

# UNIVERSITY OF THE PUNJAB

## NOTIFICATION

It is hereby notified that the Vice-Chancellor has, in exercise of the powers vested in him under section 15 (3) of the University of Punjab Act, 1973 and in anticipation approval of the Syndicate, approved the recommendations of the Chairperson, Department of Social Work duly forwarded by the Dean, Faculty of Behavioral & Social Sciences regarding approval of BS 5<sup>th</sup> to 8<sup>th</sup> Semester Syllabus (in replacement of M.A. Social Work) in the subject of Social Work for Affiliated Colleges with effect from the Academic Session 2021.

The Syllabus of BS 5<sup>th</sup> to 8<sup>th</sup> Semester in Social Work is Attached herewith vide Annexure 'A'.

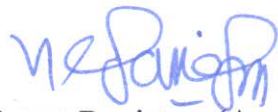
**Admin. Block,  
Quaid-i-Azam Campus,  
Lahore**

No. D/ 83 /Acad.

*Sd/-*  
**Muhammad Rauf Nawaz**  
**Registrar**

**Dated: 06/01/2022.**

1. Pro- Chancellor,  
The Minister of Education/  
Govt. of the Punjab, Lahore.
2. Members of the Syndicate
3. Dean, Faculty of Behavioral & Social Sciences
4. Chairperson, Department of Social Work
5. Principals of Affiliated Colleges
6. Controller of Examinations
7. Director, Quality Enhancement Cell
8. Director, IT (for Uploading on website)
9. Deputy Registrar (Affiliation)
10. Deputy Registrar (General)
11. Secretary to the Vice-Chancellor
12. PS to Pro Vice-Chancellor
13. P.S. to the Registrar
14. Admin Officer Syndicate (with file)
15. Assistant Syllabus

  
**Assistant Registrar (Academic)**  
**for Registrar**

# **Syllabi of BS Social Work**

## **5<sup>th</sup> to 8<sup>th</sup> Semester**

### **for Affiliated Colleges**

**(For the students of Associate Degree/B.A/B.Sc. Annual System)**

#	Code	Course Title	Credit Hours
Semester-V			
1.	SOCW-501	History & Philosophy of Social Work	3
2.	SOCW-502	Introduction to Sociology	3
3.	SOCW-503	Introduction to Psychology	3
4.	SOCW-504	Introductory Economics for Social Workers	3
5.	SOCW-505	Social Case Work	3
6.	SOCW-506	Community Organization & Development	3
7.	SOCW-507	Population Welfare	3
<b>Total Credit Hours</b>			<b>21</b>
Semester-VI			
1.	SOCW-601	Social Group Work	3
2.	SOCW-602	Social Research-I	3
3.	SOCW-603	Social Legislation	3
4.	SOCW-604	Social Welfare Administration	3
5.	SOCW-605	Disaster Management	3
6.	SOCW-606	Social Work Field Practicum-I	4
<b>Total Credit Hours</b>			<b>19</b>
Semester-VII			
1.	SOCW-701	Social Research-II	3
2.	SOCW-702	Social Action	3
3.	SOCW-703	Social Statistics & Computer Applications	3
4.	SOCW-704	Social Policy	3
5.	SOCW-705	Child Welfare & Protection	3
6.	SOCW-706	Social Work Field Practicum-II	4
<b>Total Credit Hours</b>			<b>19</b>

#	Code	Course Title	Credit Hours
<b>Semester-VIII</b>			
1.	SOCW-801	Human Rights	3
2.	SOCW-802	NGO Management	3
3.	SOCW-803	Gender & Development	3
4.	SOCW-804	Medical & Psychiatric Social Work	3
5.	SOCW-805	Rural Community Development	3
6.	SOCW-806	Research Practicum (Thesis)	6
<b>Total Credit Hours</b>			<b>21</b>
<b>Total Credit Hours (Semester 5<sup>th</sup> to Semester 8<sup>th</sup>)</b>			<b>80</b>

# SEMESTER - V

## SOCW-501

1	<b>Title</b>	History & Philosophy of Social Work											
2	<b>Semester</b>	5 <sup>th</sup>											
3	<b>Code</b>	SOCW-501											
4	<b>Rating</b>	03 Credit Hours											
5	<b>Introduction</b>	This course lays foundation for students to understand Social Work knowledge, practice and profession.											
6	<b>Objectives</b>	<ol style="list-style-type: none"><li>1. To aware the students of the philosophical based knowledge in Social Work.</li><li>2. To throw light on traces of historical development of the profession discussing British and American tradition and then its growth as profession in Pakistan.</li><li>3. To aware the students of the emerging issues pertaining to Social Work in national and international perspective.</li></ol>											
7.	<b>Contents</b>	<table><tr><th>Week</th><th>Contents</th></tr><tr><td>Week 1-2</td><td><b>Social Work</b> Definition, key concepts and detailed discussion on definition<ul style="list-style-type: none"><li>• Objective / purpose of social work</li><li>• Relationship of social work with other social sciences</li><li>• Social work profession</li><li>• Qualities of social worker</li><li>• Role of social workers</li></ul></td></tr><tr><td>Week 3</td><td><b>Social Welfare</b><ul style="list-style-type: none"><li>• Definition and discussion on definition</li><li>• Relationship between social work and social welfare</li><li>• Introduction to welfare models</li></ul></td></tr><tr><td>Week 4-5-6</td><td><b>Conceptual Framework of social work practice</b><ul style="list-style-type: none"><li>• Knowledge base of social work</li><li>• Skills base of social work</li><li>• Value base of social work</li></ul>Code of ethics in social work practice – IFSW Ethical Statement</td></tr><tr><td>Week 7-8</td><td>Theoretical approaches to social work practice, including deficit based, psychoanalysis, ecological, strength based approaches among others. *Course instructor may choose other approaches as and when find necessary and appropriate</td></tr></table>		Week	Contents	Week 1-2	<b>Social Work</b> Definition, key concepts and detailed discussion on definition <ul style="list-style-type: none"><li>• Objective / purpose of social work</li><li>• Relationship of social work with other social sciences</li><li>• Social work profession</li><li>• Qualities of social worker</li><li>• Role of social workers</li></ul>	Week 3	<b>Social Welfare</b> <ul style="list-style-type: none"><li>• Definition and discussion on definition</li><li>• Relationship between social work and social welfare</li><li>• Introduction to welfare models</li></ul>	Week 4-5-6	<b>Conceptual Framework of social work practice</b> <ul style="list-style-type: none"><li>• Knowledge base of social work</li><li>• Skills base of social work</li><li>• Value base of social work</li></ul> Code of ethics in social work practice – IFSW Ethical Statement	Week 7-8	Theoretical approaches to social work practice, including deficit based, psychoanalysis, ecological, strength based approaches among others. *Course instructor may choose other approaches as and when find necessary and appropriate
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		Week 9	<b>Mid-Term Exam</b>
		Week 10-11	<b>Islamic concepts of social work</b> <ul style="list-style-type: none"> <li>• Islam and social work (common value base and philosophy)</li> <li>• Socio – economic institutions in Islam</li> </ul>
		Week 12-13	<b>Evolution of social work</b> <ul style="list-style-type: none"> <li>• Voluntary and professional social work (from charity to organized welfare activity)</li> <li>• Social work in the Western world</li> <li>• Historical development of social work in Pakistan</li> <li>• Voluntary social welfare agencies</li> </ul>
		Week 14-15-16	<b>Fields of Social Work</b> <ul style="list-style-type: none"> <li>• Social Work with families</li> <li>• Social Work with women</li> <li>• Social Work with children</li> <li>• Social Work with aged</li> <li>• Social Work with youth</li> <li>• Social Work with special populations</li> <li>• Social Work with handicapped</li> <li>• Social Work with juvenile delinquents / correctional services</li> </ul>
		Week 17	<ul style="list-style-type: none"> <li>• Issues in Social Work including recognition, sanctions, training, literature, status, control and standardization of practice, and professionalism among others</li> </ul>
		Week 18	<b>Final Term Exam</b>
8.	<b>Outcome</b>	Students shall be able to understand the historical development and evolution of social work around the world and in Pakistan. It is expected that students shall be able to grasp the key concepts in social work practice, theories, fields and emerging issues among others in Pakistan context.	
9.	<b>Recommended Books / Reference</b>	<p>Abdullah, Y. A. (1998). <i>Holy Quran, English translation of the meanings &amp; commentary</i>. Lahore: Dar-us-Salam Publications.</p> <p>Alcock, P. (2001). <i>International social policy</i>. London: Palgrave.</p> <p>Besthorn, F. H. (2001). Transpersonal psychology and deep ecological philosophy: Exploring linkages and applications for social work. <i>Social Thought</i>, 20(1-2), 23-44.</p> <p>Bishop, R. (2007). <i>The philosophy of the social sciences: An introduction</i>. London:</p>	

