



BS-BRAHUI CURRICULUM

**According to,
HEC, Undergraduate Education Policy
(2023)**

Combination: Singal Major

No.	Clusters	Courses	Credit Hours
01	General Education (Gen Ed)	11	29
02	Major (Disciplinary)	27	81
03	Interdisciplinary (allied)	05	15
04	Field experience (Internship)	01	03
05	Capstone Project	01	03
	Total	45	131

No.	Clusters	Courses	Credit Hours
01	Additional (Disciplinary) * *	07	21
02	Additional Interdisciplinary (allied) * *	04	12
	total	11	33

Department of Brahui
BS Brahui -4 year Program
course Out line-120 CHs

Year-1 Foundation Courses (Disicpline specific, compulsory and General -Edu.				
semester	Course title	course code	C.Hs	Course category
Semester-1 (17 C.Hs)	براهوئی بیلداری - I (توار چانداری)	Brh-511	3(3-0)	Disicplinary course
	براهوئی بیلداری - II (براهوئی خوانگ)	Brh-512	3(3-0)	Disicplinary course
	Introduction to (Brahui) phonetics	Brh-513 / ELING-505	3(3-0)	Disicplinary course
	Functional English	ENG-501	3(3-0)	General Education
	Islamic Studies	ISL-501	2(2-0)	General Education
	Introduction to Archaeology	ARCH-601	3(3-0)	Interdisciplinary (allied)
Semester-2 (18 C.Hs)	براهوئی خلقی شاعری	Brh-521	3(3-0)	Disicplinary course
	براهوئی خلقی نثر	Brh-522	3(3-0)	Disicplinary course
	Expository Writing	ENG-502	3(3-0)	General Education
	Quantitative Reasoning- I	QR-521	3(3-0)	General Education
	What is Science?	NS-522	3(2-1)	General Education
	Introduction to Philosphy	PHIL-541	3(3-0)	Interdisciplinary (allied)
Year-2 Foundation Courses (Disicpline specific, compulsory and General -Edu.				
Semester-3 (18 C.Hs)	براهوئی زبان نا بناء و ردوم	Brh-531	3(3-0)	Disicplinary course
	براهوئی ادب ئی نیازی تا ادب	Brh-532	3(3-0)	Disicplinary course
	Ideology and Constitution of Pakistan	PAk-531	2(2-0)	General Education
	Fables, Wisdom Literature, And Epic	AHM-532	2(2-0)	General Education
	Introduction to Political Science	PolSc- 501	2(2-0)	General Education
	Introduction to Social work	SW-534	3(3-0)	Interdisciplinary (allied)
	History of Ancient Civilization	HIS-531	3(3-0)	Interdisciplinary (allied)
Semester-4 (17 C.Hs)	براهوئی زبان نا چانداری (introduction to Brahui language)	Brh-541	3(3-0)	Disicplinary course
	براهوئی قدیم شاعری	Brh-542	3(3-0)	Disicplinary course
	Applications of Information and Communication Technologies (ICT)	ICT-541	3(2-1)	General Education
	Quantitative Reasoning -II	QR-542	3(3-0)	General Education
	Civic and cumunity engagement	CIV-543	2(2-0)	General Education
	Introduction to Pyschology	PYS-541	3(3-0)	Interdisciplinary (allied)
Year-3 Major Courses (Disicplinary)				
Semester -5 (15 C.Hs)	نثر نا بشخ اک	Brh-651	3(3-0)	Disicplinary course
	براهوئی لهجه غاک	Brh-652	3(3-0)	Disicplinary course
	براهوئی لکھوڑ او املا	Brh-653	3(3-0)	Disicplinary course
	براهوئی بھوگ شوگی ادب	Brh-654	3(3-0)	Disicplinary course

Semester-6 (18 C.Hs)	برابوئی ادب تی مکتبه درخانی نا کار کڑد	Brh-655	3(3-0)	Disicplinary course
	برابوئی افسانوی ادب؛ فنی و فکری جاچ	Brh-661	3(3-0)	Disicplinary course
	برابوئی پوسکنا شاعری نا بشخ اک۔ا(سرحال نا رداث)	Brh-662	3(3-0)	Disicplinary course
	لسانیات	Brh-663	3(3-0)	Disicplinary course
	برابوئی غیر افسانوی ادب نا دروشم	Brh-664	3(3-0)	Disicplinary course
	برابوئی مٹ و بدل نا گرج اک	Brh-665	3(3-0)	Disicplinary course
Year-4 Major Courses (Disicplinary)				
Semester-7 (18 C.Hs)	برابوئی افسانه ؛ فن و فکر	Brh-671	3(3-0)	Disicplinary course
	برابوئی غزل ؛ فن و فکر	Brh-672	3(3-0)	Disicplinary course
	برابوئی پوسکنا شاعری نا بشخ اک۔ا(باٹی نا رداث)	Brh-673	3(3-0)	Disicplinary course
	برابوئی ٹی چنا نا ادب	Brh-674	3(3-0)	Disicplinary course
	برابوئی دینی ادب	Brh-675	3(3-0)	Disicplinary course
	Internship	EntShp-676	3(3-0)	Field experience
Semester-8 (15 C.Hs)	برابوئی ڈرامہ فنی او فکری جاچ	Brh-681	3(3-0)	Disicplinary course
	پٹ پول نا خواست اک	Brh-682	3(3-0)	Disicplinary course
	برابوئی ادب و میڈیا	Brh-683	3(3-0)	Disicplinary course
	تنقید	Brh-684	3(3-0)	Disicplinary course
	Capstone Project	Brh-685	3(3-0)	Capstone Project

Additional Courses (Interisicplinary) * *			
Digital Humanities and Brahui Language Preservation	DHBL-511	3(3-0)	Interdisciplinary (allied) (additional) * *
Folklore and Oral Tradition in Brahui Literature	FokLor-521	3(3-0)	Interdisciplinary (allied) (additional) * *
Cultural Anthropology and Brahui Literature	CABL-532	3(3-0)	Interdisciplinary (allied) (additional) * *
History and Literature of Balochistan	HisLB-542	3(3-0)	Interdisciplinary (allied) (additional) * *
نوشت او تہذیب	Brh-514	3(3-0)	Disicplinary course (additional) * *
برابوئی صحافت	Brh-523	3(3-0)	Disicplinary course (additional) * *
شعری خواست او عروض	Brh-532	3(3-0)	Disicplinary course (additional) * *
تنقید نگاری	Brh-543	3(3-0)	Disicplinary course (additional) * *
برابوئی۔ I	Brh-656	3(3-0)	Disicplinary course (additional) * *
تنقید او ادب نا سیالی	Brh-666	3(3-0)	Disicplinary course (additional) * *
برابوئی۔ II	Brh-686	3(3-0)	Disicplinary course (additional) * *

* * In circumstances where a dedicated course instructor is unavailable, the department will implement additional courses to ensure that the academic progress remains uninterrupted.

کورس ناپن - براہوئی ہیملداری - I (توار چانداری) (کورس کوڈ - BRH-511) کریڈٹ آور - 3(3-0) کل نمبر - 100

چانداری (Introduction)

دا کورس ہمو خواندہ غاتیکن ٹھنگانے ہراک شعبہ براہوئی آن ریگولر بی ایس کنگ نا خواستاکارو۔ اندا سبب آن کل آن مست براہوئی توارتا چانداری تننگانے کہ چناتے دا سمانے کہ براہوئی ٹی اٹ وڑ نا توارو او دا توارتا دروشم انتے آگہ دافتیان لوز جور کنگ اک۔

مسخت آک (Course Objectives)

دا کورس اے خوانگ نا مسخت آک دادو کہ خواندہ غاک دا پہرہ مریر کہ براہوئی نا کل اخس توارو، دا فتا اخس دروشم او، او توارتیاں لوز آک امر جور مریرہ، نوشت نا دروشم اٹ توارک امرتینا مانہ اے بدل کیرہ۔

کورس نا کھٹیا (Course Outcomes)

- دا کورس اے خوانگ آن پد چنک دا لائخ مرور،
- براہوئی نا کل توک اخس او
 - براہوئی توارتا اخس وڑو
 - توارتے نوشت کنگ نا دروشم آک انت او
 - براہوئی اخس لکھور اتیہی نوشتہ مسونے

کورس نا سر حال آک (Course Contents)

- توارک

توارتا لیخ آک

براہوئی توارک

(الم، سرجم، تدالم، چر سرجم)

- توارتے نوشتہ کنگ نا وڑ

براہوئی املا

براہوئی لکھور ٹی بروکا بدلیک

خواننگ کن مکک تروکا کتاب آگ

آواز شناسی، خلیل صدیقی
براہوئی لکھوڑ، ڈاکٹر عبدالرزاق صابر
براہوئی قاعدہ، غلام حیدر حسرت
براہوئی گرائمر، آریچ (مترجم) غلام مصطفی سولنگی
براہوئی خود سیکھیے، اشیر عبدالقادر شاہوئی
براہوئی اور اردو کا تقابلی مطالعہ، ڈاکٹر عبدالرحمان براہوئی
مسعود حسین خان لسانیات مسعود، ڈاکٹر بادشاہ منیر بخاری، ندیم حسن

کورس ناپن - براہوئی ہیلداری - II (براہوئی خواننگ) (BRH-512) کریڈٹ آور - 3(3-0) کل نمبر - 100

چاہنداری (Introduction)

زبان اسے ئی بنگ آن پد خواننگ نا عمل بنا مرک - او خواننگ کن براہوئی نا خلکی (ہشری) دور نا گراس خلکی (ہشری) شنیر آتے خونفنگ اک ہرازان خوانندہ غاتا سہی پاننگ (تلفظ) درست مرے - دا کورس ئی بیان او تشریح آن دا لائخی پیدا کنگو۔

مسخت اک (Course Objectives)

دا کورس اے خواننگ نا مسخت ہندارے کہ خوانندہ اولیکو وار براہوئی خواننگ اے ہیل کیک - او دا خواننگ کن خلکی (ہشری) آشنیر تیان چنکو چنکو نمونہ تننگ اک تانکہ چنک روانی اٹ خواننگ ہیل کیر او انتس کہ خوانرہ او فتنے سپند مننگ کن تینا لوز آتیئی پاننگ کیر۔

کورس نا کھٹیا (Course Outcomes)

دا کورس اے خواننگ آن پد چنک دا لائخ مرور

- براہوئی نوشت اسے سہی او پھی اٹ خواننگ کرور۔
- انتس کہ خوانرہ او فتنہ مانہ او مسخت اے سپند مرور۔
- براہوئی خلکی شنیر آتا بیان، اسلوب او ہائی اے سپند مرور۔

کورس نالس سرحال اک (General Course Contents)

لولی	(بیان و تشریح)
لیلی مور	(بیان و تشریح)
لینکو	(بیان و تشریح)
کاہو کلام خور	(بیان و تشریح)
برناز نا	(بیان و تشریح)
کاوہ مش آ	(بیان و تشریح)
زہیری	(بیان و تشریح)
کھیلو ہڑا	(بیان و تشریح)
بلو ہالو	(بیان و تشریح)

خواننگ کن مک تروکا کتاباک

چمکلی، محمد افضل بینگل، براہوئی اکیڈمی کوئٹہ

شیشلو، شامپتر، شوشنگ، محمد افضل بینگل، براہوئی اکیڈمی کوئٹہ

کاہچر، حمیرا صدف حسنی، براہوئی ادبی سوسائٹی کوئٹہ

کنے دیر ایٹے، ذوق براہوئی، براہوئی اکیڈمی کوئٹہ

گوارخ، ڈاکٹر عبدالرحمان براہوئی

Course Title: Functional English

General Education Course

Course Code: ENG-501

Credit Hour: 3(3-0)

COURSE DESCRIPTION

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

COURSE LEARNING OUTCOMES

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

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

COURSE CONTENTS

Foundations of Functional English

- Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)
- Communicative grammar (subject-verb agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
- Word formation (affixation, compounding, clipping, back formation, etc.)
- Sentence structure (simple, compound, complex and compound-complex)
- Sound production and pronunciation

Comprehension and Analysis

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

Effective Communication

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

Suggested Practical Activities (Optional)

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

Recommended Readings

- Azar, B. S., & Hagen, S. A. (2009). *Understanding and Using English grammar*. Pearson Education.
- Downes, C. (2014). *Cambridge English for Job-Hunting*. Cambridge University Press.
- Hutchinson, T., & Waters, A. (2008). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge Univ. Press.
- James, M., & Merickel, A. (2020). *Reading Literature & Writing Argument*. Pearson.
- Johns, J. L., Lenski, S. D., & Scales, R. Q. (2019). *Improving Reading: Strategies, Resources, and Common Core Connections*. Kendall Hunt Publishing Company.
- Kintsch, W. (2010). *Comprehension: A Paradigm for Cognition*. Cambridge Univ. Press.
- Murphy, R., & Hashemi, L. (2019). *English Grammar in Use*. Cambridge University Press.
- Straus, J. (2008). *The Blue Book of Grammar and Punctuation*. Jossey-Bass.
- Swan, M. (2005). *Practical English Usage*. OUP.

