the Media: From Gutenberg to the Internet, 2001.
- Campbell, Richard, Bettina G. Fabos, and Christopher R. Martin. (2007) Media and Culture: An Introduction to Mass Communication,
- Dunwoody, Sharon, Lee B. Becker, Douglas M. McLeod, and Gerald M. Kosicki. (2005) The Evolution of Key Mass Communication Concepts,
- Hoveyda, Fereydoun. (2000) The Hidden Meaning of Mass Communications: Cinema, Books, and Television in the Age of Computers.
- Hassan, Mehdi, and Khurshid, Abdus Salam (1997). Journalism for All. Lahore: Aziz Book Depot,
- Ahuja, B.N. (1993) Theory and Practice of Journalism. New Delhi: Surjeet Publications Shamsuddin, M. (1990) Iblagh Kay Nazriyat .Islamabad: Muqtadira.
- Dominick, J.R.(2006). *Dynamics of Mass Communication* (8th ed.) New York. McGraw-Hill
- Murtaza, Matin-ur-Rehman (2000). Ta'araf-e-Iblagh-e-Amma. Karachi: Department of Mass Communication, University of Karachi
- Gambol, Michael W. (1996). Introducing Mass Communication. New York: McGraw Hill.
- Vivian, John (2000). Media of Mass Communication 5th Ed. London: Allyn and Bacon
- Mcquail, Denis (1994) Mass Communication Theory: an introduction, London: Sage Publications.

BS Development Studies

SEMESTER VI

DEV 351: INDUSTRIALIZATION AND DEVELOPMENT

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

After studying of the course the students will be able to understand different process and theories of industrialization, its impacts on the social change, and process of industrial development in Pakistan. The course will include definition, scope and antecedents of industrialization in West; process of industrialization; formal organization (Bureaucracy, Trade union, theories of unionism); division of labor, Work ethics and distribution of wealth; industry and society; industry and community; industry and institutional structure; Industry and mobility; industry and social change; industrialization in Pakistan; historical view of industrial development; problems and prospects of industrialization in sociological perspective; industrial relationship in Pakistan; labor policies in Pakistan both historical perspective and analysis of current policies.

COURSE OBJECTIVES:

The main objectives of the course are:

- To understand Industrialization and development .
- To introduce the students with the different historical models of industrialization.
- To provide information regarding the flexible accumulation and the global economy .

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

- UNDERSTAND the importance of industrialization in the process of development.
- RECOGNIZE the third world industrialization since independence.
- ANALYZE late industrialization and global economy.

Course Contents	
Week 1	Introduction to industrialization and development. <ul style="list-style-type: none">• Definitions and typologies, Scope of industrialization• Antecedents of industrialization in West
Week 2 & 3	<ul style="list-style-type: none">• Industrialization and development, Theories of industrialization• Process of industrial development in Pakistan.• Critics of industrialization
Week 4 & 5	Formal organization <ul style="list-style-type: none">• Bureaucracy, Trade union, Theories of unionism; division of labor,• Work ethics and distribution of wealth;
Week 6 & 7	<ul style="list-style-type: none">• Industry and society; Industry and community;• Industry and institutional structure;

Week 8 & 9	<ul style="list-style-type: none"> • Industry and mobility; Industry and social change; • Industrialization in Pakistan;
Week 10 & 11	<ul style="list-style-type: none"> • Historical view of industrial development; • Problems and prospects of industrialization in sociological perspective; • Industrial relationship in Pakistan;
Week 12 & 13	Models of industrialization <ul style="list-style-type: none"> • Capitalist model, Socialist model • labor policies in Pakistan both historical perspective and analysis of current policies.
Week 14 & 15	Export Oriented Industrialization <ul style="list-style-type: none"> • Introduction • South Korea, Taiwan, SEZ in China
Week 16	The Impact of Industrialization <ul style="list-style-type: none"> • Social, Political, Economic

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Kiely, R. (1998). Industrialization and Development: A Comparative Analysis. Publishers Psychology Press, 1998. ISBN; 185728545X, 978185728545.
- Allen J. Scott, Michael Storper. (1992). Pathways to Industrialization and Regional Development. Publisher; Taylor & Francis, 1992. ISBN; 0203995546, 978020399554
- Tom Hewitt, Hazel Johnson, David Wield. (2006). Industrialization and Development. Publisher Oxford University Press, 1992. the University of Michigan. ISBN; 0198773323, 9780198773320.
- Toniolo, G., Sylla, R. (1992). Pattern of European industrialization. Routledge, 1992 ISBN 1134892322, 9781134892327.
- Chandra, R. (1992). Industrialization and Development in the Third World. Routledge Publishers, London and New York.

DEV 352: SOCIAL POLICY AND DEVELOPMENT

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to provide a foundation for social policy students. It will cover a wide range of topics like definition of social policy, key concepts in social policy, poverty, social exclusion, social safety nets, education, health, food security demography and public policy process in Pakistan.

COURSE OBJECTIVES

- To provide a thorough understanding of social policy and development
- The effect of social policy on individuals
- The actors involved in social policy formulation
- Designing and evaluating effective social policy

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of social policy welfare, welfare state and social protection
- ABILITY to develop and evaluate social policy framework
- EVALUATE the social policy and its mechanism
- DEMONSTRATE the social policy and social protections

Course Contents	
Week 1 & 2	Introduction to Social Policy <ul style="list-style-type: none">• Definition of social Policy• Historical development of the discipline• Identifying areas covered by social policy
Week 3 & 4	Ideas and Concepts in Social Policy <ul style="list-style-type: none">• Equality, equity and justice• Equality and politics• Justifying policies for equality• Egalitarianism• Equity• Needs, wants and satisfaction• Welfare, welfare state and social protection• Public policy process in Pakistan
Week 5 & 6	Key Perspectives on Social Policy <ul style="list-style-type: none">• Neo-liberalism• Social Democracy

	<ul style="list-style-type: none"> • Socialist Perspective • Feminist Perspectives • Green Perspective
Week 7 & 8	Poverty and social exclusion <ul style="list-style-type: none"> • Poverty and inequality • Relative and absolute poverty • Social exclusion • Various conceptualizations of poverty • Causes and determinants of poverty • Relationship of gender and poverty • Measures of poverty and inequality. • Social Exclusion Khawja Siras as examples of social exclusion
Week 9 & 10	Social Protection <ul style="list-style-type: none"> • Social Safety Nets in Pakistan • Examining structure, organization and delivery of major social safety nets in Pakistan (Zakat, Bait ul Mal, BISP) • Social security arrangements (Pensions) • Social Protection Policy
Week 11 & 12	Education and Health <ul style="list-style-type: none"> • School Education in Pakistan • Understanding the current governance framework for the (school) education sector in Pakistan • Curriculum, Assessment and Medium of Instruction • Understanding policy complexity of choosing appropriate medium(s) of instruction, curriculum and assessment systems. • Providing Affordable Healthcare • Understanding key policy challenges and delivery mechanisms in the health sector.
Week 13 & 14	Food Security <ul style="list-style-type: none"> • Understanding various approaches to analysis of hunger • Understanding gender bias in access to food and healthcare • Dimensions of food security in Pakistan
Week 15 & 16	Demography and Population Growth <ul style="list-style-type: none"> • Theory of demographic transition • Understanding Malthusian pessimism and optimism • Population pyramid in Pakistan • Population growth and service delivery challenges

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Dean, H. (2006). 'What is Social Policy?' in Social Policy: Cambridge, The Polity Press.
- Alcock et al. (2012). The Students' Companion to Social Policy. West Sussex, Wiley-Blackwell.
- Thaler R & Sunstein C (2009). Nudge - Improving Decisions about Health, Wealth, and Happiness. Penguin Books.
- Zaidi, A. (2015). 'The Social Sectors 1: International Comparisons, Education, Population, Urbanization and Housing' in Issues in Pakistan's Economy. Karachi, Oxford University Press.
- Sen, A. (1982). 'Poverty and Entitlements,' in Poverty and Famines. New York. Oxford University Press
- Khan, A. (2011). Lady Health Workers and Social Change in Pakistan.
- Rana, M. A. (2013). Primary and Secondary Education in Pakistan: Key Issues and Challenges. Lahore, LUMS.
- Blakemore, K. and Griggs, E. (2007). Social Policy an Introduction. Third Edition
- Khatak, S. G. (2013). 'Social Protection: Extending Exclusion or Ending Exclusion' in Anita M. Weiss and Saba Gul Khattak (ed.). Development Challenges Confronting Pakistan. Boulder, Kumarian Press.
- Khatak, S. G. (2013). 'Social Protection: Extending Exclusion or Ending Exclusion' in Anita M. Weiss and Saba Gul Khattak (ed.). Development Challenges Confronting Pakistan. Boulder, Kumarian Press.

DEV 353: LOCAL GOVERNMENT SYSTEM AND RURAL DEVELOPMENT

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course will enable the students to learn about the basic concepts, process, theories and function of local government system in line with rural development. It will also cover meaning of institutions; coordination among different institutions, principle of self-sufficiency of an institution, local self-government, local government's devolution plan its features, objectives and strategies. The context of rural development comprises a sequence of topics; agriculture, health, education, home economics, and co-operatives. In addition, the choice of an appropriate development strategy; industrial development in rural areas, increase in agricultural production, increase in GNP, preference for large farmers, encourage small and medium farmers, uplifting farmers in development process, basic need strategy, nutritional improvement and development of the rural poor.

COURSE OBJECTIVES

- To familiarize the student with local government system in the context of rural development and its relation to the broad spectrum of Development Studies.
- To study the process and challenges to local government system and rural development.

COURSE LEARNING OUTCOMES

At the end of the course, the student will be able to

- Understand the local government system and rural development.
- Have an in-depth knowledge of contemporary challenges to local government system and rural development.
- Explain and discuss the structure and function of local governments.

COURSE CONTENTS	
Week 1	<ul style="list-style-type: none">• Basic concepts, typologies and actors of local government
Week 2 & 3	<ul style="list-style-type: none">• Theories of local government• Function of local government system in line with rural development
Week 4 & 5	<ul style="list-style-type: none">• Local self-government, local governments devolution plan its features, objectives.
Week 6 & 7	<ul style="list-style-type: none">• Strategies for local government; basic need strategy, nutritional improvement.
Week 8 & 9	<ul style="list-style-type: none">• The choice of an appropriate development strategy; industrial development in rural areas, increase in agricultural production, increase in GNP• Factor Affecting the context of local government
Week 10 & 11	<ul style="list-style-type: none">• Land reforms preference for large farmers, encourage small and medium farmers, uplifting farmers in development process

COURSE CONTENTS	
Week 12 & 13	<ul style="list-style-type: none"> • Local government Management practices. • The importance of technology in rural development
Week 14 & 15	<ul style="list-style-type: none"> • Meaning of institutions; coordination among different institutions, principle of self-sufficiency of an institution.
Week 16	<ul style="list-style-type: none"> • The role of institution in Local government and rural development.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Anderson, k., Gordillo, G., Laerhoven, F.,(2009). Local Governments and Rural Development: Comparing Lessons from Brazil, Chile, Mexico, and Peru. University of Arizona Press, 2009. ISBN 0816527016, 9780816527014
- Swilling, M., Parnell, S., Pieterse, E., (2002). Democratizing Local Government: The South African Experiment. Publisher; Juta and Company limited, 2002. ISBN; 1919713522
- Gargan, J,. (1997). Handbook of local Government. Kent state university, Ohio. ISBN-0-8247-9782-5.
- Siddique, K.,(2008). Local government in South Asia: A comparative Study. the University of Michigan, University Press, 1992. ISBN 9840511696, 9789840511693
- L. C. Jain,.(2005).Decentralization and local governance : Essays for George Mathew. 8125027076, 9788125027072. Orient Blackswan, 2005
- Andersson, K. Gordillo, G. Laerhoven, F. (2009). Local Governments and Rural Development: Comparing Lessons from Brazil, Chile, Mexico, and Peru. University of Arizona Press, 2009. ISBN0816527016, 9780816527014

DEV 354: ENVIRONMENT AND DEVELOPMENT

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course aims at acquainting students with the multiple channels through which the environment and development interact with each other and the various instruments that are designed to reconcile the potentially conflicting concerns for environmental protection and economic development. The course will analyze the different theoretical models for understanding changing environmental conditions, sustainable development, political ecology, neo-populism, eco-feminism and ecological modernization. The course also looks at the various international and regional conventions, protocols and other measures to address these problems. An overview of the social, economic, technical, environmental aspects of regional, national, and international level and efforts carried out and initiatives taken, in terms of planning and strategic decision making at global level to achieve sustainable development is discussed in the course with emphasis on integrated action in three general areas: economic, environmental and social development focusing on socio-economic situation of Pakistan. This course unit should include international conferences, declarations and conventions signed by the states to regulate environmental degradation/protection.