		<p>Routledge.</p> <p>Dean. H. (2006). <i>Social policy, polity</i>. Cambridge: Cambridge University Press.</p> <p>Ehrenreich, J. H. (2014). <i>The altruistic imagination: A history of social work and social policy in the United States</i>. Cornell University Press.</p> <p>Gazdar, H. (2011). Social protection in Pakistan: in the midst of a paradigm shift?. <i>Economic and Political Weekly</i>, 59-66.</p> <p>Graham, J. R., Al-Krenawi, A., &amp; Zaidi, S. (2007). Social work in Pakistan: Preliminary insights. <i>International social work</i>, 50(5), 627-640.</p> <p>Healy, L. M. (2001). <i>International social work: professional action in an interdependent world</i>. New York: Oxford University Press.</p> <p>Healy, L. M. (2008). Exploring the history of social work as a human rights profession. <i>International social work</i>, 51(6), 735-748.</p> <p>Hepworth, D. H., Rooney, R. H., &amp; Larsen, L. (2002). <i>Direct Social Work Practice theory and skills</i>. United States: Brooks/Cole.</p> <p>Hillm M. (2006). <i>Social policy in the modern world</i>. New Jersey: Blackwell.</p> <p>Houston, S. (2005). Philosophy, theory and method in social work: Challenging empiricism's claim on evidence-based practice. <i>Journal of Social Work</i>, 5(1), 7-20.</p> <p>Khalid M. (2001). <i>Social work theory and practice</i>. Karachi: Kifayat Academy.</p> <p>Krist-Ashan, K. K. (2007). <i>Introduction on social work and social welfare: critical thinking perspective</i>. United States: Brooks/Cole.</p> <p>Kumar, H. (2005). <i>Social work and development issues</i>. Dehli: Aakar Books.</p> <p>Kumar, H. (2004). <i>Social work</i>. Dehli: Isha Books.</p> <p>Rehmatullah, S. (2002). <i>Social welfare in Pakistan</i>. Oxford: Oxford University Press.</p> <p>Reisch, M., &amp; Andrews, J. (2014). <i>The road not taken: A history of radical social work in the United States</i>. London: Routledge.</p> <p>Saxena, A. (Ed.). (2006). <i>The encyclopedia of social welfare</i>. (2<sup>nd</sup> ed., Vols. I-II). New Dehli: SBS publishers.</p>
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		<p>Skehill, C. (2004). <i>History of the present of child protection and welfare social work in Ireland</i> (No. 12). Lampeter: Edwin Mellen Press.</p> <p>Trattner, W. I. (2007). <i>From poor law to welfare state: A history of social welfare in America</i>. New York: Simon and Schuster.</p>
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### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Group Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-502

1.	Title	Introduction to Sociology									
2.	Semester	5 <sup>th</sup>									
3.	Code	SOCW-502									
4.	Rating	03 Credit Hours									
5.	Introduction	This course is designed to provide students basic understanding of concepts about sociology. Understanding about the study and scope of the development, structure, and functioning of human society. Study of social problems and role of social scientist to find out the solution or possible support for marginalized in the society. The significance of this course is that sociological theories and role of social institutions provided the basis for further development of the sociological studies.									
6.	Objectives	<ol style="list-style-type: none"><li>1. To provide students with a basic grasp of the evolution of sociological perspectives and their relationship with Social Work.</li><li>2. To introduce students to the basic social processes of society, social institutions and patterns of social behavior.</li><li>3. To train students to understand and to interpret objectively the role of social processes, social institutions and social interactions in their lives.</li></ol>									
7.	Contents	<table><tr><th>Week</th><th>Contents</th></tr><tr><td>Week 1-2</td><td><b>Basic concepts in the study of Sociology for social workers</b><ul style="list-style-type: none"><li>• Introduction to sociology</li><li>• Definitions of Sociology</li><li>• Types of Sociology</li><li>• What Sociologists do?</li><li>• Uses of Sociology</li></ul>Sociology and other Social Sciences<ul style="list-style-type: none"><li>• Importance of Sociological Knowledge for Social Workers.</li></ul></td></tr><tr><td>Week 3</td><td><b>Structuralism</b><ul style="list-style-type: none"><li>• Structural Functionalism</li><li>• Social Conflict</li></ul><b>Social Action</b><ul style="list-style-type: none"><li>• Symbolic Interactionism</li></ul></td></tr><tr><td>Week 4-5-6</td><td><b>Sociological Concepts</b><b>Social Interaction</b><ul style="list-style-type: none"><li>• Definitions</li><li>• Types of Social Interaction</li><li>• Forms of Social Interaction</li><li>• Measurement of Social interaction</li></ul><b>Society</b><ul style="list-style-type: none"><li>• Definitions</li><li>• Characteristics of Society</li><li>• Types of Society</li></ul><b>Social Status and Social Role</b><ul style="list-style-type: none"><li>• Definitions</li></ul></td></tr></table>		Week	Contents	Week 1-2	<b>Basic concepts in the study of Sociology for social workers</b> <ul style="list-style-type: none"><li>• Introduction to sociology</li><li>• Definitions of Sociology</li><li>• Types of Sociology</li><li>• What Sociologists do?</li><li>• Uses of Sociology</li></ul> Sociology and other Social Sciences <ul style="list-style-type: none"><li>• Importance of Sociological Knowledge for Social Workers.</li></ul>	Week 3	<b>Structuralism</b> <ul style="list-style-type: none"><li>• Structural Functionalism</li><li>• Social Conflict</li></ul> <b>Social Action</b> <ul style="list-style-type: none"><li>• Symbolic Interactionism</li></ul>	Week 4-5-6	<b>Sociological Concepts</b> <b>Social Interaction</b> <ul style="list-style-type: none"><li>• Definitions</li><li>• Types of Social Interaction</li><li>• Forms of Social Interaction</li><li>• Measurement of Social interaction</li></ul> <b>Society</b> <ul style="list-style-type: none"><li>• Definitions</li><li>• Characteristics of Society</li><li>• Types of Society</li></ul> <b>Social Status and Social Role</b> <ul style="list-style-type: none"><li>• Definitions</li></ul>
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		<ul style="list-style-type: none"> <li>Types of Social Status and Social Roles</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Characteristics of Culture</li> <li>Types of Culture</li> <li>Elements of Culture Norms (Folkways, Mores &amp; Laws)</li> </ul> <b>Values and Beliefs.</b> <ol style="list-style-type: none"> <li>Cultural Concepts: Cultural Relativism, Cultural Integration.</li> </ol> <b>Sub-Culture and Cultural Lag.</b> <ul style="list-style-type: none"> <li>Functions of Culture for individuals and groups and its impact upon human personality.</li> <li>Analysis of Pakistani Culture with emphasis upon cultural elements that are conducive to Development and those that hinder Progress.</li> </ul>
	Week 7-8	<b>Social Institutions</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Nature of Social Institutions</li> <li>Characteristics of Social Institutions</li> <li>Types of Institutions</li> <li>General Functions of an Institution</li> </ul> <b>Family Institutions</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Types of Family</li> <li>Functions of Family</li> <li>Changing Gender Roles in Families</li> <li>Reasons for decline of Family Institution</li> <li>Globalization and its impact on Family Institution</li> </ul> <b>Educational Institutions</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Types of Education</li> <li>Functions of Education</li> <li>Problems of Educational Institution in Pakistan</li> </ul>
	Week 9	<b>Mid-Term Exam</b>
	Week 10-11-12	<b>Religious Institutions</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Elements of Religion</li> <li>Functions of Religion</li> </ul> <b>Economic Institutions</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Functions of Economic Institution</li> </ul> <b>Political Institutions</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Functions of Political Institution</li> </ul> <b>Recreational Institutions</b> <ul style="list-style-type: none"> <li>Rural Recreational Activities in Pakistan</li> <li>Urban Recreational Activities in Pakistan</li> </ul>
	Week 13-14	<b>Social Processes</b>