Course Title:- Islamic Studies course code: ISL-501

Credit Hs. 2(2-0) category: General education

Description:

This course is designed to provide students with a comprehensive overview of the fundamental aspects of Islam, its beliefs, practices, history and influence on society. It will further familiarize the students with a solid foundation in understanding Islam from an academic and cultural perspective. Through this course, students will have an enhanced understanding of Islam's multifaceted dimensions which will enable them to navigate complex discussions about Islam's historical and contemporary role, fostering empathy, respect, and informed dialogue.

LEARNING OUTCOMES

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

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

Course Content

1. Introduction to Islam:
 - Definition of Islam and its core beliefs.
 - The Holy Quran (introduction, revelation and compilation).
 - Hadith and Sunnah (compilation, classification, and significance).
 - Key theological concepts and themes (Tawhid, Prophethood, Akhirah etc.).
2. Sirah of the Holy Prophet (Peace Be Upon Him) as Uswa-i-Hasana: Life and legacy of the Holy Prophet PBUH.
 - Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc.).
3. Islamic History and Civilization:
 - World before Islam.
 - The Rashidun Caliphate and expansion of Islamic rule.
 - Contribution of Muslim scientists and philosophers in shaping world civilization.
4. Islamic Jurisprudence (Fiqh):
 - Fundamental sources of Islamic jurisprudence.
 - Pillars of Islam and their significance.
 - Major schools of Islamic jurisprudence.
 - Significance and principles of Ijtihad.
5. Family and Society in Islam:
 - Status and rights of women in Islamic teachings.

Marriage, family, and gender roles in Muslim society.
Family structure and values in Muslim society.

6. Islam and the Modern World:

Relevance of Islam in the modern world (globalization, challenges and prospects).

Islamophobia, interfaith dialogue, and multiculturalism.

Islamic viewpoint towards socio-cultural and technological changes.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "The Five Pillars of Islam: A Journey Through the Divine Acts of Worship" by Muhammad Mustafa Al-Azami.
 2. "The Five Pillars of Islam: A Framework for Islamic Values and Character Building" by Musharraf Hussain.
 3. "Towards Understanding Islam" by Abul A' la Mawdudi.
 4. "Islami Nazria e Hayat" by Khurshid Ahmad.
 5. "An Introduction to Islamic Theology" by John Renard.
 6. "Islamic Civilization Foundations Belief & Principles" by Abul A' la Mawdudi.
 7. "Women and Social Justice: An Islamic Paradigm" by Dr. Anis Ahmad.
- "Islam: Its Meaning and Message" by Khurshid Ahmad.

Course title: Introduction to (Brahui) Phonetics

Disciplinary Course

Course code: ELING-505 / Brh-513

Credit hours: 3 (3-0)

Course Description

This course offers learners to learn and practice speech sounds as physical entities (phonetics). In viewing sounds as physical elements, the focus is on articulatory description and phonetic transcriptions. In this course, the students will learn to produce, transcribe, and describe in articulatory terms. Overall, the course will assist students learn a number of technical terms related to the field of phonetics and familiarize students with sounds and sound patterning, particularly in English Language.

Course Objectives

This course aims to:

- assist students learn a number of technical terms related to the course
- familiarize students with sounds and sound patterning, particularly in English Language

Course Contents

Concepts of sounds of language

Problems of English Pronunciation

- Lack of correspondence between spelling and pronunciation
- Acoustic quality of speech sounds
- Proper articulation of speech sounds
- Mother tongue interference
- Supra segmental features
- Types of pronunciation

Phonetic Symbols

Organs of Speech

Process of Articulation

Classification of Sounds

Articulation of consonants

Place of Articulation

Manner of Articulation

IPA and Phonetics Transcriptions

Description of English consonants

- Plosives
- Affricates
- Nasals
- Laterals

- Fricative

Articulation of vowels

Cardinal Vowels

Vowel diagram

Description of English vowels

- Pure vowels
- Diphthongs
- Triphthongs

Semi vowels

Recommended Readings

Ashby, P. (2011). *Understanding phonetics*. Abingdon: Hodder Education.

Ball, M. J. & Rahilly, J. (1999). *Phonetics: The science of speech*. Abingdon: Routledge.

Bickford, A. C. & Floyd, R. (2006). *Articulatory phonetics: Tools for analysing the world's languages*. Dallas, TX: SIL International.

Knight, R.-A. (2012). *Phonetics: A coursebook*. Cambridge: Cambridge University Press.

Lodge, K. (2009). *A critical introduction to phonetics*. London: Continuum.

Tench, P. (2011). *Transcribing the sound of English: A phonetics workbook for words and discourse*. Cambridge: Cambridge University Press.

Introduction to Archaeology
Credit hours: 3 (3-0)

Course Code: ARCH-601
interdisciplinary course

Course Description:

This course provides an introductory overview of the field of archaeology, exploring its definition, aims, methods, and its relationship with other disciplines. Students will learn about the history and development of archaeology, basic concepts such as artifacts and stratigraphy, excavation techniques, survey methods, chronology, and conservation. Practical components include visits to local archaeological sites and museums, hands-on experience with systematic surface collection, photographic documentation, artifact identification and drawing, and analysis of regional maps.

Course Outline:

Module 1: Introduction to Archaeology

Definition and terminology of archaeology

Aims and objectives of archaeology

Brief history and development of archaeology

Relationship of archaeology with History, Anthropology, Geography, Geology, Zoology, Botany, Physics, and Chemistry

Module 2: Basic Concepts in Archaeology

Artefacts: types, analysis, and interpretation

Stratigraphy: principles and importance

Archaeological sites: types and significance

Settlement patterns and their study

Context in archaeology: understanding the surrounding environment

Module 3: Methods in Archaeology

Survey in archaeology: techniques and objectives

Excavation techniques: stratigraphic excavation, horizontal excavation, vertical excavation

Chronology in archaeology: relative dating methods, absolute dating methods
Conservation: preservation and management of archaeological sites and artifacts

Module 4: Practical Applications

Visit to local archaeological sites and museums

Systematic surface collection: hands-on experience in fieldwork

Photographic documentation of archaeological sites: techniques and importance

Identification and drawing of artifacts: practical exercises

Study of regional maps: understanding the geographical context of archaeological sites

Assessment:

Written assignments and quizzes to assess understanding of theoretical concepts

Participation in practical activities such as site visits, artifact identification, and documentation.

Final project involving analysis of a specific archaeological site or artifact, including written and visual components.

Required Readings:

1. Fagan, Brian M. 2005 A Brief History of Archaeology: Classical Times to the Twenty-first Century. Pearson, Upper Saddle River, New Jersey.
2. Price, T. Douglas, and Gary Feinman 2012 Images of the Past, Seventh edition. McGraw Hill, New York.

کورس ناپن - براہوئی خلقی شاعری (کورس کوڈ- Brh-521) کل نمبر-100 کریڈٹ آور- 3(3-0)

کورس نامسخت - دا کورسے خوانگ آن پد خوانندہ خاک، براہوئی خلقی شاعری نابشخ آتے اور سرحال آتے سپند منگ نا لائح مریرہ، کہ امر براہوئی خلقی شاعری، پہوالی زندنا سختی سوری تے تینا سرحال کرسہ سوگو کرسہ بسونے - ہراڑے توئی بش، دود ریپہ خاک پہوالی خلکت نا بود بیرشت اے پھاش کیرہ۔

کورس ناسرحال آک - براہوئی خلقی شاعری (درستی راستی)

خلقی شاعری انت نس اے؟

براہوئی خلقی شاعری نابشخ آک

(لینکو، سروزی، زبیری، مودہ)

- براہوئی خلقی شاعری ٹی راجی زندنا درک

ہمپ ویت ناشیرک

مالداری ناشیرک

ثقافتی درشانی ناشیرک

کنوئی گزاتا زمی آشیرک

مد موسم آتا شیرک

خوانگ کن کتاب آک

ڈاکٹر عبدالرحمن براہوئی

محمد افضل بینگل

محمد افضل بینگل

محمد افضل بینگل

ڈاکٹر عبدالرحمن براہوئی

ظفر مرزا

گوارخ

لیلی مور

گرزولی

چمکلی

براہوئی لوک گیت

بدلتے موسموں کے گیت

بی ایس - براہوئی

کورس ناپن - براہوئی خلقی نثر (کورس کوڈ- Brh-522) کریڈٹ آور - (3-0) 3 کل نمبر - 100

- خلقی نثر (درستی راستی)

(وساست، متل، چاچا، بجازی، شرک و پال)

- براہوئی خلقی کسہ خاک

سیچائی / مافوق الفطرت کسہ خاک

روایتی / نیم تاریخی کسہ خاک

ساہدار تا کسہ خاک

خوانگ کن کتاب آگ

براہوئی زبان و ادب کی مختصر تاریخ ڈاکٹر عبدالرحمان براہوئی

خلقی قصہ خاک ڈاکٹر عبدالرحمن براہوئی

قدیم براہوئی نثری ادب سوسن براہوئی

پاٹ ناپلی سوسن براہوئی

چاچاک ڈاکٹر عبدالرحمان براہوئی

شاهی خروار ڈاکٹر عبدالرزاق صابر

براہوئی ادب نالعل و جواہراک محمد عثمان بنگلزی

حسن وزیر محمد افضل بینگل

زرناش حمیرہ صدف حسنی

کچاری پروفیسر عظیم جان

Course Title: Expository Writing

General Education Course

Course Code: ENG-502

Credit Hour: 3(3-0)

COURSE DESCRIPTION

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

COURSE LEARNING OUTCOMES

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

1. Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

Course Contents

Introduction to Expository Writing

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

The Writing Process

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

Essay Organization and Structure:

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

Different Types of Expository Writing

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

Writing for Specific Purposes and Audiences

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

Ethical Considerations

- Ensuring original writing (finding credible sources, evaluating information etc.)
- Proper citation and referencing (APA, MLA, or other citation styles)
- Integrating quotes and evidences (quoting, paraphrasing, and summarizing)
- Avoiding plagiarism (ethical considerations and best practices)

Suggested Practical Activities (Optional)

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

Suggested Readings:

Axelrod, R. B., & Cooper, C. R. (2022). *The St. Martin's Guide to Writing*. Bedford/St. Martins.

Graff, G., & Birkenstein, C. (2021). *"They say / I say": The Moves that Matter in Academic Writing*. W.W. Norton & Company.

Rosenwasser, D., & Stephen, J. (2024). *Writing Analytically*. Cengage.

Williams, J. M., & Bizup, J. (2021). *Style: Lessons in Clarity and Grace*. Pearson.

Strunk, W., & White, E. B. (2022). *The Elements of Style*.

Faigley, L., Selzer, J., Enoch, J., & Wible, S. (2018). *Good Reasons with Contemporary Arguments*. Pearson.

Zinsser, W. (2013). *Writing to Learn: How to Write - and Think - Clearly About Any Subject at All*. Harper Perennial.

Bullock, R. H., Bertsch, D., Goggin, M. D., & Weinberg, F. (2022). *The Norton Field Guide to Writing*. W. W. Norton & Company.

Longknife, A., Sullivan, K. D., & Waddell, M. L. (2007). *The Art of Styling Sentences*. Barron's.

Johnson-Sheehan, R., & Paine, C. (2013). *Writing Today*. Pearson.

Course Title: **Quantitative Reasoning-1** Course Code: QR-521

Catogery : General Education Course Credits: 03(3-0)

DESCRIPTION

Quantitative Reasoning (I) is an introductory-level undergraduate course that focuses on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students' abilities to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem-solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major / field of study.

COURSE LEARNING OUTCOMES

Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts, and equations etc.

1. Fundamental numerical literacy to enable them work with numbers, understand their meaning and present data accurately;
2. Understanding of fundamental mathematical and statistical concepts;

Course content:

Quantitative reasoning exercises using fundamental statistical concepts.

1. Numerical Literacy
 - Number system and basic arithmetic operations;
 - Units and their conversions, dimensions, area, perimeter and volume; Rates, ratios, proportions and percentages;
 - Types and sources of data;
 - Measurement scales;
 - Tabular and graphical presentation of data;
 - Quantitative reasoning exercises using number knowledge.
2. Fundamental Mathematical Concepts
 - Basics of geometry (lines, angles, circles, polygons etc.); • Sets and their operations;
 - Relations, functions, and their graphs;
 - Exponents, factoring and simplifying algebraic expressions;
 - Algebraic and graphical solutions of linear and quadratic equations and inequalities;
 - Quantitative reasoning exercises using fundamental mathematical concepts.
3. Fundamental Statistical Concepts
 - Population and sample,
 - Measures of central tendency, dispersion and data interpretation;
 - Rules of counting (multiplicative, permutation and combination);
 - Basic probability theory;
 - Introduction to random variables and their probability distributions;
 - Introduction to random variables and their probability distributions;
 - Quantitative reasoning exercises using fundamental statistical concepts.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Quantitative Reasoning: Tools for Today's Informed Citizen" by Bernard L. Madison, Lynn and Arthur Steen.
 2. "Quantitative Reasoning for the Information Age" by Bernard L. Madison and David M. Bressoud.
 3. "Fundamentals of Mathematics" by Wade Ellis.
 4. "Quantitative Reasoning: Thinking in Numbers" by Eric Zaslow.
 5. "Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis" by Ethan Bueno de Mesquita and Anthony Fowler.
 6. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O. , Briggs, W. L. , & Badalamenti, A.
 7. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
 8. "Statistics for Technology: A Course in Applied Statistics" by Chatfield, C.
- "Statistics: Unlocking the Power of Data" by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock.

