

**CURRICULAM OF ASSOCIATE
DEGREE IN PHYSICAL EDUCATION
2 YEARS PROGRAM
W.E.F FALL 2023**



**DEPARTMENT OF SPORTS SCIENCES
Faculty of Arts and Humanities
University of Sargodha**

ASSOCIATE DEGREE IN PHYSICAL EDUCATION

Duration: 02 Year Program (04 Semesters)

Total Credit Hours: 129

1. General Education Requirements: (Mandatory / Core Courses, minimum 30 credit hours):

Sr. #	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	I	URCG-5118	Functional English	3(3-0)	Nil
2.	I	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
3.	I	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
4.	II	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
5.	II	URCG-5112	Fables, Wisdom Literature and Epic	2(2-0)	Nil
6.	II	URCG-5116	Science of Society-I	2(2-0)	
7.	II	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
8.	III	URCG-5119	Expository Writing	3(3-0)	Nil
9.	III	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
10.	III	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
11.	IV	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	IV	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	IV	URCG-5114	Basic Science	3(2-1)	Nil
General Education Courses Cr. Hours Total				31	

2. Single Major Courses

Sr. #	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	I	PEDU-5201	Philosophical Basis of Physical Education	3 (3-0)	Nil
2.	I	PEDU-5202	Practical Games (Volley Ball & Hand Ball)	2 (0-2)	Nil
3.	I	PEDU-5203	Practical Gymnastic	2 (0-2)	Nil
4.	II	PEDU-5204	Science of Track & Field	3 (3-0)	Nil
5.	II	PEDU-5205	Basics of Human Biology	3 (3-0)	Nil
6.	II	PEDU-5206	Practical Games (Hockey & Cricket)	2 (0-2)	Nil
7.	II	PEDU-5207	Athletics (Long Jumps & Triple Jumps)	2 (0-2)	Nil
8.	III	PEDU-5208	Basic Human Anatomy	3 (3-0)	Nil
9.	III	PEDU-5209	Theory of Games	3 (3-0)	Nil
10.	III	PEDU-5210	Practical Athletics (Shot-put and Discus)	2 (0-2)	Nil
11.	IV	PEDU-5211	Sports Sociology	3 (3-0)	Nil
12.	IV	PEDU-5212	Sports Medicine	3 (3-0)	Nil
13.	IV	PEDU-5213	Practical Scouting/ Girl Guiding	2 (0-2)	Nil
Major Courses Cr. Hours Total				33	

2. Summary:

Sr. #	Category	No. of Courses	Credit Hours
1	General Courses	13	31
2	Subject Major Courses	13	33
Total		26	64

Semester I

Course Code	Course Title	Credit Hours	Category
URCE-5118	Functional English	3 (3-0)	GE-1
URCI-5123	Information & Communication Technologies	3 (2-1)	GE-2
URCG-5105 OR URCG-5126	Islamic Studies (Compulsory) OR Ethics (For Non-Muslim Students)	2 (2-0)	GE-3
URCQ-5111	Translation of the Theory Quran-I	0 (0-0)	GE-4
PEDU-5201	Philosophical Basis of Physical Education	3 (3-0)	Major-1
PEDU-5202	Practical Games (Volley Ball & Hand Ball)	2 (0-2)	Major-2
PEDU-5203	Practical Gymnastic	2 (0-2)	Major-3
Semester Total Credit Hours: 15			

Semester II

URCG-5112	Fables, Wisdom Literature and Epic	2 (2-0)	GE-5
URCG-5116	Sciences of Society-I	2 (2-0)	GE-6
URCG-5120	Exploring Quantitative Skills	3 (3-0)	GE-7
URCG-5127	Seerat of the Holy Prophet (SAW)	1 (1-0)	GE-8
PEDU-5204	Science of Track & Field	3 (3-0)	Major-4
PEDU-5205	Basics of Human Biology	3 (3-0)	Major-5
PEDU-5206	Practical Games (Hockey & Cricket)	2 (0-2)	Major-6
PEDU-5207	Athletics' (Long Jumps & Triple Jumps)	2 (0-2)	Major-7
Semester Total Credit Hours: 18			

Semester III

URCG- 5119	Expository Writing	3 (3-0)	GE-9
URCG-5121	Tools for Quantitative Reasoning	3 (3-0)	GE-10
URCG-5122	Ideology and Constitution of Pakistan	2 (2-0)	GE-11
URCG-5111	Translation of the Holy Quran – II	0 (0-0)	GE-12
PEDU-5208	Basic Human Anatomy	3 (3-0)	Major-8
PEDU-5209	Theory of Games	3 (3-0)	Major-9
PEDU-5210	Practical Athletics (Shot-put and Discus)	2 (0-2)	Major-10
Semester Total Credit Hours: 16			

Semester IV

URCG-5114	Basic Science	3 (2-1)	GE-13
URCG-5124	Entrepreneurship	2 (2-0)	GE-14
URCG-5125	Civics & Community Engagement	2 (2-0)	GE-15
PEDU-5211	Sports Sociology	3 (3-0)	Major-11
PEDU-5212	Sports Medicine	3 (3-0)	Major-12
PEDU-5213	Practical Scouting/ Girl Guiding	2 (0-2)	Major-13
Semester Total Credit Hours: 15			

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

Contents

Developing Analytical Skills

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

Recommended Texts

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

Suggested Readings

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

The course introduces students to information and communication technologies and their current applications in their respective areas. Objectives include basic understanding of computer software, hardware, and associated technologies. They can make use of technology to get maximum benefit related to their study domain. Students can learn how the Information and Communications systems can improve their work ability and productivity. How Internet technologies, E-Commerce applications and Mobile Computing can influence the businesses and workplace. At the end of semester students will get basic understanding of Computer Systems, Storage Devices, Operating systems, E-commerce, Data Networks, Databases, and associated technologies. They will also learn Microsoft Office tools that include Word, Power Point, and Excel. They will also learn Open office being used on other operating systems and platforms. Specific software related to specialization areas are also part of course. Course will also cover computer ethics and related Social media norms and cyber laws.

