

SCHOOL OF LAW, GOVERNANCE AND POLICY

BACHELOR OF SCIENCE IN COMMUNITY DEVELOPMENT

CURRICULUM

2024 ACADEMIC YEAR

1. Programme Overview

The Bachelor of Science in Community Development Programme at the University of Lilongwe is designed to prepare students to respond to the current needs and challenges in both rural and urban communities. It will help graduates to be well grounded in the general principles and theories as well as practices in community development. It is also meant to support efforts in building the capacity of local institutions to sustainably manage the environment and natural resources. The Bachelor Science in Community Development degree programme has been designed to develop the practicing and non-practicing cadres to acquirer knowledge which is key to their future career and academic advancement.

2. Programme Aim and Course Outcomes

2.1 AIM

The program is meant to equip graduates in community development with the skills that will enable them act as development and change agents and facilitators in communities. The program will add value to development work within the local communities; non-governmental organizations, faith-based organizations, co-operatives as well as relevant government departments and institutions.

2.2 Program Outcomes

The programme is designed to produce human resources capable of helping to improve the quality of life for community members through the empowerment of marginalized and vulnerable groups, enhanced economic opportunities and employment and increased community capacity and resilience. It is envisaged that the cadre of resource from this programme will strengthen community partnership and collaborations with; government departments and institutions, faith-based, non-governmental and private organisations on issues affecting community development as follows:

a) Explain the philosophy, values and ethics of community development.
b) Relate community development and social welfare to social values.
c) Develop the capacity for analysing complex community development problems
d) Design, plan implement and deliver community development policies and programmes which mitigate various socio- economic problems.

e) Contribute to the highest possible level in academic, research and teaching of community development.

3. The Student Entry Qualifications

The program shall admit two groups of candidates. For the Four (4) years Bachelor Science in Community Development, applicants must have a Malawi School Certificate of Education (MSCE) or its equivalent with six (6) credit passes including English obtained in not more than two consecutive sittings.

4. Bachelor's Degree Completion Programme

For the degree completions programme the applicants should have a recognised University Diploma in Community Development or an Advanced Diploma in a relevant field of study earned from a recognised institution. The Diploma programme must be at least two-years in duration to be considered as an entry requirement for this BSc programme. Diploma holders may be considered for entry at second or third year of the four-year program depending on subjects covered and two years' work experience.

5. Justification and Uniqueness of the Programme

The Bachelor Science in Community Development program strives to improve standards of living for urban and rural dwellers, restore the degraded environment and enhance crisis prevention capacity of disaster- prone communities through self- empowerment and community initiatives. This course is in response to the current challenges that beset Malawi whereby 70 percent of the population lives below the poverty line and more than 80 percent live in rural areas. It is envisaged that community development training will build the capacity of students to apply their knowledge and skills to engage with their communities to build sustainable and resilient communities. In addition to community engagement, research and innovation offered by the program will enhance student's experiential learning through hand on experience by applying the theoretical knowledge in a real world situation.

6. Degree Program Duration

As highlighted in paragraph 3 and 4, the duration of the University first degree courses is four years. On enrollment students may in approved cases be exempted from certain levels or courses or both provided that the student shall have successfully completed approved or equivalent university level courses elsewhere and that the student shall be required to complete at least 60 percent of the program through The University of Lilongwe.

7. Quality Control

In addition to the quality control measures such as admission of students and curriculum development discussed above, other quality control measures include monitoring course coverage and use of external examiners who do vetting of all examinations. After the students have written the examinations, the examiner will mark the scripts and the results will be submitted to the Head of Department. The results will be certified by the academic committee who will in turn submit the results to the Senate for approval. The results will be officially released only after the Senate approval.

8. Mode of Delivery

Mode of delivery will be through the following

- Lectures
- Tutorials
- Group Discussions
- Presentations
- Seminars

Two approaches will be used to acquire intellectual skills. First, each module will involve discussions of key issues, practice in applying theories, principles and concepts and individual feedback sessions on submitted coursework. Secondly, students will be expected to source materials from a variety of sources. In addition, students will be exposed to various methods of coursework presentation in a professional format in order to incarnate practical skills.

9. Mode of Course Offering

The course of study of the Bachelor Science in Community Development degree shall be completed in a period of Four (4) years in the following modes: Day release, Evening, Weekend and Open and Distance Learning.

10. Method of Assessment

Student performance will be assessed based on marks obtained in course work and examinations. The marks will be translated into letter grades which will further be translated into grade points (GP) as illustrated in section 2.1 on grading system below. Twenty percent (20%) of the course marks will come from course work coming from a minimum of two assignments and twenty percent will come from mid-semester examination and the remaining 60% will come from end of semester examination (exceptions from this rule will be specified in each course syllabus).

10.1 Grading system

The grading system shall comprise of five letter grades, A, B, C, D, and F. A grade of A denotes excellent or exceptional performance; B denotes superior performance; C denotes average performance; D denotes unsatisfactory performance and F denotes undoubted failure. Grade points shall be assigned to these letter grades in accordance to the criteria shown in table 1 below.

Table 1: Assessment criteria for individual courses

Range of Marks (%)	**Letter Grade for Course**	**Grade Point (GP)**	**Quality of Grade**
90	A+	4.0	Excellent
86-89	A	3.7	Excellent
80-85	A-	3.3	Excellent
76-79	B+	3.0	Superior performance

70-75	B	2.8	Superior performance
66-69	B-	2.6	Superior performance
61-65	C+	2.4	Above average
56-60	C	2.2	Average
45-59	C-	2.0	Below average
30-44	D	1.0	Unsatisfactory performance (Supplementary)
0-29	F	0.0	Fail (Repeat)

Other notations shall be N for attending or auditing a course for no 'credit' and I for incomplete work.

10.2 Auditing a course

A grade of 'N' will be assigned when a student opts to audit or attend a course for no credit. Such a student shall be required to attend a minimum of 90% of all the lectures and practical or laboratory activities for the grade of N to appear in his or her transcript.

10.3 Incomplete course work

A grade of 'I' will be assigned to a student who has not completed some course requirements such as assignments, practical and or laboratory work. The student will be required to complete the course requirements for the grade of 'I' to be changed to a substantive course grade. No student will be allowed to graduate at any level in a programme with an 'I' grade.

10.4 Failing a course

A student shall be deemed to have failed a course if he or she obtains a grade of 'D' which represents marks between 40 and 49 percent or a grade of F which represents marks of less than 40 percent.

A student who absents himself or herself from an examination (mid-semester or end of semester) with no valid reasons will be deemed to have failed and shall get a grade of F. A student caught cheating in an examination shall be given a grade of F

A student who fails to attend 90 percent of the lectures and practical sessions will be deemed to have failed the course regardless of the marks, letter grade or grade point obtained in that course.

10.5 Supplementary Examinations

A student who obtains a grade of 'D' in a course will be deemed to have failed that course and will be required to sit supplementary examinations. A student shall sit supplementary examinations for a maximum of two failed courses in a semester, and no student shall graduate with a failing course grade.

10.6 Repeating courses

A student who obtains a grade of 'F' or fails a supplementary examination shall repeat the course. A student shall only be allowed to write "one supplementary examination" for the same course. If he or she fails the supplementary examination, he or she shall repeat the course.

10.7 Repeating a semester

A student who obtains 'F' course grades in three courses in a semester or fails supplementary examinations in three courses in a semester shall repeat that semester.

A student who fails to attend a minimum of 90 percent of the lectures and practical sessions shall repeat the course"

10.8 Withdrawal

A student who obtains a failing grade of F in three or more courses in a semester shall be withdrawn from the programme.

A student who obtains a failing grade of F in three or more courses in a semester shall be withdrawn from the programme.

A student who fails (obtains a failing grade of F or D) in a repeated course shall be withdrawn from the programme.

10.9 Research project assessment

A students shall be required to complete a research project and submit a research report as a minimum requirement for the award of a baccalaureate degree at the University of Lilongwe. The research project shall be assessed on a pass or fail basis.

A student shall not be awarded a baccalaureate degree at the University of Lilongwe before completing a research project and submitting a research project report that has been assessed and approved by Senate

10.10 Programme assessment

Student performance in a programme shall be assessed using a grade point average (GPA). A GPA is the average number of grade points earned for the semester credit hours attempted.

The semester grade point average (SGPA) shall be computed from all the credit hours attempted in a semester exclusive of credits reported as incomplete (I) or audit (N).

Cumulative grade point average (CGPA) is the average of the weighted grade points earned by a student over entire period of his/her studies to the time the assessment is being conducted.

Awards at the end of the study programme will be based on the cumulative grade point average (CGPA). Table 2 below provides the criteria for assessing student performance in a programme.

Table 2: Programme Assessment criteria

Letter Grade for Course	Cumulative Grade Point Average (CGPA)	Quality of Grade
A+	4.0	Distinction
A	3.7	Distinction
A-	3.3	Marginal Distinction
B+	3.0	Strong Credit
B	2.8	Credit
B-	2.6	Marginal Credit
C+	2.4	Strong Pass
C	2.2	Pass
C-	2.0	Marginal Pass
D	1.0	Fail and repeat
F	0.0	Fail and Withdrawal

10.11 Repeats

A student who obtains an SGPA between 1.0 and 1.99 in a semester will be required to repeat the semester.

10.12 Withdrawal

A student who obtains an SGPA of less than 1.0 in a semester will be withdrawn from the programme

10.13 Criteria for Award of certificates at multiple exit points

Students withdrawn from their programmes in years 2, 3 and 4 may be considered for multiple exit certificates when they meet the following requirements.

A student withdrawn in second year shall be awarded a certificate in the particular programme after submitting an extended essay which meets minimum quality requirements.

A student withdrawn in third year shall be awarded a diploma in the particular programme after submitting an extended essay which meets minimum quality requirements.

A student withdrawn in fourth year shall be awarded an advanced diploma in the particular programme after submitting an extended essay which meets minimum quality requirements.

11. Number of Hours

There shall be four (4) hours per week amounting to sixty (60) hours per semester per course or three (3) Credit hours. Two hours per week amounting to thirty (30) hours per semester (equivalent to 2 credit hours) shall be for lectures and two hours per week amounting to thirty (30) hours per semester (equivalent to 1 credit hour) shall be for practical/tutorial sessions.

12. Programme Structure

Bachelors of Science in Community Development Programme is divided into three parts coursework, comprehensive final examinations and a research project at the end of the final year of the program. Each student shall take a minimum of six (6) courses per semester in year one and (five) 5 courses thereafter except in year three (3) where they shall have six (6) courses in semester one for Degree completion students. The detailed structure is shown in table 3 below.

Table 3: Structure for the Bachelor of Science Degree in Community Development

YEAR ONE **SEMESTER ONE**

Course BCD	**Course Contact Hours**				**Credit Hours**
		L	**P**	**T**	
BCD 111	Introduction to business	30	30	60	3
BCD 112	Business Communication	30	30	60	3
BCD 113	Business Mathematics	30	30	60	3
BCD 114	Introduction to Management Principles and Practice	30	30	60	3
BCD 115	Introduction to Economics	30	30	60	3
BCD 116	English for Academic Purpose I	30	30	60	3
Semester Total		**180**	**180**	**360**	**18**

YEAR ONE	SEMESTER TWO				
Course BCD	**Course Contact Hours**				**Credit Hours**
		L	**P**	**T**	
BCD 121	Organization Behaviour 1	30	30	60	3
BCD 122	Introduction to Community Development (change in system)	30	30	60	3
BCD 123	Computer Applications	30	30	60	3
BCD 124	Introduction to Entrepreneurship	30	30	60	3
BCD 125	Introduction to Social Anthropology: Social Institutions	30	30	60	3
BCD 126	English for Academic Purpose II	30	30	60	3
Semester Total		**180**	**180**	**360**	**18**
Year 1 Total		**360**	**360**	**720**	**36**

YEAR TWO **SEMSTER ONE**

Course BCD	**Course Contact Hours**				**Credit Hours**
		L	**P**	**T**	
BCD 211	Advanced Community Development Theory and Practice 1	30	30	60	3
BCD 212	Environmental Issues in Community Development	30	30	60	3
BCD 213	Principles of Human Nutrition	30	30	60	3
BCD 214	Gender HIV and Development	30	30	60	3

BCD 215	Social Psychology	30	30	60	3
		150	**150**	**300**	**15**
YEAR TWO			**SEMESTER TWO**		
		L	**P**	**T**	
BCD 221	Community Psychology	30	30	60	3
BCD 222	Social Economies and Rural Livelihood	30	30	60	3
BCD 223	Adult Education and Rural Sociology	30	30	60	3
BCD 224	Social Group Work	30	30	60	3
BCD 225	Influencing Social Policy Development, State and Society	30	30	60	3
Semester Total		**150**	**150**	**300**	**15**
Year 2 Total		**300**	**300**	**600**	**30**

YEAR THREE **SEMESTER ONE**

Course BCD	**Course Contact Hours**				**Credit Hours**
		L	**P**	**T**	
BCD 311	Agriculture, Food and Development	30	30	60	3
BCD 312	Research Methodology	30	30	60	3
BCD 313	Communication and Information Technology	30	30	60	3

BCD 314	Evidence Based Social Work Practice	**30**	**30**	**60**	**3**
BCD 315	Management of Community Health and Sanitation	30	30	60	3
BCD 316	Advanced English for Academics	**30**	**30**	**30**	**3**
Semester Total		**180**	**180**	**360**	**18**
YEAR THREE			**SEMESTER TWO**		
Course BCD	**Course Contact Hours**				**Credit Hours**
		L	**P**	**T**	
BCD 321	Organizational Behaviour	30	30	60	3
BCD 322	Resource Mobilization, Management and Community Organization	30	30	60	3
BCD 323	Advanced Community Development Theory and Practice II	30	300	60	3
BCD 324	Entrepreneurship	30	30	60	3
BCD 325	Criminology	30	30	60	3
BCD 326	Internship	0	90	90	3
Semester Total		**150**	**240**	**390**	**18**
Year 3 Total		**330**	**420**	**750**	**36**

YEAR FOUR **SEMESTER ONE**

Course BCD	Course Contact Hours				Credit Hours
		L	P	T	
BCD 411	Advocacy, Networking, Conflict Management and Participatory Development Approaches	30	30	60	3
BCD 412	Early Childhood and Adolescent Development	30	30	60	3
BCD 413	Strategic Management	30	30	60	3
BCD 414	Conflict Management and Resolution for Communities	30	30	60	3
BCD 415	Policy Analysis	30	30	60	3
Semester Total		**150**	**150**	**300**	**15**
YEAR FOUR			**SEMESTER TWO**		
		L	**P**	**T**	
BCD 421	Disaster Management and Ecosystem	30	30	60	3
BCD 422	Project Planning and Implementation	30	30	60	3
BCD 423	Community Economic Development	30	30	60	3
BCD 424	Social Protection	30	30	60	3
BCD 425	Research Project	30	30	60	3
Semester Total		**150**	**150**	**300**	**15**
Year 4 Total		**300**	**300**	**600**	**30**
Programme Total		**1290**	**1380**	**2670**	**132**

Key L=Lectures P=Practicals; T=Total

The programme has a total of 132 credits resulting from a total course contact hours of 2670 of which 1290 hours will be from lectures and 1380 hours from practical and tutorial sessions. This means that 48% of the contact hours are dedicated to lectures and 52% practicals reflecting an equal mix of theoretical knowledge and practical skills to be inculcated to the graduates. Social Work as a discipline requires graduates who are well grounded in both knowledge and skills and this mix of knowledge and skills is appropriate.

13. Sustainability of the Programme

While initial funding will continue coming from Bambino Corporation it is envisaged that subsequently the Programme will attract funding from other sources. These sources will include tuition fees and income generating activities such as short-courses, consultancies, research, events management and conferences. Another possibility is to attract investors to support the programme through scholarships.

14. Administration of the Programme

14.1 Development of the Curriculum

During the curriculum development process a number of stake holders were consulted. These included experts, relevant stakeholders, other Universities, the industry and professional bodies within and outside Malawi.

14.2 Senate

The Senate approves all students recruited into all University of Lilongwe programs; the programme and new courses or content to be added to the existing ones; and approves the examination results. The Senate is chaired by the Vice President with the Registrar, Deans and Heads of Department as committee members.

15. Capacity at University of Lilongwe

The Bachelor of Science in Community Development degree programme at the University of Lilongwe will be administered through the School of Law, Governance and Policy. It will be delivered by well-trained and experienced academic staff as Table 4 below shows.

Table 4: Staffing.