Course Title: What is Science

General Education Course

Course Code: NS-522

Credit Hour: 3(2-1)

COURSE DESCRIPTION:

Science and Technology have completely transformed the way we live. The development we have seen in the past few decades is unprecedented but very few understand the principles through which the scientific progress is achieved. This course, especially designed for first year students introduces various fields of natural science, how scientists operate within these fields, what methods they deploy to make new discoveries, and how they communicate the advances in their fields to the world.

The course starts with an introduction to the development of the scientific approach. It discusses the modern use of the scientific method and the tools and resources that scientists deploy to ensure that they produce authentic and reliable bodies of knowledge. Students are then introduced to three main branches of science (Physics, Chemistry and Biology), their core underlying principles, major developments in these fields and their applications in modern life. Students will work on case studies and lab experiments to understand how scientists discover various workings of nature and the missteps that they can take while conducting any scientific inquiry. The final part of the course focusses on the skills to separate valid science from fringe science. Students are also exposed to the fundamentals of scientific communication and strategies to identify reliable bodies of knowledge.

COURSE OUTCOMES:

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

1. Clearly articulate the development of scientific thought through various parts of human history and compare it to the modern scientific method.
2. Describe various branches of Science, their underlying core ideas, and compare their applications.
3. Using case studies and demonstrations, practice application of the Scientific Method in the natural sciences.
4. Determine whether a given claim or belief is scientifically valid or not and provide a clear rationale for doing so.

COURSE OUTLINE/WEEKLY BREAKDOWN

Module Name	Time (weeks)	Goal	Topics
Overview of Science and the Scientific Method	1	Introduce students to the course and develop a basic understanding of science and the scientific process.	What is science? What qualifies as science? Why does it matter? Who practices it? Introduction to important terminology: Fact, hypothesis, theory, law
Evolution of the Scientific Method across Civilizations	3	Expose students to the evolving understanding of science across time in different civilizations. This module emphasizes to students that modern science is a result of contributions of different people from different civilizations all over the world	Prehistory, Mesopotamia & Egypt, Greeks, China, South Asia, Arab/Islamic, European Examples of scientific contributions from different regions are used to show different forms of reasoning that were used to determine the nature of reality and develop science as a process, e.g. inductive, deductive, abductive, hypothetico-deductive, falsification.
The Modern Scientific Method	1	Establish what the current practice of science looks like. Discuss the role of science in today's society and understand limitations of the modern scientific method.	What does modern science look like today? What are the advantages of using this method? What are the limitations? How did science become the dominant method of understanding the natural world?
Introduction to Areas/Branches of Science	7	Develop student interest and passion for natural sciences. Help students in choice of major based on their interest in the different sciences. Provide an opportunity for students to practice the scientific method using various lab settings.	1 week (Intro to areas/branches of science) 2 weeks (Physics) = Major themes in Physics, Applications, Experiments 2 weeks (Chemistry) = Major themes in Chemistry, Applications, Experiments 2 weeks (Biology) = Major themes in Biology, Applications, Experiments For each of the branches: Introduction to core ideas and important theories (e.g. Physics: Gravity, Chemistry: Atomic theory, Biology:

			Evolution by Natural Selection). • Introduction to possible majors: How do they relate to various professions/fields. • Practical applications of ideas from each field
How to spot FAKE SCIENCE!?	2	Equip students to identify flawed and fraudulent approaches to science, and what to avoid when doing scientific research.	Practices leading to pseudoscience Case-studies from popular discourse (e.g. Cold Fusion, Telepathy, N-rays etc.)
Scientific communication	1	Students learn how science is conducted and communicated in modern times, how to differentiate between good and poor-quality scientific research, and best practices for conducting scientific research	Introduction to the Peer Review (advantages and misuse) Importance of controls and replication (link with the replication crisis in science)

Course Title:- INTRODUCTION TO PHILOSOPHY Code: PHIL-601
Credit Hours: 3 Category: Interdisciplinary

Introduction

This course will help students develop their understanding of the beginning of Philosophy in general. This course will help students understand the Philosophy, its History and its major focuses.

Objectives

This course will help students to know how to discuss philosophical issues and how to use language for this purpose.

Contents

1. **Introduction to Philosophy:**
 - (a) Definition of Philosophy (b) Etymology of Philosophy (c) Scope of Philosophy (d) Nature of Philosophy.
2. **Philosophical Questions** (*Note: Learning Method: Question/Answer Method*)
 - a. What Is Truth?
 - b. What is Justice?
 - c. What is Good?
 - d. What is Beauty?
 - e. What is Love?
 - f. What Is the Meaning of Life?
 - g. Is Knowledge Possible?
 - h. What Does It Mean to Be Free?
 - i. Are You Really You?
 - j. How Does the Brain Produce the Mind?
 - k. Does Happiness Define the Good?
 - l. What Makes a Society Fair or Just?
3. **Branches of Philosophy:**
 - (a) Metaphysics (b) Epistemology (c) Logic (d) Ethics (e) Political Philosophy (f) Aesthetics.
4. **Historical Background of Philosophy:**
 - (a) Ancient Greek Philosophy (c) Medieval Western and Muslim Philosophy (c) Modern Western Philosophy.
5. **Philosophy and Social Sciences:**
 - (a) Philosophy and Psychology (b) Philosophy and Sociology (c) Philosophy and Political Science (d) Philosophy and Literature

Outcome

Study of this Course will enable students to critically assess the genuineness of these problems of philosophy and will give them a vision in this concern.

Recommended books

1. Dr. Khalid Almas and KashifFaraz Ahmed “Advanced Philosophy “Advanced A P Publisher, Lahore.
2. W. Russ Payne, “An Introduction to Philosophy” Bellevue College, 2015.
3. Edward Craig, “Philosophy A Very Short Introduction” by Oxford University Press, Inc., New York 2002.
4. Dallas M. Roark, Ph.D. “Introduction to Philosophy“Emporia State University Copyright 1982 edition, 2016.
5. Nigel Warburton “Philosophy: The Basic” published by Routledge, Fifth edition published 2013.

بی ایس - براہوئی کورس

کورس نا پین - براہوئی زبان نا بناء و ردوم (کورس کوڈ - BRH-531) کریڈٹ آور - 3(3-0) کل نمبر - 100

- زبان انت اسے؟

ہولی و زبان ٹی فرق

براہوئی زبان نا خاہوئی تعلقداری

براہوئی پن تمنگ نا جتا جتا سوب آگ

- براہوئی آییلو زبان نا اثرات آگ

عربی، بلوچی او فارسی نا اثر

اردو، انگریزی او سندھی نا اثر

خواننگ کن کتاب آگ

براہوئی اور اردو کا تقابلی مطالعہ ڈاکٹر عبدالرحمان براہوئی

دی براہوئی لینگویج والیم I, II, III سر ڈینس برے

براہوئی، دراوڑی اور سندھ تہذیب واحد بخش بزدار

براہوئی آباد کاری سیاسی سیاق و سباق نینا سویڈلر/ترجمہ پروفیسر جاوید اختر

عام لسانیات گیان چند

کوچ او بلوچ گل خان نصیر

براہوئی نا ہندی و سنسکرت تون سیالی پروفیسر عزیز مینگل

مسعود حسین خان، لسانیات مسعود ڈاکٹر بادشاہ منیر بخاری، ندیم حسن

نؤس آن دی اسٹڈی آف براہوئی لینگویج جمعیت رائے

بی ایس - براہوئی

کورس ناپن - براہوئی ادب ٹی نیاڑی تالیش (کورس کوڈ- BRH-532) کریڈٹ آور- 3(3-0) کل نمبر- 100

- درغانی دور نیاڑی نوشت کار آگ

بالکا باتا (نظم)

تاج بانو (نظم و نثر)

- ساڑی آوخت نیاڑی نثر نگار آگ

آمنہ موج (افسانہ نگار)

حمیرہ صدف حسنی (افسانہ نگار)

ڈاکٹر عنبرین مینگل (افسانہ نگار)

ساڑی آوخت نیاڑی شاعر آگ

پروفیسر طاہرہ احساس جنگ (غزل، مثنوی، پابند نظم)

حمیرہ صدف حسنی (آجو نظم)

خواننگ کن کتاب آگ

براہوئی نسائی ادب عبدالقیوم بیدار

بندوک آمنہ موج

صدف پروفیسر طاہرہ احساس جنگ

نوود حمیرہ صدف حسنی

مہر ناپند حمیرہ صدف حسنی

Course Title: Ideology and Constitution of Pakistan
Code: PAK-631 Credit Hours: 2(2-0) Category: General Education

Objectives of the Course

- Understand the historical context and significance of Pakistan's ideology and constitution.
- Analyse the role of the Two-Nation Theory in Pakistan's creation and its connection to the constitution.
- Trace the evolution of Pakistan's Constitution, highlighting key changes and amendments.
- Interpret fundamental rights and duties as enshrined in the Constitution.
- Evaluate the structure of government, including the roles of key constitutional institutions and governance in Pakistan.

Course contents

Chapter 1: Ideology:

- Defining ideology and its significance
- Difference between Philosophy, Ideology and Theory

Chapter 2:

- The Historical Framework to the Creation of Pakistan
- The Ideological Framework of Pakistan
- Founding Fathers and their Contributions to the Ideology

Chapter 3: Evolution of the

Constitution of Pakistan

- The Government of India Act, 1935, and its impact on Pakistan
- The first Constitution of Pakistan (1956)
- The Constitution of 1962 and its significance
- The 1973 Constitution and its main features
- Amendments and major changes in the Constitution over the years
- Citizen's duties and responsibilities

Recommended Textbooks:

"Pakistan: A Modern History" by Ian Talbot

"Constitution of Pakistan" by Hamid Khan

"The Making of Pakistan: A Study in Nationalism" by K.K. Aziz

"Constitutional and Political History of Pakistan" by Hamid Khan

"Pakistan's Foreign Policy: An Historical Analysis" by M. Rasul Bakhsh Rais

Course Title: Fables, Wisdom Literature, and Epic

Code: AHM-532

Credit Hours: 2(2-0)

Category: General Education

COURSE OUTLINE FOR FABLES, WISDOM LITERATURE, AND EPIC

This course has three components containing both readings and related activities: The first component is about fables—that is, stories with animal characters having human attributes. The second component concerns wisdom literature and looks specifically at some of the stories, both in prose and poetry, of the famous Persian literary figure Sa’di. We shall introduce this author to you.

The third component is on the world’s largest epic—the *Shāhnāma* (Book of Kings) of another literary giant, Firdausi.

NOTE: A reference Timeline for this course is provided in the course package.

I. FABLES

Kalīla wa Dimna is a collection of fables in Arabic dating back to the 8th century CE. The fables were originally written in Sanskrit and trace their origins to India prior to the 6th century. After being translated to Pahlavi, they were then translated into Arabic by Abdullah ibn Muqaffa during the Abbasid era and since then have been in circulation around the world in numerous languages including Greek and Latin. In these various translations, the book has not remained in a static form but instead various additions and omissions have accompanied its long history of translation.

The story of *Kalīla* and *Dimna* revolves around an ambitious jackal, *Dimna*, who navigates his way in the king’s court to win his favor and become his most trusted advisor. In the progression of this story, various sub-stories are recounted couched in elaborate idioms and metaphors that all eventually culminate in a moral lesson for its characters and the reader. The following excerpt is near the beginning of the story in which *Dimna* works himself into a complicated situation after attempting to help the king. The remainder of the story is an account of his efforts to undo his mistake and learn many crucial lessons in the process about friendship, betrayal and power.

Following chapters from *Kalīla wa Dimna* or *The Fables of Bidpai* are included:

Chapter V – The Lion and the Bull, or the emblem of two friends whom a liar contrives to disunite.

Chapter VI – Investigation of the conduct together with the defence of Dimna.

Chapter VII – The Ring-dove, or the emblem of sincere friends.

Chapter VIII – The Owls and the Crows, or the danger of being deceived by an enemy,

NOTE: The English translation of *Kalīla wa Dimna* is named “*The Fables of Bidpai*”. Pdf copy of the book is provided.

II. Wisdom Literature

BĀNG-I DARĀ

Bāng-i Darā or *The Call of the Marching Bell* is the first and perhaps the most famous of Allama Muhammad Iqbal's works of Urdu poetry, published in 1924. It came after his initial three books of poetry which were all in Persian and were considered difficult to read. The lucid and relatively accessible style of *Bāng-i Darā* coupled with the fact that it was written in Urdu earned it much greater acclaim and acceptance among people than the earlier books.¹

Bāng-i Darā is divided into three distinct parts based on differences that are chronological and also thematic. The first part comprises his poetry written from the start of his career until 1905. During this time, Iqbal was heavily influenced by nationalism; many of his poems such as *Tasvīr-i Dard*, *Āftāb* and *Tarāna-i Hindī* reflect his nationalist political fervor. The second part was written from 1905 to 1908 during his stay in Europe. Iqbal experienced a major revolution in his thinking during this time as he closely scrutinized the social and political makeup of Western societies and lost much of his earlier fervor for nationalism. His poems from this time period are critical of Western modernity and the materialism and godlessness lying at its heart. The last part was written from 1909 to 1923 after his return to India from Europe. Poems from this part feature a strong philosophical and mystical bent along with a great religious fervor especially at display in his abundant and heartfelt praise of the Prophet, peace and blessings be upon him.²

The following eight poems from *Bāng-i Darā* have been chosen in accordance with the general theme of this component i.e. fables. They feature various animals, and at times inanimate beings, engaged in discussion about different facets of man's moral existence. They generally begin with an ethical dilemma and, by drawing on various natural and environmental sources of imagery, metaphor and religious idiom, culminate in a resolution of the dilemma leaving the reader with an accessible but profound moral lesson.