			<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Types of Social Processes</li> </ul> <p><b>Competition</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Forms of Competition</li> <li>• Functions of Competition</li> <li>• Advantages and Disadvantages of Competition</li> </ul> <p><b>Cooperation</b></p> <ul style="list-style-type: none"> <li>• Importance of Cooperation</li> <li>• Culture's Role in promoting Cooperation</li> <li>• Forms of Cooperation</li> <li>• Advantages and Drawbacks of Cooperation</li> </ul> <p><b>Accommodation</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Forms of Accommodation</li> </ul> <p><b>Assimilation</b>  Characteristics or Forms of Assimilation  Factors affecting the speed of Assimilation</p> <p><b>Conflict</b></p> <ul style="list-style-type: none"> <li>• Types of Conflict</li> <li>• Forms of Conflict</li> <li>• Functions of Conflict</li> </ul>
		Week 15	<p><b>Socialization</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Functions of Socialization</li> <li>• Factors affecting Socialization Process</li> <li>• Agents of Socialization</li> </ul> <p><b>Ethnocentrism</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Society and Ethnocentrism</li> <li>• Merits and Demerits of Ethnocentrism</li> </ul>
		Week 16-17	<p><b>Social Organization and Social Disorganization</b></p> <ul style="list-style-type: none"> <li>• Definitions of Social Organization</li> <li>• Social Organization and Social Structure</li> <li>• Definitions of Social Disorganization</li> <li>• Symptoms of Disorganization</li> <li>• Forms of Social Disorganization</li> <li>• Individual Disorganization</li> <li>• Family Disorganization</li> <li>• Community and National Disorganization</li> <li>• International Disorganization</li> </ul> <p><b>Social Change</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Types of Change</li> <li>• Causes or Sources of Social Change</li> <li>• Factors that hinder the Process of Social Change</li> <li>• Effects of Social Change</li> </ul> <p><b>Stratification</b></p>

			<ul style="list-style-type: none"> <li>• Definition</li> <li>• Dimensions of Social Stratification (Power, Prestige, Property)</li> <li>• Measuring Social Classes</li> <li>• The Subjective Approach</li> <li>• The Objective Approach</li> <li>• Life Chances</li> <li>• Life Expectancy</li> <li>• Health</li> <li>• Education</li> <li>• Justice</li> <li>• Life Styles</li> <li>• Values, Beliefs and Goals.</li> <li>• Social Mobility.</li> </ul>
		Week 18	<b>Final Term Exam</b>
8.	<b>Outcome</b>	<p>Students shall be able to understand the Sociological perspectives and important social theories, which provide explanations and critiques of human behavior, social actions and interactions as well as the institutions and the structures of society. It is expected that students shall be able to grasp the key sociological concepts analyzed by sociological and other thinkers and researchers who analyzed the social and cultural institutions and processes. Additionally, the relationship between sociological perspective and social work theories as both are two related fields which both deal with the relationships of human beings to their social environments.</p>	
9.	<b>Recommended Books / Reference</b>	<p>Brunner, E., &amp; Marmot, M. (2009). <i>Social organization, stress, and health</i>. Oxford: Oxford University Press.</p> <p>Cerulo, K. A. (Ed.). (2002). <i>Culture in mind: Toward a sociology of culture and cognition</i>. Cambridge: Cambridge University Press.</p> <p>Cicourel, A. (2017). <i>The social organization of juvenile justice</i>. London: Routledge.</p> <p>Cree, V. E. (2010). <i>Sociology for social workers and probation officers</i>. London: Routledge.</p> <p>Greenwood, D. J., &amp; Levin, M. (2006). <i>Introduction to action research: Social research for social change</i>. London: Sage publications.</p> <p>Guerrero, A. L. (2005). <i>Social Problems: Community, Policy, and Social Action</i>. New Delhi: Sage Publications India Pvt. Ltd.</p> <p>Hall, J. R., Neitz, M. J., &amp; Battani, M. (2003). <i>Sociology on culture</i>. London: Routledge.</p> <p>Heraud, B. J. (2016). <i>Sociology and social work: perspectives and problems</i>. Oxford: Oxford University Press.</p> <p>LaFree, G. (2018). <i>Losing legitimacy: Street crime and the decline of social</i></p>	

		<p><i>institutions in America</i>. London: Routledge.</p> <p>Lipset, S. (2017). <i>Social organization of medical work</i>. London: Routledge.</p> <p>Lopes, P. N., Brackett, M. A., Nezlek, J. B., Schütz, A., Sellin, I., &amp; Salovey, P. (2004). Emotional intelligence and social interaction. <i>Personality and social psychology bulletin</i>, 30(8), 1018-1034.</p> <p>Mannheim, K. (2012). <i>Essays on the Sociology of Culture</i>. London: Routledge.</p> <p>McRobbie, A. (2009). <i>The aftermath of feminism: Gender, culture and social change</i>. London: Routledge.</p>
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#### Assessment Criteria

Requirements	Weightage %
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-503

1	Title	Introduction to Psychology												
2	Semester	5 <sup>th</sup>												
3	Code	SOCW-503												
4	Rating	03 Credit Hours												
5	Introduction	The course is designed to give the students background knowledge of the stages of normal growth of an individual. The concept of psychosocial development and the psychological dynamics that influence his life patterns with special emphasis on some basic assumptions about human behavior and motivation due emphasis is also given on the environmental influences and the role of significant people responsible for the socialization of the individual. It further gives an insight to the students about the development and functioning of human mind. Its adoptive patterns and mechanisms of defense of ego and the proper ways through which these can be resolved.												
6	Objectives	<div><div>1. To give the students’ knowledge about patterns and dynamics of human growth and development.</div><div>2. To study the concept of psychosocial development of human being while highlighting the factors that influence and are cause and consequences of normal structure of the personality development in this context.</div><div>3. To give insight about the psychological dynamics of problems at different age level.</div></div>												
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		Week 9	<b>Mid-Term Exam</b>
		Week 10-11-12	<b>Modern Theories of Personality</b> <ul style="list-style-type: none"> <li>Theory presented by Sigmond Freud</li> <li>Theory presented by Erick Erickson</li> </ul>
		Week 13-14	<b>Defense Mechanisms of the Ego.</b> <ul style="list-style-type: none"> <li>Meaning, concept and utility of various defense mechanisms</li> <li>Emergence of a defense mechanisms</li> <li>Type/nature, manifestations and resolving of different mechanisms</li> <li>Study of different defense mechanisms being adopted at different age level both in male and female</li> </ul>
		Week 15	<b>Mental Illness.</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Nature, causes, symptoms</li> </ul>
		Week 16-17	<b>Mental Illness</b> <ul style="list-style-type: none"> <li>Kinds/Types of Mental Illness</li> <li>Neurosis</li> <li>Nature, causes, symptoms</li> <li>Forms of Neurosis</li> <li>Psychosis</li> <li>Nature, causes, symptoms</li> <li>Forms of Psychosis</li> </ul>
		Week 18	<b>Final Term Exam</b>
8	<b>Outcome</b>	The aim of the course is to enable the graduates of social work not only comprehend the personality structure of their client both in capacity of case worker and community worker, but also interpret the personality dynamics both normal and abnormal of the client while working as team member in psychiatric settings.	
9	<b>Recommended Books / Reference</b>	<p>Bogin, B. (Ed.). (2012). <i>Human growth and development</i>. New York: Academic Press.</p> <p>Carver, C. S., &amp; Scheier, M. F. (2012). <i>Attention and self-regulation: A control-theory approach to human behavior</i>. New Jersey: Springer Science &amp; Business Media.</p> <p>Cheung, Y. B. (2013). <i>Statistical Analysis of Human Growth and Development</i>. New York: CRC Press.</p> <p>Davidoff, L. L. (2000). <i>Introduction to psychology</i>. New York: Mcgraw Hill Company.</p> <p>Ewen, R., &amp; Ewen, R. B. (2014). <i>An introduction to theories of personality</i>. London:</p>	