COURSE OBJECTIVES:

The main objectives of the course are:

- To apply the theoretical models for changing environmental conditions.
- To introduce the students with various national and regional conventions and protocol.
- To provide information regarding the relationship between environment and development.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

- UNDERSTAND the existing patterns of environment with close proximity to development.
- RECOGNIZE the functioning of different organizations, conventions and protocol of environment.
- ANALYZE complex environmental aspects of regional, national and international level.

Course Contents	
Week 1	Introduction to Environment and development <ul style="list-style-type: none">• Understanding environment• Components of environment

	<ul style="list-style-type: none"> • Environment and development interaction
Week 2 & 3	Environmental protection Concerns <ul style="list-style-type: none"> • Conflicting concerns • Protective concerns • Economic concerns
Week 4 & 5	Theoretical model <ul style="list-style-type: none"> • Understanding changing environmental conditions • Sustainable development • Political Ecology
Week 6 & 7	<ul style="list-style-type: none"> • Neo-populism, • Eco-feminism • Ecological modernization.
Week 8 & 9	Planning and strategic decision making <ul style="list-style-type: none"> • Social, economic, technical, environmental planning's • Strategic decision making at regional, national, and international level.
Week 10 & 11	Factors affecting environment <ul style="list-style-type: none"> • Population growth • Deforestation • Soil erosion etc.
Week 12 & 13	Sustainable Development <ul style="list-style-type: none"> • Economic, • Environmental • Social
Week 14 & 15	United Nation stance on Environment <ul style="list-style-type: none"> • Treatise • Conventions • Protocol
Week 16	<ul style="list-style-type: none"> • Responses to the crisis of deep-ecology , • Social ecology • Eco-feminism.

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Inglezakis. Vassili, J,. (2016). Environment and Development: Basic Principles, Human Activities, and Environmental Implications. ISBN; 044462743X, 9780444627438.
- M.H. Fulekar, Bhawana Pathak, R K Kale. (2012). Environment and Sustainable Development. Springer Science & Business Media, 2013. ISBN; 8132211669, 9788132211662.
- Iqbal S. Grover, A. K. Thukral . (2008). Environment and Development. the University of Michigan. ISBN; 8172331762, 9788172331764
- Sundar. I. (2006). Environment & Sustainable Development. ISBN 813130020X,9788131300206
- Braidotti, R. (1994). Women, the Environment and Sustainable Development: Towards a Theoretical Synthesis. ISBN;1856491846, 9781856491846

DEV 355: PUBLIC FINANCE

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is based on the economic analysis of public sector. The course involves theories of public expenditure and revenue (taxation), using concepts and tools in microeconomics and welfare economics. Furthermore, the role of government in efficiency and equity is also emphasized.

COURSE OBJECTIVES:

1. Provide arguments for the case of government intervention in a modern economy
2. Understanding the functioning of public finance
3. To explain the rational and form of taxation

COURSE LEARNING OUTCOMES:

- ANALYZE the functioning of modern public finance
- IDENTIFY the types of public needs and the mechanisms of their financing
- UNDERSTAND the instruments and objectives of budgetary policy

Course Contents	
Week 1	Introduction <ul style="list-style-type: none">• The State and the Economy• The Rationale for State Intervention
Week 2 & 3	Fundamentals of Welfare Economics <ul style="list-style-type: none">• Market Efficiency• Market Failure• Efficiency and Equity
Week 4 & 5	Analysis of Public Expenditure <ul style="list-style-type: none">• Public Goods• Public Choice
Week 6 & 7	<ul style="list-style-type: none">• Public production and Bureaucracy
Week 8 & 9	<ul style="list-style-type: none">• Externalities• Cost Benefit Analysis
Week 10 & 11	Expenditure Programmes <ul style="list-style-type: none">• The Analysis of Expenditure Policy• Cost Benefit Analysis
Week 12 & 13	The Theory of Taxation <ul style="list-style-type: none">• Introduction to Taxation• Tax Incidence

Course Contents	
Week 14 & 15	<ul style="list-style-type: none"> • Taxation and Economic Efficiency • Optimal Taxation
Week 16	Selective Topics <ul style="list-style-type: none"> • Public Finance in a Federal System • Deficit Finance

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Rosen Harvey S, *Public Finance*. McGraw Hill.
- Rosen Harvey S and Gayer Ted, *Public Finance*. McGraw Hill.
- Musgrave R. A and P. B. Musgrave, *Public Finance in Theory and Practice*
- Stiglitz J. S, *Economics of the Public Sector* Norton and Company.

BS Development Studies

SEMESTER VII

DEV 401: PROJECT PLANNING AND MANAGEMENT

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course deals with the definition, the inter-relationship between projects & development plans, project cycle and project analysis, tools and techniques of identification, selection, planning and management of the projects. The course also examines Identification & Quantification of Project Benefits & Costs; measures of Worth of a Project; applications of Discounted Measures of Project Worth and Sensitivity analysis as well as Cost Effectiveness Analysis. It includes the role and requirements of the project management function, organization for project implementation, work breakdown structure internal organization, project scheduling and resources management and progress monitoring, information requirements for monitoring and evaluation on the setting up of systems for the collection and analysis of information and on using the logical framework approach for M&E.

COURSE OBJECTIVES:

The main objectives of the course are:

- To understand project planning and management.
- To introduce the students with the importance project planning and management with the domain of development.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

- UNDERSTAND the inter-relationship between projects & development plans.
- RECOGNIZE tools and technique of project identification.
- ANALYZE different M&E tools of project planning and management.

Course Contents	
Week 1	Introduction to project planning and management. <ul style="list-style-type: none">• Definitions and typologies, Scope of project planning and management• Characteristics and types of project.
Week 2 & 3	<ul style="list-style-type: none">• The inter-relationship between projects & development plans• Project cycle
Week 4 & 5	<ul style="list-style-type: none">• Project analysis, Tools and techniques of identification,• Selection, planning and management of the projects
Week 6 & 7	<ul style="list-style-type: none">• Identification & Quantification of Project Benefits & Costs;• Measures of Worth of a Project;• Applications of discounted measures of project worth & sensitivity analysis• Cost Effectiveness Analysis.

Week 8 & 9	<ul style="list-style-type: none"> • The role and requirements of the project management function, • Organization for project implementation,
Week 10 & 11	<ul style="list-style-type: none"> • Work breakdown structure internal organization, project scheduling and • Resources management and Progress monitoring,
Week 12 & 13	<ul style="list-style-type: none"> • Information requirements for monitoring and evaluation on the setting up of systems for the • Collection and analysis of information • Logical framework approach for monitoring and evaluation.
Week 14 & 15	<ul style="list-style-type: none"> • Project Planning deliverables; Projects standards • Analysis and design phases of project planning
Week 16	<ul style="list-style-type: none"> • Construction phases of Project; Managing risks • Managing Project problems

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Lester, A. (2007). Project Management, Planning and Control: Managing Engineering, Construction and Manufacturing Projects to PMI, APM and BSI Standards. Publisher; Butterworth-Heinemann, 2007. *ISBN; 075066956X, 9780750669566*
- Abraham, A. (2013). Project Planning and Management: An Aspect of Development Publisher; Anchor Academic Publishing (aap_verlag), 2013. *ISBN; 3954891344, 9783954891344.*
- Harris, J, L. Roussel, D. Patricia, L. Thomas, C, D. (2015). Project Planning & Management: A Guide for Nurses and Interprofessional Teams. Publisher; Jones & Bartlett Publishers, 2015. *ISBN;1284089835, 9781284089837*
- Louis J. G, Ngatata, R., (2007). Love Project planning and management: an integrated approach. Policy Studies Series. Publisher; Published in cooperation with the East-West Center, Hawaii [by] Pergamon Press, 1980. *ISBN 0080246672, 9780080246673.*

DEV 402: Development Policies and Strategies for Pakistan

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course is designed to familiarize the students of development studies with strategies and policies adopted internationally as well as in Pakistan for the sustainable socio-economic development.

COURSE OBJECTIVES:

The main objectives of the course are:

- To understand the prevailing global development strategies and policies.
- To introduce the students with the basic concepts necessary for understanding development strategies in a global context in general and Pakistan in particularly.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

- UNDERSTAND the history of development strategies in Pakistan.
- RECOGNIZE the importance of development policies.
- ANALYZE the implications of various development strategies in local contexts

Course Contents	
Week 1	The course covers concepts of development policy and strategies;
Week 2 & 3	development issues; ability to analyze problems
Week 4 & 5	to understand how policy is formulated, decided upon, and implemented.
Week 6 & 7	The course includes the review and analysis of the policies and strategies adopted for poverty
Week 8 & 9	and its related dimensions- overpopulation, un-sustainability,
Week 10 & 11	Malnutrition and ill health, illiteracy and shelter.
Week 12 & 13	Present devolution plan and decentralization at district level,
Week 14 & 15	Sector policies and strategies of Pakistan is also incorporate in this course.
Week 16	Sector policies and strategies of Pakistan is also incorporate in this course.

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Stiglitz, J. (2019). Towards a New Paradigm for Development: Strategies, Policies and Processes. Lecture at UNCTAD Geneva October, 1998.
- Pakistan Economic Survey. 2021
- Pakistan's Vision 2030. Planning and Development

DEV 403: RESEARCH METHODOLOGY

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to enable the students to understand the basics of research and its process adopted in field of economics, which include the research fundamentals, research design, literature review, data sciences, sampling, data analysis and thesis/ report writing

COURSE OBJECTIVES

By the end of this course following Bloom's Taxonomy the students shall be able:

1. To understand the research process followed in economics.
2. To apply research techniques for analysis of economic problems.
3. To familiarize the students to identify the researchable issues in the economy.
4. To equip the students with basic research techniques of data collection, analysis, writing and presentation.

COURSE LEARNING OUTCOMES

By studying this course the students shall be able to:

- IDENTIFY economic problems and analyze them by using scientific process of empirical inquiry in economics discipline.
- ACQUIRE UNDERSTANDING about conducting research in economics based on certain economic issue.
- DESCRIBE the research question; explore the strengths of various methods, and techniques to address the stated problem.
- APPLY different computational techniques to analyze the data.

Course Contents	
Week 1	Introduction <ul style="list-style-type: none">• Basic Concepts, Definitions, Terminologies
Week 2 & 3	Research types and designs <ul style="list-style-type: none">• Research Types; Advantages and disadvantages of different research types• Research designs; Advantages and disadvantages of different designs
Week 4 & 5	Literature review <ul style="list-style-type: none">• Formats, Finding research journals, journals by ranking, themes etc.• Review styles; Summary of each paper vs. review of many papers under one theme [thematic review]• Gap finding
Week 6 & 7	Sampling <ul style="list-style-type: none">• Types of sampling,

Course Contents	
	<ul style="list-style-type: none"> • Methods of sampling, • Determining the sample size, Handling the issues
Week 8 & 9	Data Sciences <ul style="list-style-type: none"> • Data types: primary and secondary, Qualitative and Quantitative,
Week 10 & 11	<ul style="list-style-type: none"> • Cross sectional, Time Series and panel data
Week 12 & 13	Data analysis <ul style="list-style-type: none"> • Descriptive analysis, Regression, Data Visualization
Week 14 & 15	Thesis /Report writings <ul style="list-style-type: none"> • Elements of thesis / report; Abstract, Introduction, Review of Literature, Framework of Analysis, Estimation, Results and discussion, and Conclusion.
Week 16	<ul style="list-style-type: none"> • References; APA, AMA,MLA and other formats • Plagiarism and its outcomes to researchers

TEACHING METHODOLOGY:

- Lectures
- Practical assignments based on applied issues in economics in the region.
- Class Presentations

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Kothari,C.R. *Research Methodology: Methods and Techniques*, New Delhi, Wiley Eastern Limited. Latest Edition.
- Dawson, Catherine *Practical Research Methods*, New Delhi, UBS Publishers, Latest Edition.
- Kumar, Ranjit. *Research Methodology: A Step by Guide for Beginners*, Second Edition, Singapore, Pearson Education. Latest Edition.
- Etheridge Don E. *Research Methodology in Applied Economics: Organizing, planning and Conducting Economic Research*, 2nd Edition. Blackwell Publishing

DEV 405: Non-Governmental Organizations and Development

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course focuses on the voluntary organization, their organizational culture, hierarchy and authority, reporting systems, compositions affiliations and location. The course aims to give a clearer analytical and practical understanding of the concept, character and functions of civil society both in general and in contextual terms. While recognizing that civil organizations can play a number of potentially positive roles, to concentrate on those activities which can enhance the quality of political life and governance in different societies. The course also provides insight into developing practical measures which can strengthen civil society and enhance its impacts as an agent for improving political life and governance – with particular emphasis on seeking ways to improve government policies toward poor, excluded and vulnerable groups and to strengthen their access to and influence on the policy process. NGOs, types of NGOs, functions of NGOs and projects with reference to Pakistan run under NGOs and their impact on the development process of Pakistan.