Lecturer Name	Qualifications	Awarding Institution(s)	Areas of specialization	Courses
Prof. Charles Masangano	PhD	Michigan State University	Agricultural Extension	• Research methodology • Educational Statistics • Dissertations • Managerial economics
	MSc.	Michigan State University	Agriculture Extension	
	BSc.	Bunda College-Malawi.	Agriculture	
Prof. Francis Mkandawire	PhD	CCUM	Business Administration	• Introduction to Entre-Preneurship • Entre-Preneurship Management • English for academic Purposes • Criminology
	MBA	ESAMI/Ms M	Business Administration	
	B. Ed.	UNIMA	Education	

Mr. Preston Msiska	MSc	Swansea University College-Wales	Development studies	• Introduction to economics. • Macro-economics
	BSc.	UNIMA	Economics	
Mrs. D.Phiri	MSc.	College of Medicine - Malawi Nation to Nation University - USA.	Public Health and Human Nutrition Ministry in community management	• Management of Health and Sanitation • Working with HIV/AIDs. • Food and Nutrition for Pre-School • Principles of Human nutrition
	BSc	UNIMA Nation to Nation-USA	Human Nutrition Ministry and community management	
Miss Varfa Hakimi	MA	UCT-RSA	Social Work	• Introduction to Social Anthropology • Social Group Work • Advocacy, Networking, Conflict Management and Participatory
	BSc.	UCT-RSA	Community Development and Participatory Approaches	

				Development Approaches
Mrs. Pempho. J. Chirwa	MSc.	China Agriculture University-China	Rural Development and Management studies	• Youth and Development • Introduction to Psychology • Advocacy. conflict management and Participatory Approaches • Environmental impact Assessment.
	BSc.	Binda College of Agriculture	Agriculture Extension	
Mrs.C. Ngoloma	MSc.	DMI-St Eugene University-Zambia	Social Work	• Case Work 1 • Analysis of Social Problems • Case Work 2 • Social psychology • Educational Psychology
	BSc.	DMI.St John the Baptist-Malawi	Development studies	

Mr. P Kilembe	MBA	Exploits University	Business Administration	• Policy Analysis • Social Protection • Child Protection • Social Economies and Rural Development. • Parenting theories. • Counseling Psychology • Emotions and Motivations • Counselling Psychology
	BSc.	Chancellor College	Social Sciences (Pychology/Sociology)	
Mrs. B. Zumani	MSc.	DMI -Eugene university-Zambia	Social Work	• Introduction to Community Development • Conflict management and resolution for communities • Introduction to community development Theory and Practice
	BSc.	DMI-St. John the Baptist.	Social Work and Community Development	
	BSc.	LUANAR	Agriculture and Applied Economics	

				• Vulnerability and disaster risk management
Mr.B. Chimwaza	MSc.	Diakonhjemmet University College in Oslo, Norway	Christian Social Work Practice	• Diversity • Reflective Practice • Social Work with Special Populations • Evidence -Based Community work Practice
	BA.	ABC University	Christian Education	
Mr. Hope Musukwa	MA	Share World Open University	Mass Communication	• Communication Skills • Communication Skills for Social Work Practice • Business Communication
	BA	Share World Open University	Media and Communication	
Bob Mkandawire	MA	Amity Institute of Higher Learning	Business	• Introduction to Computer Applications
	BSC-(HONS)	University of Greenwich-UK	ICT	

	BA (Ed.)	MZUNI	Education Psychology	
Nostern Mkolimbo	MA	MAGU	Community Psychology	• Practicum • Parenting education • Introduction to Social psychology • Life Course and Aging.
	BA	University of Eastern Africa-Baraton.	Theology	
Dr. Justice Dunstan Chimgonda-Nkhoma	PhD	LUANAR	Agriculture and Resource Economics	• Managerial economics
	Mphil	University of Oslo	Environmental and Resource Economics	

15.1. University of Lilongwe Facilities.

The facilities currently available at University of Lilongwe allow for continuity and sustainability of all programs under offer. The facilities include enough lecture rooms, computer laboratory, library, offices for staff as well as ICT facilities. The University of Lilongwe is well connected to internet services and it assists students in computer skills and research

16.0 Course Descriptions

This section provides a detailed description of all the courses offered in the programme

BCD 111 INTRODUCTION TO BUSINESS

The course aims at introducing students to the nature and purpose of business, resource mobilization and management. In addition, the course describes the nature and purpose of business in terms of what businesses do, what resources they need and who they are accountable to; explains

the structure and classification of business; discusses the different stakeholder perspectives; and explains how the external environment creates opportunities and threats for a business. Topics of study include; Nature and purpose of business, structure and classification of business, external environment, factors that influence the scale of production, stock levels in production, marketing in business and sources of finance for different business purposes.

BCD 112 BUSINESS COMMUNICATION

The course introduces students to basic concepts of the communication process in a business environment. The course discusses principles which govern the transmission of information in a business setting; explains how non-verbal signals can help or hinder communication; and describes common barriers to successful communication and how they can be overcome. Topics of study include: principles which govern the transmission of information in business, types of written communication, principles of communicating orally, non-verbal signals, barriers to successful communication and formal and informal communications.

BCD 113 BUSINESS MATHEMATICS

The aim of this course is to help students understanding of basic terms in the areas of business calculus and financial mathematics and to enable them independently solve any business problems. Topics of study include; Basic business calculus: ratios and proportions. rule of three (simple and compound). percentage calculus. division calculus (simple and compound). mixture calculus (simple and compound). chain calculus. basic interest account, interest and interest rates, simple interest account, anticipative investment of money at interest, compound interest account, types of interest rates, final value of a single amount. present value of a single amount, final value of a series of periodic payments (withdrawals). present value of periodic payments (withdrawals), perpetuity, continuous compounding, basic terms and some concept of arithmetic mean, mode and median.

BCD 114 INTRODUCTION TO MANAGEMENT THEORY AND PRACTICE

The course aims at developing students' understanding of management theory and principles as the environment framework within which management and financial information is produced. The

course also explains the meaning of management in a dynamic environment, discusses the principles of management and practice, analyses the development of early management thought and its behavioral limitations and discusses the role of business functions such as marketing, production, human resource management and finance. Topics of study include; Classical theories of management, human relations and social psychological theories, theories of leadership and group behavior, systems and contingency approaches to management theory, modern approaches to management theory, the context of management, management planning, and organizing for management, control in management, marketing management,production Management, personnel management and financial aspects of management

BCD 115 INTRODUCTION TO ECONOMICS

The aim of the course is to develop in students an understanding of the basic principles, concepts and techniques of economics and their appreciation to Malawi. Students will also discuss the following concepts: problem of scarcity, the concept of opportunity cost, microeconomics, normative and positive economics, explain the concept of demand, supply, elasticity in relation to different types of good and firm behavior, discuss the theory of costs, examine the consequences of externalities for the market equilibrium, explain various types of government intervention on market outcomes, explain profit- maximizing outcomes under monopoly and perfect competition in the short – and long – run and identify the differences between the two market systems, explain the effects in government policy upon these markets. Topics include; The nature and scope of economics, economic systems, price and markets, the concept of elasticity, the theory of consumer behavior, demand and supply, theory of the firm and factor markets and distribution of Income.

BCD 116 ENGLISH FOR ACADEMIC PURPOSES

The aim of this course is to build the students library and electronic research abilities, essay writing abilities and provides them an opportunity to write short formal reports so as to equip them with effective writing and reading skills for effective academic paper writing. Topics of study include; Types of communication and communication skills, writing skills, note making and note taking, academic essay writing, principles of effective writing, referencing and plagiarism and sources of information and information gathering.

BCD 121 ORGANIZATIONAL BEHAVIOUR 1

In this course students are expect to explain the meaning and nature of organizational behavior, discuss the development of early management thought and its behavioral limitations, discuss people within an organization through the analysis of the individual processes at work, relate behavior to employee attitudes, personality, perception and learning in an organization, analyze the factors that influence individual and group behavior in organizations, design motivational programmes to enhance performance in the organization and identify causes of conflict and its effects on the organization.Topics include; Introduction to organizations, organizational behavior and management theories, organization and authority structures, theories of motivation ,the individual and the organization and groups in the organization.

BCD 122 INTRODUCTION TO COMMUNITY DEVELOPMENT

This course is designed to acquaint students with the introductory community development concepts. Topics of Study will include: Understanding community development, community development practice, community participation in community development, poverty and community development, community capacity building, community mobilization and advocacy and community and Social Communication.

BCD 123 COMPUTER APPLICATIONS

The course intends to equip students with skills and an understanding of principles and aspects of computer applications in respect of systems, development and applications software. The students are expected to describe the parts of a modern PC and how they are configured, Demonstrate awareness of the development of Intel's family of microprocessors. explain a range of input/output devices and secondary storage systems and specify appropriate applications for them in the commercial world, Discuss the need for good file and disk management, describe how to carry out basic housekeeping in both GUI and command line environments, Identify risks inherent in the use of computers in a commercial environment, Analyze a typical PC local area network (LAN), its component parts and its relationship to other more extensive networks, Discuss the major types

of processing systems, including client-server and distributed processing and Contrast different processing methods and their relationships to the various categories of software. Topics of study include; Parts of a modern PC and how they are configured, development of intel's family of microprocessors, input/output devices and secondary storage systems, disk management and describe how to carry out basic housekeeping, the use of computers in a commercial environment, PC local area network (LAN), the major types of processing systems and the various categories of software.

BCD 124 INTRODUCTION TO ENTREPRENEURSHIP

This course will assist students to identify qualities and characteristics of a successful entrepreneur; challenges and causes of failure in entrepreneurship; create an environment of entrepreneurial development; and discuss the usefulness and dangers associated with not using time efficiently. Topics include; Introduction to E

entrepreneurial Studies, Entrepreneurship, environment for entrepreneurial development, causes and challenges of failure in entrepreneurship, time management, innovation and capital markets and youth and money management .

BCD 125 DEVELOPMENTAL PSYCHOLOGY

This module introduces students to theories and perspectives of human development as they relate to physical, cognitive and psychosocial aspects of development from conception to death and the role of relevant research on specific human development stages as applied in communities, Topics of study include; Introduction to development, major theoretical perspective on life span development, stages of development and developmental milestones.

BCD 126 **ENGLISH FOR ACADEMIC PURPOSES II**

The aim of the course is to develop in students an understanding and build students' essay writing abilities and equip them with effective writing and reading skills for effective academic communication, Topics focus on; Indicative content and remedial, oral presentation, oral presentation of arguments and application of skills.

BCD 211 COMMUNITY DEVELOPMENT THEORIES AND PRACTICE 1

This course will enable students develop, knowledge and skills for community practice. The focus will be on critical examination of competing theoretical perspectives, ethical and strategic issues, and tools for community and social change. It will advance and deepen understanding of dominant and competing political/economic models, their underlying assumptions, and their implications for social policy and community practice. Topics focus on; Nature and scope of rural and community development, the process of rural and community development, the meaning and principles of community development, poverty, inequality and development and stake holder analysis in community development.

BCD 212 ENVIRONMENTAL ISSUES IN COMMUNITY DEVELOPMENT

This course is designed to acquaint students with the introductory environmental issues in community development. Topics of Study include : Change, ecosystems , biodiversity and conservation, sources of energy, environmental degradation, environmental law, genetics, hydrology, intensive land use, soils, nano-technology, nuclear technology , industrialization, overpopulation, ozone depletion ,pollution, resource depletion, toxicants and waste management.

BCD 213 PRINCIPLES OF HUMAN NUTRITION

Principles of Human Nutrition provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. This course is designed to equip students with knowledge regarding human nutrition. Topics include but not limited to the following; Dietary sources, intake levels, physiological role, and requirement of major nutrients, the biological determinants of nutrient requirements and the assessment of nutrient status in individuals and populations, the role of nutrition in growth and health through the life cycle, the rationale for the development of dietary guidelines and of nutrition policies in different countries and the role of

diet in the development of chronic diseases, such as cardiovascular disease, cancer, diabetes, and others.

BCD 214 GENDER HIV AND DEVELOPMENT

This course seeks to equip the students with knowledge and skills in managing some broad issues concerning the relationship between the HIV epidemic and development in general, and the effects which the epidemic will have (or is already having) in undermining decades of development achievement. It also seeks to examine the necessity for a view of development processes based on a gender analysis, and why it is not possible to understand development by means of a gender-blind approach. It further seeks to provide some insights into the differential impact of the HIV epidemic on men and women, and the consequences of this for society and the economy. Topics include but not limited to the following; Development and the HIV epidemic, gender and development, poverty, gender and HIV, voice and agency learning the Lessons of population policy and applying good development practice to the HIV epidemic

BCD 215 SOCIAL PSYCHOLOGY

This course offers a broad introduction to Social Psychology, the scientific study of human social influence and interaction, it explores various ways people think and relate with one another. The aim of this course is to enable students to understand the nature and causes of individual behavior and thought in a social context. Topics of Study will include: The science of the social side of life, social cognition, attitudes and emotions , motives, social identity, social influence and social relations.

BCD 221 COMMUNITY PSYCHOLOGY

The course is designed to provide students an introduction to community psychology, this area of psychology is concerned with the scientific study of social problems and their solutions. Students will be able in the end to discuss the concept of community psychology, analyze real world situations and problems then critically analyze how problems are defined and put forward solutions to address those. Topics include; Understanding community, psychology, community

participation in community psychology, community psychology and HIV and AIDS, poverty and community psychology, homelessness and community and victim abuse

BCD 222 SOCIAL ECONOMIES AND RURAL LIVELIHOOD

This course seeks to equip the students with knowledge and skills in managing some broad issues concerning social economies and rural livelihood. The course develops the student to be able to explain what is meant by peasant livelihoods and the importance of studying them, introduce theories that help students to understand peasants' behavior. It also provides students with various tools and insights to facilitate analysis of the opportunities and constraints affecting peasant livelihoods facilitate better communication and partnership in development with peasant people and more effective representation of their interests. Topics focus on; Peasant livelihoods, peasant livelihood models, poverty and rural development, peasant livelihood and land, technology and institutions, accounting technologies and Livelihoods Analysis.

BCD 223 ADULT EDUCATION AND RURAL SOCIOLOGY

This course seeks to equip the students with knowledge and skills in managing some broad issues concerning adult education and rural sociology. The students will be introduced to a holistic study of rural social setting. It provides students with valuable knowledge about the rural social phenomena and social problems which helps us in understanding rural society and making prescriptions for its all-round progress and prosperity. Topics focus rural sociology, community as agent of development, societal organization, theories of adult learning, challenges of rural development, land reforms and rural economies.

BCD 224 SOCIAL GROUP WORK

The aim of this course is to help students understand the importance of group work in social work practice. It will enable students define the concept, principles and functions of social group work and apply different group work skills, techniques and knowledge in different settings. Topics of study will include: Understanding concepts of social group work, social group work method, group formation, theories of group formation, group work process and group work models.

BCD 225 INFLUENCING SOCIAL POLICY DEVELOPMENT, STATE AND SOCIETY

This course will enable students explore and understand social welfare policy in Malawi and in a globalizing world, it introduces students to International and Community Development concepts, explaining major structures influencing international social policy in broad, macro, aggregate terms, and different ways in which policy and planning may be conceived and subsequently carried out. It further helps students understand competing ideological components of social policy. It also prepares students for public presentations that include seminar discussion of assigned readings, lectures given by the instructor, and allow students to explore issues that they deem relevant to their professional development. Topics include; Introduction to social welfare policy, major factors influencing policy, ideology, moral values, and social policy, international poverty, types of state and theories of state.

BCD 311 AGRICULTURE, FOOD AND DEVELOPMENT

The course is aimed at enhancing students' understanding of issues of agriculture, food security and development and be able to explain the role of agriculture in economic development, evaluating the dimensions of agriculture, food security and development, discuss the ways of integrating agriculture and food security in development and develop alternative strategies to environmental challenges. Topics focus on; Agriculture policy and development goals, the global food and agriculture systems, emergency food assistance, intellectual property rights in agriculture and agriculture and community development .

BCD 312 RESEARCH METHODOLOGY

The course intends to equip students with knowledge and skills in research methodology so as to conduct research and present ideas in a coherent manner. In addition, students will be expected to discuss qualitative and quantitative research methods in management, design a research, present

both quantitative and qualitative research findings, explain the use of research in policy making in business environment, discuss basic vocabulary, concepts and methods of business and management research, synthesize research literature that improves management and business decision making process and plan a research study that improves management and business decision making process. Topics of Study include: Introduction to research methodology, research process, writing the research proposal, types of survey, sampling techniques, significance and data sources.

BCD 313 INFORMATION AND COMMUNICATION MANAGEMENT

The course aims at assisting students to understand the importance of information systems as organization's strategic resource and how they can be used to improve the competitiveness of organizations. Students are also expected to discuss the use of information as a strategic resource in organizational contexts, evaluate the impact of electronic commerce in the way business is conducted, differentiate between information systems and information technology, develop strategies for interfacing integration of technical and business staff, identify new working patterns to improve a given situation and evaluate cultural/generational dimensions of information technology acceptance. Topics focus on; Nature of communication in organizations, information management, information technology systems, databases and strategic planning models, and strategic dimensions using IS/IT competitively.

BCD 314 EVIDENCE BASED SOCIAL WORK PRACTICE

This aim is to familiarize students with key models and methods for social work practice and the theory that underpins them, and develop their ability to assess the strengths and limitations. Students will be able to explain a number of theories and models of practice employed by welfare professionals, discuss the advantages and limitations of particular theories and models — including the contribution they may make towards empowerment and social inclusion and also apply such knowledge can be used by them in their practice. The course topics focus on; The theory-practice relationship, person -centered approaches, crisis intervention, psychodynamic and task-centered approaches.

BCD 315 ADVANCED COMMUNITY DEVELOPMENT THEORY

AND PRACTICE II

This course provides students with an extended knowledge of community development, will also deepen understanding of dominant and competing political/economic models, their underlying social policy and community practice as applied in ways that may either perpetuate or challenge structured inequalities. Topics focus on; Identifying issues in the community, community economic development, community action and techniques in community mapping.

BCD 316 ADVANCED ENGLISH FOR ACADEMICS.

The course aims at assisting students to an in-depth understand academic writing, thus get an in depth understanding of arguments in essays, write very good essays use required referencing styles, present arguments using fallacies and a well-articulated English for both written and spoken. Topics focus on; Fundamentals of solid preparations, writing in college, referencing and plagiarism, fallacies, developing text, essay argumentation, and the thesis.

BCD 321 ORGANISATIONAL BEHAVIOUR

The course aims at enhancing students understanding of organizational behavior. Students will also be able to describe organizational behavior in its broadest multi-disciplinary context, analyze the theoretical and practical aspects of organizational behavior, explain the role of leadership in organizing community-based activities, discuss the relevance of the interplay between authority, power and politics and analyze models of organizational behavior. Topics includes scope of organizational behavior, models of organizational behavior, personality and organization, measuring personality, work motivation, motivation improving factors, job satisfaction and reward management, measuring job satisfaction, its determinants and consequences, effective reward management, leadership, authority, power and politics, distinction between authority and power, authority, power, politics, groups and group behavior and social systems, culture, and individualization.

BCD 322 RESOURCE MOBILIZATION, MANAGEMENT AND COMMUNITY ORGANIZATION

This course seeks to equip the students with knowledge and skills in managing some broad issues concerning resource mobilization, management and community organization. Topics of Study include: Understanding resource mobilization, resource mobilization theory, challenges in mobilizing resources in developing countries, strategies and tactics for resource mobilization and organizing the community.

BCD 323 FINANCIAL MANAGEMENT FOR NON- FINANCE MANAGERS

The course aims at introducing non-finance students to the fundamentals of finance so that they develop requisite analytical skills. They will be able to develop an understanding of the importance, language and techniques, of financial, cost, management accounting and capital budgeting, develop knowledge and skills for preparation of financial statements and also develop an understanding of cost classification, allocation and how the costing techniques are useful in the process of managerial decision making. Topics of study include; Understanding resource mobilization, the political process theory, community power analysis, transformative approaches and models of community organization.

BCD 324 ENTREPRENEURSHIP

The course aims at introducing students to entrepreneurship with a view of preparing them towards self-reliance. Students are expected to develop viable enterprises that are capable of competing in the global business, provide advisory and consultancy services on entrepreneurship, discuss the importance of entrepreneurship to social economic growth, identify qualities and characteristics of a successful entrepreneur, challenges and causes of failure in entrepreneurship, create an environment of entrepreneurial development and discuss the usefulness and dangers associated with not using time efficiently. Topics of study include; Concepts of small business and entrepreneurship, creation of entrepreneurship small businesses , management of small businesses and basic legal requirements in business management.

BCD 325 CRIMINOLOGY

This module will equip students with an analysis of theories, categories, and relevant research in relation to crime and criminology in the local setting. Topics of study include: The study of crime,

criminal behavior and its causation, theories of crime, patterns and trends in crime, the role of the police in the criminal justice system, crime, victims and consequences, and community Policing.