	<p>Psychology Press.</p> <p>Engler, B. (2002). <i>Theories of Personality development</i>. London: Macgraw Hill Company.</p> <p>Eysenck, H. J., &amp; Rachman, S. (2013). <i>The Causes and Cures of Neurosis (Psychology Revivals): An introduction to modern behavior therapy based on learning theory and the principles of conditioning</i>. London: Routledge.</p> <p>Greene, R. (2017). <i>Human behavior theory and social work practice</i>. London: Routledge.</p> <p>Hogan, R., &amp; Smither, R. (2001). <i>Personality: Theories and applications</i>. New York: Westview Press.</p> <p>Kelly, G. (2002). <i>The psychology of personal constructs: Volume one: Theory and personality</i>. London: Routledge.</p> <p>Kinnunen, J., &amp; Lofgren, H. (2013). <i>Infrastructure for Growth and Human Development in Pakistan: A Simulation Analysis of Fiscal Policy Options</i>. The World Bank.</p> <p>Link, B. G., Yang, L. H., Phelan, J. C., &amp; Collins, P. Y. (2004). Measuring mental illness stigma. <i>Schizophrenia bulletin</i>, 30(3), 511-541.</p> <p>Magnavita, J. J. (2002). <i>Theories of personality: Contemporary approaches to the science of personality</i>. New Jersey: John Wiley &amp; Sons Inc.</p> <p>Millon, T., Millon, C. M., Meagher, S. E., Grossman, S. D., &amp; Ramnath, R. (2012). <i>Personality disorders in modern life</i>. John Wiley &amp; Sons.</p> <p>Neff, W. (2017). <i>Work and human behavior</i>. London: Routledge.</p> <p>Pellitteri, J. (2002). The relationship between emotional intelligence and ego defense mechanisms. <i>The Journal of psychology</i>, 136(2), 182-194.</p> <p>Ranis, G., Stewart, F., &amp; Ramirez, A. (2000). Economic growth and human development. <i>World development</i>, 28(2), 197-219.</p>
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		<p>Sudbery, J. (2009). <i>Human Growth and Development: An Introduction for Social Workers</i>. London: Routledge.</p> <p>Utsey, S. O., &amp; Gernat, C. A. (2002). White racial identity attitudes and the ego defense mechanisms used by White counselor trainees in racially provocative counseling situations. <i>Journal of Counseling &amp; Development</i>, 80(4), 475-483. Cambridge: Cambridge University Press.</p>
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### Assessment Criteria

<b>Requirements</b>	<b>Weightage%</b>
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100



# SOCW-504

1.	<b>Program</b>	BS Social Work
2.	<b>Title</b>	Introductory Economics for Social Workers
3.	<b>Semester</b>	5 <sup>th</sup>
4.	<b>Code</b>	SOCW-504
5.	<b>Rating</b>	03 Credit Hours
6.	<b>Introduction</b>	<b>Economics</b> is the study of how societies, governments, businesses, households, and individuals distribute their scarce resources. This subject identifies how people make sound choices in their daily lives. The aims of teaching Introductory economics to the students of social work perusing BS degree can truly help to understand some basic economic concepts and developing economic reasoning .The teaching of fundamentals of economics can help students to relate to their daily life as citizens, workers and consumers thus enable learners to realize their role in country building and sensitize them to the socio- economic issues that the nation is facing today.
7.	<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. This subject aims to equip the learners how economic problems of the country are close connected to emergence of social problems.</li> <li>2. In addition to that, the subject has an objective of introducing significant macro and micro economics concepts and providing a way of thinking that is applicable to make analysis of social welfare issues.</li> </ol>
<b>8.</b>		<b>Contents</b>
Week 1-2		<ul style="list-style-type: none"> <li>• Nature and significance of Economics</li> </ul>
Week 3		<ul style="list-style-type: none"> <li>• Definition of economics by different schools of thoughts</li> </ul>
Week 4-5-6		<ul style="list-style-type: none"> <li>• Macroeconomics and its related concepts</li> <li>• Microeconomics and its related concepts</li> </ul>
Week 7-8		<ul style="list-style-type: none"> <li>• Factors of production in economics</li> </ul>
Week 9		<b>Mid-Term Exam</b>
Week 10-11-12		<ul style="list-style-type: none"> <li>• Economic systems</li> <li>• Determinants of economic growth and development</li> <li>• Concept, meaning and features of developed, developing and underdeveloped societies/states</li> </ul>
Week 13-14		<ul style="list-style-type: none"> <li>• Concept, and meaning of development economics</li> </ul>
Week 15		<ul style="list-style-type: none"> <li>• Theories in development economics</li> </ul>
Week 16-17		<ul style="list-style-type: none"> <li>• Difference between economic development and economic growth</li> </ul>
Week 18		<b>Final Term Exam</b>
9.	<b>Outcome</b>	The prime objective of social work subject is to help individual, groups and communities to live a satisfactory life and contribute towards growth and development of the country. The teaching of introductory economics to social workers will help students gain the insight into the socio economic developments of the country. The students will be able to understand the basic economics which will eventually facilitate them to deal with the significant

		social issues which are the outcome of the economic issues exist in the country.
10.	<b>Recommended Books / Reference</b>	<p>Akerlof, G. A., &amp; Kranton, R. (2010). Identity economics. <i>The Economists' Voice</i>, 7(2).</p> <p>Barr, N. (2012). <i>Economics of the welfare state</i>. Oxford: Oxford university press.</p> <p>Bertrand, M., Mullainathan, S., &amp; Shafir, E. (2004). A behavioral-economics view of poverty. <i>American Economic Review</i>, 94(2), 419-423.</p> <p>Bhatti, A.A, (2006). <i>Development Economics</i>. Lahore: Azeem Publishers.</p> <p>Feldman, A. M., &amp; Serrano, R. (2006). <i>Welfare economics and social choice theory</i>. Springer Science &amp; Business Media.</p> <p>Gans, J., King, S., &amp; Mankiw, N. G.(2011). <i>Principles of microeconomics</i>. London: Cengage Learning.</p> <p>Hamid, S, (2005). <i>Microeconomics</i>. Laore: Ilmi Kitab khana.</p> <p>Gui, B., &amp; Sugden, R. (Eds.). (2005). <i>Economics and social interaction: Accounting for interpersonal relations</i>. Cambridge: Cambridge University Press.</p> <p>Hakim, C. (2012). <i>Research Design: Successful Designs for Social Economics Research</i>. London: Routledge.</p> <p>Hamid, S.A. (2008). <i>Major Issues in Pakistan Economy</i>. Lahore: Ilmi Kitab Khana.</p> <p>Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. <i>Science</i>, 312(5782), 1900-1902.</p> <p>Khawaja, S.A. ( 2000). <i>Economy of Pakistan</i>. Lahore : Salam Publishers.</p> <p>Khawaja, S.A. (2010). <i>Pakistan Economy</i>. Lahore: Carvan Publishers.</p> <p>Mankiw, N. G. (2014). <i>Principles of economics</i>. Boston: Cengage Learning.</p> <p>McConnell, C. R., Brue, S. L., &amp; Flynn, S. M. (2009). <i>Economics: Principles</i>,</p>