COURSE OBJECTIVES:

The main objectives of the course are:

- To understand non-governmental organization and development.
- To introduce the students with the importance civil society as a whole in the process of development.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

- UNDERSTAND the inter-relationship non-governmental organization & development.
- RECOGNIZE different tools, actors and technique of non-governmental organization.
- ANALYZE the role of civil society in general and non-governmental organization in process of enhancing political life and governance.

Course Contents	
Week 1	<ul style="list-style-type: none">• Definitions of organizations• Difference between organization and institution• Characteristics and types of non-governmental organization.
Week 2 & 3	<ul style="list-style-type: none">• Functions of non-governmental organization• Voluntary organization; Organizational culture
Week 4 & 5	<ul style="list-style-type: none">• Compositions affiliations and location• Values, approaches and activities of NGO in development process.

	<ul style="list-style-type: none"> • Definition of civil society; Characteristics of civil society
Week 6 & 7	<ul style="list-style-type: none"> • The role of civil society organization • Civil society and governance nexus • Characteristics of good governance
Week 8 & 9	<ul style="list-style-type: none"> • Accountability and rule of law; Consensus-oriented and transparency • Measure to strengthen civil society; Agents of change in civil society
Week 10 & 11	<ul style="list-style-type: none"> • Strategies to mainstreaming excluded groups through civil society organizations. • Strengthening accessibility to decision making process.
Week 12 & 13	<ul style="list-style-type: none"> • Participation in different aspects of life. • Functions of civil society • Organizational hierarchy and authority; Organization reporting systems
Week 14 & 15	<ul style="list-style-type: none"> • Definition of project; Characteristics of project • Development projects in Pakistan in general
Week 16	<ul style="list-style-type: none"> • Development projects of Non- governmental organizations.

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Lewis, D. Kanji, N. (2009). Non-Governmental Organizations and Development; Routledge Perspectives on Development. Publisher; Routledge. ISBN; 113405176X, 9781134051762.
- Edwards, M., Hulme, D. (1992). Making a difference: NGOs and development in a changing world. Publisher. Earthscan Publications, 1992. The University of California. ISBN; 1853831441, 9781853831447
- Lewis, D. (2014). Non-Governmental Organizations, Management and Development Publisher; Routledge. ISBN; 1135070385, 9781135070380.
- ISHA Books. (2004). Role of NGOS in Development of Social System ISBN; 8182051185, 9788182051188.

DEV 406: Human Resource Development

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

Study of the set of systematic and planned activities designed by an organization to provide its employees with the necessary skills to meet current and future job demands: learning and human resource development (HRD), needs assessments, task analysis, designing and implementing professional development programs, evaluating training programs, career development, and organizational development.

COURSE OBJECTIVES:

At the end of the course, you should be able to:

1. Describe varying definitions of HRD, the historical evolution of HRD, roles and competencies, and trends influencing the profession and practice of HRD;
2. Explain the theoretical foundations of the discipline of human resource development.
3. Critically reflect upon various theories, models, and research and develop a personal perspective about the relevance, appropriateness, and potential of human resource development theory and practice in contemporary organizations and institutions.
4. Examine organizations and the HRD function from individual, group, and organizational perspectives.
5. Discuss and describe core concepts related to career development.
6. Experience group dynamics through collaborative learning projects, group discussion, and writing assignments.
7. Further develop research, writing, critical thinking, and referencing skills as well as model many effective HRD skills and competencies.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

- UNDERSTAND the basics of human resource development
- RECOGNIZE various theories, models, and research in HRM
- ANALYZE the role of critical skills and collaborative projects in HRM

Course Contents	
Week 1	Introductory Post Human Relations and Human Resources Chapter 1: Foundations of HRD
Week 2 & 3	Chapter 2: Adult Learning Theories; Chapter 4: Career Development
Week 4 & 5	Chapter 5: Identity and Diversity

Week 6 & 7	Chapter 6: Training & Development; Chapter 7: Training Outcomes
Week 8 & 9	Chapter 8: Performance Management &
Week 10 & 11	Chapter 9: Strategic HRD
Week 12 & 13	Chapter 10: Organizational Learning
Week 14 & 15	Chapter 12: Leadership Development
Week 16	Power point presentations

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Human Resource Development, 2nd Ed., by David McGuire. ISBN: 9781446256619
Copyright Year: 2014; Publisher: Sage Publications
- Werner, J.M and Desimone, R.L. (2012). *Human Resource Development*. 6th edition

BS Development Studies

SEMESTER VIII

DEV 451: NATURAL RESOURCE MANAGEMENT

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The aim of the course is to give students insight in problem-driven interdisciplinary environmental research. To allow a deeper understanding of natural resources; types, different classification, extraction, protection, resources by country in general and Pakistan in particular. The course will also cover the student's knowledge in the complex interactions between natural systems and human activities at different scales, particularly ecosystem management in the context of change and uncertainty enhanced by the processes of globalization and industrialization. Furthermore, the course also introduces consequences of unsustainable use of natural resources i.e. climate change, disasters, global warming, loss of habitat, endanger species, deforestation etc. In addition, research strategies and methods is also incorporated for studying coupled social and ecological systems and natural resources conservation and management strategies particularly water and forests. Rainfall and models to control and manage huge rainfall and protect water loss, control and its impact on soil and livelihood. The course will also shed light on the role of natural resources in the process of development, institutional reforms and policies for natural resource management both at local and national level.

COURSE OBJECTIVES

- To provide a thorough understanding of natural resources and its sustainable management.
- To clarify the role of natural resources in the process of development.
- Understand different research approaches for studying social, ecological and environmental systems complementary to natural resource management.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of sustainable natural resources management
- UNDERSTAND the natural resources management in the local and national level.
- EVALUATE contemporary natural resources conservation policies.

Course Contents	
Week 1	Introduction to natural resource management <ul style="list-style-type: none">• Types of natural resources• Classification of natural resources• Extraction and its impact on environment, protection of natural resources.• Natural resources; by country in general and Pakistan in particular.

Week 2 & 3	Complex interaction between natural system and ecosystem <ul style="list-style-type: none"> • Ecosystem management • Uncertainty enhanced by globalization • Industrialization • Excessive use of natural resources
Week 4 & 5	The brunt of excessive use of natural resources <ul style="list-style-type: none"> • Climate change • Disasters • Global warming
Week 6 & 7	<ul style="list-style-type: none"> • Endangered species • Deforestation • Loss of habitat
Week 8 & 9	Natural resource conservation strategies <ul style="list-style-type: none"> • Water and forests • Rainfall and different models of controlling huge rainfall
Week 10 & 11	<ul style="list-style-type: none"> • Water loss control and protection • Impact of water loss on soil and livelihood
Week 12 & 13	The role of natural resources in the process of development <ul style="list-style-type: none"> • Territorial development • Economic development
Week 14 & 15	<ul style="list-style-type: none"> • Social development • Sustainable development
Week 16	Institutional reforms and policies for natural resource management <ul style="list-style-type: none"> • At local level • At national level

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Gazdar, N, M,. (2010). Natural Resources Development and Environmental Management in Pakistan. Pennsylvania State University. Open press 1987.
- Gill, J, G,. (1995). Major Natural Resource Management Concerns in South Asia. Intl Food Policy Res Ins. ISBN; 0896296156, 9780896296152
- Panaiovto, T.(2008). Natural resource management: strategies for sustainable Asian agriculture in the 1990s. Harvard Institute for International Development, Harvard University, 1989.
- Rahman ,F. (2009). Persistence and transformation in the Eastern Hindu Kush: a study of resource management systems in Mehlp Valley, Chitral, North Pakistan. the University of Michigan
- Sparling, W, D. (2014).Natural Resource Administration: Wildlife, Fisheries, Forests and Parks. ISBN;0124047084, 9780124047082. Academic Press, 2014.

DEV 453: LEADERSHIP AND SOCIAL ACTION PROCESS

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The students will be able to understand about the leadership and their role in development of community. The course will further polish the knowledge of students about the power gaining and its implementation in community. The course covers types of power and authority, Acceptance Theory of Authority. Leadership: Definition and Types, Effective leadership behaviors, Functions of Leadership, Leadership theory and research, environment and leadership, Techniques of leadership. Social Action Process Defined: Some techniques and its role in rural development. Steps in social action process in Pakistan. Power action and rural leadership pattern in Pakistan. The students are required to interview local leaders and investigate the socio-economic and political condition in rural area. They will study the social action process with special reference to agricultural projects and programs and submit a report.

COURSE OBJECTIVES

- To provide a thorough understanding of concepts of leadership and its role in development
- To give the comprehension of leadership theories, style and influence processes
- To make a comparison of various leadership roles
- To analyze the concepts of power and authority and its role in social processes

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of leadership, its styles and types
- UNDERSTAND the role of leadership in community development
- ABILITY to develop and evaluate leadership roles in diverse contexts
- EVALUATE the leadership theories
- DEMONSTRATE the choices and objectives of leadership techniques

Course Contents	
Week 1	Introduction: The Nature of Leadership <ul style="list-style-type: none">• Definition and types• Meaning of leadership• Importance of Leadership and key elements• Nature/characteristics of leadership
Week 2 & 3	Leadership Theories and Research <ul style="list-style-type: none">• Trait Approach

	<ul style="list-style-type: none"> • Behaviour Approach • Power-influence Approach • Situational Approach • Integrative Approach • Level of Conceptualizations for Leadership Theories
Week 4 & 5	Other Bases for Comparing Leadership Theories <ul style="list-style-type: none"> • Leader-Centered or Follower-Centered Theory • Descriptive or Prescriptive Theory • Universal or Contingency Theory
Week 6 & 7	Effective Leadership Behaviour <ul style="list-style-type: none"> • Ways for Describing Leadership Behaviour • Major Types of Leadership behaviour • Methods for Studying the Effects of Leader Behaviour • Effects of Tasks and Relation Behaviour • Supportive Leadership.
Week 8 & 9	Participative Leadership and Empowerment <ul style="list-style-type: none"> • Nature of Participative Leadership • Empowerment and Programs of empowerment
Week 10 & 11	Leadership Traits and Skills <ul style="list-style-type: none"> • Trait Approach • Personality Traits and Effective Leadership • Skills and Effective Leadership • Situational Relevance of Skills
Week 12 & 13	Power and Authority <ul style="list-style-type: none"> • Introduction to the Concept of Power and Authority • Social Power Models, Types of Social Power • Distinctions and Components of Power • Types of Authority, Relationship of Power and Authority • Acceptance Theory of Authority
Week 14 & 15	Social Action <ul style="list-style-type: none"> • Social Action Process Defined • Steps in Social Action Processes in Pakistan • Types and examples of Social Action • Elements of Social Action
Week 16	<ul style="list-style-type: none"> • Submission of Project Report

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Northouse, P.G. (2018). *Introduction to leadership: concepts and practice* (fourth edition). Western Michigan University, Sage Publications.
- Zehndorfer, E. (2014). *Leadership: A critical introduction*. Routledge Publishers, New York.
- Yukl, G. (2013). *Leadership in Organizations* (Eighth Edition). State University of New York, Pearson Publishers.

DEV 454: Development Aid and Politics

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course aims at providing insight into the effectiveness of aid in promoting poverty reduction and development.

COURSE OBJECTIVES

- To provide a basic knowledge of bilateral and multilateral aid
- To give the students an understanding about the nexus of aid politics
- To make a case for studying the aid patterns and history of Pakistan

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE an understanding of various important concepts and terms
- UNDERSTAND the relationship of development aid and politics
- ABILITY to independently study the mechanism of bilateral and multilateral donors

Course Contents	
Week 1	The course covers different types of development aid; flows of aid, funds and grants;
Week 2 & 3	the history of development aid, actors in development aid, main trends in development aid, and approaches and tools used will be presented within a broader framework of international collaboration.
Week 4 & 5	The students will increase their capacity to comprehend and analyze multilateral and bilateral aid and development processes.
Week 6 & 7	The course will provide an insight into the history of development aid,
Week 8 & 9	fact-based information on economic and other flows between developed and developing countries,
Week 10 & 11	knowledge of the main multilateral actors and arenas,
Week 12 & 13	major programmes and agreements, main tools, and
Week 14 & 15	insights into different political opinions and
Week 16	analyses of development aid.