The selected poems are:

1. ایک مکڑا اور مکھی
2. ایک پہاڑ اور گلہری
3. ایک گائے اور بکری
4. پرندے کی فریاد
5. دریا موج
6. جگنو
7. ایک پرندہ اور جگنو
8. ہمدردی

NOTE:

Pdf copy of the poems is provided.

¹ Yūsuf Salīm Chishtī, *Sharah-i bāng-i darā* (Lāhaur: Maktaba-i ta' mīr-i insāniyat, 1991), 5.

² Ibid., 6.

GULISTĀN-E SA'DĪ

The author of the following *ḥikāyāt*, Sharf al-Din Sa'dī Shirazi, was born in Shiraz, Iran, at the turn of the 12th century. Sa'dī was raised in a family of religious scholars and received his initial education in his hometown and later in the illustrious city of Baghdad where he was under the tutelage of the famous scholar Ibn al-Jawzi. Alongside his traditional education in the Islamic sciences, Sa'dī was also deeply influenced by Sufism and was a student of the great philosopher and Sufi mystic Shihab al-Din al-Suhrawardi. His deep commitment to Sufism and the moral project of purifying and elevating the self, permeate his works of poetry and especially his most famous work, for which he earned lasting acclaim throughout the Muslim world, namely, the *Gulistān*. His *ḥikāyāt*, or short stories, that are the subject of this component, are an extension of this moral project and offer the reader advice and guiding principles in various domains of life.

The following selections from his collections of *ḥikāyāt* touch on a variety of themes and circumstances ranging from issues surrounding wealth, power, and injustice to those regarding the importance of knowledge and piety. The narratives are similar in style and content to the famous *ḥikam* of Ibn 'Ataillah and are part of a tradition of offering pithy and often witty pieces of advice aimed at the moral development of the reader. Despite a diversity of themes, the stories can be tied together given their emphasis on the development of personal virtue and the subduing of the lower self; resonating through each of them is a deep Sufi ethic that follows the Divine law in both letter and spirit with an unwavering concern for the permanent and the ever-lasting over the fleeting and the ephemeral.

Ten *ḥikāyāt* from:

John T. Platts, *The Gulistan; or, Rose Garden of Shaikh Muslihu'd-Dīn Sa'dī of Shīrāz* (London: Wm. II. Allen, 1876).

The selected ten *ḥikāyāt* are given below:

1. Story (chapter 1): VI, Pg. 83.

“Those who make an effort to display their virtues, do the same to conceal their vices”.

A man purposefully eats less and prays more in court to appear pious, requesting more food within the walls of his home. His son asks him to offer his prayers again as the one he performed in front of the sultan were meant to impress a mortal, not God.

2. Story (chapter 1): XX, Pg. 44.

“The foundation of injustice in the world began with small unjust deeds.”

The Sassanian King Naushirwan³ and his retinue need salt to roast their hunt. Before his men leave to get it from a nearby village, he tells them to pay for. He explains that the smallest action of appropriations by the rich and powerful of the poor and weak lead to unending trails of confiscations that subsequently plagues the entire society.

3. Story (chapter 1): XXI, Pg. 45.

“Burden bearing oxen and asses are better than oppressors.”

A royal revenue collector is unfair to the peasantry to fill the treasury and please the Sultan. Instead of being awarded, he is punished when the Sultan finds out. Misuse of authority as a right to oppress the weak and helpless eventually brings ruin to the oppressor. The humble ass and ox are much better than the mighty lion as they serve humanity and silently bear their burden. Similarly, humility and eagerness to serve others are qualities appreciated by God, not the ruthless lion-like pride that destroys the destitute.

4. Story (chapter 1): XXVII, Pg. 56.

“The pain you give to others eventually finds its way back to you.”

A man oppressed the poor by forcibly purchasing cheap firewood from them and would sell it for large profits to the rich. One day his home burnt down from a fire with no apparent reason. A pious man told him that the sighs of helpless people suffering at his hands were the cause of this calamity.

Contemporary equivalents: “What goes around, comes around” & the concept of “Karma.”

5. Story (chapter 1): XXIX, Pg. 59.

“Power and riches cannot exalt one in status.”

A king passes by a faqir and becomes angry when the poor man does not acknowledge him. Upon confrontation, he learns that it is the kings who serve their subjects, rather than subjects submitting to the rich, as power comes with responsibilities towards the masses.

6. Story (chapter 1): XXXI, Pg. 62.

“The fleeting moment of an angry decision has everlasting consequences.”

A raging king orders an innocent man to be killed. The man cries that his punishment would end in a short while, but the king’s guilt would last for as long as he lives.

7. Story (chapter 1): XXXVII, Pg. 67.

“A pair of hands working at one’s will are better than those clasped in obedience, waiting for orders”

A poor laborer tells his rich brother (who serves the sultan) that he prefers poverty as although he is poor, his work and self-sufficiency sets him free from bowing down in front of others. Serving royalty, he says, is a burden as it causes dependency and ingratitude.

8. Story (chapter 1): XXXVIII, Pg. 68.

“It is fruitless to celebrate the death of an enemy as one will never be spared from it either.”

A happy messenger gives the Sassanian King Naushirwan the news of the death of his enemy. He refuses to rejoice because he realizes that death does not favor anyone and that he and his all friends will die one day too.

Mian Muhammad Bakhsh (1830-1907): *dushman mare te khushī nā karye, sajnāñ vī mar jānā.*

9. Story (chapter 1): XLII, Pg. 74.

“Destruction of the good names of the departed cannot protect your own.”

Alexander the Greek conqueror tells how he won over kingdoms with armies and riches greater than his own by speaking kindly of their former leaders and kings. Fortune and power perish, but one’s integrity remains behind if they keep others’.

10. Story (chapter 2): XXXVIII, Pg. 124.

“Do not turn away from knowledge even if one has to get it from the teachings of the ignorant.”

5

A law professor refuses to listen to religious preachers as he believes they don’t practice what they preach. His father tells him to never reject knowledge because of this alone, as it can be gained despite their ignorance if one makes his own effort to listen and think.

NOTE: The English translation of *Gulistān-e- Sa’dī* is named “*The Gulistan*” or “*Rose Garden*”.

Pdf copy of the book is provided.

Course title: INTRODUCTION TO POLITICAL SCIENCE course code.PolSc 501:

Credit Hs. 3(3-0) category: general Education

Objectives:

The objective of this course is to introduce the students with the fundamentals of the subject of Political Science and prepare them for advanced studies in the forthcoming semesters. The very basic concepts and terminology commonly used in the further courses of studies are taught to make the students friendly with the subject.

Contents:

1. Defining Social Sciences and differentiating it from natural and physical sciences
2. Defining Political Science, its history, method and subject matter.
3. Relationship of Political Science with other social sciences.
4. Major Fields of Political Science: Political Philosophy, Political Theory, Political Economy, Comparative Politics, International Relations
5. State: Its origin, evolution and types
6. Government: Legislature, Executive, Judiciary.
7. Sovereignty
8. Regime Types: Authoritarianism and Democracy
9. Forms of Democratic Governments: Presidential and Parliamentary forms.
10. Basic concepts of Political Science: Power, Authority, Legitimacy

Recommended Books:

1. Ellen Grigsby (2016) *Analysing Politics: An Introduction to Political Science*, Oxford University Press, London.
2. Ian Mackenzi (Ed.), *Political Concepts: A Reader and Guide*, Edinburgh, University Press, 2005.
3. Robert Jackson and Dorreen Jackson, *A Comparative Introduction to Political Science*, New Jersey, Prentice – Hall, 1997
4. V. D. Mahajan, *Political Theory- Principles of Pol. Science*, New Delhi, S. Chand & Co., 2006.

Course Title: INTRODUCTION TO SOCIAL WORK course Code: 534.

Credit Hs. 3(3-0) category: General Education

OBJECTIVES

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

CONTENTS Introduction

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

RECOMMENDED READINGS

1. Adams, R. (2003). *Social work and empowerment*. London: Palgrave Macmillan.
2. Ambrosino, R. (2005). *Social work and social welfare introduction*. Mexi: Thomson.
3. Bogo, M. (2007). *Social work practice*. New Dehli: Rawat Publications.

4. Catherine N. D. & Karen M.S. (2012). *Social Work Fields of Practice*. Canada: John Wiley&Sons.
5. Gautam, P.R. & Singh, R.S. (2011). *Principles and practices of Social Work*. New Delhi: Balaji Offset.
6. Healy, K. (2012). *Social work methods and skills: The essential foundations of practice*. New York: Palgrave Macmillan.
7. Hepworth, D. H. & Rooney, R. (2010). *The Direct Social Work Practice: Theory and skills*. Belmont: Brook cole.
8. Jane M. & Ronnie, E. (2006). *Practice Skills in Social Work & Welfare*. Chennai(India): Allen& Unwin.
9. Khalid, Muhammad (1990). *Sociological Theory: A Historical Perspective*. Karachi: Kifayat Academy.
10. Khalid, Muhammad (2014). *Social Work: Theory & Practice*. Karachi: Kifayat Academy.
11. Kirst-Ashman,K. (2003). *Introduction to social work and social welfare: critical thinking perspectives*. MEXI, Thomson.
12. Liz O', R. (2010). *Recording in Social Work*. UK: Hobbs, Southampton.
13. Louise, C. & Stephen, J. Y. (2011). *Social Work Practice: A Generalist Approach*. New Delhi: Asoke K. Ghosh.
14. Maidment, J. (2006). *Practice skills in social work & Welfare*. AUST: Allen & Unwin.
15. Michael, B. S. & Pam, T. (2012). *Social Work with Disabled People*. BASW Palgrave Macmillan.
16. Mohammad, N. (2005). *Social work for weaker sections*. New Dehli: Anmol Publications.
17. Rameshwari, D. & Ravi, P. (2004). *Social work Methods: Practices and Perspective*. Jaipur: Mangal Deep.
18. Rory, T. & Leonie, N. (2002). *Reflection on Current Social Work Practices*. New Zealand: Murray Lock.
19. Safdar, S. (2008). *Introduction to Social Work*. Peshawar: University of Peshawar.
20. Shah, N. A. (1994). *The Self Employed Women in Pakistan*. Karachi: P&WS + NEWS Karachi.
21. Shah, N. A. (2001). *Karachi kay Nu Umar Mehnatkash Bachechey Aur Bachchiyan: Ek Jaiza*. Karachi: Bcc & T Press University of Karachi.
22. Shah, N. A. (2004). *Karachi ki Gadagar Larkiyan: Ek Jaizao. (Social Problems in Pakistan)*. Karachi: Bcc + T Press , University Of Karachi.
23. Shah, N. A. (2015). *The Aging Home- Based Women- Workers in Karachi*. Karachi: Bcc + T Press, University Of Karachi.
24. Suresh, S. (2013). *Handbook of Social Work Skills and Knowledge*. New Delhi.

Course Title: History of Ancient Civilizations

Course Code: HIS-531

Credit Hs. 3(3-0)

Category: Interdisciplinary

Aims and Objectives: the objectives of this paper is let the students know about the ancient history and ancient civilization of Indus valley, Mesopotamia, Egypt, Aciemt China and Roman Civalization

Course Content:

- .1 Indus Valley Civilization
- .2 Mesopotamian Civilization
- .3 Egyptian Civilization
- .4 Ancient China
- .5 Ancient Greece (Hellenic)
- .6 Roman Civilization

Suggested Readings:

1. .1 Burkitt, M. C. Our Early Ancestors. Cambridge: 1929.
2. .2 Burns, E. M. and Ralph. P. L. World Civilizations, Latest Edition.
3. .3 Cary, C. A. History of the Greek World: From 323 to 146 BC. London: 1959.
4. .4 Durant, Will. The Life of Greece. New York: 1939.
5. .5 Easton, Stewart C. The Heritage of the Past: Earliest Times to 1500. USA: 1970.
6. .6 Frankfort, Henri. The Art and Architecture of the Ancient Orient. London: 1958.
7. .7 Gibb, H. A. R., Studies on the Civilization of Islam, Ed. Stanford J. Slaw, London, 1962.
8. .8 Graig, A. M., The Heritage of World Civilizations, II Vols, New York, 1986.
9. .9 Kosambi, D. D., The Culture and Civilization in Ancient India: An Historical Outline, New Delhi, 1982.
10. .01 Martin Whiller, Five Thousand Years of Pakistan,
11. .11 Masson-Oursel, Paul HD Willman Grabowska. Philippe Stern. Ancient India and Indian Civilization. London: 1951.
12. .21 Reither, J., World History: A Brief Introduction, 1973.
13. .31 Roberts, J. M. Huntington, World History, Latest Edition.
14. .41 Sabt-i-Hasan, Pakistan Main Tahzeeb Ka Irtiq (Urdu)
15. .51 Tannebaum, Edward R. A History of World Civilisations. USA: 1973.
16. .61 Toynbee, Arnold J. Hellenism: The History of a Civilization. Oxford: 1959
Wallbank, T. W. and A. M. Taylor, Civilization: Past and Present, Vol. 1, 3rd Ed., Chicago, 1954.