	<p><i>problems, and policies</i>. Boston: McGraw-Hill/Irwin.</p> <p>Moss, D. A. (2014). <i>A concise guide to macroeconomics: what managers, executives, and students need to know</i>. Harvard: Harvard Business Press.</p> <p>Prigoff, A. W. (2000). <i>Economics for social workers: Social outcomes of economic globalization, with strategies for community action</i>. Belmont, CA: Brooks/Cole.</p> <p>Schotter, A. (2008). <i>The economic theory of social institutions</i>. Cambridge: Cambridge University Press.</p> <p>Skousen, M. (2016). <i>The making of modern economics: the lives and ideas of the great thinkers</i>. London: Routledge.</p> <p>Tignor, R. L. (2006). <i>W. Arthur Lewis and the birth of development economics</i>. New Jersey: Princeton university press.</p> <p>Von Wieser, F. (2013). <i>Social economics</i>. London: Routledge.</p>
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Group Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-505

1.	<b>Program</b>	BS Social Work					
2.	<b>Title</b>	Social Case Work					
3.	<b>Semester</b>	5 <sup>th</sup>					
4.	<b>Code</b>	SOCW-505					
5.	<b>Rating</b>	03 Credit Hours					
6.	<b>Introduction</b>	This course focuses on social case work practice methodology with individuals, families and small groups within the context of organizations and communities. Emphasis is placed upon equipping students with analytical skills to understand the social, cultural and environmental influences on the functioning of individuals and families using systems approach. Emphasis reflected in several content areas is based on knowledge and skills necessary for effective micro-level assessment and intervention to help the individuals and families through strength-based and problem-solving method of social case work.					
7.	<b>Objectives</b>	<ol style="list-style-type: none"><li>1. To understand case work as method of social work, its application in practice and to understand values, basic concepts, tools, techniques and principles of working with individuals and families.</li><li>2. To demonstrate an understanding of the historical roots and major developments of social case work.</li><li>3. To develop the ability to critically analyse problems of individuals and families and factors affecting them.</li><li>4. To use a systematic problem-solving process, including: problem identification, assessment, contracting, intervention, termination, and evaluation.</li><li>5. To develop ability to reflect on ‘Self’ as person and grow as a professional social worker.</li><li>6. Apply basic communication skills and demonstrate the use of basic theories necessary for effective service delivery with individuals, families, and groups.</li></ol>					
8.	<b>Contents</b>	<table><tr><th>Week</th><th>Contents</th></tr><tr><td>Week 1-3</td><td><ul style="list-style-type: none"><li>• <b>Social Case Work</b></li><li>• Concepts, objectives / purpose / its importance;</li><li>• Nature and scope,</li><li>• Techniques,</li><li>• Historical development.</li><li>• Socio-cultural factors affecting the case work practice in Pakistan.</li><li>• Relationship with other methods of social work and skills in social case work.</li><li>• Authority of social case worker</li><li>• Roles of social case worker.</li><li>• <b>Case Worker-Client Relationship</b></li><li>• Meaning, purpose / needs / significance and elements</li><li>• Characteristics of professional relationship</li><li>• Empathy,</li></ul></td></tr></table>	Week	Contents	Week 1-3	<ul style="list-style-type: none"><li>• <b>Social Case Work</b></li><li>• Concepts, objectives / purpose / its importance;</li><li>• Nature and scope,</li><li>• Techniques,</li><li>• Historical development.</li><li>• Socio-cultural factors affecting the case work practice in Pakistan.</li><li>• Relationship with other methods of social work and skills in social case work.</li><li>• Authority of social case worker</li><li>• Roles of social case worker.</li><li>• <b>Case Worker-Client Relationship</b></li><li>• Meaning, purpose / needs / significance and elements</li><li>• Characteristics of professional relationship</li><li>• Empathy,</li></ul>	
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			<ul style="list-style-type: none"> <li>• Transference and counter transference,</li> <li>• Resistance,</li> <li>• Sustaining the relationship,</li> <li>• Non-possessive warmth, genuineness and self-disclosure;</li> <li>• Obstacles in client worker relationship.</li> </ul>
		Week 4-5	<ul style="list-style-type: none"> <li>• <b>Case Work and Communication</b></li> <li>• Concept, purpose, importance,</li> <li>• Principles,</li> <li>• Elements in communication process,</li> <li>• Types of communication skills</li> <li>• Importance of listening, observing and feedback,</li> <li>• Communication barriers and ways to overcome them.</li> <li>• Importance of Interpersonal Relationship/Communication (IPR), Purposes of communicating, motivations for communication, Perception and thinking patterns, bias and attitudes,</li> <li>• Verbal and nonverbal responses, listening responses, clear and complete expression of intent.</li> </ul>
		Week 6-7	<p><b>Interview in Social Case Work</b></p> <p><b>The helping relationship:</b></p> <ul style="list-style-type: none"> <li>• Building relationships,</li> <li>• Setting goals,</li> <li>• Relationship enhancement variables,</li> <li>• Issues affecting helping</li> </ul> <p><b>Purposes of the interview:</b></p> <ul style="list-style-type: none"> <li>• Assessment,</li> <li>• Planning,</li> <li>• Intervention</li> </ul> <p><b>Structuring the interview:</b></p> <ul style="list-style-type: none"> <li>• Establish a productive climate,</li> <li>• Analytically,</li> <li>• Probing thoughtfully,</li> <li>• Motivating the interviewee,</li> <li>• Controlling the interview,</li> <li>• Closing the interview</li> </ul> <p><b>Conceptualizing and understanding interviewee's problems</b></p> <ul style="list-style-type: none"> <li>• Defining problems,</li> <li>• Soliciting their understanding and agreement to participate in resolution,</li> <li>• Implementation of plans,</li> <li>• Set outcome goals</li> </ul> <p><b>Recording of Social Case Work</b></p> <ul style="list-style-type: none"> <li>• Recording and its types - narrative, process, problem-oriented record keeping (PORK),</li> <li>• Subjective-objective assessment plan (SOAP),</li> <li>• Use of case work records as tool of intervention.</li> </ul>
		Week 8	<b>Principles of Social Case Work</b>

			<ul style="list-style-type: none"> <li>• Principle of Request,</li> <li>• Principle of Acceptance,</li> <li>• Principle of Participation,</li> <li>• Principle of Confidentiality,</li> <li>• Principle of Self-Determination,</li> <li>• Principle of Individualization,</li> <li>• Principle of Communication,</li> <li>• Principle of Case Worker's Self Awareness.</li> </ul>
		Week 9	<b>Mid-Term Exam</b>
		Week 10-11	<b>Process of Social Case Work</b> <ul style="list-style-type: none"> <li>• Intake (First Interview)</li> <li>• Rapport Building,</li> <li>• Psycho-social study (Exploration/Investigation),</li> <li>• Psycho-social Diagnosis (Assessment),</li> <li>• Intervention/Treatment (Problem solving Process),</li> <li>• Monitoring and Evaluation,</li> <li>• Follow-up and Termination</li> </ul>
		Week 12-13	<b>Theories in Social Case Work</b> <ul style="list-style-type: none"> <li>• Existential Casework,</li> <li>• Psychosocial Theory,</li> <li>• Psychodynamic Theory,</li> <li>• Social Learning Theory (Social Cognitive Theory),</li> <li>• System Theory,</li> <li>• Social Role Theory.</li> </ul>
		Week 14-15	<b>Components of Social Case Work</b> <ul style="list-style-type: none"> <li>• Person,</li> <li>• Problem,</li> <li>• Place,</li> <li>• Process,</li> <li>• Professionalism</li> </ul> <b>Case Work &amp; Counselling:</b> <ul style="list-style-type: none"> <li>• Counselling,</li> <li>• Similarities &amp; differences,</li> <li>• Stages and theories of counseling</li> </ul>
		Week 16-17	<b>Application of Social Case Work in Different Settings &amp; Clientele Groups</b> <ul style="list-style-type: none"> <li>• Medical and Psychiatric settings-mentally retarded Shelter homes Mental Rehabilitation center,</li> <li>• De-addiction and detoxification centers,</li> <li>• Mental Health &amp; Community Based Rehabilitation,</li> <li>• Role of Social Workers in Hospital settings,</li> </ul> <b>Family and Child Welfare settings:</b> <ul style="list-style-type: none"> <li>• Family,</li> <li>• Child guidance clinic,</li> <li>• Schools,</li> <li>• Geriatric care &amp; Aged and the terminally ill people.</li> <li>• Case Work practice in Community settings including self-help groups,</li> </ul>