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Aid and Politics. (2010). Princeton University Press
- IFU (1998) Annual Report, Copenhagen: Industrialisation Fund for Developing Countries.
- Hjertholm, P. and White, H. (1999) Survey of Foreign Aid: History, Trends and Allocation, draft working paper, Institute of Economics, University of Copenhagen.
- Heiberg, A.N. (1998) The Humanitarian Challenge in a World of Conflict: The Plight of Land-mine Victims, Fridtjof Nansen Memorial Lecture 1998, Tokyo: United Nations University.

DEV 498: RESEARCH PROJECT

Credit Hours: 6

Prerequisite: Nil

COURSE DESCRIPTION

The course is based on an individual research work including literature studies according to the study plan. An individual study plan will be commonly written by the supervisor and the student which serves as a project description. At the end of the practical work, the students will write a research report. A poster based on the research results will be designed, presented and discussed.

COURSE OBJECTIVES

The aim of the course is to give the students an opportunity to perform a research project within the field of Development Studies under supervision according to an individual study plan, to summarize the results in a research report and present the results of the project.

COURSE LEARNING OUTCOMES:

Upon completion of the course, the student should be able to:

Regarding knowledge and understanding

- apply experimental methods to solve a given scientific task,
- collect data for evaluation and for statistical treatment, if relevant,
- use relevant scientific literature.

Regarding skills and ability

- perform a research project according to an individual study plan,
- show independence, critical and creative thinking,
- document results by writing a research report,
- present and discuss the research results with colleagues and senior researchers,
- formulate new scientific questions that came up during project performance.

Regarding judgements and attitudes

- Show a professional attitude regarding time planning, collaboration, and the link between theoretical and practical knowledge,
- In a safe manner and in good order to handle scientific material,
- Perform the project work in an ethical correct manner,
- Reflect upon and discuss the relevance of the work in written and oral form.

TEACHING METHODOLOGY:

Individual work under supervision. Participation in seminars, journal clubs or similar activities in the respective scientific environment. Reading of scientific literature as recommended by the supervisor and the student's own judgment.

ASSESSMENT:

- Viva Voce Examination: 100% (After Final Term Examination)

Course Coding for Discipline Specific Courses (Major Courses)

Course Code	Course Title	Credit Hours	Prerequisite(s)
DEV 404	War and Development	3 (3 + 0)	
DEV 452	Development and Human Rights	3 (3 + 0)	

DEV 404: WAR AND DEVELOPMENT

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course should include the relationship between war and development, war and its impact especially human and economic cost. First world war and the second world war. Their causes and impacts on continental and world infrastructure destruction and human loss. The institutional change caused by war and social disorganization. Organizational change and human rights and feminist movements. The course will cover the theoretical framework, major positive (or negative) effects from war, effects of war on social, political and economic processes, periods of structural economic change, historically traceable causal mechanisms, wars and long-term growth and development, preparations for war, exploiting technological and scientific progress, and differences between wars, civil wars, interstate wars and revolutions.

COURSE OBJECTIVES

- To provide a thorough understanding of the two facets of war; destructive and constructive.
- To give a comprehensive theoretical insights to the relationship between war and development.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of war and development.
- UNDERSTAND the post-war changes.

Course Contents	
Week 1	Introduction to war and development <ul style="list-style-type: none">• The concept of war, Major wars• First world war.
Week 2 & 3	<ul style="list-style-type: none">• Second world war, Cold war era
Week 4 & 5	Causes of war <ul style="list-style-type: none">• First world , Second world war
Week 6 & 7	Impacts of wars <ul style="list-style-type: none">• On continents• World infrastructure destruction, Human loss.
Week 8 & 9	Changes due to war <ul style="list-style-type: none">• Institutional changes, Social disorganization.• Organizational change and

Week 10 & 11	<ul style="list-style-type: none"> • United Nations Peace keeping mechanisms • Human rights and feminist movements.
Week 12 & 13	Theoretical insights to war <ul style="list-style-type: none"> • Major positive (or negative) effects from war • Effects of war on social, political and economic processes, • Periods of structural economic change,
Week 14 & 15	Relationship between war and development <ul style="list-style-type: none"> • Historically traceable causal mechanisms, • Wars and long-term growth and development, • Preparations for war,
Week 16	<ul style="list-style-type: none"> • Exploiting technological and scientific progress, • Differences between wars, civil wars, interstate wars and revolutions.

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- World Bank, (2003). *Breaking the Conflict Trap: Civil War and Development Policy*. ISBN; 0821386417, 9780821386415. World Bank Publications, 2003.
- Lorenzen, S. (2019). *Global Development: A Cold War History*. ISBN; 0691180156, 9780691180151. Princeton University Press, 2019
- Cramer, C. (2006). *Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries*. ISBN; 1850658218, 9781850658214. Hurst & Company, 2006
- Cico, B, K, Dessa. (2015). *War and Drugs: The Role of Military Conflict in the Development of Substance Abuse*. ISBN; 1317249399, 9781317249399. Routledge, 2015.
- Shefter, M. Katznelson, I. (2002). *Shaped by War and Trade: International Influences on American Political Development*. ISBN; 0691057044, 9780691057040. Princeton university press, 2002

DEV 452: Development and Human Rights

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to provide a foundation for human rights students. It will cover a wide range of topics like definition of human rights, key concepts rights, duty. History of human rights, right to development, rights based approach to development and human rights violation in Pakistan.

COURSE OBJECTIVES

- To provide a thorough understanding of development and human rights.
- To understand right based approach in development.
- Brief history of human rights.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of development and human rights.
- ABILITY to understand brief history of human rights.
- EVALUATE human rights violation in Pakistan.

Course Contents	
Week 1 & 2	Introduction to Human Rights <ul style="list-style-type: none">• Basic concepts of human rights• Right and Duty• Brief history of human rights• Norms and social context
Week 3 & 4	<ul style="list-style-type: none">• Historical Examples of Human Rights Violations.• Armenia, Holocaust, Native Americans Rights, etc.• Read: Excerpts from official historical and official documents/ Handouts. UN Charter –Preamble, Articles 1, 2,55,56,13,71. International Instruments for the Protection and Promotion of Human Rights <ul style="list-style-type: none">• The International Bill of Rights• Principal International Conventions & Declarations• UN Body- CEDAW Read: Convention on the Elimination of All Forms of Discrimination Against Women, Optional Protocol (1999), IHHR, Vol.7, No.1 (2000)• Regional Body- C of E, OAS, etc. Read: European Convention for the Protection of Human Rights and Freedoms• ICC Read: Rome Statute of the International Court Handouts

Week 5 & 6	<ul style="list-style-type: none"> • International Responses to Human Rights violations. Read: Universal Declaration of Human Rights. Civil and Political Rights and Examples • Torture Read: UDHR Article 5, ICCPR Article 7, Convention. Against Torture and Other Cruel, Inhuman or Degrading. Treatment, Inter-American Convention to Prevent and Punish.
Week 7 & 8	Globalization and Human Rights <ul style="list-style-type: none"> • The globalization of rights • Transnational Corporations (TNCs) and human rights abuses exclusion • Slavery –Read: UDHR Article 4, ICCPR Article 8, Slavery. Conventions (Handouts). • Life Read: UDHR Article 3, ICCPR Article 6, Second Optional. Protocol ICCPR, Protocol No. 6 European Convention.Orlin- (On Reserve)- • The Burdens of the Death Penalty, The Right to Life / The Right to Die.
Week 9 & 10	Rights-Based Approaches in Development Policy <ul style="list-style-type: none"> • Rights and Conditionality • Operationalizing Rights-Based Approaches • Right to Work –Read: UDHR Article 23, ICESCR Articles 6, 7, 8
Week 11 & 12	Human Rights and poverty <ul style="list-style-type: none"> • Human rights norms and development • Right To Health and Well Being (Cultural Rights) Read: UDHR Article 25,ICESCR Articles 12, 15, 2, • Convention on the Rights of the Child –pertinent articles, Case Example: Female Genital Mutilation {FMG},
Week 13 & 14	Global Poverty, Development, and Human Rights. Understanding various approaches to analysis of hunger <ul style="list-style-type: none"> • Understanding gender bias in access to food and healthcare • Dimensions of food security in Pakistan
Week 15 & 16	Issues in human rights protection in Pakistan. Human rights protection and its significance in development.

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Joseph, Sarah. Blame it on the WTO? A Human Rights Critique. Oxford: Oxford University Press, 2011
- OHCHR (2004) Human Rights and Poverty Reduction: A Conceptual Framework (New York and Geneva, United Nations, 2004)
- Amartya Sen (1999) Development as Freedom. Introduction
- United Nations (1966). International Covenant on Economic, Social and Cultural Rights (ICESCR) www.ohchr.org
- United Nations (1966). International Covenant on Civil and Political Rights (ICCPR) www.ohchr.org

Outlines of Discipline Specific Optional Courses
For BS Development Studies (4 Years Degree Program)

Course Code	Course Title	Credit Hours	Prerequisite(s)
YEAR 4			
DEV 405	Non-Governmental Organizations and development	3 (3 + 0)	
DEV 406	Human Resource Development	3 (3 + 0)	
DEV 407	Pakistan's Society and Culture	3 (3 + 0)	
DEV 408	Conflict Resolution	3 (3 + 0)	
DEV 409	Theories of Underdevelopment	3 (3 + 0)	
DEV 410	Peace Studies	3 (3 + 0)	
DEV 411	Development Programs and Projects: Monitoring and Evaluation	3 (3 + 0)	
DEV 412	Social Anthropology	3 (3 + 0)	
DEV 413	Communication and Development	3 (3 + 0)	
DEV 414	Demography and Development	3 (3 + 0)	
DEV 415	Introduction to Microfinance	3 (3 + 0)	
DEV 416	Gender Issues and Development	3 (3 + 0)	
DEV 417	Socio-economic Development of Pakistan	3 (3 + 0)	
DEV 453	Leadership and Social Action Process	3 (3 + 0)	
DEV 454	Development Aid and Politics	3 (3 + 0)	
DEV 455	Globalization and Development	3 (3 + 0)	
DEV 456	Urban Sociology	3 (3 + 0)	
DEV 457	Agrarian Reforms and Rural Development	3 (3 + 0)	
DEV 458	Rural Institutions and Social Change	3 (3 + 0)	
DEV 459	Creative Thinking and Decision Making	3 (3 + 0)	
DEV 460	Basic Environmental Impact Assessment	3 (3 + 0)	
DEV 461	Water Resource Management	3 (3 + 0)	
DEV 462	Rural Sociology	3 (3 + 0)	
DEV 498	Research Project	6 Cr. Hr	

DEV 407: Pakistan's Society and Culture

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course aims to make students learn about the nature and structure of Pakistan's 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. The introduction will include definition of society, characteristics of Pakistan's society, social stratification, cast, class & ethnicity. Social institutions in Pakistan consists family, religion, economy, politics, education and educational dynamics. Historical perspective of Pakistan's culture, provincial culture, urban and rural division of Pakistan, rural and urban society, minority and their belief, major social problems, major occupation and production activities.

COURSE OBJECTIVES

- To provide a thorough understanding of nature and structure of Pakistan's society
- To give the comprehension of various social institutions in the country
- To make a comparison of historical as well as modern trends in Pakistan's culture
- To analyze the major social problems in society.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of national and sub-cultures of Pakistan
- UNDERSTAND the integrated functions of various social institutions in the country.
- ABILITY to develop and evaluate the divergence in rural and urban society
- EVALUATE the historical and modern cultural patterns in society
- DEMONSTRATE the choices and objectives of productive cultural and institutional patterns

Course Contents	
Week 1	Nature and Structure of Pakistan's Society
Week 2 & 3	National and sub-cultures of Pakistan <ul style="list-style-type: none">• Definition and Types of Culture• Elements and functions of Culture, Organization of Culture• Characteristics of Pakistan's national culture• Sub-cultures of Pakistan• Cultural Uniformities and Variabilities• Cultural Relativism, Ethnocentrism, Xenocentrism, The Marginal Man, Cultural Refugee, Cultural Lag and Cultural Integration

Week 4 & 5	Society: Its Types and Characteristics <ul style="list-style-type: none"> • Definition of Society • Types of Society • Nature and Characteristics of Pakistan's Society • Elements of Society
Week 6 & 7	Social Role and Status <ul style="list-style-type: none"> • Social Role and its Types in the context of Pakistan • Social Status and its Types in Pakistan's Context • Relationship of Status and Role • Role Conflict
Week 8 & 9	Social Values and Beliefs <ul style="list-style-type: none"> • Social Values • Development and Functions of Values • Values and Norms of Pakistan's Society • Values and Social Change • Types of Social Values • Value Conflict in Pakistan • Belief System
Week 10 & 11	Social Stratification and Social Mobility <ul style="list-style-type: none"> • Definition of Social Stratification • Determinants of Social Stratification in Pakistan • Class and Caste System • Merits and Demerits of Class & Caste System in Pakistan
Week 12 & 13	Social Institutions <ul style="list-style-type: none"> • Introduction and Definition of Social Institutions • Elements and Nature • Characteristics of Social Institutions • Types and Functions • Interrelationship of Social Institutions • Institutions as Agencies of Social Control • Social System and Social Organization
Week 14 & 15	Social Institutions of Pakistan <ul style="list-style-type: none"> • Family and Kinship • Educational Institution • Religious Institution • Economic Institution • Political Institutions • Recreational Institutions • Social Structure and Social Integration in Pakistan's Society
Week 16	Major Social Problems in Pakistan <ul style="list-style-type: none"> • Illiteracy as a Social Problem • Population Growth • Poverty

	<ul style="list-style-type: none"> • Drug Addiction • Environmental Pollution • Divorce • Human Migration • Ageing as a Social Problem • Unemployment • Smuggling
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TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Raymond Williams (1960) *Culture and Society*. Chatto and Windus. London
- David Oswell (2006). *Culture and Society: An Introduction to Cultural Studies*.
- Turner, B. (2001). *Society and culture*. SAGE Publications,

DEV 408: Conflict Resolution

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

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 OBJECTIVES

- To provide a thorough understanding of conflict resolution.
- Understand concepts conflict, war peace and its types.
- To learn the process of conflict management and peace building.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of conflict resolution
- EVALUATE the conflict management and peace building process.
- DEMONSTRATE the dispute settlement and resolution.