Contents

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

Recommended Texts:

1. Vermaat, M. E. (2018). *Discovering computers: Digital technology, data and devices*. Boston: Cengage Learning.

Suggested Readings

1. O'Leary, T. J., & O'Leary, L. I. (2017). *Computing essentials* (26th ed.). San Francisco: McGraw Hill Higher Education.
2. Schneider, G. M., & Gersting, J. (2018). *Invitation to computer science*. Boston: Cengage Learning.

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah. Islamic Studies is the academic study of Islam and Islamic culture. It majorly comprises the importance of life and that after death. It is one of the best systems of education, which makes an ethically groomed person with the qualities which he/she should have as a human being. The basic sources of the Islamic Studies are the Holy Qur'an and Sunnah or Hadith of the Holy Prophet Muhammad ﷺ. The learning of the Qur'an and Sunnah guides the Muslims to live peacefully.

Contents

1. Study of the Qur'an (Introduction to the Qur'an, Selected verses from Surah Al-Baqarah, Al-Furqan, Al-Ahzab, Al-Mu'minoon, Al-An'am, Al-Hujurat, Al-Saff)
2. Study of the Hadith (Introduction to Hadith literature, Selected Ahadith (Text and Translation)
3. Introduction to Qur'anic Studies
4. Basic Concepts of Qur'an
5. History of Quran
6. Basic Concepts of Hadith
7. History of Hadith
8. Kinds of Hadith
9. Uloom –ul-Hadith
10. Sunnah & Hadith
11. Seeratul-Nabi (PBUH), necessity and importance of Seerat, role of Seerah in the development of personality, Pact of Madinah, Khutbah Hajjat al-Wada' and ethical teachings of Prophet (PBUH)
12. Legal Position of Sunnah
13. Islamic Culture & Civilization
14. Characteristics of Islamic Culture & Civilization
15. Historical Development of Islamic Culture & Civilization
16. Comparative Religions and Contemporary Issues
17. Impact of Islamic civilization

Recommend Texts

1. Hassan, A. (1990). *Principles of islamic jurisprudence*. New Dehli: Adam Publishers.
2. Zia-ul-Haq, M. (2001). *Introduction to al-Sharia al-Islamia*. Lahore: Aziz Publication.

Suggested Readings

1. Hameedullah, M. (1957). *Introduction to Islam*. Lahore: Sh M Ashraf Publisher.
2. Hameedullah, M. (1980). *Emergence of Islam*. New Dehli: Adam Publishers.
3. Hameedullah, M. (1942). *Muslim conduct of state*. Lahore: Sh M Ashraf Publisher.

URCG-5126 Religious Education/ Ethics 2(2-0)
(For non-Muslim Students in lieu of Islamic Studies)

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

REFERENCE BOOKS:

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

Course Objectives

تو familiarize the students to keys and fundamentals of recitation of the holy Quran.

تو develop the skill of the students of recitation the last revelation.

تو Students will learn the basic Arabic grammar in a practical way.

تو To develop an eagerness among the students to explore the last divine Book.

Course Contents:

تیسواں پارہ ناظرہ مع تجوید -

بنیاد عربی گرامر

اسم ❖ افراسکے ❖ متعلقات ❖: اسم ❖ فاعل، ❖ مفعولی تفصیل، ❖، ❖ مبالغہ ❖

فعل ❖ افراسکی ❖ اقسای ❖: ماضی، ❖ مضارع، ❖ امر نہی، ❖، ❖

حرف ❖ افراسکی ❖ اقسای ❖: حرف گ علت، ❖، ❖ حرف گ جارہ مشبہ، ❖، ❖ بالفعل

This course gives the prospective teacher of Health, Physical Education, and Recreation insight into this area, including the historical, philosophical, and sociological principles with a survey of the latest research and literature in the field. The philosophy behind physical education entails principles that teach students the mechanics of physical activity, why it's important, and how they can and should remain physically active. These content have many different goals one of them is to develop proper motor skills. This starts off by teaching kids how to throw or skip. Simple movements are then combined later in life into more specialized movements, like dance or catching a ball or hitting a ball with a bat. Developing motor skills is the obvious goal of physical education. Another major objective of physical education is the development of proper social skills. Skills that are taught through PE include teamwork, ethical behaviour, cooperation, etiquette, and how to remain positive even when something is not going your way. Social skills also include the identification and understanding of rules and their value.

Contents

1. Introduction
2. Philosophy and Physical Education
3. Physical Education as Discipline
4. Scientific Foundation of Physical Education
5. Physical Education and Recreation
6. Tourism and outdoor Education
7. Leadership in Physical Education

Recommended Texts

1. Winch, C., &Gingell, J. (2008). *Philosophy of education: The key concepts* (4th ed.). London: Routledge.
2. Walton-Fisette, J. L., Sutherland, S., & Hill, J. (2019). *Teaching about social justice issues in physical education* (4th ed.). Charlotte, NC: Information Age Publishing

Suggested Readings

1. Kretchmar, R. S. (2015). *Philosophy of sport*. London: Routledge.
2. Bizley, K. (2016). *AQA GCSE physical education* (3rd ed.). Oxford: Oxford University Press.
3. Whitehead, M. (2019). *Physical literacy across the world* (5th ed.). Abingdon: Routledge.
4. Young, S. (2020). *OCR A-level physical education* (1sted.). London: Hodder Education.