بی ایس - براہوی

Title: براہوی زبان نا چائننداری

(Introduction to Brahui language)

Course Code: Brh-541

Credite Hours: 3(3-0)

marks: 100

Goals of the course

Learn Brahui for daily conversation.

Overview of the course

Brahui is a most northerly Dravidian language, spoken in Balochistan, Iran and Afghanistan. It is spoken by three million people. It has unique grammatical systems different from both Iranian and Indo-Aryan.

In this course, Students will learn the basic conversation in Brahui, and also learn about the culture and life of the Brahui speakers.

Keywords

Brahui, Dravidian language family, Balochistan, Pakistan, Iran

Lesson plan:

Students will learn Brahui grammar and conversation and will first learn Brahui as a Second language. In addition, will read linguistic studies of the Dravidian languages related to Brahui and consider what Brahui shares with other Dravidian languages and what makes them different.

S. No	Content
1	Phonemes, pronunciation, writing system
2	copula and pronouns
3	present and present negative
4	pronominal case, imperative and prohibitive
5	nominal case
6	past and past negative
7	definiteness of adjectives and nouns, converbs
8	subjunctive and subjunctive negative, light-verb construction
9	pronominal clitics, subordination
10	perfect and perfect negative, relative clause
11	pluperfect and pluperfect negative, indefinites
12	probable future and probable future negative
13	passivity, causativity and transitive-intransitive alternation
14	practice of listening and reading 1
15	practice of listening and reading 2

Teaching methods:

Half of the classes are spent learning Brahui, and half are about reading research papers on Brahui and Dravidian languages.

Grade evaluation:

Participation and presentation of classes and exams of the Brahui language

Preview/review

Review more than half an hour

Notes

Course content is subject to change.

Language

Basically, Brahui but can also teach in English or Urdu.

Reference Book

Liaquat Ali and Masato Kobayashi, Brahui Text, Glossed, translated novels and folktels ALLAA Japan.

بی ایس۔ براہوئی

کورس ناپن۔ براہوئی قدیم شاعری (کورس کوڈ۔ Brh-542) کریڈٹ آور۔ 3(3-0) کل نمبر۔ 100

- براہوئی قدیم شاعری بنا و ردوم

ملک داد قلاتی

ملا محمد حسن بدوزئی

- براہوئی قدیم شاعری انگریز دور ٹی

بشام، ریکی، بلو شاعر، قیصر خان فقیر زئی، تاج محمد تاجل، ملا مزار بدوزئی، ملا عبدالحکیم مشوانی

خواننگ کن کتاب آک

قدیم براہوئی شعراء ڈاکٹر عبدالرحمن براہوئی

تحفۃ العجائب ملک داد قلاتی

چار باغ ڈاکٹر عبدالرزاق صابر

کلام تاجل ڈاکٹر عبدالرزاق صابر

تاج محمد تاجل ڈاکٹر عبدالرحمن براہوئی

شہنوی ماہ گل ڈاکٹر عبدالرحمن براہوئی

براہوئی تخلیق کار جوہر براہوئی

کلیات محمد حسن بدوزئی ڈاکٹر انعام الحق کوثر

Title: Applications Of Information And Communication Technologies

Course code: ICT-541

Credits: 03 (2-1)

Category: General Education Course

DESCRIPTION

This course is designed to provide students with an exploration of the practical applications of Information and Communication Technologies (ICT) and software tools in various domains. Students will gain hands-on experience with a range of software applications, learning how to leverage ICT to solve daily life problems, enhance productivity and innovate in different fields. Through individual and interactive exercises and discussions, students will develop proficiency in utilizing software for communication, creativity, and more.

COURSE LEARNING OUTCOMES

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

1. Explain the fundamental concepts, components, and scope of Information and Communication Technologies (ICT)
2. Identify uses of various ICT platforms and tools for different purposes.
3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
4. Understand the ethical and legal considerations in use of ICT platforms and tools.

course content

1. **Introduction to Information and Communication Technologies:**
 - Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.).
 - Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.).
 - Emerging technologies and future trends.
2. **Basic ICT Productivity Tools:**
 - Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web.
 - Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.).
 - Microsoft Office Suites (Word, Excel, PowerPoint).
 - Google Workspace (Google Docs, Sheets, Slides).
 - Dropbox (Cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft Office integration).
 - Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas).
 - Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.).
 - Social Media applications (LinkedIn, Facebook, Instagram, etc.).
3. **ICT in Education:**
 - Working with learning management systems (Moodle, Canvas, Google Classroom, etc.).
 - Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.).
 - Interactive multimedia and virtual classrooms.

4. ICT in Health and Well-being:

Health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple Health, Xiaomi Mi Band, Runkeeper, etc.).

Telemedicine and online health consultations (OLADOC, Sehat Kahani, Marham, etc.).

5. ICT in Personal Finance and Shopping:

- a Online banking and financial management tools (JazzCash, Easypaisa, Zong PayMax, Il LINK and MNET, Keenu Wallet, etc.).

E-commerce platforms (Daraz.pk, Techoart, Shophive, etc.) Citizenship and Online **Etiquette**:

- b Digital identity and online reputation.

Netiquette and respectful online communication. Cyberbullying and online harassment.

7. Technical Considerations in Use of ICT Platforms and Tools:

- Intellectual property and copyright issues.
Ensuring originality in content creation by avoiding plagiarism and unauthorized use of information sources.
Content accuracy and integrity (ensuring that the content shared through ICT platforms is free from misinformation, fake news, and manipulation).

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, the course will include:

1. Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), spreadsheet software (e.g., Microsoft Excel) among such other tools. Students may be assigned practical tasks that require them to create documents, presentations, and spreadsheets etc.
2. Assigning of tasks that involve creating, managing, and organizing files and folders on both local and cloud storage systems. Students will practice file naming conventions, creating directories, and using cloud storage solutions (e.g., Google Drive, OneDrive).
3. The use of online learning management systems (LMS) where students can access course materials, submit assignments, participate in discussion forums, and take quizzes or tests. This will provide students with the practical experience with online platforms commonly used in education and the workplace.

SUGGESTED INSTRUCTIONAL READING MATERIALS

1. "Discovering Computers" by Vermaat, Shaffer, and Freund.
 2. "GO! with Microsoft Office" Series by Gaskin, Vargas, and McLellan.
 3. "Exploring Microsoft Office" Series by Grauer and Poatsy.
 4. "Computing Essentials" by Morley and Parker.
- "Technology in Action" by Evans, Martin, and Poatsy.

Course Title: Quantitative Reasoning -11 Corse code: QR-542

Credit Hs. 3(3-0) Category: General Education Course

Pre-Requisite: Quantitative Reasoning (I)

Description:

Quantitative Reasoning (II) is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling / analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate an ability in students the logical reasoning to construct and evaluate arguments, identify fallacies, and think systematically. Keeping the pre-requisite course of Quantitative Reasoning (I) as its base, this course will enable students further their quantitative, logical and critical reasoning abilities to complement their specific major / field of study.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Understanding of logic and logical reasoning;
2. Understanding of basic quantitative modeling and analyses;
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;

Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

Course content

1. Logic, Logical and Critical Reasoning

Introduction and importance of logic;

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

2. Mathematical Modeling and Analyses

Introduction to deterministic models;

- Use of linear functions for modeling in real-world situations;
Modeling with the system of linear equations and their solutions;
Elementary introduction to derivatives in mathematical modeling;
- Linear and exponential growth and decay models;

Quantitative reasoning exercises using Inathematical modeling.

3. **Statistical Modeling and Analyses**

- Introduction to probabilistic noociels•,

Bivariate analysis, scatter

Simple linear regression model and correlation analysis;

Basics of estimation and confidence interval;

Testing of hypothesis (z-test; t-test);

Statistical inference in decision making;

Quantitative reasoning exercises using statistical noodeling.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

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

"Barrons SAT" by Sharvon Weiner Green, M.A and Ira K. Wolf.

Course Title: Civics And Community Engagement Course code: CIV-543

Credits: 2(2-0) category: General Education Course

Description:

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

COURSE LEARNING OUTCOMES

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

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

COURSE CONTENT

1. Civics and Citizenship:
 - Concepts of civics, citizenship, and civic engagement.
 - Foundations of modern society and citizenship.
 - Types of citizenship: active, participatory, digital, etc.
2. State, Government and Civil Society:
 - Structure and functions of government in Pakistan.
 - The relationship between democracy and civil society.
 - Right to vote and importance of political participation and representation.
3. Rights and Responsibilities:
 - Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.
 - Civic responsibilities and duties.
 - Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.)
4. Community Engagement:
 - Concept, nature and characteristics of community.
 - Community development and social cohesion.
 - Approaches to effective community engagement.
 - Case studies of successful community driven initiatives.
5. Advocacy and Activism:
 - Public discourse and public opinion.

- Role of advocacy in addressing social issues.
- Social action movements.

6. Digital Citizenship and Technology:

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

7. Diversity, Inclusion and Social Justice:

- Understanding diversity in society (ethnic, cultural, economic, political etc.). Youth, women and minorities' engagement in social development.
- Addressing social inequalities and injustices in Pakistan.

Promoting inclusive citizenship and equal rights for societal harmony and peaceful coexistence.

SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)

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

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

Cultural Exchange Activities: Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances, and presentations that promote cross-cultural understanding.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

"Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education.

2. "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.

3. "Engaging Youth in Civic Life" by James Youniss and Peter Levine.

4. "Digital Citizenship in Action: Empowering Students to Engage in Online Communities" by Kristen Mattson.

5. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.

6. "Community Engagement: Principles, Strategies, and Practices" by Becky J. Feldpausch and Susan M. Omilian.

"Creating Social Change: A Blueprint for a Better World" by Matthew Clarke and MarieMonique Steckel

Course Title :Introduction to Psychology course code: PYS-541

Credite Hs. 3(3-0) Category: Interdisciplinary

Aims:

The main aim is to familiarize students with history, main concepts, methods, and theoretical frameworks in psychology. The course will help students appreciate the human nature and its related concepts, thereby will gain insight into human behavior and human relationships.

Course Outcome:

After successful completion of this course the students will be able to: Have a grasp over basic concepts and theoretical perspectives explaining human behavior. They will be able to appreciate the complexity of human behavior and relationships. They will be able to understand Psychology as science and empirical methods used for understanding different aspects of human behavior.

Course Contents:

Understanding Psychology
 Psychology: Scientific perspective
 Historical perspective
 School of psychology
 Methods of psychology
 Fields of psychology

Biological Basis of Behavior
 Neuron and its function
 Nervous system: Central and Peripheral
 Endocrine system

Sensation and Perception
 Sensation and the Senses: Vision, audition, smell, taste and kinesthetic
 Perception: Principles of perceptual organization
 Depth Perception: Binocular and monocular cues
 Illusions and extra sensory perception

Learning

Definition of learning:
 Types of learning: classical and Operant conditioning; Latent and observational learning

Memory

Definition and types of memory
 Processes and techniques of improving memory
 Forgetting: Nature and causes

Cognition and Intelligence

Concept of cognition
 Problem solving

Judgment and decision making
 Language development
 Concept and theories of intelligence
 Assessment of intelligence
 Concept of creativity and its stages

Motivation and Emotion

Concept and types of motivation
 Factors affecting of motivation
 Introduction to emotions
 Theories of emotions
 Physiology of emotions

Personality

Defining personality
 Theories of personality
 Personality assessment
 Social influence and Socialization
 Social facilitation
 Crowd behavior
 Conformity, Obedience
 Helping behavior
 Agents of socialization

Recommended Books

- Atkinson R.C., & Smith, E. E. (2000). Introduction to psychology (13th ed.). NY: Harcourt Brace College Publishers.
 - Coon, D., & Mitterer, J. (2008). Introduction to psychology: Gateways to mind and behavior (12th ed.). USA: Wadsworth Cengage learning.
 - Fernald, L. D, & Fernald, P.S (2005). Introduction to psychology. USA; WMC Brown Publishers.
 - Fredrickson, B., Nolen-Hoeksema, S. Loftus, G & Wagenaar, W. (2009). Atkinson & Hilgard's introduction to psychology (15th ed.) USA: Wadsworth.
 - Glassman, W.E. (200). Approaches to psychology. Open University Press.
 - Kalat, J. W (2010). Introduction to psychology. USA: Cengage Learning, Inc.
 - Lahey, B. B. (2004). Psychology: An introduction (8th ed.). UK: McGraw- Hill Companies, Inc.
 - Leahey, T. H. (1992). A history of psychology: main currents in psychological thought.
 - Now Jersey: prentice-Hall international, Inc.
 - Myers, D G. (2011). Psychology (10th ed.). USA: Wadsworth publishers.
- Ormord, J. E. (1995). Educational psychology: concepts and connections (10th ed.). USA: Wadsworth Cengage learning.