			<ul style="list-style-type: none"> <li>• Industries and Correctional Institutions;</li> <li>• Problems and Limitations and role of Case Worker in various settings.</li> <li>• Professional Self: Conflict and dilemmas in working with individuals and family.</li> </ul>
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	Students should be able to understand the concept of social case work practice and its practical application in the field.	
10.	<b>Recommended Books / Reference</b>	<p>Antle, B. F., Barbee, A. P., Christensen, D. N., &amp; Martin, M. H. (2008). Solution-based casework in child welfare: Preliminary evaluation research. <i>Journal of Public Child Welfare</i>, 2(2), 197-227.</p> <p>Antle, B. F., Christensen, D. N., Van Zyl, M. A., &amp; Barbee, A. P. (2012). The impact of the Solution Based Casework (SBC) practice model on federal outcomes in public child welfare. <i>Child Abuse &amp; Neglect</i>, 36(4), 342-353.</p> <p>DeRoma, V. M., Kessler, M. L., McDaniel, R., &amp; Soto, C. M. (2006). Important risk factors in home-removal decisions: Social caseworker perceptions. <i>Child and adolescent social work journal</i>, 23(3), 263-277.</p> <p>Foren, R., &amp; Bailey, R. (2014). <i>Authority in Social Casework: The Commonwealth and International Library: Social Work Division</i>. London: Elsevier.</p> <p>Hall, J. A., Carswell, C., Walsh, E., Huber, D. L., &amp; Jampoler, J. S. (2002). Iowa case management: Innovative social casework. <i>Social work</i>, 47(2).</p> <p>Jones, A. W. (2010). Evidence-based survey of the elimination rates of ethanol from blood with applications in forensic casework. <i>Forensic science international</i>, 200(1-3), 1-20.</p> <p>Melnyk, B. M., &amp; Fineout-Overholt, E. (Eds.). (2011). <i>Evidence-based practice in nursing &amp; healthcare: A guide to best practice</i>. Lippincott Williams &amp; Wilkins.</p> <p>Plant, R. (2009). <i>Social and Moral Theory in Casework</i>. London: Routledge.</p> <p>Ryan, J. P., Garnier, P., Zyphur, M., &amp; Zhai, F. (2006). Investigating the effects of caseworker characteristics in child welfare. <i>Children and Youth Services Review</i>, 28(9), 993-1006.</p> <p>Sazawal, S., Black, R. E., &amp; Pneumonia Case Management Trials Group. (2003). Effect of pneumonia case management on mortality in neonates, infants, and preschool children: a meta-analysis of community-based trials. <i>The Lancet infectious diseases</i>, 3(9), 547-556.</p> <p>Starfield, B., Lemke, K. W., Bernhardt, T., Foldes, S. S., Forrest, C. B., &amp; Weiner, J.</p>	

		<p>P. (2003). Comorbidity: implications for the importance of primary care in 'case' management. <i>The Annals of Family Medicine</i>, 1(1), 8-14.</p> <p>Timms, N. (2018). <i>Language of Social Casework</i>. London: Routledge.</p>
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### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100



# SOCW-506

1.	<b>Program</b>	BS Social Work									
2.	<b>Title</b>	Community Organization & Development									
3.	<b>Semester</b>	5 <sup>th</sup>									
4.	<b>Code</b>	SOCW-506									
5.	<b>Rating</b>	03 Credit Hours									
6.	<b>Introduction</b>	<ul style="list-style-type: none"><li>• The course is designed to enable the students for making a critical analysis of the socio-economic &amp; cultural conditions of the community.</li><li>• To help students learn basic concepts involved in community development &amp; organization and the methods of intervention for the betterment of the communities.</li><li>• To enable the students to acquire the skills required for the identification of community needs &amp; problems and develop workable intervention strategies best suited to the local conditions of the community.</li></ul>									
7.	<b>Objectives</b>	1 The course is aimed to equip students with understanding & insight into nature & types of communities. It will enable students to apply professional community development and organization skills, techniques, methods & approaches to organize and develop communities for their betterment and to bring about social change.									
8.	<b>Contents</b>	<table><tr><th>Week</th><th>Contents</th></tr><tr><td>Week 1-2</td><td><b>Community</b><ul style="list-style-type: none"><li>• Definition, meaning of community, sociological criteria of a good community.</li><li>• Types of communities and characteristics of each</li></ul></td></tr><tr><td>Week 3</td><td><b>Community Development</b><ul style="list-style-type: none"><li>• Definition and scope of community development.</li><li>• Community Development: Concepts, Philosophy,</li><li>• Objectives of Community Development and Principles.</li></ul></td></tr><tr><td>Week 4-5-6</td><td><ul style="list-style-type: none"><li>• Phases of Community Development</li><li>• Different approaches in community development.</li><li>• Role and Qualities of Community Development Worker.</li><li>• Social, Political and Economic implications of Community Development and its role in national development sustainable development.</li><li>• Steps initiating community development through Project planning and implementing programmes</li></ul><b>Participatory approaches to community development,</b><ul style="list-style-type: none"><li>• Definition, methods,</li><li>• Types,</li><li>• Meaning,</li><li>• Initiative,</li><li>• Mode of recruitment and function of each participatory</li></ul></td></tr></table>		Week	Contents	Week 1-2	<b>Community</b> <ul style="list-style-type: none"><li>• Definition, meaning of community, sociological criteria of a good community.</li><li>• Types of communities and characteristics of each</li></ul>	Week 3	<b>Community Development</b> <ul style="list-style-type: none"><li>• Definition and scope of community development.</li><li>• Community Development: Concepts, Philosophy,</li><li>• Objectives of Community Development and Principles.</li></ul>	Week 4-5-6	<ul style="list-style-type: none"><li>• Phases of Community Development</li><li>• Different approaches in community development.</li><li>• Role and Qualities of Community Development Worker.</li><li>• Social, Political and Economic implications of Community Development and its role in national development sustainable development.</li><li>• Steps initiating community development through Project planning and implementing programmes</li></ul> <b>Participatory approaches to community development,</b> <ul style="list-style-type: none"><li>• Definition, methods,</li><li>• Types,</li><li>• Meaning,</li><li>• Initiative,</li><li>• Mode of recruitment and function of each participatory</li></ul>
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			<p>component.</p> <p><b>Committee,</b></p> <ul style="list-style-type: none"> <li>• Types functions principles and importance of working with committees.</li> <li>• Community Development Couriers</li> </ul>
		Week 7-8	<p><b>Organization and administration of community Development Programme.</b></p> <ul style="list-style-type: none"> <li>• Rural and Urban Community Development, similarities and Differences. Nature and Scope.</li> <li>• Communication and Co-ordination in Community Development.</li> <li>• Stimulation of Voluntary Action and Development of Local Leadership.</li> <li>• Community Services</li> <li>• Community participation</li> </ul>
		Week 9	<b>Mid-Term Exam</b>
		Week 10-11-12	<p><b>Practice of Community Development</b></p> <ul style="list-style-type: none"> <li>• Essential elements in community development.</li> <li>• Factual basis for community development.</li> <li>• Data for planning community development programmes</li> <li>• Types of data.</li> <li>• Role of social worker in community development</li> <li>• Contemporary-issues and trends in community development</li> </ul> <p><b>Approaches to sustainable community development.</b></p> <ul style="list-style-type: none"> <li>• Model of community development.</li> <li>• Successful models like Orangi Pilot Project and AKRSP,</li> <li>•</li> </ul>
		Week 13-14	<p><b>Community Organization:</b></p> <ul style="list-style-type: none"> <li>• Concept of community organization</li> <li>• Definition, scope and purpose of community organization.</li> <li>• Goals of community organization</li> </ul> <p><b>Human Factors in Community Organization.</b></p> <ul style="list-style-type: none"> <li>• Motivation for social change.</li> <li>• Community leadership and its role in community.</li> <li>• Community organization at local and national level.</li> </ul>
		Week 15	<ul style="list-style-type: none"> <li>• Role of Provincial and national council of Social Welfare.</li> <li>• Non-governmental organizations, their Structure and Functions.</li> </ul>
		Week 16-17	1. Rural Community Development programmes in Pakistan
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>		
	<b>Recommended Books / Reference</b>	<p>Boonyabancha, S. (2002). <i>Decade of Change: from the Urban Community Development Office to the Community Organization Development Institute in Thailand</i>, A (Vol. 12). IIED.</p> <p>Butcher, H., Banks, S. and Henderson, S. with Robertson, J. (2007) <i>Critical</i></p>	