COURSE CONTENTS	
Week 1	Introduction <ul style="list-style-type: none">• Difference between conflict and war,• Types of conflict, violence its definition• Definition and types of peace
Week 2 & 3	Conflict resolution approaches <ul style="list-style-type: none">• Negotiation, Mediation• Advocacy.
Week 4 & 5	Difference between peace and security <ul style="list-style-type: none">• Approaches adopted to maintain peace and security.• Peace building and peace making.
Week 6 & 7	Dispute settlement and resolution <ul style="list-style-type: none">• Mediation• Arbitration
Week 8 & 9	UN approach to conflict resolution and security <ul style="list-style-type: none">• Reasons of their failure in Bosnia, Iraq, Palestine and Afghanistan.
Week 10 & 11	Conflict escalation and de-escalation <ul style="list-style-type: none">• Conflict management styles:• Cooperative and competitive styles

COURSE CONTENTS	
Week 12 & 13	Building blocks of negotiation. <ul style="list-style-type: none"> • Understanding various approaches to analysis of hunger • Understanding gender bias in access to food and healthcare • Dimensions of food security in Pakistan
Week 14 & 15	<ul style="list-style-type: none"> • Jury Trials, • Mini-trials, • Early Neutral Evaluation • Special Masters.
Week 16	Introduction <ul style="list-style-type: none"> • Difference between conflict and war, • Types of conflict, violence its definition • Definition and types of peace

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Lewicki, Roy J., David M. Saunders, and John W. Minton. *Essentials of Negotiation*. 2nd ed. Irwin, 2000. This is a new paperback – not the same text as last year.
- Moore, Christopher W. *The Mediation Process*. 2nd ed. Jossey-Bass, 1996.
- Ury, William. *Getting Past No: Negotiating with Difficult People*. Bantam, 1992.
- Pruitt, D., Rubin, J., & Kim, S. H. (2004). *Social conflict: Escalation, stalemate, and settlement*. McGraw-Hill
- Brett, J. M. (2001). *Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries*. San Francisco: Jossey-Bass.

DEV 409: THEORIES OF UNDERDEVELOPMENT

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course consists of modernization/backwardness theories including, dualism theories, theory of balanced growth, theory of unbalanced growth, theory of stages of growth, big-push theory, theory of development poles, theory of circular causation and theory of social change. It includes dependence theories such as external trade theories and dependency theories. The students will learn that apart from aspects partially discussed by these theories there are certain historical situations and specific conditions of production that also explain the causes of underdevelopment in different countries.

COURSE OBJECTIVES

- To provide a thorough understanding of causes and description of underdevelopment
- To give the comprehension of theories of underdevelopment and backwardness
- To make a comparison of different theories of underdevelopment
- To analyze the historical situations and specific conditions of underdeveloped countries

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of Modernization/backwardness debate
- UNDERSTAND the causes of underdevelopment in light of theories of underdevelopment
- ABILITY to develop and evaluate theories of underdevelopment
- EVALUATE the diverse discourses
- DEMONSTRATE the choices and objectives of policy options

Course Contents	
Week 1	Introduction <ul style="list-style-type: none">• The contested meanings of the term ‘development’• The distinct implications for policy, academic work and social activism that different theories of development imply• The power relations – local, national and global – that shape the creation and propagation of different theories of development
Week 2 & 3	Modernization Theories <ul style="list-style-type: none">• Rostow Stages of development• Marxist stages of development• Spencer theory of evolution

Week 4 & 5	Social Change <ul style="list-style-type: none"> • Mechanical and organic solidarity • Spencer theory of social evolution Dependency Theories <ul style="list-style-type: none"> • Dependency and underdevelopment
Week 6 & 7	<ul style="list-style-type: none"> • Dualism and Unilinear Theories • Theory of balanced growth • Theory of unbalanced growth
Week 8 & 9	<ul style="list-style-type: none"> • The Big Push Theory • Malthus population growth model
Week 10 & 11	<ul style="list-style-type: none"> • Mercantilism • Circular causation model
Week 12 & 13	<ul style="list-style-type: none"> • World System Theory
Week 14 & 15	<ul style="list-style-type: none"> • Import substitution industrialization
Week 16	<ul style="list-style-type: none"> • Post structuralism, post-colonialism and post-develop mentalism

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Theories of Development by Richard Peet and Elaine Hartwick
- Ian Roxborough (19986). *Theories of Underdevelopment*. THE MACMILLAN PRESS LTD Houndmills, Basingstoke, Hampshire RG212XS and London
- Katie Willis, (2005). *Theories and Practices of Development*. Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

DEV 410: Peace Studies

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The students will be able to know the concept of peace and war in the context of development process. The students will also learn about the role of different actors in peace building.

COURSE OBJECTIVES

- To enable students to identify peace in socio-political context.
- To teach student with the jargons of peace with special reference to development.
- To acquaint them with the practical methodologies of peace.

COURSE LEARNING OUTCOMES

At the end of the course, the students will be able to understand the dynamics and typologies of peace. In addition, the course will also build the student theoretical foundation of peace along with modern institutional peace operation.

COURSE CONTENTS	
Week 1	The Pedagogy of Peace: Approaches to the Study of Peace.
Week 2 & 3	Peace studies: An Evolutionary Perspective.
Week 4 & 5	Peace Studies and Strategic Studies: Towards a Theory of Peace, the Institution of War and the War Resistance Movement.
Week 6 & 7	Disarmament and Development: Changing Concept of Security. Major Peace Movements,
Week 8 & 9	Approaches to Peace in Specific Areas: Human Rights, Feminist, Movements, Non Proliferation, Weapons of Mass Destruction.
Week 10 & 11	Patterns of Peace Making: Diplomacy, International Law and
Week 12 & 13	the United, Nations, and its Peace Keeping Operations Conflict Resolution.
Week 14 & 15	The Role of Media and People in Peace Making, Islamic Concepts of Peace,
Week 16	Peace Studies and World Future.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Galtung, J. (1990). Peace by Peaceful means. Routledge publication
- David, B. (2000). Approaches to peace; A reader in peace studies.
- Taylor, F. (2009). Handbook of conflict studies. Routledge publication

DEV 411: Development Programs and Projects: Monitoring and Evaluation

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course is designed to help students with the basic typologies and tools of monitoring and evaluation. In addition, it will use a mix of methods including lectures, plenary sessions, small group practical exercises (practicum) and discussions.

COURSE OBJECTIVES

- To enable students to identify the role and importance of an M&E system.
- To teach them the place of accountability and learning in project management.
- To acquaint them with main components of an M&E system.

COURSE LEARNING OUTCOMES

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

- explain the role of logic models; -
- discuss the advantages and limitations of logical frameworks; -
- list the characteristics of a good indicator; -
- select appropriate data collection tools; -
- identify M&E stakeholders and the role they should play in the process

COURSE CONTENTS	
Week 1	This course covers basic concepts and development process; projects and the development process; development strategy and framework;
Week 2 & 3	development projects and programme; project cycle and public sector development program,
Week 4 & 5	monitoring evaluation as a tool; linkages between project M& E performance;
Week 6 & 7	types of evaluation and methodologies; linking project design, annual planning, M and E and project performances,
Week 8 & 9	logical frame work analysis; annual planning at project level, objective activity work breakdown structure;
Week 10 & 11	M&E and exercises on LFA ;project performances and results framework;
Week 12 & 13	performance indicator, basic attributes, selection and development,
Week 14 & 15	exercises on development projects, gathering, managing and communicating M&E information; evaluation of foreign-aided development projects;
Week 16	monitoring and evaluation of federal/provincial public sector development programme

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Bakewell, O. and Garbutt, A. (2005) The use and abuse of the logical framework approach, Stockholm: Sida.
- Bamberger, M., Rao, V., and Woolcock, M. (2010) 'Using Mixed Methods in Monitoring and Evaluation: Experiences from International Development'. Policy Research Working Paper 5245. Washington: The World Bank.
- Chambers, R. (2017) Can we know better? Reflections for development. Rugby: Practical Action Publishing (Open Access
<https://www.developmentbookshelf.com/doi/book/10.3362/9781780449449>)
- Davies, R. and Dart, J. (2005) The 'Most Significant Change' (MSC) Technique: A Guide to Its Use.
- Donaldson, S. I., Azzam, T. and Conner, R. F. (eds) (2013) Emerging Practices in International Development Evaluation. Charlotte: Information Age Publishing, Inc (McGill Ebook <https://mcgill.on.worldcat.org/oclc/847527333>)
- Earl, S., Carden, F. and Stymulo, T. (2001) Outcome Mapping: Building Learning and Reflection into Development Programs. Ottawa: IDRC
- Estrella, M., Blauert, J., Gaventa, J., Gonsalves, J., Gijt, I., Johnson, D. and Ricafort, R. (eds) (2000) Learning from change: Issues and experiences in participatory monitoring and evaluation. London: IT (McGill Ebook <https://mcgill.on.worldcat.org/oclc/228169246>)
- Global Affairs Canada (2016) Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide, Ottawa: GAC (Available from https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf)
- Humentum (2019) A Guide to the MEAL DPro: Monitoring, Evaluation, Accountability and Learning for Development Professionals. Washington: Humentum

DEV 412: Social Anthropology

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course covers definition and branches of anthropology; anthropology and its relationships with other social sciences.

COURSE OBJECTIVES

- To enable students with anthropologically-informed understanding of social life
- To teach student with the diversity of human social and cultural experience.
- To encourage you to question taken-for-granted assumptions and to view the world from a new perspective.

COURSE LEARNING OUTCOMES

At the end of course the students will be able to

- Acquire the ability to read ethnography and use it in comparative anthropological interpretations of what it means to be human

COURSE CONTENTS	
Week 1	Definition and branches of anthropology; anthropology and its relationships with other social sciences;
Week 2 & 3	anthropology and sociology; explanations in social anthropology;
Week 4 & 5	social function and social structure, The Kinship system; the family, the marriage and affinity,
Week 6 & 7	Territorial groups and associations, Age and social networks with social stratification,
Week 8 & 9	The economic system, The political organizations;
Week 10 & 11	politics and government; law and social sanctions,
Week 12 & 13	The religious system; religion and magic, Witchcraft and sorcery, Religious functionaries,
Week 14 & 15	Life cycle customs; pregnancy and birth, adolescence and adulthood,
Week 16	disease, old age and health, social change.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Fardon, R. (2012). The SAGE Handbook of Social Anthropology. SAGE publications
- Barker, C. (2004). The SAGE Dictionary of Cultural Studies. SAGE publications
- Jacob, J., John K., (1992). Cultural anthropology. Libraries unlimited second edition

DEV 413: Communication and Development

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course has been designed to enable the students to make a better insight into the concepts and effects of media on individual and society through study of various theories.

COURSE OBJECTIVES

- To enable students to identify real problems of society through media and communication discourse.
- To teach them the theoretical foundation of societal issue and its impacts.
- To acquaint them with different media theories.

COURSE LEARNING OUTCOMES

At the end of course the students will be able to

- Understand the discourse of projecting different societal issue
- Adopt different media theory in designing message.