بی ایس - براہوئی

کورس ناپن - نثر نالیشخ آگ (کورس کوڈ - Brh-651) کریڈٹ آور - 3(3-0) کل نمبر - 100

کورس نامہ مسخت -

دا کورسے خواننگ آن پد خوانندہ غاک دا لائخ مریرہ کہ او فک، براہوئی نثر نالیشخ آتے پرنک کننگ کیہ، ہندن غیر افسانوی ادب نالیشخ آتے ہم سپند مننگ کیہ۔

کورس نامہ سر حال آگ

- افسانوی ادب (بنیادی چاہنداری)

ناول ڈرامہ افسانہ انشائیہ

- غیر افسانوی ادب (بنیادی چاہنداری)

مضمون نگاری سفر نامہ خاکہ نگاری
مٹ بل (ترجمہ) تین تد (آہیتی) سوانح عمری
طنز و مزاح تحقیق و تدوین تنقید

خواننگ کن کتاب آگ

گوبر ادب صدف نقوی
اصناف ادب رفیع الدین ہاشمی
اصناف ادب پروفیسر انور جمال
براہوئی افسانوی ادب پروفیسر خدائیداد گل

بی ایس - براہوئی

کورس ناپن - براہوئی لہجہ خاک (کورس کوڈ - Brh-652) کریڈٹ آور - 3(3-0) کل نمبر - 100

- لہجہ (محاورہ) نادرستی راستی

لہجہ او محاورہ ئی فرق

براہوئی زبان نا لہجہ خاک (پاروژک)

ساراوانی پاروژ (لہجہ)

جھالوانی (لہجہ) پاروژ

ریشانی پاروژ (لہجہ)

- براہوئی ئی اسٹی بھازی (واحد جمع)

- براہوئی ئی نر زات او مادہ زات (مذکر مونث)

خواننگ کن کتاب آگ

براہوئی زبان و ادب کا تقابلی مطالعہ ڈاکٹر عبدالرحمن براہوئی

براہوئی لکھوڑ ڈاکٹر عبدالرزاق صابر

براہوئی گرائمر آغا نصیر خان احمد زئی

نقد ذہانت تراب لاڑکانوی

لوز آتا شونداری لیاقت سنی

بی ایس - براہوئی

کورس ناپن - براہوئی لکھوڑا و املا (کورس کوڈ - Brh-653) کریڈٹ آور - 3(3-0) کل نمبر - 100

- براہوئی لکھوڑ

براہوئی کن عربی لکھوڑ (درخانی دور)

براہوئی کن رومن لکھوڑ (انگریز آتا دور)

براہوئی کن فارسی لکھوڑ (۱۹۶۰ آن پد)

برو لکھو (اصلاح املا نا دور)

- لکھوڑ نا و نیل آگ

عربی (ش، ح، ذ، ص، ض، ط، ظ، ع، ق) توار تا در شانیک

براہوئی الم توار آتا، املا ٹی در شانی

خواننگ کن کتاب آگ

دی براہوئی لینگوئج جلد اول سر ڈینس برے

براہوئی گرامر ظفر مرزا

اے براہوئی ریڈنگ بک ٹی جے ایل میئر

براہوئی گرامر آغا نصیر احمد زئی

اردو املا اور رسم الخط ڈاکٹر فرمان فتح پوری

املا نامہ گوپی چند نارنگ

نقد ذہانت تراب لاکاٹوی

براہوئی قاعدہ غلام حیدر حسرت

بی ایس - براہوئی

کورس نا پن - براہوئی بھوگ شوگی ادب (کورس کوڈ - Brh-654) کریڈٹ آور - 3(3-0) کل نمبر - 100
- نظم نا بشخ

براہوئی بھوگ شوگی شاعری نا بناء و ردوم

(خلقی، قدیم او پوسکنا شاعری ٹی)

براہوئی شاعری ٹی پیروڈی

براہوئی بھوگ شوگی شاعرک

(جبار یار، عبداللہ جوہر، حیدر عاطش)

- نشر نا بشخ

براہوئی بھوگ شوگی نشر نا بناء

براہوئی بھوگ شوگ نشر نگارک

(غلام نبی راہی، پروفیسر خداداد گل، میر محمد الفت)

خواننگ کن کتاب آگ

بشخندہ جبار یار

ٹاکو تاٹکی عبداللہ جوہر

عُتکو حیدر عاطش

استو نا بندغ غلام نبی راہی

سہیل و بہتم ڈاکٹر علی احمد شاد

نم تینٹ پاو میر محمد الفت

بودلا بادشاہ پروفیسر خداداد گل

بی ایس۔ براہوئی

کورس ناپن۔ براہوئی ادب فی مکتبہ درخانی نا کار کڑو (کورس کوڈ۔ Brh-655) کریڈٹ آور۔ 3(3-0) کل نمبر۔ 100

- مکتبہ درخانی نا بنانا مسخت

مولانا محمد فاضل درخانی

مکتبہ درخانی (گرج و خواست)

مکتبہ درخانی و نوشتنی روایت

مکتبہ درخانی نا نظریاتی کاریک

- مکتبہ درخانی نا نثری کاریک

- مکتبہ درخانی و براہوئی شاعری

مولانا محمد عمر دین پوری، مولانا عبدالمجید چوتوئی

مولانا عبدالغفور درخانی، مولانا عبدالباقی درخانی

خواننگ کن کتاب آک

پروفیسر یوسف رودینی

مولانا محمد عمر دینپوری

قیوم بیدار

مولانا عبدالمجید چوتوئی

اشیر عبدالقادر شاہواری

مکتبہ درخانی

عبدالباری لہڑی

مکتبہ درخانی ڈھادر

بی ایس - براہوئی

کورس ناپن - براہوئی افسانوی ادب: فنی و فکری جاچ (کورس کوڈ - Brh-661) کریڈٹ آور - 3(3-0) کل نمبر - 100

- ناول

ناول نالشیخ آک (پلاٹ، کردار، منظر نگاری، اسلوب - - - - -)

ناول ناوڑک (تاریخی، جاسوسی، سائنسی او ایلو فک - - - - -)

ناول ناتیکنیک او ہائی

براہوئی ناول نا بناء او ردوم

گل بنگلزی او ڈاکٹر سرور پرکاشی نا ناول آتیان اسمہ اسمہ وڑک

- افسانہ

براہوئی افسانہ نا بناء او ردوم

افسانہ نالشیخ آک (پلاٹ، کردار، منظر نگاری، اسلوب - - - - -)

ڈاکٹر تاج رنیشانی، وحید زہیر او عارف ضیا نا افسانہ غاتیان اسمہ اسمہ وڑک

خواننگ کن کتاب آک

دریہو گل بنگلزی

ہیٹم نا زراب ڈاکٹر سرور پرکاشی

بروے وحید زہیر

براہوئی ادب میں افسانے کا ارتقاء پروفیسر خداداد گل

بندوک آمنہ موج

زندان عارف ضیا

ناول کا فن اور نظریہ ڈاکٹر محمد یاسین

بی ایس - براہوئی

کورس ناپن - براہوئی پوسکناشاعری نابیشاک - 1 (سرحال نارداٹ) (کورس کوڈ - BRH-662) کریڈٹ آور - (3-0) 3 کل
نمبر - 100

ا۔	حمد	نعت
	غزل	قصیدہ
ب۔	شہر آشوب	
	پیروڈی	واسوخت
	آزاد نظم	مودہ (مرثیہ)

خواننگ کن کتاب آگ

اصنافِ ادب ؛ تفہیم و تعبیر	ڈاکٹر ارشد محمود ناشاد
اصنافِ ادب	پروفیسر انور جمال
براہوئی جدید نظم (تخلیق و تنقید)	عارف ضیاء

بی ایس - براہوئی

کورس ناپن - لسانیات (کورس کوڈ - Brh-663) کریڈٹ آور - 3(3-0) کل نمبر - 100

- لسانیات ناچاہنداری

لسانیات نا ورک

(عمومی، تاریخی، اطلاقی، ایلوک)

- علم الاصوات

صوتیات

صوتیہ

معنیات

نحو

- براہوئی ٹی لسانیات ناتاریخ و ارتقاء

براہوئی زبان نا بابت نظریہ خاک

خواننگ کن کتاب آگ

براہوئی اور اردو کا تقابلی مطالعہ ڈاکٹر عبدالرحمن براہوئی

زبان کیا ہے خلیل صدیقی

آواز شناسی خلیل صدیقی

لسانیات ڈاکٹر طارق الرحمن

عام لسانیات ڈاکٹر گیان چند جین

براہوئی، دراوڑی اور سندھ تہذیب ڈاکٹر واحد بخش بزدار

مسعود حسین خان، لسانیات مسعود ڈاکٹر بادشاہ منیر بخاری، ندیم حسن

بی ایس - براہوئی

کورس ناپن - براہوئی غیر افسانوی ادب نادر وشم (کورس کوڈ - Brh-664) کریڈٹ آور - (3-0) 3 کل نمبر - 100

سفر نامہ	(دراورستان نا جاج او وڑک اس)
تین تد	(پھل گنج نا جاج او وڑک اس)
سوانح عمری	(رب کھینڈو نا جاج او وڑک اس)
خاکہ نگاری	(دروشم نا جاج اوارا وڑک)
ترجمہ نگاری	(پیرانگا او سمندر نا جاج او وڑک اس)

خواننگ کن کتاب آگ

پھل گنج	ڈاکٹر عبدالرحمن براہوئی
پیرانگا او سمندر	عزیز بینگل
دراورستان	ڈاکٹر عبدالرزاق صابر
دروشم	افضل مراد
رب کھینڈو	احمد بخش لہڑی (مترجم) ڈاکٹر تاج رنیشانی

بی ایس - براہوئی

کورس ناپن - براہوئی مٹ بدل نا گرج آک (کورس کوڈ - Brh-665) کریڈٹ آور - 3(3-0) کل نمبر - 100

- مٹ و بدل انت نس اے؟

- مٹ و بدل نا رولیت

- مٹ و بدل نا اہمیت او خواست

- زبان نا شونداری ٹی مٹ و بدل نا لیش

- براہوئی ادب ٹی مٹ و بدل نا وئیل آک

- براہوئی مٹ و بدل نا جاچ نس

خواننگ کن کتاب آک

ڈاکٹر قمر رئیس

ترجمہ کا فن اور رولیت

ڈاکٹر مرزا حامد بیگ

ترجمے کا فن

ایم اے فاروقی

ترجمے کے مباحث

بی ایس۔ براہوئی

کورس ناپن۔ براہوئی افسانہ، فن و فکر (کورس کوڈ۔ Brh-671) کریڈٹ آور۔ 3(3-0) کل نمبر۔ 100

- افسانہ نگاری

افسانہ نا گرج

براہوئی افسانہ نا وئیل آک

براہوئی افسانہ نا فنی و فکری جاچ

بیبیت خان (اسہ افسانہ اس)

ڈاکٹر تاج رنیشانی (اسہ افسانہ اس)

طاہرہ احساس جنگ (اسہ افسانہ اس)

افضل مراد (اسہ افسانہ اس)

خواننگ کن کتاب آک

انجیر نا پھل ڈاکٹر تاج رنیشانی

افسانے کے مباحث ایم اے فاروقی

براہوئی افسانے کا ارتقاء پروفیسر خداداد گل

براہوئی افسانہ ٹی رومانویت، سوب و درو شم ڈاکٹر منظور بلوچ

صاف نا استار طاہرہ احساس

بی ایس - براہوئی

کورس ناپن - براہوئی غزل؛ فن و فکر (کورس کوڈ - Brh-672) کریڈٹ آور - 3(3-0) کل نمبر - 100

- غزل انت نَس اے؟

غزل نا بنا و ردوم

براہوئی غزل نا سر حال

براہوئی غزل نا دور آک

- براہوئی غزل نا فن و فکر

(اسحاق سوز، احسن غارانی، امیر الملک مینگل، پیرل زبیرانی، جوہر براہوئی، ڈاکٹر عبدالرزاق صابر، فتح شاد، نادر قمبرانی، یاسین

بسمل آستا ارا ارا غزل)

خواننگ کن کتاب آک

عارف ضیاء براہوئی جدید شاعری (تخلیق و تنقید)

امیر الملک مینگل چلہ نا تو بے

فتح شاد راز نا ہیئت اس

یاسین بسمل سنبل

نادر قمبرانی شہزہ گروک

عبدالرحمن کرد شف گروک

ڈاکٹر عبدالرزاق صابر شیپول

اسحاق سوز گروشک

بی ایس - براہوئی

کورس ناپن - براہوئی پوسکنا شاعری نابشاک -1I (ہائی نارداٹ) (کورس کوڈ -Brh-673) کریڈٹ آور - (3-0) 3 کل نمبر -100

ا۔	مثنوی	رباعی
	چورک	ہائیکو
	مستزاد	ترویخی
ب۔	مسمط	ترجیع / ترکیب بند
	پابند نظم	آج نظم
	معری نظم	