Games are essential for a good health. Therefore, all young men and women ought to play games. Those who play games frequently will maintain a good health. They can develop a muscular body. Games teach us the spirit of patience and courage. Discipline is incredibly essential not just for the progress of an individual however conjointly for the progress of the nation as a whole. Young boys and girls can even develop the standard of leadership through games. Main objective of this course seeks to emphasize the enhancement of professional abilities and skills of the students with overall leadership qualities. It also develops students' physical competence and knowledge of movement and safety and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. At the end of course students will become more professional in various fields of physical education and sports like, teachers, coaches, match officials, psychologist and trainers etc.

Contents

- 1: Introduction to Handball, Warm up & Cool Down Methods & Techniques, Training methodology for fitness and Sports related components
- 2: Ball, Ground, equipment, Measurement & Dimensions
- 3: Ball Catching, Ball throwing, Ball Passing, Ball Dribbling Skills
- 4: Jumps Shot, Penalty Shot, Throw off, and Throw in, Offending & Defending Skills
- 5: Pivot, Goal Keeping Skills,
- 6: Coaching Skills,
- 7: Conduct the Competition among the Students Conducting & Officiating Skills
- 8: Introduction to Volley Ball Game, Warm up & Cool Down Methods &
- 9: Techniques, Training methodology for fitness and Sports related components
- 10: Arms and shoulders strengthen exercises
- 11: Serving Skills
- 12: Digging (Passing) forearms, overhead

READINGS

1. 101 Team Handball (101 Drills) Feb 2015 by Felicia Lidia Radu and Beatrice Aurelia Abalasei
2. Handball Sports Medicine: Basic Science, Injury Management and Return to Sport May 2018 by Lior Laver and Philippe Landreau
3. Volleyball Fundamentals-2nd Edition (Sports Fundamentals) Oct 2018 by Joel Dearing
4. Volleyball Drills Apr 2014 by Chris Kroeger

This module introduces the student to the basic knowledge about the importance of gymnastics in physical education and its function in the formation of physical fitness. The student should get to know the gymnastic terminology, correct technique of performance, the methods of teaching and spotting procedures applied in primary gymnastics. The aim of the course is to familiarize students. Combine the lesion and benefits of gymnastics in terms of strength, flexibility, courage, coordination and determination and you have the making of a complete athlete who is reading for any sports or activity. To develop confidence in fundamental movements, experience, jumping, sliding, rolling, moving over, under and on apparatus and develop coordination and gross motor skills. Skilful and creative mastery of the body in the gymnastic context. Enhance knowledge and understanding of gymnastic as an aesthetic experience. Enrich personal and social development through interaction with others in a variety of structure context.

Contents

1. Introduction to gymnastic
2. General and specific warm up & cool down exercises
3. Arms stretching exercises
4. Trunk strengthen exercises
5. Rocking and rolling exercises
6. Strengthen the gluteus, hamstring muscles
7. Conducting & officiating skills
8. Methodology of teaching the different kinds of splits, back arching and bridge
9. Methodology of teaching the forward and backward rolls
10. Coaching techniques about gymnastics
11. Organizing and officiating
12. Coaching & Umpiring Skills

Recommended Texts

1. Light, R. (2019). Positive pedagogy for sport coaching: Athlete-centred coaching for individual sports (2nded.). Abingdon, Oxon: Routledge, an imprint of the Taylor & Francis Group.
2. Walduck, V. (2020). My book of gymnastics (1sted.). New York: DK Publishing.

Suggested Readings

1. Wirhed, R., Gabra, G., Salander, S., Courtney, M., Hogarth, B., & Murray, G. (2006). Athletic ability and the anatomy of motion (3rded.). Edinburgh: Elsevier.
2. Joyce, D. (2016). Sports injury prevention and rehabilitation: Integrating medicine and science for performance solutions. London: Routledge.
3. Schlegel, E., & Dunn, C. R. (2018). The gymnastics book: The young performer's guide to gymnastics (3rded.). New York: Firefly Books.

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

Contents:

1. Fables The Fables of Bidpai The Lion and the Bull The Ring-dove The Owls and the Crows Selected poem from Bang-i-Dara 2. Gulistan-e- Sa'di Ten hikāyāt from John T. Platts, *The Gulistan* 3. Epic THE SHĀHNĀMA OF FIRDAUSI

Recommended Texts:

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

Suggested Readings:

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

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

Learning Outcomes:

The course has following outcomes:

It will

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

Course Outlines:

1. Introduction to Social Sciences

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

Society and Community, Historical evolution of Society

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

2. Philosophy of Knowledge in social Science and social inquiry

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

3. Culture and Society

- Idea of Culture, Assumptions of Culture
- Types, Components, Civilization and culture

- Individual and culture. Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

4 Social Stratification and Social inequality

- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality

5 Personality, Self and Socialization

- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

6. Gender and Power

- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development
- Gender issues in Pakistani society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming

Pakistan: State, Society, Economy and Polity

- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

Recommended Textbooks and Reading Materials:

1. Giddens, A. (2018). Sociology (11th ed.). UK: Polity Press.
2. Henslin, J. M. (2018). Essentials of Sociology: A Down-to-Earth Approach.(18th Edition) Pearson Publisher.
3. Macionis, J. J. (2016). Sociology (16th ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) Pakistan - Social and Cultural Transformation in a Muslim Nation.
5. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 „Introducing Economic Sociology“, Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at:23 <https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) „The colonial legacy in India and Pakistan“, in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) Issues in Pakistan’s Economy: A Political Economy Perspective. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 „Introducing Economic Sociology“, Princeton University Press, Princeton.