BCD 326 INTERSHIP

Internship/industrial attachments will be done in third year, second semester for a period of not less than 8 weeks. Students will be attached to an agency involved in social work and shall complete between 240-320 hours of field work which will be rated as 90 practical hours. Each student will be supervised by a staff member from the agency who will give a report of the student at the end of the placement. A supervisor from among the faculty in Community Development programme will also be identified to supervise the student three times during the placement and compile a report at the end. The student will also compile a report of the activities s/he was involved in during the attachment and will submit. The three reports will be assessed and based on that assessment, the student will be given a mark which will be used for grading the internship. The internship reports from the department supervisor and the student shall constitute 40% respectively, while the agency report shall constitute 20%.

Students who are already employed shall be allowed to fulfil their internship requirements at their place of employed so long as they implement a specific project or assignment related to social work under the supervision of a staff member from the organization. The report will then be assessed by the student's immediate supervisor at the work place and an assigned supervisor from the department. Weekend and on-line student not working will be subjected to the normal procedures as they apply to- day release students.

BCD 411 ADVOCACY, NETWORKING, CONFLICT MANAGEMENT AND PARTICIPATORY DEVELOPMENT APPROACHES

This course seeks to equip the students with knowledge and skills in managing some broad issues concerning advocacy, networking and participatory development approaches. Topics include; Developing advocacy, advocacy strategies and approaches, people centered advocacy, rights based approach, techniques for effective advocacy, policy dialogue, campaigns for policy change,

building the advocacy capacity of stakeholder groups, advocacy planning and message development for advocacy

BCD 412 EARLY CHILDHOOD AND ADOLESCENT DEVELOPMENT

This course seeks to equip the students with knowledge and skills in managing some broad issues concerning early childhood and adolescent development. Topics of study include; Importance of early child development, factors affecting growth and development in children, characteristics of early childhood development interventions, developmental stages of adolescence, social development in young teens, emotional development, cognitive development and theories of adolescence.

BCD 413 STRATEGIC MANAGEMENT

The course aims at enhancing students' understanding of strategic management. Students are expected to describe strategy formation, discuss strategy evaluation and choice, explain the historical development of strategic management and explain management state and discuss limitations of strategic management. Topics of Study include ; History of strategic management, the psychology of strategic management, the strategy hierarchy, strategy formation, strategy implementation and change, strategy evaluation and choice, general approaches, reasons why strategic plans fail and, limitations of strategic management.

BCD 414 CONFLICT MANAGEMENT AND RESOLUTION FOR COMMUNITIES

The course intends to provide students with tools and concepts required for handling conflicts. Students will also be able to explain the context in which conflict exist in organizations, evaluate the causes of conflicts in organizations, discuss types of conflicts in organizations, analyze the role of mediators, conciliators and arbitrators in conflict and resolution management; and assess the nature of employee involvement and the process of managing the industrial disputes. Topics of Study include: Context of conflict, conflict resolution, conflict management, workplace conflict, conflict resolution and the statutory framework.

BCD 415 POLICY ANALYSIS

The aim of the course is to equip students with knowledge and skills in formulating and analyzing policies in organizations. Students are also expected to discuss the policy making process, state the role of policy analysis in the policy making process, recommend preferred policies and evaluate policy performance. Topics include; Policy making process, process of integrated policy analysis, policy analysis in the policy making process, structuring policy problems, recommending preferred policies, and monitoring observed policy outcomes, evaluating policy performance and policy argumentation and communication.

BCD 421 DISASTER MANAGEMENT AND ECOSYSTEM

This course aims at equipping the students with skills and knowledge relevant for: avoiding and reducing the potential losses from hazards; assuring prompt and appropriate assistance to victims of disasters; and achieve rapid and effective recovery. Topics of Study include: Minimizing the effects of disaster, disaster response, planning, responding to disaster, and recovery from disaster, sustainable development and humanitarian Action.

BCD 422 PROJECT PLANNING AND IMPLEMENTATION

This course aims at equipping the students with skills and knowledge relevant for project planning and implementation. Topics of Study include; Introduction to project management, factors for project success or failure, defining the project task, estimating the project costs, principles of resource scheduling, and critical path networks in practice, managing progress, managing change and project reporting.

BCD 423 COMMUNITY ECONOMIC DEVELOPMENT

The course provides the student with understanding of the field of Community Economic Development (CED) that actively elicits community involvement when working with government and private sectors to build strong communities, industries, and markets. It builds the students skills and competence in engaging both the public sector and the communities in different economic activities. Topics of Study include: Principles and concepts of development economics,

classic theories of economic development, contemporary models of development and underdevelopment

BCD 424 SOCIAL PROTECTION

The course provides students with an understanding of the role of social protection in promoting human well-being. It focuses on the concepts, origins, theories, forms, and human rights instruments underpinning social protection. Students will use this knowledge to relate social protection and vulnerability, and analyze appropriate social protection interventions. Topics of study include; The conceptualization of social protection, the social protection framework, social protection instruments, forms of social protection, the basic needs approach, poverty, inequality and marginalization, and traditional forms of social protection.

BCD 425 RESEARCH PROJECT

The course enables students to apply skills and knowledge gained in the entire programme. Students are expected to conduct the study and submit/present project dissertation. Topics include: Approaches to research, developing research ideas, conceptual and theoretical frameworks, research design, selecting the methods of collecting data, practicalities of data collection, analyzing and interpreting findings, report writing and submitting the research project.

COURSE PER YEAR AND SEMESTER

YEAR ONE **SEMESTER ONE**

1)	**Program**	**Bachelors of Science in Community Development**
2)	**Course**	**Introduction to Business**
3)	**Code**	**BCD 111**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To introduce students to the nature and purpose of business resource mobilization and management.

11) Learning Objectives

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

a) describe the nature and purpose of business in terms of businesses functions
b) identify the structure and classification of business
c) assess the different reasons why businesses exist
d) illustrate the different stakeholder perspectives in business
e) explain how the external environment creates opportunities and threats for a business

f) discuss factors that influence production and marketing in a business

12) Topics of Study

I. Nature and Purpose of Business

(a) Needs of different Stakeholders in a Business

i. Shareholders,
ii. Customers,
iii. Employees,
iv. Management,
v. Suppliers,
vi. Creditors and government

(b) Inputs required by a business

i. Labour,
ii. Suppliers,
iii. Finance,
iv. Land,
v. Management skills

(c) Accountability

i. Shareholders
ii. Other Stakeholders

II. **Structure and Classification of Business**

(a) Classification of businesses by sector

i. Primary
ii. Secondary
iii. Tertiary

(b) . Legal structures

i. Sole trader,
ii. Partnership,
iii. Franchise,
iv. Private Limited Company,
v. Public Limited Company

vi. Trust

(c) The Private Sector and the Public Sector

III. Business Course Outcomes

(a)Meanings of Terms

i. Corporate Aims

ii. Corporate Course Outcomes

iii. Corporate Strategy

iv. Accounting Terms and Statements

(b) Course Outcomes through the Life of Business

i. Survival

ii. Break-even

iii. Growth

iv. Profit maximization

v. Market share

vi. Diversification

(c) Course Outcomes of the various stakeholders

i. Shareholders,

ii. Customers,

iii. Employees,

iv. Management,

v. Suppliers,

vi. Creditors and government

IV. External Environment

(a) Changes in external factors

i. Interest rates

ii. Exchange rates

iii. Inflation

iv. Unemployment

v. Government legislation

vi. Technology

(b) PEST (political, economic, social and technological influences) Analysis

(c) Other Influences on Business Activity

i. Environmental

ii. Cultural

iii. Moral and ethical

V. Factors that Influence the Scale of Production

(a) Scale of Production

(b) Location of Business

VI. Quality and Stock Levels in Production

(a) Achieving Quality

(b) Self- checking versus Inspection

(c) TQM (Total Quality Management)

(d) Benchmarking

(e) Continuous Improvement (Kaizen)

(f) JIT (Just- In- Time) System of Stock Management

VII. Marketing in Business

(a) Marketing Process; Marketing Strategy

(b) Market Research; Market for Product

(c) Marketing Plan

(d) Market Mix

(e) Niche Market

(f) Mass Market

VIII. Sources of Finance for Different Business Purposes

(a) Short- term

(b) Medium -term

(c) Long- term

(d) Overdraft for temporary expansion of stock levels

(e) Relative benefits and drawbacks of each type of finance

13) Prescribed Texts

Daniels, J, (2013) *Introduction to Business*, Pearson Education, New York.

Laura, D., (2009) *Introduction to Business*, McGraw Hill Higher Education, London.

Griffin, R.P., (2009) *Introduction to Business*, Pearson Education, New York.

Michael, R., (2012) *Introduction to Business*, John Wesley and Sons, London.

14) Recommended Readings

Hill, C., (2010) *Introduction to Business*, McGraw Hill Higher Education, London.

Joseph, R., (2010) *Introduction to Business*, McGraw Hill Higher Education, London.

Rugman, A., (2012) *Introduction to Business*, 6th Edition Financial Times Prentice Hall, London

1)	**Program**	**Bachelors of Science in Community Development**
2)	**Course**	**Business Communication**
3)	**Code**	**BCD 112**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To equip students with basic concepts of the communication process in a business environment.

11) Learning Objectives

By the end of this course student should be able to:

a) define Business communication
b) explain the communication process
c) draft Business correspondence from a variety of given data in both written and graphical form
d) identify the most common barriers to successful communication
e) illustrate how common barriers to communication can be overcome
f) discuss the role of meta communication in Business
g) describe the internal mechanism needed for Business communication and how to ensure that these are effective
h) determine the general and specific purposes of formal presentations
i) explain how information technology and current developments in communications technology help Business efficiency

12) Topics of study

I. Business Communication Background and Theory

(a) Purpose of Business communication and definitions
(b) The communication process
(c) Key factors for effective communication
(d) Barriers to effective communication and techniques for overcoming them
(e) Modes of communication and the relevant advantages and disadvantages of each

II. The Basic of Communication

(a) The importance of language (range of vocabulary, appropriateness and tones)
(b) Non Verbal communication and self-presentation
(c) Personal communication skills
  i. Effective reading
  ii. Verbal skills (speaking)
  iii. Listening
  iv. Note taking

III. Written Communication

(a) The written word(accuracy, spellings and punctuation and a range of vocabulary)
(b) General approach to business correspondence

IV. Business correspondence – practical applications

(a) Reports and reporting
(b) Letters
(c) Press release
(d) Job description
(e) Memos
(f) Briefs
(g) Direct mails
(h) Advertisements, mail shots etc.

V. Oral Communication

(a) Purpose of presentations and speeches
(b) Organizing a presentation
(c) Presentation skills
(d) Choice of visual aids
(e) Using the telephone

VI. Visual Communication

(a) Nature and purpose of Audio and visual aids
(b) Designing Audio- Visual Aids
(c) Presenting statistic information

(d) Designing corporate identity

VII. Interviewing and Meetings

(a) Different types of interview and meetings
(b) Forms, structure and procedures
(c) Documentation for meetings

VIII. Information Technology and Business Communication

(a) Use of IT in Business organization
(b) Electronic communication systems

IX. Information Technology: Presentation and Processing of Information

(a) Word processing
(b) Desktop publishing
(c) Electronic or web publishing
(d) Gathering and organizing information

13) Prescribed Texts

Thill, J. and Bovee, C. (2014), *Excellence in Business Communication* (14th Edition), Prentice Hall

14) Recommended Readings

Bovee, C. Thill, J. and Schatzman, B. (2012) *Business Communication Today* (7th Edition), Prentice Hall

Murphy, H.Hildebrandt, H.and Thomas, J (2010), *Effective Business Communications,* McGraw-Hill College

RRC Business Training (2011) *Business Communication*, Wimbledon, The ABE

Kelcher, M. (2012) *Better Communication Skills for Work*, 7th Ed, Woodlands, London BBC Books

1)	**Program**	**Bachelors of Science in Community Development**
2)	**Course**	**Business Mathematics**
3)	**Code**	**BCD 113**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

This course aims to provide introductory understanding of the various mathematical tools used in business applications.

11) Learning Objectives

By the end of this course student should be able to:

a) define basic terms in the areas of business calculus and financial mathematics,
b) explain basic methods of business calculus, types and methods of interest account and their basic applications in practice,
c) solve problems in the areas of business calculus, simple and compound interest account, use of compound interest account, loan and consumer credit,
d) discern effects of various types and methods of interest account,
e) use matrices and determinants
f) explain acquired knowledge and skills with practical problems in financial practice.

12) Topics of Study

I. Ratio, Proportion and Percentage

(a) Ratio

i. Definition,
ii. Continued Ratio,
iii. Inverse Ratio,
iv. Proportion,
v. Continued Proportion,
vi. Direct Proportion,
vii. Inverse Proportion,

(b) Variation

i. Inverse Variation,
ii. Joint Variation,

(c) Percentage-

i. Meaning and Computations of Percentages.

(d) Probability

i. Basic rules of probability,
ii. Sampling theory and the central limit theorem,
iii. Scatter diagrams

(e) Profit And Loss

i. Terms and Formulae,
ii. Trade discount,
iii. Cash discount,
iv. Problems involving cost price,
v. Selling Price,
vi. Trade discount and Cash Discount.
vii. Introduction to Commission and brokerage,
viii. Problems on Commission and brokerage.

(f) Interest

i. Simple Interest,
ii. Compound interest (reducing balance & Flat Interest rate),
iii. Equated Monthly Installments(EMI)

(g) Shares and Dividends

i. Concept of Shares,
ii. Stock Exchange,
iii. Face Value,

iv. Market Value,
v. Dividend,
vi. Equity Shares,
vii. Preferential Shares,
viii. Bonus Shares.

(h) Matrices and Determinants (up to order 3 only)

i. Multivariable data,
ii. Definition of a Matrix,
iii. Types of Matrices,
iv. Algebra of Matrices,
v. Determinants,
vi. Adjoint of a Matrix,
vii. Inverse of a Matrix via Adjoint Matrix,
viii. Homogeneous
ix. System of Linear Equations,
x. Condition for Uniqueness for the Homogeneous system,
xi. Solution of Non-Homogeneous System of Linear equations (not more than three variables).
xii. Condition for existence and uniqueness of solution,
xiii. Solution using inverse of the coefficient matrix.

IV Mathematical Relationships

(a) Algebraic and graphical representations of Demand and Supply functions
(b) Changes in the Market
(c) The imposition of a Sales Tax on the Equilibrium Price and Quantity
(d) Break-Even analysis
(e) Effects of changes in the Cost and Revenue functions
(f) Limitations of simple Break-Even Analysis

IV Mathematical Relationships

(g) Algebraic and graphical representations of Demand and Supply functions
(h) Changes in the Market
(i) The imposition of a Sales Tax on the Equilibrium Price and Quantity
(j) Break-Even analysis
(k) Effects of changes in the Cost and Revenue functions

(l) Limitations of simple Break-Even Analysis

V. Mathematical Relationships

(a) Algebraic and graphical representations of demand and supply functions

(b) Changes in the market

(c) The position of a sales tax on the equilibrium price and quantity

(d) Break-even analysis

(e) Limitations of simple break-even analysis

13) Prescribed Texts

Francis A. (2010) *Business Mathematics and Statistics*, South Western, Cengage Learning

14) Recommended Readings

Anderson, D., (2007) *Business Statistics for Contemporary Decision Making,* John Wiley and Sons, London

Burton G, Carrol G, Wall S, (2001), *Quantitative Methods for Business and Economics,* Prentice Hall

Cryer, J., (2009) *Statistics for Business,* Butterworth – Heinemann Ltd, London

Gert, N., (2010) *Statistical Methods for Business*, McGraw Hill Higher Education, London**,**

1)	**Program**	**Bachelors of Science in Community Development**
2)	**Course**	**Introduction to Management Theory and Practice**
3)	**Code**	**BCD 114**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To acquaint students with the fundamental concepts in the field of management, including leadership, motivation, ethics, planning and organizational change.

11) Learning Objectives

By the end of this course student should be able to:

a) define the basic terminology and vocabulary used in management
b) describe the role that individuals, groups, and culture play in the areas of management, leadership, human resources, and "subordination"
c) evaluate the functions of management
d) critique the human-behavioral aspects of management including motivation, workplace equity, and demographic diversity
e) discuss the impact of information and technology on business and management
f) assess the adaptation of principal management concepts and models into the workplace

12) Topics of Study

I. Business Organization

(a) Meaning and Course Outcomes of Business Organization;

(b) Forms of Business Organization;

(c) Their advantages and limitations.

II. Nature of Management

(a) Meaning, definition, nature, purpose, importance and functions;

(b) Management as an art, science and profession;

(c) Management as social system;

III. Process of Management

(a) Basic managerial roles and skills;

(b) Nature of managerial work.

IV. Evolution of Management Thought

(a) Contribution of Henry Fayol, F.W. Taylor and Max Weber to the management thought;

(b) Various approaches to Management- classical, human relations and behavioral, systems and contingency approaches;

(c) Meaning- need and importance, types and levels, advantages and limitations.

(d) Forecasting - need and techniques;

(e) Decision Making - types - process of rational decision making and techniques of decision making.

V.Management Planning

(a) Concept, purpose and process of planning;

(b)Kinds of plans: strategic planning, tactical planning and operational planning, goal setting.

VI. Organizing and Leading Elements of Organizing

(a) Division of work;

(b) Departmentalization;

(c) Distribution of authority;

(d) Coordination.

VII. Organization Structure and Design

(a) Work Specialization

(b) Departmentalization

(c) Chain of Command

(d) Span of Control

(e) Centralization and Decentralization

(f) Formalization

VIII. Management control

(a) Nature, purpose and process of controlling;

(b) Kinds of control system;

(c) Resistance to control;

(d) Controlling techniques;

(e) Social audit

13) Prescribe Texts

Robbins, S.P.Bergman, R., Stagg, I .and Coulter, M. (2008) *Management,* Pearson Educational, Australia

Smit, P.J.; Cronje, G.J.de Brevis, T.and Vrba, M.J. (2007) *Management Principles: A Contemporary Edition for Africa*, JUTA, Cape Town, South Africa.

14) Recommended Readings

Donnelly H, Gibson T, (2009) *Fundamentals of Management*, Boston Irwin

Kinicki, A.W. (2012), *Management A Practical Introduction,* 9th Ed, McGraw-Hill Education (ISE Editions)

Business, 9th Edition Harlow, Essex, Longman

1)	**Program**	**Bachelor of Arts Human Resource Management**
2)	**Course**	**Introduction to Economics**
3)	**Code**	**BCD 115**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The aim of the course is to introduce students to basic microeconomic concepts that will provide a foundation to economic analysis including the analysis of economic decisions in the ordinary business of life.