COURSE CONTENTS	
Week 1	What is communication: The concept and nature of communication, The Value-Added of Development Communication in Programs and Projects Ten Key Issues about (Development) Communication .
Week 2 & 3	Understanding the Scope and Uses of Development Communication The Operational Framework of the Development Communication Division... communication process, theories and models of communication,
Week 4 & 5	Reflections on the Theory and Practice of Development Communication Setting Common Ground on Key Terminology Development and Communication: An Overview social marketing verses development communication,
Week 6 & 7	the change agent in the rural community, communication principles,
Week 8 & 9	communication methods, using audio-visual aids,
Week 10 & 11	teaching methods and skills,
Week 12 & 13	managing training courses,
Week 14 & 15	rural development strategies and
Week 16	Role of communication in the overall development processes.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Paolo Mefalopulos (2007). Development Communication Sourcebook: Broadening the Boundaries of Communication
- Nobuya Inagaki (2005). Communicating the Impact of Communication for Development: Recent Trends in Empirical Research (World Bank Working Papers)
- Jan Servaes (2008). Communication for Development and Social Change [2nd ed.]

DEV 414: DEMOGRAPHY AND DEVELOPMENT

Contact Hours: 32

Credit Hours: 2(2+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course will give an insight on impact of population growth on development in the global context as well as with respect to Pakistan. The course includes defining demography, its scope, importance and the major global trends in population growth. The course also covers the reflexive relationship between population and development, Malthusian theory of population, modern and Islamic concept of population growth and its significance, population problem, management and control of growth. Determinants of fertility, mortality and migration. Age and sex composition, population determinants, Population distribution, population utilization, population control measures, Rural and urban settlements and measurement of urbanization are addressed in different economic and political developmental contexts. Population and quality of life. The course also focuses on human resources as the interface between population trends and other aspects of development.

COURSE OBJECTIVES

- To provide a thorough understanding of reflexive relationship population and development
- To give the comprehension of historical and modern trends in population growth
- To understand various factors of population and development influencing one another
- To analyze the modern and Islamic perspectives of population.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of demography and development
- UNDERSTAND the various concepts of population and development studies
- ABILITY to develop an understanding of two-way relationship between population and development
- EVALUATE the population policies

Course Contents	
Week 1	Introduction, Subject Matter and Scope of the Subject <ul style="list-style-type: none">• Definitions of Demography and other relevant concepts• Subject Matter, Scope of the Subject• An Integrated View of Development and Population Studies
Week 2 & 3	Historical Perspectives and Major Global Trends in Population Growth <ul style="list-style-type: none">• Global Population Change• Global Development• Regional Contexts of Population/Development Interactions

Week 4 & 5	How Population Affects Development: Malthus and Boserup <ul style="list-style-type: none"> • Malthus and Malthusianism • Neo-Malthusianism • The limits to neo-Malthusianism • Alternative views on the population/resource balance (Julian Simon, Easter Boserup)
Week 6 & 7	How Development Affects Population: Demographic and Mobility Transitions <ul style="list-style-type: none"> • Demographic Transition Theory • Demographic Transition Theory and Developing Countries
Week 8 & 9	Fertility, Culture and Development <ul style="list-style-type: none"> • Global fertility change • Conceptualizing fertility, Explaining fertility decline
Week 10 & 11	Migration and Development <ul style="list-style-type: none"> • Conceptualizing migration • Migration Theory, Internal Migration, International Migration • Does migration widen or narrow disparities between source and destination? • Theories of Interest Rate Determination
Week 12 & 13	Population Age Structure and Development <ul style="list-style-type: none"> • Age and Development, • Youthful Populations, Ageing Populations. • A Demographic Dividend?
Week 14 & 15	Mortality, Disease and Development <ul style="list-style-type: none"> • Global Mortality Decline • Mortality and disease: epidemiological transition Modern and Islamic Concept of Population Growth
Week 16	Population Policies and Planning

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Gould, W.T.S. *Population and Development*. Routledge (Second edition)
- UNFPA (2003) Achieving the Millennium Development Goals: Population and reproductive health as critical determinants. Population and Development Strategies Series, 10, available at <http://www.unfpa.org/publications/detail.cfm?ID=151&filterListType=3>.
- Ahlburg, D.A. (1998) Julian Simon and the population growth debate, *Population and Development Review* 24(2): 317–27.
- Bongaarts, J. (2006b) How long will we live? *Population and Development Review* 32(4): 605–28.
- Bongaarts, J. and Bulatao, R.A. (eds) (2000) *Beyond Six Billion. Forecasting the World's Population*, Washington, DC: National Academy Press.

DEV 415: INTRODUCTION TO MICROFINANCE

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to provide a foundation for microfinance students. It will cover a wide range of topics like understanding of microfinance, the nature of microfinance and development, microfinance services provider, micro finance regulation and supervision in Pakistan.

COURSE OBJECTIVES

- To provide a thorough understanding of microfinance and development
- The importance of microfinance in developing countries.
- The actors involved in supervision and regulation of micro finance.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of the nature of microfinance and development of microfinance.
- ABILITY to evaluate the impact of microfinance.
- DEMONSTRATE the role of microfinance in poverty reduction.

Course Contents	
Week 1 & 2	Understanding Microfinance <ul style="list-style-type: none">• Definition of microfinance• Characteristics of microfinance clients• Understanding the demand for financial services• Evolution of the supply of financial services• Microfinance as a development strategy; microfinance as an industry
Week 3 & 4	The Nature of Microfinance and Development <ul style="list-style-type: none">• Overview of microfinance and its evolution• Financial sector reforms and the gap of financial services• The importance of microfinance institutions in economic and social development• Microfinance Supply Chain
Week 5 & 6	Informal Microfinance Institutions and Markets and Informal Finance <ul style="list-style-type: none">• Meaning and definition of informal financial service providers• Common informal financial service providers Money lenders,
Week 7 & 8	Why Do Poor People Lack Access to Financial Markets? <ul style="list-style-type: none">• Efficiency, market structure, competition and distribution issues

	<ul style="list-style-type: none"> • Agency problems: asymmetric information, adverse selection, and moral hazard • Limited liability and lack of collateral • Non-economic factors
Week 9 & 10	Microfinance Contract Innovations to Overcome Financial Market Problems <ul style="list-style-type: none"> • Microcredit: Joint liability; dynamic incentives, character and cash-flow based lending; flexible approaches to collateral • Micro savings: “Mandatory” and “voluntary” savings products • Non-financial services
Week 11 & 12	Assessing Microfinance Service Providers, in Particular Microfinance Institutions (MFIs) <ul style="list-style-type: none"> • The importance of institutions • Introduction to the process & tools of institutional assessments for MFIs • Types of financial institutions offering microfinance services • Governance concepts for MFIs • Strategic decisions in ownership, capital structure, and governance • Business Planning in MFIs
Week 13 & 14	Microfinance Macro and Meso Policy Issues and Choices <ul style="list-style-type: none"> • The relationship between the macro economy and microfinance • Financial systems levels and microfinance • The role of governments in microfinance • Recommendations for national microfinance policies at the macro and meso levels
Week 15 & 16	Microfinance Regulation and Supervision <ul style="list-style-type: none"> • Objectives of microfinance regulation and supervision • Key principles of microfinance regulation • Key areas of microfinance regulation • Considerations in implementing regulation and supervision

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Armendáriz, Beatriz, and Marc Labie. 2011. "Introduction and Overview: An Inquiry into the Mismatch in Microfinance". In *The Handbook of Microfinance*, edited by Beatriz Armendáriz and Marc Labie, 3-7 (excerpt). Singapore: World Scientific.
- Cull, Robert, Asli Demirgüç-Kunt, and Jonathan Morduch, "Microfinance Trade-Offs: Regulation, Competition and Financing", in *The Handbook of Microfinance*, edited by Beatriz Armendáriz and Marc Labie, 2011, pp.141-157, Singapore: World Scientific
- Armendáriz de Aghion, Beatriz, and Jonathan Morduch. 2005 (2nd edition 2010). *The Economics of Microfinance*. Cambridge, MA and London: The MIT Press, 25-52 (chapter 2).
- Beck, Thorsten, Asli Demirgüç-Kunt, and Maria Soledad Martinez Peria. 2008. "Banking Services for Everyone? Barriers to Bank Access and Use around the World". *World Bank Economic Review* 22 (3): 397–430.
- Demirguc-Kunt, Asli, Klapper, Leora, Singer, Dorothe and Peter Van Oudheusden. 2015. *The Global Findex Database 2014: Measuring Financial Inclusion around the World*. Policy Research Working Paper; No.7255. Washington, D.C.: World Bank Group.
- Hoff, Karla and Joseph E. Stiglitz. "Imperfect Information and Rural Credit Markets: Puzzles and Policy Perspectives". *World Bank Economic Review* 4 (3): 235-250.
- Robinson, Marguerite S. 2001. *The Microfinance Revolution. Sustainable Finance for the Poor*. Volume 1. Washington DC and New York: The World Bank and Open Society Institute, 150-162
- Balkenhol, Bernd, and Marek Hudon. 2011. "Efficiency". In *The Handbook of Microfinance*, edited by Beatriz Armendáriz and Marc Labie, 383-396. Singapore: World Scientific.

DEV 416: GENDER ISSUES AND DEVELOPMENT

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course will introduce students to the concept of gender and development through examining the gendered dimensions of agriculture and resource management. Particular attention is given to exploring methodologies that allow for gendered analyses of social change. The course includes an introduction to development theories focusing on gender issues with key concepts and terms. The course will address the issues like gender planning, strategies, indicators, policies and status of women in the society. This course unit also covers topics including the difference between sex and gender, masculinity and femininity, patriarchal mentality and the issues arising from patriarchal mentality particularly domestic violence, sexual violence, intimate partner violence, forced labor and trafficking. A brief comparison of the role and status of women in Western and Pakistani societies. The contribution of women in politics, economics and education.

COURSE OBJECTIVES

- To provide a thorough understanding of the discipline of Gender Studies
- To give the comprehension of Gender issues in Development
- To make a comparison of role and status of women in Western and Pakistani Societies
- To analyze the issues being faced by women in politics, education and economy

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of basic concepts of Gender Studies, subject matter
- UNDERSTAND the feminist Movements
- ABILITY to develop and evaluate various frameworks of gender discourse
- EVALUATE the gender policies
- DEMONSTRATE the choices and objectives of gender policies

Course Contents	
Week 1	Introduction to Gender Studies: Gender Issues and Development <ul style="list-style-type: none">• Subject Matter and Scope, Basic Terminologies• Difference between Sex and Gender• Evolution of Gender Studies as a Discipline• Multidisciplinary Nature of Gender Studies• Status of Gender Studies in Pakistan• Social Construction of Gender
Week 2 & 3	Feminist Movements

	<ul style="list-style-type: none"> • What is Feminism? • Waves of Feminism • First Wave of Feminism` • Second Wave of Feminism • Third Wave of Feminism • Feminist Movements in Pakistan
Week 4 & 5	Feminist Theories and Practice <ul style="list-style-type: none"> • What is Feminist Theory? • Liberal Feminism, Radical Feminism • Marxist/Socialist Feminism • Postmodern Feminism • Psychoanalytical Feminism
Week 6 & 7	Gender Approaches to Development <ul style="list-style-type: none"> • Women and Development (WAD), Women in Development (WID) • Gender and Development (GAD) • United Nations Conferences on Women.
Week 8 & 9	Globalization and Gender
Week 10 & 11	Gender Based Violence <ul style="list-style-type: none"> • Defining Gender Based Violence • Theories of Violence Against Women • Structural and Direct Forms of Violence • Strategies to Eliminate Violence Against Women • Addressing Violence Against Women in Pakistan
Week 12 & 13	Status of Women in Pakistan <ul style="list-style-type: none"> • Status of Women in Education • Status of Women in Health
Week 14 & 15	<ul style="list-style-type: none"> • Status of Women in Politics, Status of Women in Economy
Week 16	Gender Issues in Politics, Education and Economy

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Kobayashi, A., Goldberg, D., Essed, P. (2009). A companion to Gender studies. Volume 26, ISBN 1405188081,9781405188081.Publishers John Wiley and Sons, 2009
- Klien, R., Bowles, G. (1983). Theories of Women Studies. Routeledge Feminist Studies. ISBN 0710094884, 9780710094889.
- Richardson, D., Robinson, V. (2015). Introducing Gender and Women studies. Macmillan International Higher Education, 2015. ISBN:1137310693, 9781137310699.
- Holmes, M. (2007). What is gender? Sociological Approaches. SAGE Publications. ISBN:0761947124, 9780761947127.
- Whelehan, I., Pilcher, J., (2004). Fifty Key concepts in Gender studies. SAGE publications, 2004. ISBN:0761970363,9780761970361.