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

Contents

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

Recommended Texts

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

Suggested Readings

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

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

Course Code

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلباء کو مطالعہ سیرت طیبہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ تعمیر شخصیت میں مطالعہ سیرت طیبہ کے کردار کو واضح کرنا</p> <p>۳۔ بیعت نبوی کے موقع پر اقوام عالم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی سنی اور مدنی زندگی کا اس طرح مطالعہ کروانا کہ طلباء ان واقعات سے نتائج کا استنباط کر سکیں</p> <p>۵۔ طلباء کو عہد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p>

Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالات زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا خاندانی حسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لڑکپن اور جوانی کے حالات زندگی
2	بیعت نبوی کے وقت دنیا کے حالات (۱)	۱۔ بیعت نبوی کے وقت اہم تہذیبیں ۲۔ عرب، مصر، حبشہ، ہندوستانی، ساسانی
3	بیعت نبوی	۱۔ سنی عہد میں دعوت اسلام
4	بیعت نبوی	۱۔ مدنی عہد میں دعوت اسلام
5	مخصائص النبیؐ	آپ بطور پیغمبر امن
6	مخصائص النبیؐ	بکثرت استاد و معلم
7	مخصائص النبیؐ	بکثرت تاجر
8	مخصائص النبیؐ	بکثرت سربراہ ریاست
9	مخصائص النبیؐ	ذاتی محاسن اور عالمگیر اثرات

10	مخاصص النبوی	ناموس رسالت
11	اسوہ حسنہ اور عصر حاضر	غیر مسلموں سے تعلقات
12	اسوہ حسنہ اور عصر حاضر	اسوہ حسنہ کی روشنی میں گھریلو زندگی
13	اسوہ حسنہ اور عصر حاضر	مستشرقین اور مطالعہ سیرت
15	اسوہ حسنہ اور عصر حاضر	وطن سے محبت اور سیرت
16	اسوہ حسنہ اور عصر حاضر	مستشرقین کے اعتراضات اور ان کے جوابات

نصابی کتب

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

حوالہ جاتی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	سید ابوالاعلیٰ مودودی	سیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا صفی الرحمن مبارکپوری	الرحیق المختوم
3	پیر محمد کرم شاہ انازہری	شیاد الہی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم انبیاء المعری	السیرۃ النبویۃ الصحیحۃ
5	مولانا عبدالرفیق داناپوری	اصح السیر



Track and field is a sport that incorporates different types of athletic events. Track events are running events that range from short distance sprints to middle distance runs of a mile or so to long distance runs, like a 26-mile plus marathon. Field events include strength events, such as the shot put and discus, and throwing events, such as the javelin and hammer. The heptathlon and the decathlon are a combination of seven and ten events, respectively, and incorporate both track and field contests together in a quest for the highest score. The purpose of the course is to equip the students with the latest techniques and technology, rules and regulations laid down by the International Association of Athletics Federations (IAAF). Through these course students are tuned to get the required information regarding marking of the standard tracks, judgment and officiating for various Athletic Events including: Running, Jumping and Throwing.

Contents

1. Olympic Movements
2. Specification of Standard Track
3. Organization and Administration of Athletic Competition
4. Rules of Track Events
5. Jumping Events
6. Horizontal Jumps
7. Vertical Jumps
8. Throwing Events
9. Combined events competitions
10. Race Walking Events
11. Road Races
12. Cross Country, Mountain and Trail Races
13. Athletic Committees
14. Official and their duties

Recommended Texts

1. Gifford, C. (2012). *Track and field* (7thed.). Mankato, MN: Amicus.
2. Rasool, S. (2018). *Rules of track and field events* (3rded.). Lahore: Ilmi Publishers.

Suggested Readings

1. Koerner, H., & Chase, A. W. (2014). *Hal Koerner's field guide to Ultrarunning: Training for an Ultramarathon, from 50K to 100 miles and beyond* (5thed.). Boulder, CO: VeloPress.
2. Gilani, B. (2018). *Rules of track and field events* (4thed.). Lahore: Gilani Publishers.
3. Kastor, A. (2018). *Running your first marathon: The complete 20-week marathon training plan* (2nded.). Emeryville, CA: Rockridge Press.

Human Biology is an ever-evolving branch of science that includes the study of the human body, the changes that occur in disease, and the interaction between humans and their environment. This course is undergraduate level course of B.S Physical education The curriculum includes the foundation disciplines of anatomy, cellular biology, molecular biology, physiology and metabolism. Human Biology provides students with an introduction to the anatomical structures and physiological functions of the human body. Students will investigate the relationships between normal structure and function in human cells, tissues and organs. Human Biology course content is divided into six modules: Cells; Tissues; Bone, Joints and Muscle; Nervous System; Endocrine System; and Reproduction. As well as introducing students to content, emphasis is placed on developing skills in research, critical analysis and communication of scientific information relevant to the study of humans.

Contents

1. Introduction of human body with reference to organization at cell, tissue, organ and system level.
2. Circulatory system: Structure and function of the heart and blood vessels. Elements of Blood (composition of plasma, erythrocytes, leukocytes, and platelets), ABO blood typing system, including Rh factor.
3. Digestive System: Organs and their function.
4. Respiratory System: Organs and their function.
5. Urinary System: Organs and their function.
6. Skeletal System: types and functioning.
7. Musculature: composition, organization and functioning.
8. Nervous System: Structure and functioning of central and peripheral nervous system. Sensory Organs and their functions
9. Endocrine System: Endocrine glands and their function.
10. Reproductive Systems: Male and female reproductive system anatomy and physiology.