11) Learning Objectives

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

a) Describe the basic microeconomic principles;
b) Discuss economic systems;
c) Explain the basic concepts of demand and supply ;
d) Apply the concept of elasticity of demand and supply to the profitability of an organization;
e) Discuss theories of consumer Behaviour
f) Evaluate the theory of production as it relates to an organization;
g) Explain the behaviour of prices and output under different market structures

12) Topics of Study

I. The Nature and Scope of Economics.

(a) Definition of Economics/Microeconomics.

(b) The Basic Economic Problem

(c) Production Possibility Curve/Frontier.

(d) Fundamental Economic Problems-What to produce? How to produce? When to produce?

II. Economic Systems

(a) Traditional Economies.

(b) Planned Economies.

(c) Market Economies.

(d) Mixed Economies.

III. Prices and Markets.

(a) Market Definition.

(b) Concepts of Demand and Supply in a Market Economy.

(c) Changes in Demand and quantity demanded.

(d) Changes in Supply and quantity supplied.

(e) Market Equilibrium.

(f) Effects of Shifts in Demand or Supply.

IV. **The Concept of Elasticity**.

(a) Change in the demand and supply curve.

(b) Equilibrium Point.

V. **Theory of Consumer Behaviour**.

(a) The Utility Theory.

(b) Indifference Curves.

(c) Consumer Budget Constraints.

VI. **Theory of Production and Costs**.

(a) Production Function.

(b) Short-run Output.

(c) Theory of Costs.

13) Prescribed Texts

Mankiw, N. G (2007), *Principles of Economics,* South Western, UK

Lipsey R.G., (2009) *An Introduction to Positive Economics*, Weidenfield and Nicholson, New York

McEachern, W. A. (2003), *Economics: A Contemporary Introduction*, 6th Ed. Thomson-South Western, UK.

14) Recommended Reading

Mankiw, N., (2012) *Economics,* Thomson Learning, London

McConnel, C.R., (2010) *Economics,* McGraw Hill Higher Education, London

Slavin, S.L., (2012) *Economics*, McGraw Hill Higher Education, London

1)	**Programme**	**Bachelor of Science in Community Development**
2)	**Course Title**	**English for Academic Purpose I**
3)	**Course**	**BCD 116**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Number of Lectures per Week**	**2x1 hour ((1 Semester)**
8)	**Number of Tutorials per Week**	**2x1 hour ((1 Semester)**
9)	**Method of Assessment**	**Course Work 40 %**
		Final Examinations 60%

10) Course Aim

The aim of this course is to build the students' essay writing abilities and equip them with effective writing and reading skills for effective academic communication.

11) Learning Objectives

By the end of this course the student should be able to:

a) Take down notes during classes
b) Make their own notes when they study
c) write satisfying essays
d) compose effective arguments
e) use required referencing styles
f) present arguments using fallacies
g) present arguments orally with confidence

12. Topics of Study

I. Types of communication skills

(a) Listening

(b) Reading

(c) Writing

(d) Speaking

II. Writing Skills

(a) Sentence development

(b) Subject-verb agreement

(c) Sentence organizing

(d) Punctuation

(e) numbering

III. Note Making and Note Taking

(a) Definitions

(b) Similarities and differences

(c) How to make notes

(d) How to take notes

(e) Importance of taking and making notes

IV. Academic Essay Writing

(a) Types of essays

(b) Setting up a topic

(c) Analyzing a given topic

(d) Essay lay out

i. The introduction

- Establishing the context
- Defining important terms, phrases and concepts
- Laying out a position

ii. The body

- Building an argument
- Arguing from sources
- Avoiding faulty reasoning
- Strategies that strengthen the argument

iii. The conclusion
    - Working up a conclusion
    - Cutting to meet word length

iv. Reviewing the essay presentation

V. Referencing and Plagiarism

a) Definitions

b) Effects of plagiarism

c) In text citations

d) Bibliography/ List of references

i. Annotated Bibliography

e) Referencing Styles

i. APA

ii. Harvard

iii. Chicago

iv. MLA

f) Foot Notes and End Notes

VI. Fallacies

a) Hasty generalization

b) Ad hominem

c) Appeal to pity

d) Begging the question

e) Red herring

f) Non sequitur

g) Fallacy fallacy/ argument from fallacy

VII. Public Speaking and Oral Skills

a) Preparing a presentation

b) Building confidence

c) Analyzing the audience

d) Managing presentation time

VIII Principles of Effective Writing

a) Completeness – the 5Ws and H grid
b) Conciseness – avoiding 'wordy' sentences
c) Clarity – choice of words
d) Correctness – mechanics (spelling and punctuation) and content
e) Concreteness – choice of words and phrases

IX Framework for Effective Writing

a) Determining the purpose.
b) Analyzing the audience.

X **Sources of Information and Information Gathering**

a) Brainstorming
b) Keeping a journal
c) Asking questions – the 5Ws and H
d) Researching

13) Prescribed Texts

Craswell, G. and Poore, M. (2005) *Writing for Academic Success* London Sage

Mbano, Z. (2008) *English Language Skills: A Handbook for College Students,* Zomba Chancellor College Publications

14) Recommended Readings

Clouse, B.F. (2010). *Patterns for a Purpose A Rhetorical Reader.* (6th Edition). New York McGraw Hill.

Crucius, T W and Channell, C E. (2000).*The Course Aim of Argument: A Rhetoric and Reader (*3rdEdition) California Mayfield.

Lagan, J (2002).*English Skills with Readings.* (5th Edition). Boston McGraw Hill.

Lannon, M.J. (1988). *The Writing Process (*.6th Edition). Longman New York.

Ridley, D. (2006). *The Literature Review* Jersey Prentice Hall.

YEAR ONE SEMESTER TWO

1)	**Program**	**Bachelors of Science in Community Development**
2)	**Course**	**Organizational Behaviour 1**
3)	**Code**	**BCD 121**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The aim of this course is to enhance students' understanding of human behavior and its impact on the management of organizations.

11) Learning Objectives

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

a) explain the meaning and nature of organizational behavior.
b) discuss the development of early management thought and its behavioral limitations
c) discuss people within an organization through the analysis of the individual processes at work
d) relate behavior to employee attitudes, personality, perception and learning in an organization

e) analyze the factors that influence individual and group behavior in organizations
f) design motivational programmes to enhance performance in the organization
g) identify causes of conflict and its effects on the organization

12) Topics of Study

I. An Introduction to Organizations

(a) What is an organization?
(b) Organizational Goals
(c) Classifying organizations
(d) Organizational Culture

II. Organization and Authority Structures

(a) Organization Structure
(b) The nature of Organization Structures
(c) Types of Structures
(d) Centralization and Decentralization

III. Authority Structure and Responsibility within Organization

(a) Distribution of Authority
(b) Participation
(c) Empowerment

IV. Organizational Behavior and Management Theories

(a) Introduction to organizational behavior
(b) Organizational Behaviour and the Social Sciences
(c) The Study of Organizational Behaviour
(d) The Development of Organizational Theories
(e) Classical School of Law, Governance and Policy and Organization

V. The Individual and the Organization

(a) Personality
(b) Recognizing the differences

(c) Psychoanalytic approach

(d) Intellectual and other abilities

(e) Perception and attitudes

(f) Perception and Sensation

VI. Learning and Training

(a) Learning and Management

(b) Aid to Learning

(c) Training

VII. Motivation

(a) Motivation Theories

(b) Maslow and the Hierarchy of Needs

(c) Process Theory of Motivation

(d) Goal Setting

(e) Equity Theory

(f) Expectancy Theory

VIII. **Groups in the Organization**

(a) Introduction, development and structure

(b) Background to the study of groups

(c) The nature of groups

(d) Group Formation and Development

13) Prescribed Texts

Cole, G.A., (2009) *Organizational Behaviour*, Ashford Color Press, Gosport,

Robbins, S.P., (2013) *Organizational Behaviour,* Prentice Hall, Inc.

14) Recommended Readings

Von, G., (2009) *Organizational Behaviour, A*shford Color Press, Gosport

Mullins, L., (2011) *Management and Organizational Behaviour* Prentice Hall

Osland, J., (2008) *Organizational Behaviour,* Prentice Hall, Inc.

Veechio, R. (2006) *Organizational Behaviour*, Dryden Press

1) Programme	**Bachelor of Science in Community Development**
2) Course Title	**Introduction to Community Development**
3) Course	**BCD 122**
4) Year	**Two**
5) Presented to	**Senate**
6) Presented by	**School of Law, Governance and Policy**
7) Number of Lectures per Week	**2x1 hour ((1 Semester)**
8) Number of Tutorials per Week	**2 x1 hour ((1 Semester)**
9) Method of Assessment	**Course Work 40%**
	Final Examinations 60%

10) Course Aim

To enhance students' understanding of the developmental issues in which organizations

11) Learning Objectives

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

a) To explain current debates in rural development, policies and practices
b) To critically evaluate past existing attempts to supply rural services such as infrastructure, finance, and extension
c) To discuss different policies and their impact on rural development
d) To define rural development
e) To state the nature of community development
f) discuss the importance of social communication

12) Topics of Study

I. History of Rural and Community Development

(a) Early History
(b) Thematic development
(c) Definitions
(d) Assumption and fallacies about communities

(e) The meaning of community

II. The Process of Rural and Community Development

(a) The community as an actor/role prayer

(b) Viewpoints on participation

(c) Principles of community development

(d) Foundations of community development

III. The Meaning and Principles of Development

(a) The meaning and core values of Development

(b) Course Outcomes of development

(c) Models of Development

(d) Rural Development and the Environment

(e) Urban development and the environment

IV. The Institutions for stakeholders in Community Development

(a) Identify stakeholders

(b) Government institutions

(c) QUANGOS and NGOs

(d) CBOs

(e) Institutions and Funding

V. The place and Role of Community Development workers

(a) Position, Goals, attitude and Roles

(b) Community development workers and their organizations

(c) Skills for community development

VI. Community Development Training

(a) The demand for and necessity of training

(b) Identifying target groups

(c) Community mobilization and training development

VII. Poverty, inequality and Development

(d) The social economic context of development

(e) The meaning of poverty

(f) The economic characteristics of poverty groups

(g) The deprivation trap

(h) The range of policy options

VIII. Agricultural Transformation and Rural Development

(a) The important rural of women

(b) Agriculture and rural development

IX. Overview of Population Growth, Urban and Rural Migration

(a) Population growth and quality of life

(b) The migration and urbanization dilemma

(c) Urban bias, rural bias and industrialization

13) Prescribed Texts

Robinson, J.W. and Green, G.P. (2010), *Introduction* to *Community Development* Theory, Practice and Service,

Green, P.and Haines, A. (2011), *Asset Building and Community Development,* Sage Publications

Schaffer Ron (2010), *Community Economics Linking Theory and Practice*, Wiley

Green, G.Deller, S.C.and Marcouiller, D.W. (2005), *Amenities and Rural Development*, Edward Edgar Publications

Smith S (2000), *Gender, Development and the HIV Epidemic*, Sage Publications

Todaro, M and Smith, S.C. (2012), *Economic Development*, Adson Wesley

14) Recommended Readings

Elizabeth, N.A. (2003) *From Charity to Social Work*, University of Illinois Press

Pallassana, R. (2000).*Social Work Practice with Immigrants and Refugees*, Columbia University Press

Gwenda, R (2004).*Social Work with Children and Families*, Jessica Kingsley Publication

Roberta, R. (2008).*Social Work with the Aged and their Families*, Aldine Transactions

Linda, M. (2012).*Days in the Lives of Social Workers*, Whitehat Communications

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Computer Applications**
3)	**Code**	**BCD 123**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To equip students with skills and a knowledge of principles and aspects of computer applications in respect of systems, development and applications software.

11) Learning Objectives

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

a) describe the parts of a modern PC and how they are configured.
b) explain the development of Intel's family of microprocessors
c) operate a range of input/output devices and secondary storage systems
d) carry out basic housekeeping in both GUI and command line environments
e) identify risks inherent in the use of computers in a commercial environment
f) analyse a typical PC local area network (LAN), its component parts and its relationship to other more extensive networks
g) discuss the major types of processing systems, including client-server and distributed processing
h) assess different processing methods and their relationships to the various categories of software.

12) Topics of Study

I. Parts of a Modern PC

(a) PC internal components.

(b) Significant features of the main printed

(c) circuit board (motherboard)

II. Development of Intel's Family of Microprocessors

(a) Current trends in microprocessor development

(b) Microprocessor development and nomenclature

(c) Major components of a macro-processor and how they interact.

(d) Development of multi-processor architectures

III. Input/Output Devices and Secondary Storage Systems

(a) Input, output and hybrid devices

(b) Devices using appropriate terminology

(c) The latest technological developments and make recommendations regarding their integration into a commercial environment

IV. Disk Management and Basic Housekeeping

(a) Creating, list, move, copy, delete and recover files and directories (folders) in both environments

(b) File storage system

(c) Housekeeping tasks.

V. The Use of Computers in a Commercial Environment

(a) Principles of risk assessment in a commercial IT environment

(b) Hazards in a commercial IT environment

(c) Business contingency plan for a commercial organization.

VI. PC Local Area Network (LAN),

(a) Its component parts and its relationship to other more extensive networks

(b) Major building blocks of a LAN including any security devices or software

(c) Major LAN topologies and protocols

(d) LAN and the Internet

VII. The Major Types of Processing Systems,

(a) Client-server and distributed processing

(b) The major processing systems including client-server and distributed processing systems

(c) Licensing and cost implications of competing environments

(d) Virtual server and conventional server environment

VIII. The Categories of Software

(a) Systems, development and applications software

(b) Need for operating systems

(c) The need for development software,

(d) comparing and contrasting the major development environments

(e) The use of and need for applications software

(f) The relative merits of competing brands and/or

(g) Technologies in each of the three environments

13) Prescribed Texts

Amer, B., (2010) *Computers in Our World,* Course Technology, London

French, C.S., (2012) *Computer Science,* Thomson Learning, London

Mathews, J., (2009) *Computer Networking,* John Wiley and Sons, London

14) Recommended Readings

Impagliazzo, J., (2012) *Computer Science*, John Wiley and Sons, London

Capron HL, Johnson JA, (2012) *Computers Tools for an Information Age,* Pearson Education Ltd, London, GB

O'Leary,T, (2010) *Computing Essentials, McGraw* Hill Higher Education, Mallory Price, GB

1)	**Programme**	**Bachelor of Science in Comm Development**
2)	**Course Title**	**Introduction to Entrepreneurship**
3)	**Course**	**BCD 124**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Number of Lectures per Week**	**2x2 hour ((1 Semester)**
8)	**Number of Tutorials per Week**	**2x1 hour ((1 Semester)**
9)	**Method of Assessment**	**Course Work 40 %**
		Final Examinations 60%

10) **Course Aim**

The course aims at developing students' self-reliance skills and strategies for Entrepreneurship.

11) **Learning Objectives**

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

a) develop viable start-ups that are capable of competing in a business environment
b) provide advisory and consultancy services on entrepreneurship
c) identify Qualities and Characteristics of a Successful Entrepreneur, challenges and causes of failure in entrepreneurship
d) discuss the advantages and risks associated with misuse of resources including time

12) Topics of Study

I. Introduction to Entrepreneurial Studies

(a) Historical Background of Entrepreneurship
(b) Definition of Community Development and an entrepreneur
(c) Entrepreneurial feelings and motivation

II. Entrepreneurship

(a) Management of businesses
(b) Community Development and entrepreneurship

(c) Characteristics of an entrepreneur

(d) Entrepreneur and a manager

III. Qualities and Characteristics of a Successful Entrepreneur

(a) Qualities of a successful entrepreneur

(b) Concept of entrepreneurship

(c) Potential Entrepreneurs

(d) Job Creation

(e) Wealth Creation

(f) Poverty Alleviation

(g) Resource allocation

(h) Support to large industries

IV. Environment of Entrepreneurial Development

(a) Environmental variables of concept of entrepreneurship

(b) Environmental factors

(c) Adaptive Mechanisms to entrepreneurial environment

V. Challenges and causes of Failure in Entrepreneurship

(a) Constrains faced by entrepreneurs

(b) Factors responsible for failure of entrepreneurial outfits

(c) Overcoming challenges and failures

VI. Youth and Money Management

(a) Nature of youth and money management

(b) Productive ways of making money

(c) Managing money effectively

VII. Introduction to the Capital Market

(a) Nature of Capital Markets

(b) Capital Market Operations

(c) Benefits of investing in the quoted companies

(d) Market Efficiency

(e) Development of Stock Markets

VIII. Time Management

(a) Meaning of Time Management

(b) Usefulness and dangers associated with not using time efficiently

(c) Management of Time

13) Prescribed Texts

Bam ford, C., (2010) E*ntrepreneurship*, South – Western, London.

Bar ringer, B., (2009) *Entrepreneurship* Successfully launching New Ventures

Holt David, H. (1992), *Entrepreneurship New Venture Creation*, Prentice Hall, Inc.

Need, D., (2004) *Business in Context*, Thomson Learning, London.

14) Recommended Readings

Burns, P., (2006) *Community Development and Small Business*, Palgrave Macmillan, London

Katz, J., (2010) *Entrepreneurial Small Business*, McGraw Hill Higher Education, London

Need, D., (2008) *Business in Context*, Thomson Learning, London,

1)	**Programme**	**Bachelor of Science in Comm. Development**
2)	**Course Title**	**Developmental Psychology**
3)	**Course**	**BCD 125**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Number of Lectures per Week**	**2x1 hour ((1 Semester)**
8)	**Number of Tutorials per Week**	**2x1 hour ((1 Semester)**
9)	**Method of Assessment**	**Course Work 40 %**
		Final Examinations 60%

10) **Course Aim**

To introduce students to theories and perspectives of human development as they relate to the physical, cognitive and psychosocial aspects of development from conception to death and the role of relevant research on specific development stages.

11) Learning Objectives

By the end of this module, students should be able to

a) explain the major theories of human development across the lifespan.
b) discuss key issues and controversies related to human development.
c) identify the physical, cognitive and psychosocial characteristics of the developmental stages across the lifespan.
d) describe the development of senses and regulatory functions in different age groups.
e) analyze both group and individual differences as they pertain to human development, in relation to culture, race, gender, religion and socioeconomic status.

12) Topic of Study

I. Introduction to Development

(a) Why study Life span development
(b) Biological, cognitive and social-emotional processes
(c) Developmental issues
(d) The impact of culture, race, gender, religion and social economic status on development.