10.	<p><i>community practice</i>. Bristol: The Policy Press.</p> <p>Cantle, T. (2001). <i>Community cohesion: A report of the independent review team</i>, London: Home Office.</p> <p>Carnegie Commission for Rural Community Development. (2007). <i>A charter for rural communities</i>, London: Community Development Foundation/Combined.</p> <p>Chambers, R. (2014). <i>Rural development: Putting the last first</i>. London: Routledge.</p> <p>Chanan, G. and Miller, C. (2009). <i>Empowerment skills for all</i>. Leeds: Homes and Communities Agency Academy.</p> <p>Chavis, D. M., &amp; Wandersman, A. (2002). Sense of community in the urban environment: A catalyst for participation and community development. In <i>A Quarter Century of Community Psychology</i> (pp. 265-292). Boston: Springer.</p> <p>Cornwall, A. (2008) 'Unpacking "participation": models, meanings and practice', <i>Community Development Journal</i>, vol 43, no 3, pp 269-83.</p> <p>Csányi, V. 26<sup>th</sup> April, (2006) 'Humane to logical mechanisms of human communities', Paper presented at <i>Hungarian Association for Community Development's Community Conference</i>, Kunbáony, Hungary.</p> <p>Daly, S. with Howell, J. (2006) <i>For the common good? The changing role of civil society in the UK and Ireland</i>, Dunfermline: Carnegie UK Trust. DCLG (Department for Communities and Local Government) (2006a) <i>The community development challenge</i>, London: DCLG.</p> <p>Christens, B. D., &amp; Dolan, T. (2011). Interweaving youth development, community development, and social change through youth organizing. <i>Youth &amp; Society</i>, 43(2), 528-548.</p> <p>Loza, J. (2004). Business–community partnerships: The case for community organization capacity building. <i>Journal of Business Ethics</i>, 53(3), 297-311.</p> <p>Maton, K. I. (2008). Empowering community settings: Agents of individual development, community betterment, and positive social change. <i>American journal of community psychology</i>, 41(1-2), 4-21.</p>
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-507

1.	<b>Program</b>	BS Social Work																						
2.	<b>Title</b>	Population Welfare																						
3.	<b>Semester</b>	5 <sup>th</sup>																						
4.	<b>Code</b>	SOCW-507																						
5.	<b>Rating</b>	03 Credit Hours																						
6.	<b>Introduction</b>	Many of our societies continue to face a diverse set of demographic challenges and opportunities, including rapid population growth. The world population is growing at a fast rate which is resulting into instability in certain spheres of life. Pakistan stands sixth in terms of high population in the world. The scarce resources of the country and high population is creating numerous socio- economic, Political and cultural challenges towards the growth and development of country.																						
7.	<b>Objectives</b>	<div><div>1.</div><div>The current course aims to equip students to the macro level population dynamics. The students will further be able to analyze the micro level processes that govern population change, including fertility and reproductive behavior.</div></div> <div><div>2.</div><div>The course has an objective of special focus on trends of population growth in Pakistan.</div></div> <div><div>3.</div><div>The emphasis will be on the population Planning policies, plans and programmes especially in country.</div></div> <div><div>4.</div><div>The Course also includes information about education and motivation in family planning, techniques and skills of motivation and other important areas.</div></div>																						
8.	<b>Contents</b>	<table><tr><th>Week</th><th>Contents</th></tr><tr><td>Week 1-2</td><td><b>A history of slow growth of population to population explosion</b><ul style="list-style-type: none"><li>• Present demographic situation of the world</li><li>• Definition, meaning and significance of demography</li><li>• Population studies,</li><li>• Population growth</li></ul></td></tr><tr><td>Week 3</td><td><ul style="list-style-type: none"><li>• The demographic transition,</li><li>• Industrialized and developing countries</li><li>• Theories of population</li></ul></td></tr><tr><td>Week 4-5-6</td><td><ul style="list-style-type: none"><li>• Effects of population growth on developing societies</li></ul></td></tr><tr><td>Week 7-8</td><td><ul style="list-style-type: none"><li>• Basic concept and measures of fertility</li><li>• Basic concept, history and change in the urbanization</li></ul></td></tr><tr><td>Week 9</td><td><b>Mid-Term Exam</b></td></tr><tr><td>Week 10-11-12</td><td><div><div>1.</div><div>Population dynamics in urban and rural Pakistan</div></div><div><div>2.</div><div>Causes and effects of high population growth in Pakistan</div></div></td></tr><tr><td>Week 13-14</td><td><div><div>3.</div><div>Measures taken by government to control population growth in Pakistan</div></div></td></tr><tr><td>Week 15</td><td><div><div>4.</div><div>Family planning in the context of Islam</div></div></td></tr><tr><td>Week 16-17</td><td><div><div>5.</div><div>The community based approach on population control and significance of research on that</div></div></td></tr><tr><td>Week 18</td><td><b>Final Term Exam</b></td></tr></table>	Week	Contents	Week 1-2	<b>A history of slow growth of population to population explosion</b> <ul style="list-style-type: none"><li>• Present demographic situation of the world</li><li>• Definition, meaning and significance of demography</li><li>• Population studies,</li><li>• Population growth</li></ul>	Week 3	<ul style="list-style-type: none"><li>• The demographic transition,</li><li>• Industrialized and developing countries</li><li>• Theories of population</li></ul>	Week 4-5-6	<ul style="list-style-type: none"><li>• Effects of population growth on developing societies</li></ul>	Week 7-8	<ul style="list-style-type: none"><li>• Basic concept and measures of fertility</li><li>• Basic concept, history and change in the urbanization</li></ul>	Week 9	<b>Mid-Term Exam</b>	Week 10-11-12	<div><div>1.</div><div>Population dynamics in urban and rural Pakistan</div></div> <div><div>2.</div><div>Causes and effects of high population growth in Pakistan</div></div>	Week 13-14	<div><div>3.</div><div>Measures taken by government to control population growth in Pakistan</div></div>	Week 15	<div><div>4.</div><div>Family planning in the context of Islam</div></div>	Week 16-17	<div><div>5.</div><div>The community based approach on population control and significance of research on that</div></div>	Week 18	<b>Final Term Exam</b>
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9.	<b>Outcome</b>	The prime objective of social work subject is to help individual, groups and communities to live a satisfactory life and contribute towards growth and development of the country. The teaching of introductory economics to social workers will help students gain the insight into the socio economic developments of the country. The students will be able to understand the basic economics which will eventually facilitate them to deal with the significant social issues which are the outcome of the economic issues exist in the country.
10.	<b>Recommended Books / Reference</b>	<p>Afzal, M. (2009). Population growth and economic development in Pakistan. <i>The Open Demography Journal</i>, 2(1).</p> <p>Chandrasekhar, S. (Ed.). (2011). <i>Infant mortality, population growth and family planning in India</i> (Vol. 19). London: Routledge.</p> <p>Freedman, R., &amp; Takeshita, J. Y. (2015). <i>Family planning in Taiwan: An experiment in social change</i> (Vol. 2186). New Jersey: Princeton University Press.</p> <p>Hardee, K., &amp; Leahy, E. (2008). Population, fertility and family planning in Pakistan: a program in stagnation. <i>Population Action International</i>, 3(3), 1-12.</p> <p>Omran, A. R. (2012). <i>Family planning in the legacy of Islam</i>. London: Routledge.</p> <p>Pasha, O., Fikree, F. F., &amp; Vermund, S. (2001). Determinants of unmet need for family planning in squatter settlements in Karachi Pakistan. <i>Asia-Pacific Population Journal</i>, 16(2), 93-108.</p> <p>Robinson, W. C., &amp; Ross, J. A. (Eds.). (2007). <i>The global family planning revolution: three decades of population policies and programs</i>. Washington: The World Bank.</p> <p>Stephenson, R., &amp; Hennink, M. (2004). Barriers to family planning service use among the urban poor in Pakistan. <i>Asia-Pacific Population Journal</i>, 19(2), 5-26.</p> <p>Sultan, M., Cleland, J. G., &amp; Ali, M. M. (2002). Assessment of a new approach to family planning services in rural Pakistan. <i>American journal of public health</i>, 92(7), 1168-1172.</p> <p>Sultan, M., Cleland, J. G., &amp; Ali, M. M. (2002). Assessment of a new approach to family planning services in rural Pakistan. <i>American journal of public health</i>, 92(7), 1168-1172.</p> <p>Whelpton, P. K., Campbell, A. A., &amp; Patterson, J. E. (2015). <i>Fertility and family planning in the United States</i> (Vol. 2200). New Jersey: Princeton University Press.</p> <p>National Institute of Population Studies (NIPS) &amp; ICF International. (2013). <i>Pakistan Demographic and Health Survey 2012-13</i>. Islamabad: National Institute of Population Studies.</p>