Recommended Texts

1. Mader, S. S., & Windelspecht, M. (2020). *Human biology*. New York, NY: McGraw-Hill Education

Suggested Readings

1. Jarmey C. (2018). *The Pocket Atlas of Human Anatomy: A Reference for Students of Physical Therapy, Medicine, Sports, and Bodywork* (2nded.). North Atlantic Books.
2. Netter, F. H.(2019). *Atlas of Human Anatomy: Netter Basic Science* (7thed.). New York:Elsevier.

Games are essential for a good health. Therefore, all young men and women ought to play games. Those who play games frequently will maintain a good health. They can develop a muscular body. Games teach us the spirit of patience and courage. Discipline is incredibly essential not just for the progress of an individual however conjointly for the progress of the nation as a whole. Young boys and girls can even develop the standard of leadership through games. Main objective of this course seeks to emphasize the enhancement of professional abilities and skills of the students with overall leadership qualities. It also develops students' physical competence and knowledge of movement and safety and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. At the end of course students will become more professional in various fields of physical education and sports like, teachers, coaches, match officials, psychologist and trainers.

Contents

1. Introduction of Cricket
2. Proper Warm up and Cool Down Methods
3. Ball, Bat, Ground, Positions
4. Equipment, Measurement
5. Dimensions of the ground
6. Basic Rules of Cricket
7. Game Skills
8. Coaching & Umpiring Skills
9. Introduction of Hockey
10. Warm up and Cool Down
11. Methods and Techniques
12. Guideline for Hockey, Grip, Control
13. Measurement of Ball, Hockey and ground
14. Ground, Positions, Equipment
15. Measurement Dimensions, Basic Rules of Hockey
16. Drills with Ball, Passing Skills
17. Dribbling Skills
18. Shooting Skills, Attacking Skills, Defending Skills,
19. Coaching & Umpiring Skills

Recommended Texts

1. Nash, C. (2015). *Practical sports coaching* (1sted.). London: Routledge.
2. Wormhoudt, R., Savelsbergh, G. J., Teunissen, J. W., & Davids, K. (2018). *The athletic skills model optimizing talent development through movement education* (2nded.). London: Routledge.

Suggested Readings

1. Wirhed, R., Gabra, G., Salander, S., Courtney, M., Hogarth, B., & Murray, G. (2006). *Athletic ability and the anatomy of motion* (3rded.). Edinburgh: Elsevier.
2. Coulson, M. (2017). *The fitness instructor's handbook: The complete guide to health and fitness*. London: Bloomsbury.

This course is a graduate level practical course of B.S Physical Education. The course covers theoretical topics as well as practical application and skill performance of horizontal and vertical jumps including long jump, triple jump, high jump, and pole vault. The main focus of the practical is to enable students to design a training program for them and for other athletes with coaching perspectives, containing general and specific warm up, cool down, static and dynamic stretching exercises, and practice of technical and tactical skills to improve physical performance. It will increase students' understanding with up to date rules and regulation framed by World Athletics (International Track and Field Organization). The practical sessions enable students to identify periodization of training ranging from off season training to peak season training, division of training program to micro, meso and macro cycles. It also familiar them with international records, events along with state of the art technology used in track and field events for continuous performance development process.

Contents

1. Introduction of Vertical & Horizontal Jumps
2. General Warm up & Cool Down Methods
3. Rules & Techniques of Horizontal Jumps
4. Phase of Horizontal Jump
5. Specific Exercise for Jumps
6. Polymeric Training, Stretch Shortening Cycle (SSC)
7. Full Squats, Jump Rope, Jump Squats
8. Dynamic and Static Exercises
9. Adjustment of Take off
10. Workout of Jumps, 1st, 2nd, 3rd, Phase
11. Coordination Exercises/ Speed Training
12. Dynamic Setup, Hip Flexor Stretch
13. Stepping, Air Cycling, Landing
14. Weight Training and Power Clean, Coaching Skills
15. Duties of Officials and Organizing Committee
16. Coaching Techniques & Demonstration

Recommended Texts

1. Shepherd, J. (2009). *101 Youth Athletics Drills*. London, UK: A & C Black Publisher Ltd.
2. Gifford, C. (2012). *Track and field* (7thed.). Mankato, MN: Amicus.

Suggested Readings

1. Rogers J. L. (2000). *USA Track & Field Coaching Manual*. Champaign, IL: Human Kinetics.
2. McGinnis, P. M.(2004). *Biomechanics of Sport and Exercise* (2nd ed.). Champaign, IL: Human Kinetics.
3. Lewindon, D.,& Joyce, D. (2014). *High-Performance Training for Sports*. Champaign, IL: Human Kinetics.

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

Contents

1. Self-Reflection

☺☺ Introduction to the basics of the writing process

☺☺ Introduction to the steps of essay writing

☺☺ Prewriting activities: Brainstorming, listing, clustering and free writing

☺☺ Practicing outlining of the essay

2. Personalized Learning

☺☺ Learning Process, Learning Styles, Goal Setting and Learning Plan

3. Oral Presentation

☺☺ Structure and Significance, Content Selection and Slide Presentation, Peer Review

4. Critical Reading Skills

☺☺ Introducing Authentic Reading (Dawn and non-specialist academic books/texts)

☺☺ Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies

5. Community Engagement

☺☺ Student-led brainstorming on local versus global issues, Identifying research problems

☺☺ Drafting research questions, Drafting interview/survey questions for community research (in English or L1)

☺☺ Engaging students in Critical reading, Presenting interview/ survey information, Field work

☺☺ Writing Community Engagement Project

6. Letter to the Editor

☺☺ Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.