II. Major Theoretical Perspectives on Lifespan Development

(a) Psychoanalytic Theories: Sigmund Freud
(b) Psychosocial development: Erik Erikson
(c) Cognitive development: Jean Piaget
(d) Behavioral/Social learning
(e) Moral development: Lawrence Kohlberg
(f) Ethological Theories

III. Prenatal Development and Birth

(a) Prenatal influences to development: genetic & environmental
(b) Birth

IV. Infancy

(a) Physical
(b) Cognitive
(c) Psychosocial Development

V. Childhood

(a) Physical
(b) Cognitive
(c) Psychosocial Development

VI. Adulthood

(a) Physical
(b) Cognitive
(c) Psychosocial Development

VII. Death and Dying

(a) Cross-cultural perspectives

13) Prescribed Text

Santrock J.W. (2012). *Life Span Human Development* (10th Ed.). Boston: McGraw Hill.

Perlmutter, M. and Hall, E. (1992). *Developing Adult and Aging*. Toronto: John Wiley and Sons.

Saraswathi, T.S. (2010) .*Cross-Cultural Perspectives in Human Development Theory*, Research and Applications. New Delhi: Sage Publications.

Seifert, K.L., Hoffnung, R.J. and Hoffnung, M. (2008). *Life Span Development*. New York: Houghton Mifflin Company.

14) Recommended Readings

Berryman, J.C., Smythe, P.K., Taylor, A., Lamont, A., and Joiner R. (2012).*Development Psychology and You* (10nd Ed.). London: Blackwell.

Boyd, D. and Bee, H. (213*). Lifespan Development* (8th Ed.). Upper Saddle River: Pearson.

Holdstock, T.L. (2000). Re-examining Psychology: *Critical perspectives and African insights.* London: Routledge.

Jordan, W. and Jordan, J. (2012). *People in Context* (9rd Ed.) Johannesburg: Heinemann.

Shaffer, D.R. (2012). *Development Psychology* (8th Ed.) New York: Wadsworth.

Nsamenang, A.B. (2009). *Cultures of Human Development and Education: Challenge to growing up in Africa*. New York: Nova.

Shaffer, D.R. (2012**).** *Development Psychology* (6th Ed.). New York: Wadsworth.

1)	**Program**	**Bachelor of Science in Comm. Development**
2)	**Course**	**English for Academic Purpose II**
3)	**Code**	**BCD 126**
4)	**Year**	**One**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The aim of this course is to build and equip the students' with effective sentence and paragraphing and also oral presentation

11) Learning Objectives

By the end of the module students should be able to:

(a) Write effective sentences, paragraphs and essays

(b) Compose effective arguments

(c) Make effective oral presentations

12) Topics of Study

I. Indicative Content Remedial

Based on weaknesses noted in the essay and other assignments done in the first semester.

(a) Sentence Writing Skills

i. Sentence development

ii. Ensuring subject-verb agreement

iii. Parallelism

iv. Modification

v. Checking run-on sentences

vi. Sentence variety

(b) Achieving Worthwhile Content

i. Credibility
ii. Informative value
iii. Completeness
iv. Sensible organization
v. Readable style

(c) Composing Various Arguments

i. Audience analysis
ii. Structuring an argument
iii. Ethical considerations

(d) Reasoning: the basis of arguments

i. Types of reasoning
ii. Logic
iii. Emotion
iv. Ethics
v. Appeal to authority

II. Oral Presentations

(a) Preparing for the oral presentation

(b) Aspects of oral presentation

i. Delivery: Methods of delivery, presenter's appearance, body language etc.
ii. Clarifying the message
iii. Adding (emphasis)
iv. Dealing with questions.

(c) The nature/types of oral presentations

i. Oral book report
ii. Discussion
iii. Debates

III) Oral Presentation of Arguments

(a) Structure

(b) Style

(c) Language

(d) Reasoning

IV) Application of Oral Skills

(a) Business Communication

i. Listening skills

ii. Speaking to inform

(b) Persuasive Speaking

i. Persuasion and its features

ii. Speaking to actuate

iii. Speaking to reinforce

iv. Speaking to convince

13) Prescribed Texts

Beer D. and Murrey D. (1999): *A Guide to writing as an Engineer,* John Wiley and Sons, New York.

Clouse B.F. (2003): *Patterns for a Purpose:* A Rhetorical Reader, 3rd Edition, McGraw Hill, New York.

Crucius T. W. and Channell C. E. (2000): *The Aims of Argument*: A Rhetoric and Reader, 3rdEdition, Mayfield, California.

Hacker D.A. (1998): A *Writer's Reference,* 3rd Edition, Bedford, Boston.

Langan J. (1998): Study Skills, Longman, New York.

14) Recommended Readings

Langan J. (2002): *English Skills with Readings,* 5th Edition, McGraw Hill, Boston.

Lannon M.J. (1988): *The Writing Process,* 6th Edition, Longman, New York.

Montgomery M. (1982): Study Skills for Colleges and Universities in Africa, Longman, Essex.

Smith J. and Coffrey B. (1982): *English for Study Purposes*, Macmillan, London.

Trimmer J. F. and Hairston M. (1999): *The Riverside Reader*, 6th Edition, Houghton Mifflin, Boston.

YEAR TWO	SEMESTER TWO
1) Programme	**Bachelor of Science in Comm. Development**
2) Course Title	**Community Development 1**
3) Course	**BCD 211**
4) Year	**Two**
5) Presented to	**Senate**
6) Presented by	**School of Law, Governance and Policy**
7) Number of Lectures per Week	**2x1 hour ((1 Semester)**
8) Number of Tutorials per Week	**2x1 hour ((1 Semester)**
9) Method of Assessment	**Course Work 40 %**
	i. Final Examinations 60%

10) Course Aim

To enhance students' understanding of rural and community development, opportunities and constraints relating to the development of rural economies and reduction of poverty and explain different policies and different actors to the process of rural development

11) Learning Objectives

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

a) explain current debates in rural development, policies and practices
b) critically evaluate past existing attempts to supply rural services such as infrastructure, finance, and extension
c) discuss different policies and their impact on rural development
d) define rural development
e) state the nature of community development
f) discuss the importance of social communication

12) Topics of Study:

I) The Nature and scope of Rural and Community Development

(a) History of Rural and Community Development

(b) Early History

(c) Thematic development

(d) Definitions

(e) Assumption and fallacies about communities

i. The meaning of community

II) The Process of Rural and Community Development

(a) The community as an actor/role prayer

(b) Viewpoints on participation

(c) Principles of community development

(d) Foundations of community development

III) The Meaning and Principles of Development

(a) The meaning and core values of Development

(b) Course Outcomes of development

(c) Models of Development

(d) Rural Development and the Environment

(e) Urban development and the environment

IV) The Institutions for stakeholders in Community Development

(a) Identify stakeholders

(b) Government institutions

(c) QUANGOS and NGOs

(d) CBOs

(e) Institutions and Funding

V) The place and Role of Community Development workers

(a) Position, Goals, attitude and Roles

(b) Community development workers and their organizations

(c) Skills for community development

VI) Community Development Training

(a) The demand for and necessity of training

(b) Identifying target groups

(c) Community mobilization and training development

VII) Poverty, inequality and Development

(a) The social economic context of development

(b) The meaning of poverty

(c) The economic characteristics of poverty groups

(d) The deprivation trap

(e) The range of policy options

VIII) Agricultural Transformation and Rural Development

(a) The important rural of women

(b) Agriculture and rural development

(c) Population growth and quality of life

(d) The migration and urbanization dilemma

(e) Urban bias, rural bias and industrialization

13) Prescribed Texts

Phillips, R. and Pitman, H. (2009) *An Introduction to Community Development,* Routlege, London

Germany, M.D. (2009) Handbook on Community Development, Asian Productivity Organization.

14) Recommended Readings

Henderson, P and Verccseg, I. (2010).Community Development and Civil Society: Making the Connection in the European Context, The Policy Press, Bristol

Redwith, M. (2008), *A Critical Guide* to *Community Development,* Routlege, London

Allison, T. (2009) Community Development, North American Association of Christians in Social Work

Swanepoel, H. (2005) *Community Development and Beyond, Cengage Publishing*

1)	**Program**	**Bachelor of Science in Comm.Development**
2)	**Course**	**Environmental Issues in Community Development**
3)	**Code**	**BCD 212**
4)	**Year**	**Two**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

This course is aimed at developing student's general understanding of what constitutes environmental issues, why environmental problems are complex and interrelated, the functions, structures and limits of corporations and governments toward environmental resource exploitation.

11) Learning Objectives

By the end of the module students should be able to:

a) discuss environmental issues and causes
b) explain the differences between ethics and morals
c) discuss how industry exploit resources and consume energy to produce goods
d) explain the connection between material wealth and resource exploitation
e) discuss how environment and community development are related

12) Topic of Study

I. The Nature and Scope of Ethics

(a) Definitions and approaches

(b) Views of nature (Naturalist philosophers)

II. Environmental Attitudes

(a) The development ethics

(b) The Preservation ethics

(c) The conservation ethics

III. Individual Environmental Ethics

(a) The environmental movement

IV. The Societal Environmental Ethics

(a) Differing viewpoints

(b) The economic rationale and direction of developed nations

(c) Economic growth and resource Exploitation

V. Corporate environmental Ethics

(a) Pollution

(b) Profitability vs. ethics

(c) Corporate irresponsibility

(d) The Valdez Principles

(e) Corporate and Social responsibility

VI. Global Environmental Ethics

(a) Environmental Crisis

(b) Megacities

(c) UN Environment Programme

13) Prescribed Text

Van Deveer , D and Pierce, C (2002*) Environmental Ethics and Policy Philosophy, Ecology, Economics* Wadsworth Publishing

Shrader-Frechette,K.(2002)*Environmental Justice Creating Equality, Reclaiming Democracy Environmental Ethics and Science Policy Series* , Oxford University Press, USA

14) Recommended Readings

Schlosberg,D. (2007) *Defining Environmental Justice Theories, Movements and Nature*, Publisher Oxford University Press, USA

Desjardins , J.R. (2001) *Environmental Ethics*, Wadsworth Thomson Learning.

1)	**Program**	**Bachelor of Science in Comm. Development**
2)	**Course**	**Principles of Human Nutrition**
3)	**Code**	**BCD 213**
4)	**Year**	**Two**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

Develop students' awareness and understanding of human nutrition requirements and its impact on human development.

11) Learning Objectives

a) By the end of the course students should be able to:
b) Describe the six dimensions of wellness and a wellness lifestyle
c) Explain the importance of personal decision making and behavior change in achieving a wellness lifestyle
d) Discuss the available sources of health information and how to think critically
e) List and describe the principles of Human Nutrition
f) Discuss the Course Outcomes of Human Nutrition
g) Discuss the ways of improving Human Nutrition

12) Topics of Study

I. Definitions

(a) What is Human Nutrition?
(b) Nutritional Requirements, Components of a healthy diet

(c) Making informed choices about food

(d) Nutritional guidelines, planning your diet

II. Dietary Sources

(a) Intake levels, physiological role, and requirement of major nutrients,

(b) The biological determinants of nutrient requirements and the assessment of nutrient status in individuals and populations,

(c) The role of nutrition in growth and health through the life cycle,

(d) The rationale for the development of dietary guidelines and of nutrition policies in different countries

III. Immunity and Infection

(a) The role of diet in the development of chronic diseases, such as cardiovascular disease, cancer, diabetes, and others

(b) The body and defense system

(c) The immune system

(d) The trouble maker pathogens and disease

(e) Family and community resources for older adults

IV. Exercise for Health and Fitness

(a) Cardiorespiratory endurance

(b) Muscular Strength

(c) Muscular Endurance

(d) Flexibility

(e) Body Composition

V. Physical Fitness and Nutrition

(a) What is physical fitness

(b) Nutrition to optimize physical fitness

(c) Usage of Carbohydrates, fat and protein during exercise

(d) Effects of dehydration

(e) Dietary Supplements

VI. The Benefits of Exercise

(a) Heart Disease and Stroke

(b) High Blood Pressure

(c) Obesity

(d) Back pain

(e) Osteoporosis Self Esteem and Stress

(f) Disability

VII. Psychological Health and Nutrition

(a) Nutrition and Mental Health

(b) Nutrition in the prevention of Mental Health conditions

13) Prescribed Texts

Eastwood, M (2003) *Principles of Human Nutrition*, Wiley-Blackwell

Mann, J.and Truswell, S (2002) *Essentials of Human Nutrition*, Oxford University Press

Gilbrey, M.J. (2009) *Introduction to Human Nutrition*, Wiley-Blackwell

14) Recommended Readings

Powers, H (2010). *Human Nutrition, Churchill* Livingstone

Lean, M, E, J, (2006*). Food Science, Nutrition and Health*, CRC Press

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Gender, Family, HIV and Development**
3)	**Code**	**BCD 214**
4)	**Year**	**Two**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The course is aimed at providing students with a general understanding of society, Gender and Development,

11) Learning Objectives

After completing the course the student should be able to:

a) explain the term society, gender, Development and Sex
b) discuss how gender issues influence development and the spread of HIV and AIDS
c) explain essential gender dynamics as gender roles vary across culture, class, ethnicity, income, education, and time
d) explain how policy issues in macro practice to family's basic needs
e) identify traditional gender role expectations and stereotypes as they affect people over the life span
f) explain how human population growth is influenced by social, theological, philosophical and political thinking.
g) discuss economic inequality, sexists language, the empowerment of women

12) Topics of Study

I. The Nature and Scope of Society

(a) Gender Roles and sexism

(b) Cross cultural Perspective on Gender- Role and Development

(c) Significant issues and events in the lives of Women

i. Economic inequality

ii. Sexist Language

iii. Battered spouse

II. The impact of Gender and Culture

(a) Gender sensitivity

(b) Women and the Generalist intervention model

(c) A feminist Perspective on Micro, Mezzo and Macro Aspects of a Generalist Practice

III. Sex and Gender Across Culture

(a) Definitions

(b) Gender difference/The relationship between Sex and Gender Across Cultures

i. Hofstede's study

ii. Androgyny

iii. Perceptual/Spatial/Cognitive differences

iv. Conformity and Obedience

v. Gender roles

vi. Sex and Sexuality

vii. Mate Selection, Mate Poaching and Jealousy

(c) Changing Cultures, Changing Gender Roles

(d) The link between gender and HIV and AIDS

IV. The Role of Gender in Development

(a) Life expectancy

(b) Population Male-Female Ration

(c) Women issues and Development

(d) Gender as a development Issue

(e) Feminist contribution to Development Theories

i. What is feminism

ii. Feminists theories and three development Theories

V. Population Characteristics

(a) Overview of population growth

(b) Factors that influence population growth rates

(c) A population growth rate

13) Prescribed Texts

Matsumoto, D., Juang, L. (2008) *Culture and Psychology*, 4th edition, Thomson Wadsorth, Belmont, CA

Goldenberg, H.and Goldenberg, I. (2008) *Family Therapy: An Overview*, 7th edition Thomson Wadsworth, Belmont CA

Zastrow, C.Kirst-Ashman, K. K. (2007) *Understanding Human Behaviour and the Social Environment*, 7th edition Brooks/Cole, Belmont , CA

Strong,B., De Vault,C.,Sayad,B. W.and Yardber,W. L. (2005) *Human Sexuality- Diversity in Contemporary America*, 5th edition, New York, McGraw Hill Higher education

14) Recommended Readings

Kirst-Ashman, K. K, Hull, G.H. (2009) *Understanding Generalists Practices*, 5th edition Brooks/Cole Belmont, CA

Todaro, M. P, Smith, S. C. (2006) *Economic Development*, 9th edition, Harlow, Essex, Pearson Adison Wesley

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Social Psychology**
3)	**Code**	**BCD 215**
4)	**Year**	**Two**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The aim of this course is to enable students to understand the nature and causes of individual behavior and thought in a social context.

11) Learning Objectives

By the end of this course students should be able to:

a) discuss the social self-concept.

b) explain social influence and interactions.

c) explain how attitudes are formed and change.

d) evaluate the origin and effects of prejudice and discrimination.

12) Topics of Study

I. The science of the Social Side of Life.

(a) Definition of social Psychology

(b) Causes of Social behavior and thought

(c) The role of theory in Social Psychology

(d) Emergence and development of Social Psychology

II Social Cognition

(a) Nonverbal communication

(b) Impression formation and management

(c) Attribution

(d) Schemas, Heuristics and Biases

(e) Affect and Cognition

III Attitudes

(a) Attitudes formation

(b) Attitudes and behavior

(c) Persuasion and its resistance

(d) Cognitive Dissonance

IV Social Identity

(a) The self

(b) Social Identity

V. Social Influence

(a) Conformity

(b) Compliance

(c) Obedience

(d) Gender differences in Social influence

VI Social Relations

(a) Prejudice and discrimination

(b) Stereotyping

(c) Aggression

(d) Pro-social Behaviour

13) Prescribed Texts

Swann, W B, Rentfrow, P J, & Guinn, J 2008 '*Self-verification*: The Search for Coherence', In Leary M and Tagney J, *Handbook of self and identity* (pp. 367-383): Guilford, New York.

14) Recommended Readings

Bandura, A 2008 (8th Edition) *Social Learning Theory*, Prentice Hall, Englewood Cliffs

Bandura, A 2009 (10th Edition) *Social Foundations of Thought and Action*: A Social Cognitive Theory, Prentice-Hall, Englewood Cliffs, New Jersey.

Baron R A et al 2010 *Exploring Social Psychology* 7th ed., Prentice Hall, Ontario

YEAR TWO SEMESTER TWO

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Community Psychology**
3)	**Code**	**BCD 221**
4)	**Year**	**Two**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The course is designed to provide students an introduction to community psychology, this area psychology is concerned with the scientific study of social problems and their solutions.

11) Learning Objectives

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

a) discuss the concept of community psychology
b) analyze real world situations and problems
c) critically analyze how problems are defined and put forward solutions to address those.
d) design policies and programmes that are based on theory and empirical evidence

12) Topics of Study

I Understanding the terms: Community and Psychology

(a) Aims of Community Psychology
(b) Roles of Community psychologists
(c) Comparing & Contrasting Comm. Psychology with other fields of psychology

(d) Understanding individuals within Environments

(e) Understanding Human diversity in context

II Community Participation in Community Psychology

(a) Relevance of Comm. Participation in Community Psychology

(b) A typology of Community Participation

(c) Empowerment

III Community Psychology and HIV/AIDS

(a) Definition of terms

(b) Brief history of HIV/AIDS in Malawi

(c) Describing Risk Behaviour

(d) Effects of HIV/AIDS in the Community

(e) Community Interventions that can be employed in the fight against HIV

(f) The role of Community Psychologists in the fight against HIV/AIDS

IV Poverty and Community Psychology

(a) Causes and Effects of Poverty

(b) Community Interventions that help to alleviate poverty

V Community Psychology and Victims of Abuse

(a) Definition of abuse

(b) Forms of Abuse

(c) Types of Abuse

(d) Effects of Abuse

(e) Theories of abusive Behaviour

(f) Community Interventions

VI Homelessness

(a) Causes and Effects of Homelessness

(b) Community Interventions

13) Prescribed Text

Reich, S.M., Riemer, M, Prilleltensky, I. Montero, M. (Eds) (2007*) International Community Psychology: History and Theories,* Springer. New York

14) Recommended Readings

Campbell C. and Williams B. (1998) *Evaluating HIV-Prevention Programmes: Conceptual Challenges, Psychology in Society,* Macmillan, New York:

Nelson, G and Prilleltensky, I. (2005) *Community Psychology: in pursuit of liberation and Wellbeing*. Palgrave, New York

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Social Economies and Rural Livelihood**
3)	**Code**	**BCD 222**
4)	**Year**	**Two**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To enhance student's understanding of social economies and rural livelihoods.