خواننگ کن کتاب آگ

اصناف ادب ؛ تفہیم و تعبیر	ڈاکٹر ارشد محمود ناشاد
اصناف ادب	پروفیسر انور جمال
براہوئی جدید نظم (تخلیق و تنقید)	عارف ضیاء
کشاف تنقیدی اصطلاحات	عبدالحفیظ صدیقی

بی ایس - براہوئی

کورس ناپن - براہوئی ٹی چناتا ادب (کورس کوڈ - Brh-674) کریڈٹ آور - 3(3-0) کل نمبر - 100

- چناتا ادب نا خواست و گرج آک

- چناتا ادب نا اہمیت

- براہوئی ٹی چناتا ادب

(منظوم او منثور)

-- راجی ادب ٹی گوازی تا اہمیت

مسن تا گوازیک

مازتا گوازیک

خوانگ کن کتاب آک

ڈاکٹر عبدالرحمان براہوئی

براہوئی کھیل

پروفیسر حسین بخش ساجد

پیلونک

شمس ندیم، جوہر بنگلہ

پرک

محمد پناہ میر براہوئی

ٹلی بیڈی

افضل مینگل

گروولی

ڈاکٹر عبدالرزاق صابر

گوگرو

نور پرکائی

مجل

پروفیسر عزیز مینگل

ماما مرجان

پروفیسر سوسن براہوئی

ہیروف

یاسین بسمل

ٹلو جان

بی ایس - براہوئی

کورس ناپن - براہوئی دینی ادب (کورس کوڈ- Brh-675) کریڈٹ آور- (3-0) کل نمبر- 100

- براہوئی دینی ادب نابنا اور دوم

ملک داد قلاتی

- مکتبہ درخانی نا عالم آتا دینی خدمت آک

- قرآن پاک نا براہوئی بدل و تفسیرک

(مولانا محمد عمر دینپوری، مولانا محمد یعقوب شرودی، مولانا عبدالکریم لہڑی)

- براہوئی نوشٹوک آتا دینی خدمت آک (مولانا اختر محمد مینگل، مولانا عبدالحق ابابکی، مولانا عبدالقادر محمد حسنی، مولانا محمد افضل مینگل)

خواننگ کن کتاب آک

آسان نیکیک مولانا عبدالقادر محمد حسنی

بسم اللہ نا روشنی عبدالحق ابابکی

بلوچستان میں دینی ادب ڈاکٹر عبدالرحمن براہوئی

براہوئی زبان میں اسلامی ادب پروفیسر فرید بروہی

ترجمہ قرآن پاک مولانا محمد عمر دینپوری

ترجمہ قرآن پاک مولانا محمد یعقوب شرودی

ترجمہ قرآن پاک مولانا عبدالکریم لہڑی

تحفۃ العجائب مولانا ملک داد قلاتی

مکتبہ درخانی ڈھاڈر عبدالباری لہڑی

لیسین شریف (منظوم براہوئی ترجمہ) مولانا محمد افضل مینگل

براہوئی دینی شاعری غلام دستگیر صابر

بی ایس - براہوئی

کورس ناپن - براہوئی ڈرامہ : فنی و فکری جاچ (کورس کوڈ - Brh-681) کریڈٹ آور - (3-0) کل نمبر - 100

- براہوئی ڈرامہ

براہوئی ڈرامہ نا بنا و تاریخ

- براہوئی ریڈیائی / نشریاتی ڈرامہ نا جاچ

غلام نبی راہی نا ڈرامہ "تینا دوا آن"

افضل مراد نا ڈرامہ "وخت نا توار"

- براہوئی اسٹیج ڈرامہ نا رولیت و بنا

ح ج اس اف آن ارا اسٹیج ڈرامہ

- براہوئی ٹی وی ڈرامہ

غلام نبی راہی (استونا بندرغ آن اقتباس)

ڈاکٹر تاج رنیشانی (ریز ناچ آن اقتباس)

اے ڈی بلوچ (بلو بان نا برام آن اقتباس)

خواننگ کن کتاب آک

استونا بندرغ غلام نبی راہی

براہوئی اسٹیج ڈرامہ عبدالقیوم بیدار

براہوئی ڈرامہ او راجی اثرات افضل مراد

بلوان نا برام اے ڈی بلوچ

ح ج اس اف پروفیسر خداداد گل

راگاتا لڑی محمد افضل میگل

بی ایس - براہوئی

کورس ناپن - پٹ پول نا خواست آک (کورس کوڈ - Brh-682) کریڈٹ آور - 3(3-0) کل نمبر - 100

- پٹ و پول

پٹ و پول انت نس اے؟

پٹ و پول نا گرج آک

ادبی پٹ و پول نا وڑ و ڈول آک

- پٹ و پول نا بٹخ آک

سر حال، مسخت آک، مسکوئی کاریم تا جاچ، سیم بندی،

مڈی مچ کنگ، حوالہ، خاکہ جوڑ کنگ نا عمل

خواننگ کن کتاب آک

براہوئی ڈیپارٹمنٹ

البرز (۲۰۱۶)

ڈاکٹر تبسم کاشمیری

ادبی تحقیق کے اصول

ڈاکٹر ایم سلطانہ بخش

اصول تحقیق جلد اول، دوم

ڈاکٹر اسلم ادیب

تنقید کی بنیادیں

بی ایس - براہوئی

کورس ناپن - براہوئی ادب او میڈیا (کورس کوڈ- Brh-683) کریڈٹ آور- 3(3-0) کل نمبر- 100

- براہوئی ادب و پرنٹ میڈیا
- براہوئی ادب و الیکٹرانک میڈیا
- براہوئی ادب و سوشل میڈیا
- براہوئی ادب نا شوندارى ٹی اخبار و رسالہ غاتا کردار

خواننگ کن کتاب آگ

البرز	براہوئی ڈپارٹمنٹ جامعہ بلوچستان
براہوئی زبان و ادب نا شوندارى ٹی رسالہ و جریدہ غاتا کردار	عبداللطیف بنگلزی
براہوئی احوال	قیوم بیدار
ہفتنی تلار	تلار پبلیکیشنز
مسہ تونی دے نک	براہوئی ادبی سوسائٹی
ایلم، مہر، استار	براہوئی اکیڈمی

بی ایس - براہوتی

کورس ناپن - تنقید (کورس کوڈ - Brh-684) کریڈٹ آور - 3(3-0) کل نمبر - 100

- تنقید نامانہ او مسخت

تنقید نا گرج آک

تنقید نا وڑک

- تنقید و براہوتی ادب

(وئیل او کمپوٹیک)

خواننگ کن کتاباک

اصول تنقید ڈاکٹر عبدالرزاق صابر

براہوتی تنقید نا کمپوٹی ڈاکٹر منظور بلوچ

تنقیدی تصورات کی تاریخ محمد حسن

ادب او تنقید ڈاکٹر حمید شاہوانی

براہوتی جدید نظم (تخلیق و تنقید) عارف ضیاء

براہوتی جدید نثر (تخلیق و تنقید) عارف ضیاء

بی ایس۔ براہوئی کورس - وڈیکی * * (Additional course)

کورس ناپن۔ تنقید نگاری (کورس کوڈ- BRH-543) کریڈٹ آور۔ 3(3-0) کل نمبر۔ 100

* * دا کورس، ہمو وخت خوانفنگ اک ہراتم پین کورس خوانفنگ کن کورس ٹیچر رسینگپ۔

- ارسطو آن تنقید نا بنا

- تنقید نا جتا غا دروشم او لیشخ اک

(رومانویت، کلاسیکیت او ترقی پسندی)

- تنقید و جمالیات

- براہوئی ادب ٹی تنقید

(شاعری، نثر)

خواننگ کن کتاب اک

اصول تنقید پروفیسر ڈاکٹر عبدالرزاق صابر

ادب و تنقید پروفیسر ڈاکٹر حمید شاہوانی

ارسطو سے ایلپیٹ تک ڈاکٹر جمیل جالبی

تاریخ جمالیات سعید احمد رفیق

ادبی تیجوری او براہوئی ادب عمران فریق

بی ایس - براہوئی کورس - ودیکی * * (Additional course)

* * دا کورس، ہمو وخت خوانفنگ اک ہراتم پین کورس خوانفنگ کن کورس ٹیچر رسینگپ۔

کورس ناپن - نوشت او تہذیب (کورس کوڈ - BRH-514) کریڈٹ آور - 3(3-0) کل نمبر - 100

- کلچر انت نس اے؟

- کلچر و تہذیب نا گرج آک

- بنائی تہذیب آک

- اشارہ غان ہیت اسکان نا دور

- نوشت نا بناو تاریخ

- حرف و لوز نا تعلقداری

خواننگ کن کتاب آک

ڈاکٹر سلیم اختر

ادب و کلچر

علی عباس جلالپوری

انسان اور کائنات

اسلم بنگلونی

براہوئی مڈی

ڈینس برے

براہوئی رسوم

سبط حسن

پاکستان میں تہذیب کا ارتقاء

ڈاکٹر حمید شاہوانی

تاریخ و ثقافت

مسز مجیدہ صابر

علم الانسانیات

ابن حنیف

دنیا کا قدیم ادب

بی ایس - براہوئی کورس - ودیکی * * (Additional course)

* * دا کورس، ہمو وخت خوانفنگ اک ہر اتم پین کورس خوانفنگ کن کورس ٹیچر رسیدگپ۔

کورس ناپن۔ شعری خواست و عروض (کورس کوڈ۔ BRH-532) کریڈٹ آور۔ 3(3-0) کل نمبر۔ 100

- شعر و زبان ناسیالی

(نحر، قافیہ، ردیف، مطلع، مقطع، تقطیع)

- علم بیان و براہوئی شاعری

(تشبیہ، استعارہ، مجاز، مجاز مرسل، کنایہ)

خواننگ کن کتاب آگ

اردو کا عروض پروفیسر حبیب اللہ غضنفر

براہوئی نظم (تنقید و تحقیق) عارف ضیا

گرو شک اسحاق سوز

براہوئی شاعری نا اولیکو کتاب عمران فریق

بی ایس۔ براہوئی کورس۔ ودیکی * * (Additional course)

* * دا کورس، ہمو وخت خوانفنگ اک ہرا تم پین کورس خوانفنگ کن کورس ٹیچر رسینگپ۔

کورس نا پن۔ تنقید او ادب نا سیالی (کورس کوڈ۔ BRH-666) کریڈٹ آور۔ 3(3-0) کل نمبر۔ 100

- ادب انتے پارہ؟

- ادب او تنقید نا سیالی

- ادب نا جاچ کن تنقید نا کردار

- تنقید نا زبان

- مشرقی شعریات

- مغربی شعریات

خواننگ کن کتاب آگ

ڈاکٹر جمیل جالبی

ارسطو سے ایلپیٹ تک

ولی کاکوی

تنقید و ادب

پروفیسر عتیق اللہ

مشرقی شعریات اور اردو تنقید کا ارتقاء

عتیق اللہ

مغربی شعریات، مراحل و مدارج

بی ایس۔ براہوئی کورس - ودیکی * * (Additional course)

* * دا کورس، ہمو وخت خوانفنگ اک ہراتم پین کورس خوانفنگ کن کورس ٹیچر رسیدگپ۔

کورس نا پن۔ براہوئی صحافت۔ کورس کوڈ-Brh-523 کریڈٹ آور-3(3-0) کل نمبر-100

چاہنداری (Introduction)

براہوئی ادب نا شوندارى ئی براہوئی صحافت نا کڑدار آن کس انکار کپک۔ ہندن ادبی صحافت زبان او ادب اے مونی دننگ کن مدام اسہ سر سہب او کوشست کریئے۔ براہوئی صحافت تینا جتا غا دور آتیاں گدرینگسہ لہو ہرا دروشم ئی ساڑی اے دا کل صحافتی تاریخ نا جاچ ہندا کورس ئی ہلنگ اک۔

مستخت آگ (Course Objectives)

دا کورس اے خواننگ آن بی ایس براہوئی نا ڈگری بلوکا خوانندہ خاک صحافتی میدان ئی قدم تخنگ نا لائخ مریرہ۔ ہندن تینا عملی کاریم نا بنا کنگ کن صحافتی ادارہ اسے تون اورہ مریرہ یا تینا جند نا اخبار او رسالہ اس کشنگ نا لائخ مریرہ۔ ہرتوما دروشم آتینی نف براہوئی ادب اے رسیدگولے۔

کورس نا کھٹیا (Course Outcomes)

دا کورس اے خواننگ آن پد چنک دا لائخ مریرہ کہ

- براہوئی صحافت نا بنا او ردوم ہراتم آن مس
- براہوئی صحافت نا بنائی دور نا رسالہ غاتا کڑدار انت اس
- انت براہوئی صحافت ادب نا شوندارى ئی تینا کڑدے ادا کریئے
- پرنٹ میڈیا، اخبار او رسالہ غاتیکن رپورٹنگ اے ہیل کیہ۔
- خبر جوڑ کنگ، ایڈٹ کنگ اے سمپند مریرہ۔
- عملی وژاٹ دا کورس آن پد صحافتی ادارہ اسے ئی کاریم کنگ نا لائخ مریرہ۔

کورس نالس سر حال آگ (General Course Contents)

- براہوئی صحافت نا بنا او ردوم
- براہوئی صحافت نا اولیکو دور (الحق او ایلوک)

- براہوئی صحافت نا ارمیکو دور 1950 آن 2000 اسکان (اتوال، اولس، نوائے وطن، نوائے بولان، ایلیم، سنگت، طوطکی، گدان، ایلوک)
- براہوئی صحافت نا مسمیکو دور 2001 آن 2020 اسکان (تلار، استار، مہر، چراگ، ہرہوئی، پڑو، ایلوک)
- سوشل میڈیا
- اینڈنگ
- رپورٹنگ
- ایڈوانائزنگ

خواننگ کن مک تروکا کتاب آگ

بابو عبدالرحمان کرد، صحافتی و ادبی خدمات، افضل مراد، نوائے بولان، کوئٹہ

براہوئی زبان و ادب نا شوننداری ٹی رسالہ و جریدہ خاتا لبخ، حاجی عبداللطیف بنگلزئی، براہوئی اکیڈمی کوئٹہ، ۲۰۱۴۔

براہوئی صحافت نا ادبی کرد، یوسف عجب، ہائر ایجوکیشن کمیشن اسلام آباد

Life and works of Noor Muhammad Parwana: a critical study of his services in Brahui Journalism: Dr. Naseeb ullah, Brahui adabi Society Quetta, 2022.