DEV 417: SOCIO-ECONOMIC DEVELOPMENT OF PAKISTAN

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is designed to provide a foundation for socioeconomic development students. It will cover a wide range of topics like development, core values of development, socioeconomic problems of Pakistan, development theories, actors of development, food security demography and public policy process in Pakistan.

COURSE OBJECTIVES

- To provide a thorough understanding of socioeconomic problems of Pakistan.
- To understand theories of development.
- The actors of development.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge socioeconomic development of Pakistan.
- UNDERSTAND actors of development. .
- EVALUATE participatory development and approaches.

Course Contents	
Week 1 & 2	Introduction <ul style="list-style-type: none">• Introduction of the Course• Society and Social Class• Society : Definition of Society & its Characteristics.• Type of Society & Social Class: Marxist view, Non-Marxist view, Islamic View & Comparison.• Profile of Pakistan: At a glance
Week 3 & 4	<ul style="list-style-type: none">• Geographical & Environmental Aspect; Historical Aspect;• Political Aspect; Economic Aspect; Demographic Aspect;• Language, Literature & Educational Aspect; Ethnic & Racial Aspect,• Religious & cultural Aspect; Social Aspect.
Week 5 & 6	<ul style="list-style-type: none">• Socio-economic & Political Profile of Pakistan: A Historical Comparison Partition of Bengal in Its background, results, seed of independent movement, rise of Muslim nationalism. Partition of India in Background (two nation theory), various Commission, forms of government. Independence movement – language movement, 1954 election, 6 points movement, 1969 movement, 1970 election.
Week 7 & 8	<ul style="list-style-type: none">• Urbanization in Pakistan and economic system. Tendency of Rural-Urban Migration (Urbanization),• Open Market Economy & Globalization (On the Way of Capitalism).

	<ul style="list-style-type: none"> • How to Develop National Economy of Pakistan: A Critical Analysis . Concept ‘Development’ measured by Developed Nations (Modernization, Overcoming Structural Problems such as Traditionalism, Feudal Character, Population Growth, Corruption, Lack of Good Governance & Democracy, Lack of Education, of Nutrition, of Infrastructure. Development). • Reaction of 3rd World nations against Development measures of Western Scholars: 3rd World Development of underdevelopment as a result of Capitalism Exploitation, Unequal Consumption of Resources, Dependency, Foreign Aid by Donor Countries including World Bank and IMF. Development Vs. Sustainable Development: Pakistani Context .
Week 9 & 10	<ul style="list-style-type: none"> • Pakistan Issues of Problems & Prospects Corruption Population Growth Political Instability, Lack of Good Governance & Rule of Law Lack of Education Lack of Health Services, Sanitation & Hygiene: Different Diseases Unemployment, Poverty & Malnutrition Lack of Infrastructure Development <ul style="list-style-type: none"> • Women Empowerment
Week 11 & 12	<ul style="list-style-type: none"> • Role of Private Sectors: NGOs & Developing Agencies. • NGO activities in Bangladesh. Micro-credit program in rural and urban areas. NGO- development and dependency; Poverty alleviation- the role of NGOs and developing agencies, social service and poverty alleviation. Youth, women and rural development programs for P.A..
Week 13 & 14	<p>Economic problems of Pakistan</p> <ul style="list-style-type: none"> • General Poverty and Low Living Standard. . • Burden of Internal and External Debts. • Over Dependence on Agriculture. • Backward Industrial Sector. • Low level of Productivity <p>Determinants of rural poverty in Pakistan</p> <ul style="list-style-type: none"> • Poverty and its types • Causes of poverty
Week 15 & 16	<p>Participatory development</p> <ul style="list-style-type: none"> • Development through self-reliance at local level • Managing Pakistan’s population for sustainable development

TEACHING METHODOLOGY:

- Lectures
- Group Discussion
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Michael P. Todaro and Stephen C. Smith (2012). Economic Development. Eleventh edition
- Vandana Desai and Robert B. Potter (2014). The Companion to Development Studies Third edition
- Adam Szirmai (2010) .The Dynamics of Socio-Economic Development An Introduction. Published in the United States of America by Cambridge University Press, New York

DEV 455: Globalization and Development

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course examines the debate on globalization and its impact on development, both positive and negative, in almost all sphere of life.

COURSE OBJECTIVES

- To enable students to identify with global connectivity.
- To teach them the intricacies of system interdependency.
- To acquaint them with the theoretical understanding of globalization.

COURSE LEARNING OUTCOMES

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

- perceived world as a global village,
- system of internationalization and globalization,
- understanding of different conventions treaties and protocols

COURSE CONTENTS	
Week 1	An appraisal is made during the course of various international standards in the form of convention, declarations, guidelines and bodies of principles as
Week 2 & 3	public and readily accessible tools for laying down the institutional and developmental requirements based on the agreed and universal standards of the international human rights instruments rather than on donor driven models,
Week 4 & 5	donor driven models, political conditionality, partisan approaches or arbitrary policies.
Week 6 & 7	development frame works that provide guidance on the essential parameters areas of human development, including health, education, personal security,
Week 8 & 9	justice's administration and political participation.
Week 10 & 11	Beyond the traditional poverty analyses that base judgments on income and economic indicators alone,
Week 12 & 13	the human rights analysis reveals additional concerns of the poor themselves,
Week 14 & 15	including the phenomena of powerlessness and
Week 16	social exclusion.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Shigeru T. Otsubo, ed. (2016). Globalization and Development. London: Routledge.
- Guha, Ramachandra (2000) The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya
- Mahoney, James (2010) Colonialism and Post-colonial Development: Spanish America in Comparative Perspective.
- Nee, Victor and Opper, Sonja (2012) Capitalism from Below: Markets and Institutional Change in China.
- Robinson, William (2004) A Theory of Global Capitalism: Production, Class, and State in a Transnational World.

DEV 456: Urban Sociology

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

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.

COURSE OBJECTIVES

- To enable students to identify approaches of urban sociology.
- To teach them with basic concepts of urban sociology.
- To acquaint them with required skills for then solution of urban social issues.

COURSE LEARNING OUTCOMES

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

- Have different sociological perspective of urban social problems
- Basic terminologies of urban sociology

COURSE CONTENTS	
Week 1	The causes, theories and affects of urbanization.
Week 2 & 3	The study of human ecology, urban ways of life, neighbourhood, residential differentiation and gentrification,
Week 4 & 5	urban protest, and comparative urbanism, town, city, metropolis and megalopolis,
Week 6 & 7	the ecology of the city, urban sociology scope and field of study,
Week 8 & 9	the rise and decline of cities, origin of urban life, the urban attitudes, ideals and values,
Week 10 & 11	the urban economic system, the rise of modern city, growth of cities, factors in urbanization and urban growth,
Week 12 & 13	growth of cities-planned development, and trends of urbanization in Pakistan.
Week 14 & 15	Welfare agencies in the city - their structure and functioning, adjustment of migrants in the city, town planning,
Week 16	Social and welfare planning, its meaning, need and scope, house planning, neighborhood planning, voluntary associations, and the future of the city.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Kevin Fox Gotham (2001). Critical Perspectives on Urban Redevelopment, Volume 6 (Research in Urban Sociology) (Research in Urban Sociology) (v. 6) [1 ed.]
- William G. Flanagan (2001). Urban Sociology: Images and Structure, Fifth Edition [5 ed.]
- Mike Savage, Alan Warde, Kevin Ward (2003). Urban Sociology, Capitalism and Modernity [Second Edition]

DEV 457: Agrarian Reforms and Rural Development

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

This course is specifically designed to highlight how agrarian reforms and rural development are interrelated.

COURSE OBJECTIVES

- To provide a thorough understanding of the agrarian reforms
- To understand the historic and modern measures of rural development.
- To analyze the scope and subject matter of the subject.
- To know the modern trends and approaches in rural development.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of the concept of rural development and its measurements.
- UNDERSTAND the historic as well as modern trends in theory and practice of agrarian reforms.
- ABILITY to compare and analyze contrasting approaches to agrarian reforms and rural development.
- EVALUATE the implications of various approaches in specific contexts.
- DEMONSTRATE sound understanding of the subject matter and contending conceptualizations of rural development.

COURSE CONTENTS	
Week 1	land reforms in Pakistan; justification for land Reforms; components of a land reform strategy,
Week 2 & 3	from land reform to agrarian reform, agrarian reforms defined,
Week 4 & 5	the structure of third world agrarian system, uni-modal and bimodal strategies of agrarian change,
Week 6 & 7	agrarian transition, urban bias, rural bias and industrialization,
Week 8 & 9	rural industrialization, its burdens and benefits,
Week 10 & 11	subsistence agriculture and rural development,
Week 12 & 13	the socio-political milieu
Week 14 & 15	the socio-political milieu and rural development
Week 16	rural development and operational guidelines for agrarian reforms.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXTS AND REFERENCE BOOKS

- Lutz E (1998). Agriculture and the Environment: Perspectives on Sustainable Rural Development.
- R.P. Roetter, R.P. Roetter, H. van Keulen, M. Kuiper, J. Verhagen, H.H. van Laar (2007). Science for Agriculture and Rural Development in Low-income Countries [1 ed.]
- WORLD BANK (2006). Sustainable Land Management: Challenges, Opportunities, and Trade-Offs (Agriculture and Rural Development)

DEV 458: Rural Institutions and Social Change

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course is aimed at introducing the students with the core concepts of rural institutions and social change. After completing the course, it is expected that the students will be able to have an in-depth view of how rural institutions and social change passes through different phases. The course is intended to cover the subject matter and scope of the subject, historical and modern concepts of rural institution and social change including social institutions and its characteristics. An in-depth analysis of the historical perspectives on development will help students to study the contemporary trends and approaches in both theory and practice such as social change and elements of institutions.

COURSE OBJECTIVES

- To enable students to identify different formal and informal institution in rural areas.
- To teach them with factors affecting social change.
- To acquaint them with different stakeholders and institutional collaboration.

COURSE LEARNING OUTCOMES

At the end of course the students will be able to

- Have an in-depth understanding regarding the role of institutions in rural domains
- Understand the antecedents of social change.

COURSE CONTENTS	
Week 1	Social Institutions, Special Characteristics and Types of Rural Social Institutions,
Week 2 & 3	Elements of Institutions, Social Environment and Rural Institutions;
Week 4 & 5	Institutions and Instruments of Social Control; Role of Social Institutions in Rural Development.
Week 6 & 7	The Family: Its Structures, Functions and Types. Economic Institutions: Structures, Functions and Issues.
Week 8 & 9	Political Institutions: Structure and Functions, Distribution of Power, Types of Authorities, Functions of State.
Week 10 & 11	Recreational Institutions: Structure and Functions, Religious and Social Welfare Institutions,
Week 12 & 13	Social Change and Development, Definition of Social Change, Factors of Social Change,
Week 14 & 15	Definition of Development, Process of Socio-Economic Development,
Week 16	Difference between Social Change and Development.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Norman Messer and Philip Townsley (2004). Local Institutions And Livelihoods: Guidelines For Analysis
- Jim Downs (2006). Why We Write: The Politics and Practice of Writing for Social Change [New edition]
- Alex Nicholls (2006). Social Entrepreneurship: New Models of Sustainable Social Change [illustrated edition]

DEV 459: Creative Thinking and Decision Making

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course is designed to help students Knowledge of creative problem solving methods helps in better interpersonal relations. Ability to handle workplace stresses / issues more creatively/ objectively and develop better analytical skills in problem-solving and Have better leadership capabilities by tapping the potentials of team members.

COURSE OBJECTIVES

- To enable students to identify problem solving and decision making processes and methods.
- Identify common challenges / biases to effective problem solving and decision making
- Assess conceptual blocks and significant situational challenges which lead to bad decisions

COURSE LEARNING OUTCOMES

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

- Have Knowledge of creative problem solving methods helps in better interpersonal relations
- Ability to handle workplace stresses / issues more creatively/ objectively.