11) Learning Objectives

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

a) explain the importance and features of peasant livelihoods
b) examine different theories that explain peasant behavior
c) analyze of specific livelihood systems
d) discuss implications of issues for policy on land reform
e) evaluate the role of policy in achieving land reform
f) describe the social, economic, political and environmental dimensions of rural livelihoods

12) Topics of Study

I. Peasant Livelihood Importance and definitions

(a) Definitions and importance
(b) Features of peasant livelihoods
(c) Peasant theories

(d) Economics and its application to the issues of rural development and livelihoods

(e) Theories of Human Development

(f) Social Theory

(g) Social Systems

(h) Social programs

II. Peasant Household Models

(a) Looking inside peasant household

(b) Scott's Moral Economy Model

(c) Ellis' Farm-Household Model

III. Accounting Concept and Techniques in Livelihood analysis

(a) Livelihood budgeting and planning techniques

(b) Applying peasant livelihood analysis

IV. Peasant Livelihood and Land, Technology and Institutions

(a) Key features of global economic development and governance

(b) Land tenure and share cropping

(c) Environmental policy

V.Poverty and rural Development

(a) Poverty and inequality, measure, trends and economic implication**s**

(b) Monitoring and evaluation of Social Programs and Facilitating Individual

(c) Organizational, Social and Cultural Change

13) Prescribed Texts

Sick, D (2014), *Rural Livelihoods, Regional Economies and Process of Change*, Routledge ISS Studies in Rural Livelihoods

MacPeack T.G., Little, P.D and Doss, C.R. (2011), *Risk and Social Change in African Rural Economy Livelihoods in Pastoralist Communities,* Routledge ISS Studies in Rural Livelihoods

14) Recommended Readings

Phillip, R and Pittman, R. (2014).*An Introduction to Community Development*, Routledge

Westoby, P. and Dowling, G (2009). *Dialogical Community Development,* Tafina Press

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Adult Education and Rural Sociology**
3)	**Code**	**BCD 223**
4)	**Year**	**Two**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To enhance students' understanding of issues of the Principle Adult Education and Rural Sociology.

11) Learning Objectives

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

a) define Adult Education
b) discuss the Course Outcomes of Adult Education and Rural Sociology
c) discuss the ways of integrating Adult Education and Rural Sociology in Development
d) explain adult learning theories and practical application
e) define rural sociology in development

12) Topics of Study

I. Rural Sociology

(a) The meaning of rural sociology
(b) The nature and scope of rural sociology
(c) Origin and development of Rural Sociology

II. Communities as Agent of Development

(a) What is community organization

(b) Community Planning

(c) Community Action and Mobilization

(d) Understanding and addressing opposition and resistance

III. The organization of Societies

(a) Hunter gathering

(b) Pastoral

(c) Horticultural

(d) Agricultural

(e) Industrial

(f) Post-Industrial

IV Adult Learning Theories

(a) Motivation of adults

(b) Leading and Directing adults,

(c) Managing adult Experiences and Knowledge,

V.Challenges for Rural Development

(a) The Malawian Context of Rural Sociology,

(b) Main features of Rural Society ,

(c) Agrarian changes after Independence in Rural Society

VII. Land Reforms in Rural Society

(a) Community Development Programme in Rural Society ,

(b) Green Revolution ,

(c) Village Community in Malawi and other developing countries

13) Prescribed Texts

Ritcly, J. A. (2008), *Adult Education in the Rural Context People, Place and Change*: The New Direction for Adult and Continuing Education, Jossey-Bass

Jarvis, P. (2009) *The Sociology of Adult and Continuing Education*, Routledge Schaffer Ron Community Economics

Kretzmann (2012), *Building Communities from the Inside Out*, Amenities and Rural Development, Pearsons

Smith S (2000), *Gender, Development and the HIV Epidemic*, Cengage Publishing

Todaro Michael (2012), Economic Development, Routledge

14) Recommended Readings

Kevin J. (2007). *Measures for Clinical Practice and Research,* Pearsons, New York

Roberta R. (2008). *Social Work with the Aged and their Families,* South-Western Publishing

Linda M. (2012). *Days in the Lives of Social Workers,* Routledge

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Social Group Work**
3)	**Code**	**BCD 224**
4)	**Year**	**Two**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The aim of this module is to enhance students' knowledge, skills and techniques in social.

11) Learning Objectives

By the end of the module students should be able to:

a) demonstrate professional skills in working with groups in different settings.
b) demonstrate knowledge, skills and techniques in working with different social groups
c) discuss the importance of belonging to a group as found in a group encounter
d) assess the needs of individual group members as well as the whole group.
e) analyze group dynamics to identify problems and offer help where necessary

12) Topics of Study

I. **Group dynamics**

(a) The group as a mutual system
(b) Analysis of group interaction
(c) Leadership and its development in group process
(d) Communication in group, Group dynamics
(e) Power and influence in groups

(f) Small group theories

II. **Understanding the individual in the group and the group as a totality**

(a) The concept of role in a dynamic system

(b) The scapegoat in the group

(c) The deviant member, The internal leader

(d) The gatekeeper, The defensive member

(e) The quiet member

III. **Skills and techniques in group work**

(a) Use of relationship

(b) Conflict resolution

(c) Verbal and non-verbal communication

(d) Purposeful creation of environment

(e) Fishbowl technique

IV. **Relating group work to community organization**

(a) Defining community

(b) Underlying principles in community organization

(c) Community processes

13) Prescribed Texts

Toseland, R. W. and Rivas, R. F. (1984). *An Introduction to Group Work Practice*. New York: Macmillan Publishing Company.

Zastrow, C. (2009). *Social Work with Groups* (7th Ed). Chicago: Nelson-Hall.

Zastrow, C. H (2009*). Social Work with Groups: Comprehensive Workbook*. Belmont: Brooks/Cole.

14) Recommended Readings

Heffernan, J., Shuttlesworth, G. and Ambrosino, R. (2005).*Social Work and Social Welfare: An Introduction*, Belmont CA.Brooks

Cole Corey, M. S.and Corey, G. (2012). *Groups, Process and Practice* (7th Ed.) Routledge

Hepworth, D. H., Rooney, R. & Larsen, J. A. (2010). *Direct Social Work Practice*. Pacific Groove, CA: Brooks/Cole

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Influencing Social Policy and Development**
3)	**Code**	**BCD 225**
4)	**Year**	**Two**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

This course develops students' ability to apply and understanding of issues related to State, Society and Development, it explores Social Welfare Policy in Malawi and in a globalizing world, the current roles of Social Welfare Policies, and the roles they could have in development

11) Learning Objectives

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

a) discuss the International and Community Development Specialization
b) explain major structures influencing international social policy in broad, macro, aggregate terms, and different ways in which policy and planning may be conceived and subsequently carried out.
c) evaluate the dimension of State, Society and Development
d) discuss the ways of integrating State and Society Issues in Development
e) analyze competing ideological/value based components of social policy.

12) Topics of Study

I. Introduction, social welfare history;

(a) Future of social welfare

(b) Major factors that will influence the future of social policy in Malawi

II. Major factors that influenced policy in the past

(a) Government involvement

(b) Cultural Policies and the government

(c) Success of community movements in the Past

III. Ideology, Moral Values, and Social Policy

(a) The middle class and social welfare

(b) Income inequality

IV. International poverty

(a) Policy area choices

i. domestic

ii. international

(b) Alternatives to Economic globalization

(c) Development and Social Change (A global perspective)

V. Types of States,

(a) The state and government,

(b) The state and Civil society,

(c) Man versus the State,

VI. **Theories of state**

(a) Theories of State function

(b) Marxist perspective

(c) Pluralism

(d) Contemporary critical perspectives,

(e) State autonomy (institutionalism)

13) Prescribed Texts

Clarke-Stewart, and Parke, R.D. (2014) *Social Development*, Wiley, London.

Peet, R.and Hartwick, E. (2015) *Theories of Development; Contentions, Arguments and Alternatives,* 3rd Edition, GuilfordPress. London

14) Recommended Readings

Roberts,J.T.,Hite,A.Bab and Choley,N(2014)*The Globalization and Development Reader, Perspectives on Development and Change*,2nd Edition,Wi;ey-Blackwell

Fauri, D.P., Netting, F.E., & O'Connor, M.K. (2005). *Social Work Macro Practice Workbook: Exercises and Activities for Policy, Community, and Organization Interventions*. Toronto, Ontario: Brooks/Cole.

Banarjee, A and Duflo, E (2012) *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, PubicAffairs, London.

Acemoglu, D and Robinson (2013) *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, Crown Business, London.

Prashad, V (2014) *The Poorer Nations; A Possible History of the Global South*, Verso, Delhi

YEAR THREE SEMESTER ONE

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Agriculture, Food and Development**
3)	**Code**	**BCD 311**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The course is aimed at enhancing students' understanding of issues of agriculture, food security and development

11) Learning Objectives

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

a) explain the role of agriculture in economic development
b) evaluating the dimensions of agriculture, food security and development
c) discuss the ways of integrating agriculture and food security in development
d) develop alternative strategies to environmental challenges
e) Understand property rights in agriculture

12) Topics of Study

I. Agriculture policy and Development Goals

(a) Policy Coherence

(b) Agriculture - A Framework

(c) Development of Agricultural Markets

II. The global food and Agriculture system

(a) The community and agriculture

(b) Financing Farmers Extension Services for Agricultural Growth

(c) Sustainable Agricultural Strategies

111. **Food Security**.

a.Definition

b. Measures of Food Security

IV . Structural Transfomation in Agriculture

a.Innovation in Agriculture

b.Agriculture and Environmental Problems

V Emergency Food Assistance

(a) Structural Transformation in Agriculture

(b) Innovation in Agriculture

(c) Agricultural and environmental problems

VI. Intellectual Property Rights in Agriculture

a. Intellectual Property

b. Land Rights

VII. Agriculture and Community Development

(a) Poverty reduction

(b) Economic transformation and development

(c) Food security and agriculture

(d) Changing role of agriculture in economic development

13) Prescribed Texts

Moseley, M. J. (2003). *Rural Development: Principles and Practice*, Sage Publications, London

Singh, K. (2009) Rural Development: Principles, Policies and Management, 3rd Edition, Sage Publications, London

Phillip. and Pittman, R.H. (2015), *An Introduction to Community Development, Routledge, London*

Green P.G and Haines, A.L. (2011*), Asset Building and Community Development*, Sage Publications, London

14) Recommended Readings

Westby, P and Dowling, G (2009) *Dialogical Community Development, Tifana, Press*

Ledworth, M (2011) *Community Development: A Critical Approach,* 2nd Edition, Policy Press, London.

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Research Methodology**
3)	**Code**	**BCD 312**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To equip students with knowledge and skills in research methodology so as to conduct research and present ideas in a coherent way.

11) Learning Objectives

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

(a) discuss qualitative and quantitative research methods in management

design a research

a) present both quantitative and qualitative research findings
b) explain the use of research in policy making in business environment
c) discuss basic vocabulary, concepts and methods of business and management research
d) identify and synthesize research literature that improves management and business decision making process
e) plan a research a research study that improves management and business decision making process

12) Topics of Study

I. Introduction to Research Methodology

(a) Defining Research

(b) Qualitative and Quantitative Research

(c) Types of Research

(d) Role of Business Research

(e) Theory Building

(f) Ethical Issues in Business Research

II.Research Process

(a) Problem Formulation

(b) Idea identification and definition

(c) Formulation of research topic

(d) Defining research questions

(e) Formulating research Course Outcomes

III. Writing the Research Proposal

(a) Introduction

(b) Background to the study

(c) Statement of Research Problem

(d) Key Research Questions

(e) Research Course Outcomes

(f) Justification of the Study

(g) Literature Review

(h) Conceptual Framework

(i) Research Methodology

(j) Data Analysis and Interpretation

(k) Limitation of the Study

(l) Time Scale

(m) Resources

(n) References

IV. Types of Survey

(a) Telephone

(b) Pilot

(c) Mail

(d) Diaries

(e) Interviews

(f) Questionnaires

V. Sampling Techniques

(a) Probability Sampling

(b) Non Probability Sampling

VI Significance

(a) Univariate Statistics

(b) Bivariate Relationships

(c) Correlation Analysis

(d) Regression Analysis

VII Data Sources

(a) Primary and secondary data

(b) Types of secondary data

(c) Advantages of using secondary data

(d) Disadvantages of using secondary data

(e) Data Collection; Data Analysis

(f) Presentations of Dissertations and Theses

(g) References

13) Prescribed Texts

Cooper, A., (2008) *Business Research Methods*, McGraw Hill Higher Education, London

Emory. C, W., and Donald R. C., (2009) *Business Research Methods*, Irwin Publishing Homewood, IL

Groebner, D., and Patrick W. S., (2007) Business *Statistics A decision – making approach*, Macmillan Publishing Company, New York

14) Recommended Readings

Bell, J. (2006*), Doing Your Research Project*, Obeg University Printers, Ireland

Gill, J., and P. J., (2009) *Research Methods for Managers*, Paul Chapman Publishing Ltd, London

Sanders, M, P., L and Achian T., (1997), *Research Methods for Business Students*, Pitman Publishing, London

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Information Communication and Technology**
3)	**Code**	**BCD 313**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The course aims at equipping students with knowledge and skills about interpersonal communication to communicate confidently and effectively in Management.

11) Learning Objectives

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

(a) discuss the use of information as a strategic resource in organizational contexts
(b) evaluate the impact of electronic commerce in the way business is conducted
(c) differentiate between information systems and information technology
(d) discuss the theoretical underpinnings of effective communication
(e) devise appropriate visual and graphical means to present data
(f) make effective oral presentations
(g) plan for lead and participate in meetings, discussions and interviews

12) Topics of Study

I. Nature of Communication in Organizations

(a) Introduction to communication

(b) Handling communication

(c) Key managerial interaction skills and communicating in small groups

(d) Communication Formats and Media

(e) Technological Developments and Trends

(f) Business Data Communication

(g) Presentations and public speaking

II. Information Management (IM)

(a) Importance of information for organizations

(b) Information requirements for organization

(c) Process of cost-benefits analysis and how to assess the value of information

III. Information Technology Systems

(a) Internet and electronic commerce (e-commerce)

(b) Concept of knowledge management

IV. Databases and Strategic Planning Models

V. Strategic Dimension – Using IS/IT Competitively

(a) The need for Information Technology Strategy

(b) The link between IS/IT and business strategies

(c) Impact of IT in an industry Porters five forces and value chain

(d) The strategic business use of the internet

(e) The applications portfolio and IS/IT strategy

(f) The role of IT in innovation and business process engineering

(g) The strategic case for IT investment

VI. Planning and implementation of IS/IT Strategy

(a) The purpose and contents of IS, IT and IM strategies

(b) Planning and implementing various strategies

(c) Ways of organizing the IT function

(d) Outsourcing / facilities management

VII. The Social and Organizational Impact of IS/IT

(a) The way IS / IT is changing the method of working

(b) The organizational impact of technology

(c) The management of change and potential staff reactions

(d) Remote working

(e) The impact of IS / IT on the social aspect of the organization

13) Prescribed Texts

Bayless, (2004) *Business Communication*, Custom Pub. Co., London

Bovee, Courtland L., Thill, John V., (2009) *Business Communication Today*, Pearson Education, New York

Evans, D.W. (2010), *People, Organization and Communications*, London Longman

Laudon, K. C. (2004) *Management Information Systems* 3rd Edition, New York

Krizan, A.C., (2007) *Business Communication*, South Western Int., London

Obert, S., (2009) *Business Communication*, South Western Int., London

Thill, John V, (2008) *Excellence in Business Communication*– 4th edition, Prentice Hall

14) Recommended Readings

Brounstein, A., (2006) *Business Communication* Communicate Effectively in any business environment, John Wiley and Sons, London

CIMA Publishing (2007), *Defining Management Information Needs and Performance Measurementfor International Management*

Lucy, T., (2004) *Management Information Systems*, McGraw Hill Higher Education, London

O' Brien, J.A., (2010) *Management Information Systems*, McGraw Hill Higher Education, London

Oz, E., (2010) *Management Information Systems*, Course Technology Inc., McGraw Hill Higher Education, London

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Evidence Based Social Work Practice**
3)	**Code**	**BCD 314**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

This aim is to familiarize students with key models and methods for Social Work practice and the theory that underpins them, and develop their ability to assess the strengths and limitations.

11) Learning Objectives

By the end of the module students should be able to:

a. explain a number of theories and models of practice employed by welfare professionals
b. discuss the advantages and limitations of particular theories and models — including the contribution they may make towards empowerment and social inclusion.
c. apply such knowledge can be used by them in their practice.
d. explain their stance with regard to what social work should be seeking to achieve within society and how this might impact upon their choice of theory and practice model or method.

12) Topic of Study

I. The Theory-practice Relationship

(a) Thinking theoretically in practice

(b) The types of relationship between theory and practice

II. Person- centered Approaches

(a) Underlying assumptions and values

(b) Key issues

III. Crisis Intervention

(a) Principle, values and goals of crisis intervention

(b) The ACT Model of crisis intervention

(c) Roberts' seven stage crisis intervention model

(d) The ten step acute traumatic stress management protocol

IV. Psychodynamic Approaches

(a) The nature of psychodynamic therapy

(b) Underlying assumptions and values

(c) Key issues in psychodynamic therapy

V. The 'Stages of Change' and Motivational Interviewing

(a) Understanding the 'Stages of Change' model a.k.a The Trans theoretical Model (TTM)

(b) The seven stages of change

(c) The nature and goals of motivational interviewing

(d) Underlying assumptions of motivational interviewing

(e) Principles of motivational interviewing

(f) The required skills in motivational interviewing

(g) The stages and processes of motivational interviewing

VI. Narrative and Solution Focused Approaches

(a) History of Narrative Therapy and Solution Focused Therapy

(b) Elements of Solution Focused Therapy

(c) Using MECSTAT in Solution Focused Therapy

(d) Elements and methods of Narrative Therapy

(e) The role of 'outsider witnesses' in narrative approach

VII. Task- centered Practice

(a) Nature of task-centered intervention

(b) The three phases of task-centered intervention

(c) Limitations of the practice

13) Prescribed Text

Aguilera, D.C. (1990). *Crisis Intervention Theory and Methodology*. St. Louis, Missouri C.V. Mosby and Co.