2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.

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

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

Contents

1. Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House.

3. Blitzer, R. (2014). *Precalculus*, 5th Ed.. Pearson Education, Limited. New York

Suggested Readings Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12th Ed, Sultan Chand & Sons. 2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning 3. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

The course is designed to acquaint the students of BS Programs with the rationale of the creation of Pakistan, its ideology and constitution. The students would be apprised of the emergence, growth and development of Muslim nationalism in South Asia and the struggle for freedom, which eventually led to the establishment of Pakistan. The constitutional development from 1956 to 1973 and the amendments that followed will be the major focus of study. However, the emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary. It will also teach the students about the fundamental rights and role of state in the implementation of the constitution.

Contents

1. Ideology: Meaning and definition
2. Ideology of Pakistan in the light of speeches and statements of Quaid-e-Azam and Iqbal
3. Evolution of Democratic System in Pakistan
4. The Constitution of Pakistan
 - ☺☺ Constitution of 1956: Features and Causes of Failure
 - ☺☺ Constitution of 1962: Features and Causes of Failure
 - ☺☺ Constitution of 1973: Features and Amendments
5. Fundamental Rights
6. Federation of Pakistan
 - ☺☺ Senate and National Assembly
 - ☺☺ President
 - ☺☺ Prime Minister
7. Amendments of Constitution and Contemporary Political Issues

Recommended Texts

1. Kazimi, M. R. (2007). *Pakistan studies*. Karachi: Oxford University Press.
2. Sheikh, J. A. (2004). *Pakistan's political economic and diplomatic dynamics*. Lahore: Kitabistan Paper Products.

Suggested Readings

1. Aziz, S. (2018). *The constitution of Pakistan: a contextual analysis*. Oxford: Hart Publishing.
2. Hayat, S. (2016). *Aspects of Pakistan movement*. Islamabad: National Institute of Historical and Cultural Research.
3. Ishaque, K.M. (2008). *Constitutional Law*. New York: Wolters Kluwer.
4. Kazimi, M. R. (2009). *A concise history of Pakistan*. Karachi: Oxford University Press.
5. Rizvi, S. S. R (2005). *Constitutional law of Pakistan: Text, case Law and analytic commentary*. Lahore: Vanguard.

Objectives

Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran.

Students will seek knowledge of translation and transliteration of the Holy Book Quran.

To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam.

Students will learn literal and idiomatic way of translation of the Holy Book.

Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran.

To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text.

To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran.

To introduce the students to Quranic Arabic grammar in practical manner.

Contents:

ایمانیات ❖ افر ❖ عبادات ❖

اللہ پر ❖ ایمانی ❖ فرشتوں پر ❖ ایمانی ❖ رسولوں پر ❖ ایمانی ❖ آسمانی ❖ بوں پر ❖ ایمانی

یوتی ❖ آخرت پر ❖ ایمانی ❖ تقدیر پر ❖ ایمانی ❖

نماز ❖ روزه ❖ زکوٰۃ ❖ حج ❖ جہاد ❖

معاشرے کے ❖ حقوق

خاندانی کی ❖ تکوین

حق مہر ❖

رضاعت ف ❖ حمل ❖

افلاد کو قتل ❖ نے کے ❖ ممانعت

شوہر کی ❖ نافرمانی

پ

بیوہ کی ❖ عدت کے ❖ احکامی

نکاح کا ❖ پیغمبری ❖

فالدین کے ❖ حقوق (اس کے شوہر کی ❖ طرگ سے ❖ عورت کی ❖ فراشت ❖

بیویوں ❖ افر ❖ افلاد کے ❖ بیچ ❖ عداوت

خاندانی کے ❖ حقوق

The purpose of this course is to aid students in acquiring a basic understanding of, and new appreciation for, the structures of the human body and their relationships using a systems-based approach. Students will be introduced to anatomic terminology in order to facilitate this understanding. Knowledge of anatomy is a fundamental component of sports coaching profession. Topics covered will include the basic organization of the body and major body systems along with the impact of diseases on certain systems. Working with topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, One of the goals of this course is to prepare students with the skills necessary to be successful in future sports science theory classes and in sports practical. The major purpose of the course is to provide the students with a comprehensive overview of normal structure and function morphology and functional anatomy of the human body.

Contents

1. Introduction to Human Anatomy
2. Bones & Joints
3. Skeletal Muscles
4. Nervous System
5. Digestive System
6. Cardiovascular System
7. Respiratory System
8. Endocrinology
9. Injuries & Rehabilitation
10. Fracture
11. Sprain
12. Muscle injuries

Recommended Texts

Jarmey C. (2018). *The Pocket Atlas of Human Anatomy: A Reference for Students of Physical Therapy, Medicine, Sports, and Bodywork* (2nded.). North Atlantic Books.

1. Netter, F. H. (2019). *Atlas of Human Anatomy: Netter Basic Science* (7thed.). New York: Elsevier.

Suggested Readings

1. Roberts, A. M. (2016). *The complete human body: The definitive visual guide* (2nd ed.). London: Dorling Kindersley Limited.
2. Scanlon, V. C., & Sanders, T. (2018). *Essentials of anatomy and physiology*. Philadelphia: F. A. Davis Company.
3. Patton, K. T., & Thibodeau, G. A. (2018). *Anthony's Textbook of Anatomy & Physiology* (21sted.). Wisconsin, USA: Elsevier.
4. Drake, L., Wayne, A., Mitchell, W.M. (2020). *Gray's anatomy for students* (4thed.). Philadelphia: Elsevier.