COURSE CONTENTS	
Week 1	Introduction, What is logic? Argument, Premises and Conclusions, Deduction and Induction, Truth and Validity.
Week 2 & 3	The Uses of Language <ul style="list-style-type: none">• Three basic functions of language, Discourse serving Multiple Functions• Kinds of Agreement and Disagreement, Emotively Neutral Language
Week 4 & 5	Fallacies <ul style="list-style-type: none">• Fallacies of Relevance, Fallacies of Ambiguity, Avoiding Fallacies
Week 6 & 7	Deduction <ul style="list-style-type: none">• Disputes, Verbal disputes and Definitions• Kinds of definitions and Revolution of disputes
Week 8 & 9	Categorical Syllogism <ul style="list-style-type: none">• Categorical Propositions and classes• Quality, Quantity and Distribution• Symbolism and Diagram for Categorical Syllogism• Standard-Form Categorical Syllogism• Venn-Diagram technique for Testing Syllogism• Rules and Fallacies

COURSE CONTENTS	
Week 10 & 11	Symbolic Logic <ul style="list-style-type: none"> • The values of Special symbols • The symbols for Conjunction, Disjunction and Negation • Conditional Statements and material implication • Truth tables • Statement form Material Equivalence, and Logical Equivalence • The Three “Laws of Thought”. (Method of deduction) • Rules of inference, Rules of replacement, Formal proof of validity
Week 12 & 13	Analogy and Probable Inference <ul style="list-style-type: none"> • Argument by Analogy, Appraising Analogical Argument
Week 14 & 15	Casual Connections <ul style="list-style-type: none"> • The meaning of “Cause” • Mill’s Methods of Experimental Inquiry
Week 16	A Brief Introduction of Science and Hypothesis <ul style="list-style-type: none"> • The values of science • Explanations: Scientific and Unscientific, Evaluating Scientific Explanation

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (Final Term Examination)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Kallet, M. (2014). Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills Author Edition illustrated, reprint Publisher John Wiley & Sons, 2014 ISBN 1118729838, 9781118729830
- Adair, J. (2013). Decision Making and Problem Solving Volume 9 of Creating Success Edition 2 Publisher Kogan Page Publishers, 2013 ISBN 0749466979, 9780749466978.
- Ralph L. (2009). Value-Focused Thinking: A Path to Creative Decision making Ralph L. KEENEY, Ralph L Keeney Publisher Harvard University Press, 2009 ISBN 0674039408, 9780674039407.

DEV 460: Basic Environmental Impact Assessment

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course will analyze the different theoretical models for understanding changing environmental conditions, sustainable development, political ecology, neo-populism, eco-feminism and ecological modernization. The course also looks at the various international and regional conventions, protocols and other measures to address these problems. An overview of the social, economic, technical, environmental aspects of regional, national, and international level and efforts carried out and initiatives taken, in terms of planning and strategic decision making at global level to achieve sustainable development is discussed in the course with emphasis on integrated action in three general areas: economic, environmental and social development focusing on socio-economic situation of Pakistan. This course unit should include international conferences, declarations and conventions signed by the states to regulate environmental degradation/protection.

COURSE OBJECTIVES

The main objectives of the course are:

- To apply the theoretical models for changing environmental conditions.
- To introduce the students with various EIA tools and methodologies.
- To provide information regarding the relationship baseline studies of EIA.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

- UNDERSTAND the existing patterns of environment with close proximity to development.
- RECOGNIZE the functioning of various EIA tools and methodologies.
- ANALYZE complex environmental aspects of regional, national and international level.

COURSE CONTENTS	
Week 1	Methods for environmental components <ul style="list-style-type: none">• The Environmental Impact Assessment process• Integration of component assessment• The broader context and the future of EIA methods
Week 2 & 3	Socio-economic impacts: overview and economic impacts <ul style="list-style-type: none">• Definitions and concepts: socio-economic impacts• Baseline studies: direct and indirect economic impacts• Impact prediction: direct employment impacts• Impact prediction: wider economic impacts

COURSE CONTENTS	
	<ul style="list-style-type: none"> • Mitigation and enhancement • Monitoring
Week 4 & 5	Socio-economic impacts: social impacts <ul style="list-style-type: none"> • Introduction • Definitions • Baseline studies • Impact prediction • Mitigation • Monitoring
Week 6 & 7	Noise <ul style="list-style-type: none"> • Introduction • Definitions and concepts • Legislative background and interest groups • Scoping and baseline studies • Impact prediction • Mitigation • Monitoring
Week 8 & 9	Transport <ul style="list-style-type: none"> • Introduction • Definitions and concepts • Legislative background • Interest groups and sources of information • Scoping and baseline studies • Impact prediction and evaluation • Mitigation measures • Monitoring
Week 10 & 11	Archaeological and other material and cultural assets <ul style="list-style-type: none"> • Introduction • Definitions and concepts • Legislative background and interest groups • Scoping and baseline studies • Impact prediction • Mitigation and enhancement • Monitoring
Week 12 & 13	Air quality and climate <ul style="list-style-type: none"> • Introduction: definitions and concepts • Legislative background and interest groups • Scoping and baseline studies • Impact prediction • Mitigation • Monitoring 1
Week 14 & 15	Water <ul style="list-style-type: none"> • Introduction • Definitions and concepts of water quantity

COURSE CONTENTS	
	<ul style="list-style-type: none"> • Definitions and concepts of water quality • Legislative background and interest groups • Scoping • Baseline studies on water quantity • Baseline studies on water quality • Impact prediction • Mitigation • Monitoring
Week 16	Environmental risk assessment and risk management <ul style="list-style-type: none"> • Introduction • Definitions and concepts • Legislative and policy background and interest groups • Key steps in performing an Environment Risk Assessment • Different levels of risk analysis • Parallels between EIA and ERA • Opportunities and challenges for • Risk communication

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- David P. Lawrence (2003). Environmental Impact Assessment: Practical Solutions to Recurrent Problems.
- Peter Morris, Riki Therivel (2001). Natural and Built Environment Series Methods of Environmental Impact Assessment [2 ed.]
- Hussein Abaza, Ronald Bisset, Barry Sadler (2004). Environmental Impact Assessment And Strategic Environmental Assessment: Towards An Integrated Approach

DEV 461: Water Resource Management

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The aim of the course is to give students insight in problem-driven interdisciplinary environmental research. To allow a deeper understanding of natural resources; types, different classification, extraction, protection, resources by country in general and Pakistan in particular. The course will also cover the student's knowledge regarding the water resources both in global and regional context. Furthermore, the course also introduces consequences of unsustainable use of natural resources i.e. climate change, disasters, global warming, loss of habitat, endanger species, deforestation etc. In addition, research strategies and methods is also incorporated for studying coupled social and ecological systems and natural resources conservation and management strategies particularly water and forests. Rainfall and models to control and manage huge rainfall and protect water loss, control and its impact on soil and livelihood. The course will also shed light on the role of natural resources in the process of development, institutional reforms and policies for natural resource management both at local and national level.

COURSE OBJECTIVES

- To provide a thorough understanding of water and its sustainable management.
- To clarify the role of preservation of water in the process of development.
- Understand different research approaches for studying social, ecological and environmental systems complementary to water resource management.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

- ACQUIRE the basic knowledge of sustainable water resources management
- UNDERSTAND water resources management in the local and national level.
- EVALUATE contemporary water resources conservation policies.

COURSE CONTENTS	
Week 1	Issues in Water Resources Policy Water Scarcity, Quality and Environmental Protection Policies
Week 2 & 3	Water Management in Urbanizing, Arid Regions: Innovative Voluntary Transactions as a Response to Competing Water Groundwater Management Issues and Innovations Water Policy in Australia: The Impact of Change and Uncertainty
Week 4 & 5	The Policy Challenge of Matching Environmental Water to Ecological Need Policy and Strategic Behaviour in Water Resource Management Water Management in Spain: An Example of Changing Paradigms Policy Issues Related to Climate Change in Spain

COURSE CONTENTS	
Week 6 & 7	Issues in Water Resource Strategy Water Conflicts: Issues in International Water, Water Allocation and Water Pricing with Focus Good and Bad Forms of Participation in Water Management Issues of Balancing International, Environmental and Equity Needs in a Situation of Water Scarcity
Week 8 & 9	Interaction between Policy and Strategy Modelling Negotiated Decision Making under Uncertainty: Strategic Behaviour in Water Policy Negotiations
Week 10 & 11	Strategic Behaviour in Transboundary Water and Environmental Management Climate Change and International Water: The Role of Strategic Alliances in Resource Allocation
Week 12 & 13	Water Resources and Conservation Strategy of Pakistan WATER RESOURCES OF PAKISTAN
Week 14 & 15	WATER DEMAND AND AVAILABILITY CONSERVATION OF WATER RESOURCES IN PAKISTAN
Week 16	Water conservations strategies

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Ariel Dinar and Jose Albiac.(2009) Policy and strategic behaviour in water resource management
- Jaroslav Mysiak, Hans Jorgen Henrikson, Caroline Sullivan, John Bromley, Claudia Pahl-Wostl (2009). The Adaptive Water Resource Management Handbook
- Tuyet L. Cosslett, Patrick D. Cosslett (2014.). Natural Resource Management and Policy 44 Water Resources and Food Security in the Vietnam Mekong Delta [1 ed.]
- Naho Mirumachi Earthscan (2015). Studies in Water Resource Management Transboundary Water Politics in the Developing World

DEV 462: Rural Sociology

Contact Hours: 48

Credit Hours: 3(3+0)

Prerequisite: Nil

COURSE DESCRIPTION

The course gives exposures to the students about the knowledge of sociology that has implications for rural areas of a developing country like Pakistan. The course introduces the field of rural sociology.

COURSE OBJECTIVES

- To enable students to identify approaches of rural sociology.
- To teach them with basic concepts of rural sociology.
- To acquaint them with required skills for then solution of rural social issues.

COURSE LEARNING OUTCOMES

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

- Have different sociological perspective of rural social problems
- Basic terminologies of rural sociology

COURSE CONTENTS	
Week 1	<ul style="list-style-type: none">• Rural sociology as a science and its relations with other social sciences;• RURAL SOCIAL ORGANIZATIONS• Reasons for increased interest in rural sociology• Present Status Reasons for the study of social science in general• Characteristics of ideal rural community• Definition of rural sociology• Sociological principles to be used in social analysis Limitations to the study of rural life.
Week 2 & 3	THE PHYSICAL SETTING FOR RURAL LIFE. <ul style="list-style-type: none">• Social organization largely dependent on physical environment• Influence of various physical conditions• Physical influences modified by psychological factors.• An understanding of rural social system; caste and “baradari” structure, factions,
Week 4 & 5	MEANS OF COMMUNICATION AND RURAL WELFARE <ul style="list-style-type: none">• Reasons for delay of road improvement• Present incentives to road improvement• The economic effects of good roads• Dispute and “We-groups”; problems of small and fragmented holdings, landless tenants and agricultural labor.
Week 6 & 7	THE LAND QUESTION AND RURAL WELFARE. <ul style="list-style-type: none">• Importance of land problems

COURSE CONTENTS	
	<ul style="list-style-type: none"> • Tendencies as to size of farms • Evidence as to permanence of these tendencies • Social effects of size of farms • Special land problems Increase in tenantry • Effects of increase in tenantry • Rural social Institutions: definition, functions, description and analysis of the social, economic, political and religious institutions;
Week 8 & 9	The social effects of good roads Social effects of the automobile Social effects of the telephone Social effects of rural free delivery. Social change: introduction, factors in acceptance and resistance to change,
Week 10 & 11	THE FARMER'S LABOR Income. <ul style="list-style-type: none"> • Rural and urban wealth compared • Statistics of farmers' incomes • Why incomes apparently do not increase • Comparison of incomes with other groups • The advantages of the farmer role of extension worker as change agent,
Week 12 & 13	MOVEMENTS OF POPULATION <ul style="list-style-type: none"> • Conditions as to homogeneity of type • Homogeneity as to economic status • The drift to the cities • Causes of decrease in rural population • Shift to older agricultural areas • Local shift • Causes of shift • Corrective agencies. • Main concepts of development and
Week 14 & 15	RURAL HEALTH PHYSICA <ul style="list-style-type: none"> • Rural and urban death rates compared • Health conditions among children • Special rural health problems • Causes of poor health in the country Rural health work of state and federal agencies • Rural nurses • County hospitals. • Problems in agrarian rural society; rural social structure,
Week 16	FARMERS' ECONOMIC ORGANIZATIONS <ul style="list-style-type: none"> • Types of economic organization • The cooperative movement • Cooperation a principle antagonistic to competition Factors essential to success of the movement • Social effects of cooperation • Cooperation a permanent and growing factor in agriculture. • Provision of services in rural areas.

TEACHING METHODOLOGY:

- Lectures
- In Class Activities
- Written Assignments

ASSESSMENT:

- **Mid Term Evaluation: 20%** (Mid Term Examination)
- **Final Examination: 60%** (**Final Term Examination**)
- **Quizzes, Assignments and Presentations: 20%**
 - Twenty percent marks should be distributed between Quizzes (5%), Assignments (5%) and Presentations (10%).

TEXT AND REFERENCE BOOKS:

- Paul Leroy Vogt (2000). Introduction to rural sociology
- Samantha Hillyard (2007). The sociology of rural life
- Alessandro Bonanno, Hans Baker, Raymond Jussaume, Yoshio Kawamura and Mark Shuksmith (2010). Research in Rural Sociology and Development 16 From Community to Consumption: New and Classical Themes in Rural Sociological Research