Miller, W.R. and Rollnick, S. (2002). *Motivational Interviewing Preparing People for Change*. London Guildford Press.

Myers, S. (2008). *Solution Focused Approaches*, Lyme Regis Russell House.

Rogers, C. R. (1981). *Client-Centred Therapy*. London; Constable

14) Recommended Readings

Adams, Dominelliand Payne (2002).*Social Work Themes, Issues and Critical Debates*. (2nd ed.), London, Macmillan.

Barber, J. (2005). *Social Work with Addictions*, Basingstoke Palgrave.

Bower, M. (2005).*Psychoanalytic Theory for Social Work Practice Thinking Underfire*. Abingdon Routledge.

Brown, C. and Augusta, S. (2007).*Narrative Therapy Making Meaning, Making Lives*, London

Caplan, G. (1964).*Principles of Preventative Psychiatry*. New York Basis Books.

Coulshed, V. and Orme, J. (2006).*Social Work Practice: An Introduction*. Basingstoke Palgrave Macmillan.

Coulshed, V. and Orme, J. (2005). *Social Work Practice*, Palgrave Basingstoke.

Davies, M. (2000).*The Blackwell Encyclopedia of Social Work*. Blackwell Oxford.

Davies, M. (2002).*The Blackwell Companion to Social Work*. Blackwell Oxford.

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Advanced Community Development**
3)	**Code**	**BCD 315**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

This course provides students with context, knowledge and skills for community practice

11) Learning Objectives

By the end of the module students should be able to:

a) discuss how frameworks/models of community practice can be applied in ways that may either perpetuate or challenge structured inequalities;

b) explain how core social work skills, analytic and interactional, apply in the process phases of community work;

c) explain engagement and accompaniment in identification of community issues, especially in collaboration with members of the communities

12) Topics of study

I. Introduction to the Course

(a) The changing scope and context of community practice : Roots Stories

(b) Theory Roots Gramsci, Freire and Structural Analysis Context Neoliberal rules and the age of "disposable humanity" Is it true that "another world is possible"?

II. Identifying the Issues

(a) Assessing the forces (conjectural analysis)

(b) Social capital – a useful concept, or tool for depoliticizing community practice? Asset mapping/strengths-based CD – empowering, or tools for downloading government responsibilities?

(c) Setting the stage and Planning for action

III. CED

(a) Approaches to community economic development

IV. Taking Action

(a) Conflict transformation alternatives to violence

(b) Evaluating our effectiveness

(c) Paying the bills (Contradictions funding our practice)

V. Sense Making

(a) Personal Change and self-care

(b) Change management

(c) Forms of Change

(d) Scope of Change

(e) Why Change

(f) The role of force field analysis

i. Kurt Lewin Model of individual change

ii. The driving forces

iii. The restraining forces

VI. Factors Affecting Individual's Responses to Change

(a) Four basic features of original change

(b) Varying attitudes

i. Inactivists

ii. Reactivists

iii. Preactivists

iv. Interactivists

VII. Lessons from Imperfect Theories

(a) Propositions for the future

VIII. Extension Teaching Methods

(a) Extension Teaching Methods Defined,
(b) Importance of Extension Teaching Methods,
(c) Varieties of Teaching Methods,
(d) Classification of extension methods,
(e) Evaluating Extension Teaching Methods
(f) Developing Extension Teaching Methods

13) Prescribed Texts

Esping-Anderson, G. (1990). *The Three Worlds of Welfare Capitalism,* Princeton University Press, Princeton, New Jersey.

Fleischacker, Samuel, (2004). *A Short History of Distributive Justice*, Harvard University Press.

Green P (2008), *Asset Building and Community Development* Putman R (2010), Bowling Alone The Collapse and Revival

DeFillips J (2007), *The Community Development Reader*, Schaffer Ron (2010), Community Economics

14)Recommended Readings

Harding, R., (2006). *Historical Representations of Aboriginal People in Canadian* News Media, Discourse Society, 17, 205.

Herring, S., and Waaldijk, B., (2006). *Guardian of the Poor* – Custodians of the Public Welfare History in Eastern Europe 1900 – 1960, Barbara Budrich Publishers.

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Advanced English for Academics**
3)	**Code**	**BCD 316**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The aim of this course is to build the students' advanced academic essay writing skills and equip them with effective oral, written and reading skills for effective academic communication.

11) Learning Objectives

By the end of this course the student should be able to:

a) Get an in depth understanding of arguments in essays
b) write very good essays
c) use required referencing styles
d) present arguments using fallacies

12) Topics of Study

I. Fundamentals of solid preparation

(a) Understanding the undergraduate writing culture
(b) Mastering disciplinary writing practices
(c) Treating information critically

I. Writing in college

(a) Expository writing
(b) Definitional paragraphs

(c) Explanation and description

(d) Argumentation and persuasion

(e) Comparison and contrast

II. Referencing and plagiarism

(a) Plagiarism and its effects

(b) Referencing styles

i. APA

ii. Harvard

iii. Chicago

iv. MLA

(c) Foot notes and end notes

III. Fallacies

(a) Hasty generalization

(b) Ad hominem

(c) Appeal to pity

(d) Begging the question

(e) Red herring

(f) Non sequitur

(g) Fallacy fallacy/ argument from fallacy

IV. Developing text

(a) Manipulating sentence structure

(b) Effective paragraph development

(c) Strategies for linking paragraphs

(d) Deductive, inductive and mixed paragraphs

(e) Development of ideas (Signpost words)

(f) The 'discards' file

(g) Improving overall structure

V. Essay argumentation

(a) The research essay as formal argument

(b) Decoding the meaning of argument

(c) Basic criteria applied in assessing essays

(d) Argumentation: Cogent reasoning

VI. The Thesis

(a) Introduction

(b) Literature review

i. Purpose and function of literature review
ii. Information mining.
iii. Exploiting library and internet sources
iv. Strategically managing the reading

(c) Research proposal

i. The different purposes of proposals
ii. Focusing on and developing a proposal

(d) The thesis

i. Managing the project
ii. Expectations of theses
iii. Structuring the thesis
iv. Chapter structuring options
v. The thesis abstract

13) Recommended Texts

Craswell, G. and Poore, M. (2005) *Writing for Academic Success* London Sage

Mbano, Z. (2008) *English language skills: a handbook for college students* Zomba chancellor college publication

14) Prescribed Readings

Clouse, B.F. (2010). *Patterns for a Purpose A Rhetorical Reader* (6th Edition). New York McGraw Hill.

Crucius, T W and Channell, C E. (2000). *The Course Aim of Argument: A Rhetoric and Reader (*3rdEdition) California Mayfield.

Lagan, J (2002 *English Skills with Readings.* (5th Edition). Boston McGraw Hill.

Lannon, M.J. (1988). *The Writing Process (*6th Edition). Longman New York.

YEAR THREE **SEMESTER TWO**

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Organization Behavior**
3)	**Code**	**BCD 321**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To enhance student's understanding of human behavior and its impact on the management of organization.

11) Learning Objectives

By the end of this course, the student should be able to:

a) discuss the field of organization behavior as a social science.
b) explain relevant theories to the management of individual behavior
c) analyze group behavior and interpersonal influences
d) analyze the factors that influences individual and group behavior in an organization
e) evaluate causes of conflicts and its effects on the organization
f) design motivational programs to enhance performance in the organization
g) discuss power and office politics and its effect on organization performance

12) Topics of Study

I. The Field of Organization Behavior

(a) Framing the study of organization behavior;
(b) Organizational change and innovation processes;

(c) Organization culture.

II. Understanding and Managing Individual Behavior

(a) Individual differences and work behavior;

(b) Perceptions, attributions and emotions;

(c) Motivation;

(d) Job design, work and motivation;

(e) Evaluation, feedback and rewards;

(f) Managing behavior.

III. Group Behavior and Interpersonal Influence

(a) Groups and teams;

(b) Managing conflicts and negotiations;

(c) Power, politics and empowerment.

IV. Organizational Processes

(a) Communication;

(b) Decision making;

(c) Leadership;

V. Organizational Design, Change and Innovation

(a) Organizational structure and design;

(b) Managing organizational change and innovation.

13) Prescribed Texts

Mullins, L. (2010), *Management and Organizational Behavior*, 6th Edition, Prentice Hall

Robbins, S. P. (2003) *Organizational Behavior*, Prentice Hall

Richard D. (2011) *Organization Theory and Design* 7thEdition, Pitman

14) Recommended Readings

Buchanan, D. and Huczynski, A. (2010) *Organizational Behaviour*, Prentice Hall

Cole. G. (2010) *Management Theory and Practice*, D. P Publications

Rollinson, D. and Edwards, A. (2011) *Organizational Behaviour and Analysis,* (8thEdition), Longman

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Resource Mobilization, Management**
3)	**Code**	**BCD 322**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To enhance students' skills and techniques in resource mobilization, its framework, and understanding of theories related to resource mobilization

11) Learning Objectives

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

a) discuss the theories of resource mobilization
b) explain resource mobilization framework
c) discuss community power analysis and socio organizational resources
d) explain community health and sanitation
e) develop understanding of sociological theories to resource mobilization

12) Topics of Study

I. Understanding resource mobilization,

(a) The theory and its theorists

(b) Resource mobilization theory,

II. The political process theory and sociology

(a) Sociological theories to resource mobilization

(b) Challenges in mobilizing resources in developing countries,

(c) Social organizational resources

III. **Collective Behavior and the Resource Mobilization Theory**

IV. **Strategies and Tactics for Resource Mobilization**

- **(a)** Beyond resource mobilization
- **(b)** Emerging trends in social movement theory
- **(c)** The resource mobilization framework

V. **Organizing the Community.**

- **(a)** Ethical consideration
- **(b)** Community organizing goals

VI. **Roles of the Organizer**

VII. **Community Power Analysis**

VIII. **Models of Community Organization**

IX. **Transformative Approaches**

13) Prescribed Texts

Alexander, G.C. (2005) *Essential Principles for Fundraising Success: An Answer Manual for the Everyday Challenges of Raising Money ,*JoseyBas, London

Birkholz, J. (2011) *Fundraising Analytics* Using Data to Guide Strategy, Wiley, London

Burnett, K. (2012) *Relationship Fundraising: A Donor Based Approach to the Business of Raising Money,* JoseyBas

14) Recommended Readings

McCrea, J. and Walker, J.C. (2013) *The Generosity Network: New Transformational Tools for Successful Fund –Raising,* Deepak Chopra

Bray, I. (2013) *Effective Fundraising for Nonprofits*: Real-World Strategies That Work.NOLO

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Financial Management for Non-Finance Managers**
3)	**Code**	**BCD 323**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To introduce students to the fundamentals of finance so that they develop requisite analytical skills.

11) Learning Objectives

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

a) develop an understanding of the importance, language and techniques of financial, cost, management accounting and capital budgeting.

b) develop knowledge and skills, for preparation of financial statements.

c) develop an understanding of cost classification, allocation and how the costing techniques are useful in the process of managerial decision making.

12) Topics of Study

I. Introduction to Accounting.

(a) The meaning, nature, functions and usefulness of Accounting.

(b) Branches of Accounting.

(c) Accounting Concepts and Generally Accepted Accounting Principles.

(d) Accounting Equation, Concept of Double Entry and the Accounting cycle.

(e) Preparation of Journal, Ledger and trial balance.

II. Introduction to Preparation of Financial Statements

(a) Financial statements and their nature.

(b) Trading and Profit & Loss Account.

(c) Basics of Balance Sheet

(d) Matching of Revenue AS - 9) and Expenses.

(e) Fixed Assets (AS – 10),

(f) Depreciation (AS – 6)

(g) Form and Contents of Financial Statements

III Financial Statement Analysis

a) Simple Financial ratio analysis; Liquidity, Activity, Profitability Ratios

IV Cost Accounting Elements of Cost classification and allocation

(a) Cost Sheet and Methods of Inventory Valuation

V Marginal Costing and Cost Volume Profit Analysis, Budgeting & Variance Analysis.

13) Prescribed Texts

Lasher, W.R., (2007) *Financial Management: A Practical Approach*, South Western, London

Marsh. (2012)*Financial Management for Non-Financial Managers*, Kogan Page

Siciliano, G (2014) *Financial Management for Non-Financial Managers*, McGraw–Hill Educational

Fields, C. (2011) *Essentials of Finance for Non-Financial Managers*, McGraw–Hill Educational

14) Recommended Readings

ACCA, *Financial Strategy* (June 2000), BPP Publishing Ltd

Brealey, S Myers, G Sick, and R Gjammariono, (2008) *Principles of Corporate Finance*, 9th edition Irwin/McGraw-Hill

McGuigan, J.R., (2008) *Contemporary Financial Management*, South Western, Pearson Education, London

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Entrepreneurship**
3)	**Code**	**BCD 324**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To provide knowledge and skills in entrepreneurship and small business management which can be used in a variety of business projects.

11) Learning Objectives

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

a) explain entrepreneurial behaviour and the potential outcomes and benefits in any context, but with particular reference to the small scale business
b) evaluate the specific issues involved in creating, planning, developing and managing the entrepreneurial small business
c) utilise learning from theory and research to improve entrepreneurial small businesses in their work environments/communities.
d) demonstrate knowledge of basic legal requirements in business management

12) Topics of Study

I. Concept of Small Business and Entrepreneurship

(a) Small business in the economy
(b) Entrepreneurship, the entrepreneur and the Owner-manager

(c) The small business and Entrepreneurial environment

(d) Innovation and the market

(e) Information and help

II. Creation of Entrepreneurial Small Business

(a) Business planning

(b) Successful small business strategies

(c) Start-ups

(d) Franchises

(e) Buying an existing business

(f) Forming and protecting a business

III. Management of Entrepreneurial Small Business

(a) Management of people and resources

(b) Marketing management

(c) Financial management

(d) Business economics

IV. Basic Legal Requirements in Business Management

(a) Law of contract

(b) Companies act

(c) Corporate law

13. Prescribed Text

Stokes, D and Wilson, N (2010) *Small business management and entrepreneurship* (6thed). Hampshire: South-Western Cengage Learning.

14. Recommended Readings

Barrow, C. (2009). *The Essence of Small Business*. New York: Prentice Hall.

Daniel, K., Robert, L., Kahn, J., Stacy, A. (2012). *The Study of Organizations*. (6th Edition) London: Willey and Sons.

Kindervaller, S. (1987). *Doing a Feasibility Study*. Washington DC: O. E. F.

Siropolics, N. C. (2010). *Small Business Management*. (3rdEd) Guide to Entrepreneurship. Boston: Houghton Mifflin Company.

Storey, D. J. (1994). *Understanding the Small Business Sector*. London: Routledge.

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Criminology**
3)	**Code**	**BCD 325**
4)	**Year**	**Three**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

This course examines Criminology as a social science. It involves an analysis of its theories, categories, and relevant research and its necessity and relation to the social science discipline. This includes the study of crime, criminal behaviour and its causation, crime victims and consequences.

11) Learning Objectives

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

a) explain the origins, development and evolution of past, current and future criminological thought and discourse;
b) explain the problem of crime, criminological theory and its contemporary application;
c) use conceptual frameworks and paradigms to make independent interpretations and applications using criminal case studies
d) explain the different methods of criminal investigations.

12) Topics to Study

I Definition of Terms

(a) Criminology;

(b) Crime;

(c) Components of Crime;

(d) Criminals;

(e) Types of Criminals;

(f) Victims;

II Theories to Criminology

(a) Biological Criminology;

(b) Sociological Criminology;

(c) Classical Criminology;

(d) Neo-classical Criminology.

III Contemporary Theories to Criminology

(a) Conflict Criminology;

(b) Control and Social Bonding Criminology;

(c) Labelling Criminology;

(d) Feminist Criminology.

IV The Police Contribution to Criminology

(a) Gender Roles: A Cultural Phenomenon;

(b) Gendered Organization;

(c) Historical Patterns of Gender Stratification.

V Community Policing

(a) The Feminization of Poverty;

(b) Sexism;

(c) Sexual Harassment;

(d) Violence in Intimate Relationships.

VI Patterns and Trends in Crime

(a) Statistics of Crime in the World;

(b) Factors contributing to increasing levels of crime;

(c) Efforts made to prevent a further increase in crime

(d) Case study of Bogota, Colombia.

VII Preventions of Crime

(a) Community Service;

(b) Detention and Imprisonment;

(c) Civic Education;

(d) Public Order.

VIII Methods of Criminal Investigation

(a) Fingerprinting;

(b) Taking Biological Samples;

(c) Using DNA Profiles;

(d) Use of Bio information in Criminal Investigation.

IX Crime Scene Investigation

(a) Definition of Crime Scene Investigation;

(b) Types of Evidence;

(c) Seven Methods of CSI;

(d) Tracing Staged Crime Scenes.

13) Prescribed Texts

Dambazau, A. B. (2012) *Criminology and Criminal Justice*: 6th edition Ibadan, Nigeria. Spectrum Books Ltd.

14). Recommended Readings

Iwarimie – JaJa, D. (2013) *Criminology; The Study of Crime,* 5th edition Owerri, Imo State Spring Field publishers Ltd.

Bohn, R. M. and Haley, K. N. (2002). *Introduction to criminal justice*, 3rd edition California McGraw Hill Inc.

Carrabine, Eamonn, W.P (2014). *Criminology: A Sociological Introduction.* London: Routledge.

YEAR FOUR **SEMESTER TWO**

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Advocacy, Networking, Conflict Management and Participatory Development Approaches**
3)	**Code**	**BCD 411**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations** **40% Course work (Assignments)**

10) Course Aim

The aim of the module is to equip students with knowledge and skills of gender and development.

11) Learning Objectives

By the end of the module students should be able to:

a) define gender terms and concepts.
b) discuss gender and development approaches
c) explain gender issues in different sectors of the economy through gender analysis
d) explain gender mainstreaming and budgeting perspectives
e) discuss gender audit.
f) use gender tools and statistics in project and programme management.

12) Topic of Study

I. Definition of Gender Terms and Concepts

(a) Sex and gender

(b) Sex roles and gender roles

(c) Categories of gender roles

II. The Social Construction of Gender

(a) Socialization

(b) Theoretical perspectives on socialization (Psychoanalytic, Social learning, Cognitive development theories)

III. Historical Developments in the Gender and Development Approach

(a) Feminism, brands of feminism

(b) Feminism and gender

(c) Women in Development (WID) and Gender and Development (GAD

IV. Gender Issues and Concerns in Development

(a) Definitions

(b) Gender issues

(c) Gender concerns

(d) Gender Gaps (Meaning, Calculation, interpretation)

V. Gender Mainstreaming

(a) Definition

(b) Gender analysis

(c) Practical gender needs/interest and strategic gender needs interests

(d) Gender equality and gender equity

(e) Gender analytical frameworks

(f) Empowerment – types of power

VI. Gender Budgeting

(a) Definition

(b) Gender budgeting as part of gender mainstreaming

(c) How to do gender budgeting (prerequisites, stages, tools)

VII. Gender and International Conventions

(a) Gender policy, planning and monitoring

(b) Gender tools and statistics

13) Prescribed Texts

Connell, R. (2010). *Gender in World Perspective (*2nd Ed).Moladen Polity Press.