This course is designed to equip the students/ learners with the updated knowledge regarding rules and regulations of various team sports as well as facility management. Play fields are dimension, judgment and officiating for different games at different levels. Another, a key component of the course is to enhance the performance of the Athletes. The ultimately purpose of the course is to provide deep knowledge about the philosophy of Rules and techniques of different games. The major concerned of this course is to provide learning experiences that will lead to the development of basic skills in team sports. In addition to skill acquisition, the course will focus on how to plan and implement the four stages of skill development in games through the use of extending, refining, and application tasks. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sports game experiences for students.

Contents

1. Types of Tournaments
2. Round Robin (League system)
3. Elimination (knock out)
4. Combination, Consolation
5. Double elimination, Ladder
6. Pyramid, Organization and Administration
7. Planning of sports facilities, their care and maintenance
8. Playfields, Gymnasia
9. Stadia, Covered areas
10. Artificial surfaces
11. Rules and techniques of the following games and their application
12. Badminton, Basket ball
13. Cricket, Football, Hand ball
14. Hockey, tennis, Table tennis, Volley ball

Recommended Texts

1. Schott, G. (2016). *Violent games: Rules, realism, and effect* (4thed.). London: Bloomsbury.
2. Gilani, B. (2018). *Theory of Games* (3thed.). Lahore: Gilani Publishers.

Suggested Readings

1. Masterman, G. (2014). *Strategic sports event management* (3rded.). New York, NY: Routledge.
2. Aniss, M. (2016). *The impact of technology in sport* (6thed.). London: Raintree.
3. Rasool, S.(2018). *Theory of Games* (4thed.). Lahore: Ilmi Publishers.
4. Harper, J. (2020). *Sporting gender: The history, science, and stories of transgender and intersex athletes* (3rded.). London: Rowman and Littlefield

The two primary forms are throwing for distance and throwing at a given target or range. The four most prominent throwing for distance sports are in track and field: shot put, discus, javelin, and the hammer throw. This course will Develop and share among members and others education, information, and leadership skills. Encourage members to promote the active participation by all youth in fun and healthy physical activities according to their interests and abilities. The training for this course is event group focused. The main focus of this course is annual planning periodization and is introduction to international competition. This course aims to development of the student biomechanics physiology psychology nutrition planning and strength concepts. Better understand of a course the participant will for the target age group this course have a greater knowledge of appropriate drills, skills, games and activities for each event. Identify some of the more common technical faults associated with each event this course have a basic understanding of a simple Coaching session.

Contents:

1. Introduction to Throwing Events
2. Discus throw
3. Drills used to teach the grip and release ,Wind up, Starting the Throw
4. Body position, Throwing from the power position, Drills used to teach throwing from the power position
5. Beginning the Turn to the Center of the Ring, Completing the Turn to the Center of the Ring, Turn to the Power Position, Power Position, Release angle
6. Shot-put
7. Drills used to teach the grip and release ,Wind up, Starting the Throw
8. Body position, Throwing from the power position, Drills used to teach throwing from the power position

Recommended Texts

1. McGinnis, P. M. (2020). *Biomechanics of sport and exercise* (4thed.). Champaign, IL: Human Kinetics.
2. Fink, H. H., & Mikesky, A. E. (2020). *Practical applications in sports nutrition* (5thed.). Burlington, MA, New Jersey: Jones & Bartlett Learning.

Suggested Readings

1. Bartlett, R., & Bussey, M. (2013). *Sports biomechanics: Reducing injury risk and improving sports performance*. (2nded.). United States. Routledge.
2. Cartwright, L. A., & Peer, K. (2018). *Fundamentals of Athletic Training* (4thed.). Champaign, IL; Human Kinetics

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

Practical:

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

Recommended Texts:

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (20 19). *Ecological studies*. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Readings:

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

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

Course Learning Objectives

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

Contents

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

Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.

11. Pricing Strategies: Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing

12. Attracting Venture Capitalist: Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,

13. Idea Pitching: Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

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

Suggested Readings:

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

URCG-5125**Civics and Community Engagement****2(2-0)**

In recent years, community engagement has become a central dimension of governance as well as policy development and service delivery. However, efforts to directly involve citizens in policy processes have been bedeviled by crude understandings of the issues involved, and by poor selection of techniques for engaging citizens. This course will provide a critical interrogation of the central conceptual issues as well as an examination of how to design a program of effective community engagement. This course begins by asking: Why involve citizens in planning and policymaking? This leads to an examination of the politics of planning, conceptualizations of "community" and, to the tension between local and professional knowledge in policy making. This course will also analyze different types of citizen engagement and examine how to design a program of public participation for policy making. Approaches to evaluating community engagement programs will also be a component of the course. Moreover, in order to secure the future of a society, citizens must train younger generations in civic engagement and participation. Citizenship education is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society.

Contents:

1. Introduction to Citizenship Education and Community Engagement: Orientation
2. Introduction to Active Citizenship: Overview of the ideas, Concepts, Philosophy and Skills
3. Identity, Culture and Social Harmony: Concepts and Development of Identity
4. Components of Culture and Social Harmony, Cultural & Religious Diversity
5. Multi-cultural society and inter-cultural dialogue: bridging the differences, promoting harmony
6. Significance of diversity and its impact, Importance and domains of inter-cultural harmony
7. Active Citizen: Locally active, Globally connected
8. Importance of active citizenship at national and global level
9. Understanding community, Identification of resources (human, natural and others)
10. Human rights, Constitutionalism and citizens' responsibilities: Introduction to human rights
11. Universalism vs relativism, Human rights in constitution of Pakistan
12. Public duties and responsibilities
13. Social Issues in Pakistan: Introduction to the concept of social problem, Causes and solutions
14. Social Issues in Pakistan (Agricultural problems, terrorism & militancy, governance issues)
15. Social action and project: Introduction and planning of social action project
16. Identification of problem, Ethical considerations related to project
17. Assessment of existing resources