بی ایس۔ براہوئی کورس - ودیکی * * (Additional course)

* * دا کورس، ہمو وخت خوانفنگ اک ہر اتم بین کورس خوانفنگ کن کورس ٹیچر رسینگپ۔

کورس ناپن۔ براہوئی-I کورس کوڈ-Brh-552 کریڈٹ آورز-3 (0-3) کل نمبر-100

۱۔ براہوئی زبان ایک تعارف

۱۔ براہوئی زبان لسانی گروہ بندی

۲۔ براہوئی زبان لسانی جغرافی اور لہجے (ساراوانی لہجہ، رخشانی لہجہ اور جھالوانی لہجہ)

ب۔ براہوئی اٹلا اور رسم الخط

۱۔ براہوئی حروف تہجی

۲۔ براہوئی صوتیے (مصوتے اور مصمتے)

۳۔ براہوئی اٹلا، مختلف رسم الخطوط کی پیش نظر (عربی رسم الخط، رومن رسم الخط، نستعلیق اور بروکوا)

ج۔ براہوئی زبان پر ہمسایہ زبانوں کے اثرات

۱۔ براہوئی اور بلوچی

۲۔ براہوئی اور سندھی

۳۔ براہوئی اور اردو

مجوزہ کتب برائے رہنمائی

- "براہوئی اور اردو کا تقابلی مطالعہ" ڈاکٹر عبدالرحمان براہوئی

- "براہوئی لکھور" ڈاکٹر عبدالرزاق صابر

- "براہوئی- دراوڑی اور سندھ تہذیب" ڈاکٹر واحد بخش بزدار

- "براہوئی اور سندھی کا تقابلی جائزہ" ڈاکٹر داد محمد خادم

بی ایس۔ براہوئی کورس - ودیکی * * (Additional course)

* * دا کورس، ہمو وخت خوانفنگ اک ہر اتم بین کورس خوانفنگ کن کورس ٹیچر رسینگپ۔

کورس ناچن۔ براہوئی-II کورس کوڈ۔ Brh-686 کیریڈٹ آورز۔ 3(3-0) کل نمبر۔ 100

۱۔ براہوئی ادب ایک تعارف

۱۔ براہوئی تحریری ادب آغاز اور ارتقاء

۲۔ براہوئی لوک ادب (کہانیاں، پسیلیاں، ضرب الامثال، کہاوتیں)

ب۔ براہوئی قدیم ادب

۱۔ مکتبہ درخانی قیام اور خدمات

۲۔ مکتبہ درخانی اور دینی تراجم (قرآن مجید، تفاسیر)

ج۔ براہوئی جدید ادب

۱۔ براہوئی جدید شاعری آغاز اور ارتقاء

۲۔ براہوئی جدید نثر آغاز اور ارتقاء

۳۔ براہوئی جدید شعراء کا تعارف

۴۔ براہوئی نثر نگاروں کی تعارف

(بالو عبدالرحمان کرد، نادر قمبرانی، جبار یار، اسحاق سوز، امیر الملک بینگل، یاسین بسمل، فتح شاد، افضل مراد، وحید زبیر، ڈاکٹر تاج ریشانی،

گل بنگلزئی، عارف ضیاء، طاہرہ احساس جنگ)

مجوزہ کتب برائے رہنمائی

- "براہوئی زبان و ادب کی مختصر تاریخ" ڈاکٹر عبدالرحمان براہوئی

- "براہوئی ادب میں افسانے کا ارتقاء" پروفیسر خدادا گل

- "براہوئی جدید نثر اور تنقید" عارف ضیاء

- "ندارہ" افضل مراد

(Additional course) **

category: INTERDISCIPLINARY (ALLIED) COURSES

*** دا کورس، همو وخت خوانفنگ اک بهر اتم پين کورس خوانفنگ کن کورس ٹیچر رسينگپ۔

Course 1: History and Literature of Balochistan

Course code: HisLB-542 Credit Hs. 3(3-0)

A. Historical Overview of Balochistan

Ancient civilizations and historical developments in the region

Colonial impact and modern history of Balochistan

B. Brahui Literature: Origins and Evolution

Historical context of Brahui literary traditions

Analysis of major literary works and genres in Brahui literature

C. Balochistan in Brahui Poetry and Prose

Representation of Balochistan landscape and culture in Brahui literature

Themes and motifs in Brahui poetry and prose related to Balochistan

D. Contemporary Issues in Balochistan and Brahui Literature

Examination of socio-political themes in modern Brahui literature

Role of literature in addressing contemporary challenges in Balochistan

(Additional course) **

category: INTERDISCIPLINARY (ALLIED) COURSES

** دا کورس، بهموخت خوانفنگ اک بهراتم پین کورس خوانفنگ کن کورس ٹیچر رسینگپ۔

Course 2: Cultural Anthropology and Brahui Literature

Course code: CABL-532 Credit Hs. 3(3-0)

- **Foundations of Anthropology:**
Overview of the field, including cultural anthropology, ethnography, and ethnology.
- **Culture and Society:**
Examination of traditional Brahui customs, rituals, kinship systems, and socio-political structures.
- **Representation in Literature:**
Analyzing how Brahui literature reflects and shapes cultural identity, norms, and values.
- **Cultural Contact and Hybridity:**
Exploring the impact of external influences on Brahui literature and culture through historical and contemporary perspectives.

(Additional course) **

category: INTERDISCIPLINARY (ALLIED) COURSES

** دا کورس، بهموخت خوانفنگ اک بهراتم پین کورس خوانفنگ کن کورس ٹیچر رسینگپ۔

Course 2: Folklore and Oral Tradition in Brahui Literature

Course code: FokLor-521

Credit Hs. 3(3-0)

- **The Study of Folklore:**
Introduction to folklore studies, including myths, legends, folk tales, and oral traditions.
-
- **Brahui Oral Literature:**
Analysis of oral narratives, proverbs, folk songs, and rituals within Brahui culture.
- **Performance and Transmission:**
Examining the role of performance in preserving and transmitting Brahui oral traditions across generations.
- **Comparative Folklore:**
Comparative analysis of Brahui folklore with other cultural traditions, exploring universal themes and regional variations.

(Additional course) **

category: INTERDISCIPLINARY (ALLIED) COURSES

** دا کورس، همو وخت خوانفنگ اک بهر اتم پين کورس خوانفنگ کن کورس ٹیچر رسينگپ۔

Course 2: Digital Humanities and Brahui Language Preservation

Course code: DHBL-511

Credit Hs. 3(3-0)

A. Introduction to Digital Humanities

Digital tools and methods in humanities research

Application of technology in language preservation and documentation

B. Digital Archives and Linguistic Resources for Brahui

Creation and management of digital archives for Brahui language and literature

Development of linguistic resources such as dictionaries and corpora

C. Technology and Language Revitalization Efforts

Utilization of technology in language revitalization campaigns

Case studies of successful language preservation projects

D. Ethical Considerations in Digital Humanities and Linguistic Research

Ethical guidelines for digital projects involving indigenous languages

Discussion on cultural sensitivity and intellectual property rights in language preservation efforts

Capstone Project Outline:

Exploring Brahui Language and Literature

Title: Unveiling the Richness of Brahui Language and Literature

I. Introduction

- Overview of the Capstone Project
- Background Information on Brahui Language and Literature
- Statement of Purpose and Objectives

II. Literature Review

- Survey of Existing Research on Brahui Language and Literature
- Analysis of Key Themes, Trends, and Debates in the Field
- Identification of Gaps and Opportunities for Further Exploration

III. Research Methodology

- Description of Research Methods and Approaches
- Data Collection Techniques (e.g., Textual Analysis, Surveys, Interviews)
- Ethical Considerations and Research Limitations

IV. Exploration of Brahui Language

- Phonological Analysis: Study of Brahui Phonetics and Phonology
- Morphological Analysis: Investigation of Brahui Morphology and Word Formation
- Syntactic Analysis: Examination of Brahui Sentence Structure and Grammar
- Lexical Analysis: Compilation and Classification of Brahui Vocabulary

V. Exploration of Brahui Literature

- Genre Analysis: Study of Different Literary Genres in Brahui Literature (e.g., Poetry, Prose, Drama)
- Authorship and Identity: Examination of Prominent Brahui Literary Figures and their Contributions
- Themes and Motifs: Analysis of Common Themes and Motifs in Brahui Literary Works
- Reception and Impact: Evaluation of Brahui Literature's Reception and Influence within and beyond Brahui-speaking Communities

VI. Integration and Synthesis

- Integration of Findings from Brahui Language and Literature Explorations

- Synthesis of Linguistic and Literary Perspectives to Deepen Understanding
- Reflection on Interdisciplinary Insights and Implications

VII. Application and Implications

- Practical Applications of Research Findings for Language Preservation and Cultural Revitalization Efforts
- Educational Implications for Teaching Brahui Language and Literature
- Socio-Cultural Implications for Brahui-speaking Communities and Beyond

VIII. Conclusion

- Summary of Key Findings and Insights
- Implications for Future Research and Practice
- Concluding Remarks and Recommendations

IX. References

Comprehensive List of Works Cited in the Capstone Project

X. Appendices

Supplementary Materials such as Data Tables, Transcripts, and Additional Analysis

This Capstone Project will serve as a culmination of the student's academic journey, demonstrating their mastery of Brahui language and literature while contributing new insights to the field. Through rigorous research and interdisciplinary exploration, the project aims to deepen understanding and appreciation of the rich cultural heritage embedded within Brahui language and literature.

Course Title:

Field Experience/Internship in Brahui Language and Literature

ENTREPRENEURSHIP

Credit Hs. 02(2-0) course code: EntShp. 676.

Category: General Education Course

Description:

This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge, skills, abilities, enabling them to seize the identified opportunities for initiating ventures and successfully navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business, market research, opportunity identification, business planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation.

Course Learning Outcomes

By the end of this course, students shall have:

1. Knowledge of fundamental entrepreneurial concepts, skills and process.
2. Understanding on different personal, social and financial aspects associated with entrepreneurial activities.
3. Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on export businesses;

Ability to apply knowledge, skills and competencies acquired in the course to develop a feasible business plan

Course Content

1. Introduction to Entrepreneurship:

- Definition and concept of entrepreneurship.
- Why to become an entrepreneur?
Entrepreneurial process.
- Role of entrepreneurship in economic development.

2. Entrepreneurial Skills:

- Characteristics and qualities of successful entrepreneurs (including stories of successes and failures).
Areas of essential entrepreneurial skill and ability such as creative and critical thinking, innovation and risk taking abilities etc.

3. Opportunity Recognition and Idea Generation:

- Opportunity identification, evaluation and exploitation;
- Innovative idea generation techniques for entrepreneurial ventures.

4. Marketing and Sales

Target market identification and segmentation;

- Four P 's of Marketing.

Developing a marketing strategy.

- Branding
- 5. Financial Literacy:
 - Basic concepts of income, savings and investments.
 - Basic concepts of assets, liabilities and equity. Basic concepts of revenue and expenses. e Overview of cash-flows.
 - e Overview of banking products including Islamic modes of financing.
 - Sources of funding for startups (angel financing, debt financing, equity financing etc.).
- 6. Team Building for Startups:
 - Characteristics and features of effective teams.
 - Team building and effective leadership for startups.
- 7. Regulatory Requirements to Establish Enterprises in Pakistan:
 - Types of enterprises (e.g., sole proprietorship; partnership; private limited companies etc.).
 - ' Intellectual property rights and protection.
 - ° Regulatory requirements to register an enterprise in Pakistan, with special emphasis on export firms.
 - Taxation and financial reporting obligation

Suggested Practical Activities (Optional)

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

Suggested Instructional / Reading Materials

1. "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringer and R. Duane Ireland.
2. "Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko.
3. "New Venture Creation: Entrepreneurship for the 21st Century" by Jeffrey A. Timmons, Stephen Spinelli Jr., and Rob Adams.
4. "Entrepreneurship: A Real-World Approach" by Rhonda Abrams.
5. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries.
6. "Effectual Entrepreneurship" by Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, and Anne-Valérie Ohlsson.