Council of Europe (2004). *Gender Mainstreaming Conceptual framework, Methodology and Presentation of Good Practices*, Council of Europe Strasbourg

Ministry of Gender and Community Services (2002).*Gender Training Manual*. Lilongwe Government Press

Mulikita, N. G., Chipeta, L, and Gallagher, B. (2002).*Gender Research Training Manual*.Zomba, Centre for Social Research

Ominn, S. (2009).*Gender Budgeting Practical implementation Handbook*, Council of Europe, Strasbourg.

Momsen, J. (2010). *Gender and Development*. New York Routledge.

Jacquette, J. and Summerfield, G. (2006).*Women and Gender Equity in Development Theory and Practice.* Durham Duke University Press.

14) Recommended Readings

Moser, C. (1983). *Gender Planning and Development Theory, Practice and Training*. London Routledge.

Townsend, J. (1999). *Women and Power* Fighting Patriarchies and Poverty. London Zed Books.

Visvanathan, N., Duggan, L., Nisonoff, L. and Wiegersma, N. (1997).*The Women, Gender and Development Reader.* London Zed Books.

World Bank, (2001).*Engendering Development through Gender Equality in Rights, Resources, and Voice* Oxford University Press.

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Early Childhood and Adolescent Development**
3)	**Code**	**BCD 412**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To enhance students' skills and techniques in the management of child development in the face of development, developing their understanding of adolescent development stages.

11) Learning Objectives:

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

a) Discuss the nature and scope of early child Development
b) Explain different stages in early childhood development
c) discuss adolescence and the importance to understand them
d) Evaluate different approaches to early child hood development
e) discuss the ways of integrating early childhood in Development
f) Discuss theories guiding the early childhood development

12) Topics of Study:

I) Early Childhood Care Development

(a) Major problem with estimating numbers of affected children

(b) Why focus on early child development?

i. Brain development

ii. Factors affecting growth & development of children

iii. Factors-Underdevelopment-effects

iv. Interventions in early childhood -Effect

(c) Effect of ECCD

(d) Components of ECCD and Education

(e) Types of approaches in ECCD

(f) Characteristics of successful ECD interventions

(g) Initiatives in ECCD

II) Child and Adolescent Development

a) Importance of early child development,

b) Factors affecting growth and development in children,

c) Characteristics of early childhood development interventions

Caregiver's role in facilitating development

III) Developmental stages of adolescence,

a) Development of adolescents

b) Developmental issues for special populations

b) Social Development in Young Teens,

c) Emotional Development,

d) Cognitive Development and Theories of Adolescence

(b). Theories of Adolescence

a) The biological-maturational theories

b) The environmental theories [social learning and constructivist]

c) The psychoanalytic theories

d) The cultural-context theories

13) Prescribed Texts

Keenan, T., Evans, S and Crowley, K (2016) *An Introduction to Child Development,* 3rd Edition, SAGE

Maynard, T. and Powell, S. (2014) *An Introduction to Early Childhood Studies*, 3rdEdition, SAGE

14) Recommended Readings

Cobb, N.J (2000) *The Child: Infants and Children* (1st edition) McGraw Hill

Hopkins B (2005) *Prenatal Development of Postnatal Functions,* Praeger

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Strategic Management**
3)	**Code**	**BCD 413**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

The course aims at enhancing students' understanding of strategic management

11) Learning Objectives

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

a) describe strategy formation
b) discuss strategy evaluation and choice
c) explain the historical development of strategic management
d) explain the psychology of strategic management
e) state reasons why strategic plans fail
f) discuss limitations of strategic management

12) Topics of Study

I. Historical Development of Strategic Management

(a) Birth of strategic management
(b) Growth and portfolio theory
(c) The marketing revolution
(d) The Japanese challenge

(e) Competitive advantage

(f) The military theorists

(g) Strategic change

(h) Information- and technology-driven strategy

II. The Psychology of Strategic Management

III. The Strategy Hierarchy

IV Strategy Formation

V. Strategy Implementation and Change

VI Strategy Evaluation and Choice

(a) The basis of competition

(b) Direct and mode of action

(c) Suitability

(d) Feasibility

(e) Acceptability

VII. General Approaches

VIII. Reasons why Strategic Plans Fail

(a) Limitations of Strategic Management

(b) The Linearity Trap

13) Prescribed Texts

Cole, G.A., (2012) *Strategic Management*, Thomson Learning, London

Johnson, G, Scholes, K, Whittington, R (2008) *Exploring Corporate Strategy*, 8th Edition, Prentice Hall, Essex,

Pearce, J.A., (2010) *Strategic Management*, McGraw Hill Higher Education, London

14) Recommended Readings

Warren, K., (2007) *Strategic Management Dynamics*, John Wiley and Sons, London

Wheelen, T., (2010) *Strategic Management*, Pearson Education, New York

Schilling, M., (2010) *Strategic Management*, McGraw Hill Higher Education, London

Mulcaster, W.R. (2009) *"Three Strategic Frameworks*," Business Strategy Series, Vol 10, No 1, pp. 68 – 75

Lynch, R., (2012) *Strategic Management*, Financial Times Prentice Hall, London

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Conflict Management and Resolution for Communities**
3)	**Code**	**BCD 414**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To provide students with tools and concepts required for handling conflicts

11) Learning Objectives:

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

a) Explain the context in which conflict exist in organizations

b) Evaluate the causes of conflicts in organizations

c) Discuss types of conflicts in organizations

d) Analyze the role of mediators, conciliators and arbitrators in conflict and resolution management

e) Assess the nature of employee involvement and the process of managing the industrial disputes

12) Topics of Study

I) The context of conflict, resolution and management

II) Workplace conflict

a) The context of industrial conflict
b) Functions of conflict
c) Manifestations of conflict
d) Industrial action: strikes/lock out

III) Conflict Resolution

a) Policy initiatives
b) Procedural and collective bargaining initiatives
c) Industrial relations courts

V) The statutory framework

a) Industrial relations Act
b) Labour Relations Act
c) Employment Act

13) Prescribed Texts

Malawi Industrial Relations Act (1996)

Torrington D and Hall L: (1998), *Human Resource Management*, Printice Hall

Sadle, R T. (1995) *Human Resource Management*: *Developing a Strategic Approach*, London, Kagan Page

Stone Raymond: (2008), *Human Resource Management*, John Wiley & Sons, Australia

Torrington D and Hall L: (1998), *Human Resource Management*, Prentice Hall

14) Recommended Readings

Labour Relations Act 1996; Employment Act 2000

Malawi Industrial Relations Act

Mullins, L.J., (2009) *Organizational Behaviour*, Financial Times Prentice Hall

Salmon, Mike, (1992): *Industrial Relations*, Prentice Hall, International Bristol

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Policy Analysis**
3)	**Code**	**BCD 415**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To equip students with knowledge and skills in formulating and analyzing policies in organizations

11) Learning Objectives

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

a) discuss the policy making process
b) state the role of policy analysis in the policy making process
c) recommend preferred policies
d) evaluate policy performance

12) Topics of Study

I. Policy Making Process

a) Process of integrated policy analysis
b) Policy system models
c) Policy and development Acts
d) Policy analysis in the policy making process

II. Structuring policy problems

a) Recommending preferred policies
b) Analysis of Policy in organisations
c) Organisational Policy formulation
d) Public Policy

III. **Monitoring observed policy outcomes**

IV. **Evaluating policy performance**

a) Policy argumentation

b) Policy communication

13) Prescribed Texts

William N. Dunn, (2012)*Public Policy Analysis An introduction*, 5th Edition (2013), Pearson Prentice Hall

Craig, S., (2013) *Policy Analysis*, Pearson Education, New York

Bovaird, T., (2009) *Public Management*, Pearson Education, New York

14) Recommended Readings

Bovaird, T., (2010) *Public Management and Governance*, Pearson Education, New York

Gabriel, Y., (2009) *Organizing and Organizations*, Sage Publications Ltd, London

Stilman, R., (2009) *Public Administration*, Wadsworth Publishing Company, London

Shriberg, A., (2005) *Practicing Leadership*, John Wiley and Sons, London

Caproni, P., (2008) *Management Skills for Every Day*, Pearson Education, London

YEAR FOUR **SEMESTER ONE**

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Disaster Management and Ecosystem**
3)	**Code**	**BCD 421**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To equip students with theories and concepts, principles and debates of disaster management and development, and provide students with knowledge of hazards and concepts related to disaster and its management.

11) Learning Objectives:

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

a) discuss the ways of integrating Disaster Management and Housing Improvement in development
b) discuss the basic theoretical concepts of disaster management and ecology
c) explain the structure, function and limits of ecosystems
d) describe the differences between a community and an ecosystem
e) describe components of an ecosystem and disaster management

12) Topics of Study

I. Nature of Disaster Management

(a) Introduction to Disaster Management Cycle

II. Concepts and Elements of Disaster Management

(a) Disaster, Hazard, Risks.

(b) Vulnerability, Emergency

(c) Mitigation, Preparedness,

III. Ethical Issues in Disaster management

(a) Sustainable development and Humanitarian Action.

I. The Nature and scope of Ecology

(a) Definitions and approaches

(b) Ecological principles and their application

II. The Ecosystem Approach

(a) Population ecology

(b) Community ecology (community and ecosystem interactions)

(c) Kinds of Ecosystems and communities

(d) Human influences on ecosystems

III. Ecological concepts

(a) Environment

(b) Limiting factors

(c) Habitant and niche

IV. The Role of Natural Selection

(a) Conditions and steps involved in the process of natural selection

V. Kinds of Organism interactions

(a) Predation

(b) Competition

(c) Symbiotic Relationships

VI. Climate Change and its impact on Ecosystem

(a) Overview

(b) Water, climate and ecology

VII. Population Principles

(a) Population characteristics

(b) Population growth curve

(c) Social implications of population growth

(d) Reproductive strategies and population fluctuations

(e) Governmental policy and population control

13) Prescribed Texts

Todaro Michael P, Smith Stephen C (2006) *Economic Development* 9th edition, Harlow Essex, Pearson Adison Wesley

Townsend C R Begon M Harper J L (2003) *Essentials of Ecology* 2nd edition Blackwell publishing

Jianguo Liu, William W. Taylor (2002) *Integrating Landscape Ecology into Natural Resource Management*

14) Recommended Readings

Monica G. Turner, Robert H. Gardner, Robert V. O'Neill (2006) *Landscape Ecology in Theory and Practice Pattern and Process.*

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Project Planning and Implementation**
3)	**Code**	**BCD 422**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To develop student's understanding of key project management principles, tools and techniques, and also the project management cycle

11) Learning Objectives:

After completing the course the student should be able:

a) define project management
b) explain the difference between project management and general management
c) explain the history of project management
d) describe the project management cycle
e) describe a typical components of project procurement team and budgeting process
f) conduct stakeholders analysis and perform PERT calculation
g) prepare project handover documents

12) Topics of study

I. The nature and Scope of Project Management

(a) Definition
(b) Types of Projects
(c) Management by Projects
(d) The project Management process

(e) Project Life cycle

(f) The Project management Environment

(g) The role of project Manager

II. History of Project Management

(a) Overview

(b) Project Management Techniques

(c) Project Evaluation and Review technique

(d) Project Organization structure

(e) Project management triangle

III. Project Management Life Cycle

(a) Phases of a project Life cycle

(b) Level of Influence vs. Cost Changes

IV. Feasibility Study

(a) Stakeholders analysis

(b) Client Needs assessment

(c) Project Viability check

V. Planning and Control Cycle

(a) Project planning steps

(b) Project Control Cycle

(c) Gantt chart

(d) Costing

(e) Procurement cycle and schedule

VI. Project Communications

(a) Communication theory

(b) Communication plan

(c) Project information and Control System

(d) Project Reporting

(e) Project meetings

i. Different types of project meetings

ii. Preparation for project meetings

13) Prescribed Texts

Rory Burke (2007) *Introduction to Project Management* Burke Publishing

Rory Burke (2007) *Project Management Planning and Control Techniques* Burke Publishing

Charland T (2009) *Advanced Project Management Techniques Handbook*

Haynes Marion (1997) *Project management 5th minutes book* Elaine Fritz

Lock D (2010) *Project Management Gower Harold Kerzner*, (2010)

14) Recommended Readings

Morris Peter (2008) *The Anatomy of Project management* Thomas Telford

Frigenti Enzo and Comninos D (2002) *The Practice of Project Management: A Guide to the Business Focused Approach*, Kogan Page

Van Der Waldt Andre (2007) *Project Management for Strategic Change and Upliftiment International Thomson*

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Community Economic Development**
3)	**Code**	**BCD 423**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To enhance student understanding of a multifaceted comprehensive approach to community change that is not limited to just poverty programs

11) Learning Objectives

By the end of the module students should be able to:

a) to discuss community economic development as a field of study and enhance student understanding of community involvement when working government and private sector to build strong communities

b) to develop student understanding of maximum economic return

12) Topics of Study

I. Define Community Economic Development

a) Types of Economic Development

b) Interconnectedness of Community and Development

c) Culture and Community Economic Development

II. Community Involvement.

a) CED as a Community Centered Process

b) Conventional Economic Development

III. Social Enterprises and CED

IV. Community Change and CED

a) Multifaceted approach to community change
b) Community Economic Development
c) CED Resource Exploitation

13) Prescribed Texts

Hardcastle, D., Powers, P. and Wenecour, S. (2004). *Community Practice Theories and Skills for*

Ron Shaffer, Steven C. Deller, David W. Marcouiller. (2004) *Community Economics linking theory and practice*. Iowa State University Press

Social Workers. Oxford University Press

Weil, M. (2005) *The Handbook of Community Practice*. Sage Publications.

14) Recommended Readings

Block, Peter (2008) *Community The Structure of Belonging*, Berrett-Koehler Publishers, Inc. San Francisco).

Brain, David, (2004) "*Placemaking and Community Building*," University of Miami School of Architecture

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Social Protection**
3)	**Code**	**BCD 424**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To enable students to understand the role of social protection in promoting human well-being.

11) Learning Objectives:

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

a) explain the concept of social protection.
b) explain the origins of social protection.
c) explain the connection between poverty and social protection.
d) analyse the theories underpinning social protection.
e) articulate the different forms of social protection.
f) explain the link between human rights and social protection.
g) analyse traditional social protection intervention

12) Topics of Study

I. Conceptualisation of social protection.

(a) Definition of Social Protection
(b) Origins of Social protection
(c) Poverty and Social protection
(d) Theories of Social Protection
(e) Roles of Social Workers in Social Protection

II. Social Protection instruments

(a) International Treaties

(b) Regional and national human rights instruments.

(c) The interface between human rights and Social protection

III. Forms of social protection

(a) Social safety nets

(b) Labour market policies and programmes

(c) Micro and area-based schemes

(d) Basic social services

(e) Child protection

(f) Social Security

IV. Trends in Social Protection

(a) Global and regional experiences in social protection.

(b) Local experiences

(c) Social protection and vulnerability

(d) Social protection in Malawi.

(e) Traditional interventions

(f) Modern interventions

(g) Stakeholders in social protection

(h) Emerging issues in Social Protection

(i) Challenges in Social Protection

13) Prescribed Texts

Barrientos, A. and Hulme, D. (Eds.). (2010). *Social Protection for the Poor and Poorest Concepts, Policies and Politics*. Basingstoke Palgrave McMillan.

Dixon, J. (1999). *Social Security in Global Perspective*. Westport, CT Praeger.

Ellis, F., Devereux, S. and White, P. (2009). *Social Protection in Africa*. Cheltenham Edward Elgar Publishing Ltd.

Olivier, M. and Kalula, E. R. (Eds.). (2004). *Social Protection in SADC Developing an Integrated and Inclusive Framework*. Johannesburg CICLASS-RAU and IDLL- UCT.

14) Recommended Readings

ILO (2010). *Extending Social Security to All A guide Through Challenges and Options*. Geneva ILO.

Hall, A. and Midgley, J. (2006). *Social Policy for Development*. London Sage.

ILO (2010). *International Labour Migration A Rights Based Approach*. Geneva ILO.

ILO (2000). *The World Labour Report* 2000. Geneva ILO.

1)	**Program**	**Bachelor of Science in Community Development**
2)	**Course**	**Dissertation.**
3)	**Code**	**BCD 424**
4)	**Year**	**Four**
5)	**Presented to**	**Senate**
6)	**Presented by**	**School of Law, Governance and Policy**
7)	**Contact hours**	**2x1 hours per week**
8)	**Tutorial**	**2x1 hours per week**
9)	**Method of Assessment**	**60% Examinations**
		40% Course work (Assignments)

10) Course Aim

To explore a particular topic in depth while allowing the student to develop skills in the collection and appraisal of data, rigorous analysis and the coherent presentation of ideas.

11) Learning Objectives:

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

a) identify a topic
b) develop an acceptable project proposal
c) develop a project report

12) Topics of Study

I. Research Design and Plan

(a) Developing your ideas
(b) Selection of Research Topic
(c) Approaches to research

II. Writing the research project proposal

III. Data Collection

(a) Selecting the methods of collecting data
(b) Practicalities of data collection

IV. Analyzing and interpreting findings

(a) Presenting graphs

(b) Presenting tables

V. Report writing

VI. Editing

VII. Submitting the research project

13) Prescribed Texts

Bell, J. (2007) *Doing Your Research Project a Guide for First-time Researchers in Education*, Health and Social Science, pen University Press, Glasgow

Cooper, A., (2008) *Business Research Methods*, McGraw Hill Higher Education, London

Davis, D.L., (2004) *Business Research for Decision Making* With Info Trace, Brooks/Cole,

Emory, C., Cooper, W and D. R. (2009) *Business Research Methods*, Irwin Publishing Homewood, IL

Groebner, D.F.and Shannon, P.W. (2007) *Business Statistics A Decision – Making Approach*, Macmillan Publishing Company, New York

14) Recommended Readings

Bell J. & Opie, C. (2002), *Learning Research: Getting more from your Data*. Buckingham Open University Press.

Bell, J., (2006), *Doing Your Research Project*, Obeg University Printers, Ireland

Gill, John, and Phil Johnson (2009) *Research Methods for Managers*, Paul Chapman Publishing Ltd, London