Recommended Texts:

1. Kennedy, J. K., & Brunold, A. (2016). *Regional context and citizenship education in Asia and Europe*. New York: Routledge.
2. Macionis, J. J., & Gerber, M. L. (2010). *Sociology*. New York: Pearson Education

Suggested Readings

1. British Council. (2017). *Active citizen's social action projects guide*. Scotland: British Council
2. Larsen, K. A., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives*. New York: Routledge

The purpose of this course is to teach students to think critically about sport in contemporary society. Students will be introduced to a wide range of sporting ‘issues’, such as violence, cheating, doping, and corruption as well as broad sociological themes that can be examined using sport as a lens to view society, such as social class, gender, and racial inequality. Students will be encouraged to question the typical ‘positive’ understandings of sport and engage critically with discussions centered on sporting ideologies, e.g. playing through pain, winning at all costs, masculinity, etc. Mainstream theoretical frameworks will be introduced and applied to shed light on aspects of sport often hidden from view. This course will incorporate opportunities for experiential learning through cooperative learning techniques, in-class demonstrations, and in-class/online discussions. This course explores the ways in which sports are entangled in social, cultural, political, and economic forces operating at many different levels, from the social psychological levels to the global level. On one hand the course deals with the multiple ways in which individuals are involved in sports organizations and activities, including our participation in sport for purposes of recreation and leisure, sports participation as self-expression and personal fulfilment, participation as spectators of sports and consumers of sports as entertainment commodities.

Contents:

1. Introduction
2. Sports and society
3. Deviance and social control in sports
4. Violence and sports
5. Sports and socialization
6. Sports as social institution
7. Sports problems

Recommended Texts

1. Tischler, H. L. (2013). Cengage advantage books: *Introduction to sociology*.(11th ed.).
2. Cengage Learning Giulianotti, R. (2015). *Sport: A critical sociology*. (2nd ed.). John Wiley & Sons.
3. Broch, T. B. (2020). *A Performative Feel for the Game*. Springer International Publishing.

Suggested Readings

1. Craig, P. (Ed.). (2016). *Sport sociology*.(3rd ed.). Sage.
2. Adams, M. L., Baxter, K., Booth, D., Bunds, K. S., Giardina, M. D., Clark, M., ... & McDonald, M. G. (2020). *Sport, physical culture, and the moving body: Materialisms, technologies, ecologies*. Rutgers University Press.

The Sports Medicine is designed to introduce students to the science of human anatomy and physiology, various injuries of the body, and ways to care for these injuries. The students will be given a better understanding of sports medicine. This course is to provide an opportunity for the study and application of the components of sports medicine including but not limited to: organizational and administrative considerations, legal responsibilities, prevention of athletic injuries, environmental concerns, general medical, pharmacology, rehabilitation and management skills, general fitness, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, therapeutic exercise, athletics and special populations.

Contents

1. Introduction
2. Injuries in Sports
3. Prevention of Injuries
4. Exercise and Fatigue
5. Fitness Testing after Injuries
6. Rehabilitation in Sports
7. Doping in Sports

Recommended Texts

1. Madden, C., Putukian, M., McCarty, E., & Young, C. (2013). *Netter's Sports Medicine E-Book*. Elsevier Health Sciences.
2. Kasper, K. (2019). Sports training principles. *Current sports medicine reports*, 18(4), 95-96.

Suggested Readings

1. Netter, F. H. (2018). *Nester's sports medicine*. Elsevier.
2. Joyce, D., & Lewindon, D. (Eds.). (2015). *Sports injury prevention and rehabilitation: integrating medicine and science for performance solutions*. Routledge.
3. Bayles, M. P., & Swank, A. M. (Eds.). (2018). *ACSM's exercise testing and prescription*. Wolters Kluwer.
4. Prentice, W. E. (2020). *Rehabilitation techniques for sports medicine and athletic training*.

Girl and Boy Scouting Enable boys/girls and young women to develop their fullest potential as active citizens of the world; promote worldwide unity based on the fundamental principles of the Girl Guide/Girl Scout movement; encourage friendship among girls and young women of all nations within and among countries; further the aim of the Girl Guide/Girl Scout movement to provide girls and young women with opportunities for self-training in the development of character, responsible citizenship and service worldwide. Advocate on behalf of girls and young women on issues that affect them. Scouting is a voluntary non-political educational movement for young people. Although it requires an oath of allegiance to a nation's leaders and, in some countries, to a god, it otherwise allows membership without distinction of gender, race or origin in accordance with the principles of its founder, Lord Baden-Powell. The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.

Contents

1. Introduction history and importance of Scouting
2. Flags
3. Lashings
4. Fire
5. Cooking
6. Compass
7. First aid-II
8. Good behaviour
9. Estimation- I
10. Troop night game
11. Signalling
12. Community Activity
13. Project- 1

Recommended Texts

1. Mills, S. (2013). 'An instruction in good citizenship': scouting and the historical geographies of citizenship education. *Transactions of the Institute of British Geographers*, 38(1), 120-134.

Suggested Readings

1. Halls, A., Uprichard, E., & Jackson, C. (2018). *Changing girlhoods—Changing girl guiding*. *The Sociological Review*, 66(1), 257-272.
2. Alexander, K. (2010). *Scouting for Girls: A Century of Girl Guides and Girl Scouts*. *The Journal of the History of Childhood and Youth*, 3(3), 449-451.