		National Institute of Population Studies (NIPS) & ICF International. (2018). <i>Pakistan Demographic and Health Survey 2017-18</i> . Islamabad: National Institute of Population Studies.
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SEMESTER - VI

## SOCW-601

1.	<b>Program</b>	BS Social Work																
2.	<b>Title</b>	Social Group Work																
3.	<b>Semester</b>	6 <sup>th</sup>																
4.	<b>Code</b>	SOCW-601																
5.	<b>Rating</b>	03 Credit Hours																
6.	<b>Introduction</b>	This course provides an opportunity for students to develop the knowledge, skills and abilities to function as a group facilitator.																
7.	<b>Objectives</b>	<p>This course aims to;</p> <ol style="list-style-type: none"><li>1. Provide an overview of professional social work and examines the historical development of the profession of social work;</li><li>2. Introduce the profession’s values, ethics, and practice principles;</li><li>3. Examine the major interventive methods of social work practice;</li><li>4. Identify the generalist base of social work practice; and</li><li>5. Explore the social service delivery networks which comprise the social welfare system in urban environments.</li></ol>																
8.	<b>Contents</b>	<table><tr><th><b>Week</b></th><th><b>Contents</b></th></tr><tr><td>Week 1-2</td><td>Social groups –<ul style="list-style-type: none"><li>• Definition,</li><li>• Characteristics, and Importance</li><li>• Classification of Groups</li><li>• Theories of Group formation</li></ul></td></tr><tr><td>Week 3-4</td><td>Social Group Work<ul style="list-style-type: none"><li>• Concept, Historical development of Group Work,</li><li>• Values and Skills,</li><li>• Principles and Purpose of Group work</li></ul></td></tr><tr><td>Week 5-6</td><td>Theoretical approaches of group work practice<ul style="list-style-type: none"><li>• Psychoanalytic,</li><li>• Learning, Field,</li><li>• Social Exchange,</li><li>• Systems theories.</li></ul>Stages of Group Development<ul style="list-style-type: none"><li>• Tuckman, Klien, Garland, Jones &amp; Kolodny;</li></ul></td></tr><tr><td>Week 7-8</td><td>Models of social group work<ul style="list-style-type: none"><li>• Social goals, Remedial, Reciprocal models,</li></ul></td></tr><tr><td>Week 9</td><td><b>Mid-Term Exam</b></td></tr><tr><td>Week 10-11</td><td><ul style="list-style-type: none"><li>• Programme development process, Programme Media</li></ul></td></tr><tr><td>Week 12-13</td><td>Basic Group Processes</td></tr></table>	<b>Week</b>	<b>Contents</b>	Week 1-2	Social groups – <ul style="list-style-type: none"><li>• Definition,</li><li>• Characteristics, and Importance</li><li>• Classification of Groups</li><li>• Theories of Group formation</li></ul>	Week 3-4	Social Group Work <ul style="list-style-type: none"><li>• Concept, Historical development of Group Work,</li><li>• Values and Skills,</li><li>• Principles and Purpose of Group work</li></ul>	Week 5-6	Theoretical approaches of group work practice <ul style="list-style-type: none"><li>• Psychoanalytic,</li><li>• Learning, Field,</li><li>• Social Exchange,</li><li>• Systems theories.</li></ul> Stages of Group Development <ul style="list-style-type: none"><li>• Tuckman, Klien, Garland, Jones &amp; Kolodny;</li></ul>	Week 7-8	Models of social group work <ul style="list-style-type: none"><li>• Social goals, Remedial, Reciprocal models,</li></ul>	Week 9	<b>Mid-Term Exam</b>	Week 10-11	<ul style="list-style-type: none"><li>• Programme development process, Programme Media</li></ul>	Week 12-13	Basic Group Processes
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Week 12-13	Basic Group Processes																	

			<ul style="list-style-type: none"> <li>• Sub-group,</li> <li>• Group conflict,</li> <li>• Group decision making,</li> <li>• Leadership in groups.</li> </ul> <p>Group dynamics</p> <ul style="list-style-type: none"> <li>• Concept, and Areas</li> <li>• Communication and Interaction Patterns,</li> <li>• Group Cohesion,</li> <li>• Social Control Dynamics and Group Culture</li> </ul>
		Week 13-14	<b>Stages or Phases of Group work –</b> <ul style="list-style-type: none"> <li>• Pre group formation,</li> <li>• Beginning phase,</li> <li>• Middle/Working phase and Termination phase,</li> <li>• Follow-up,</li> <li>• Facilitation Skills and Techniques used in these Phases.</li> </ul>
		Week 15-16	<b>Group Work Practice in diverse settings</b> <ul style="list-style-type: none"> <li>• Disaster victims, Substance abusers, Alcohol Anonymous and elderly care</li> <li>• Role of group worker</li> <li>• Group psychotherapy</li> </ul>
		Week 17	<ul style="list-style-type: none"> <li>• Group work Recording,</li> <li>• Monitoring and Evaluation</li> </ul>
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	<p>Students shall be able to develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention and gain knowledge about group formation and the use of a variety of group approaches.</p> <p>Students are also expected to have a clear understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups and able to identify the various situations and settings where the method could be used in the context of social realities of the country</p>	
10.	<b>Recommended Books / Reference</b>	<p>Brook, D.W. &amp; Spitz, H.I. (eds.) (2002). <i>The Group Therapy of Substance Abuse: Haworth Therapy for the Addictive Disorders</i>. Philadelphia: Howarth Press.</p> <p>Brown, N.W. (2004). <i>Psycho educational groups: Process and practice</i>. New York: Brunner-Routledge.</p> <p>Galegher, J., Kraut, R. E., &amp; Egidio, C. (Eds.). (2014). <i>Intellectual teamwork: Social and technological foundations of cooperative work</i>. New York: Psychology Press.</p> <p>Gillies, R. M. (2003). Structuring cooperative group work in classrooms. <i>International Journal of Educational Research</i>, 39(1-2), 35-49.</p>	



	<p>Kell, T. B., Berman-Rossi, T.&amp; Palombo, S. (Eds). (2001). <i>Group Work: Strategies for Strengthening Resiliency</i>. Philadilphia: The Haworth Press.</p> <p>Lassner, J. (2013). <i>Social Group Work: Competence and Values in Practice</i>. London: Routledge.</p> <p>Shimazoe, J., &amp; Aldrich, H. (2010). Group work can be gratifying: Understanding &amp; overcoming resistance to cooperative learning. <i>College teaching</i>, 58(2), 52-57.</p> <p>Malekoff, A. (2007). <i>Group work with adolescents: Principles and practice</i>. 2nd edition. New York: Guilford Press.</p> <p>Tajfel, H. (Ed.). (2010). <i>Social identity and intergroup relations</i> (Vol. 7). Cambridge: University Press.</p> <p>Yalom, I. &amp; Leszcz, M. (2005). <i>The Theory and Practice of Group Psychotherapy</i> (5th ed.). New York: Basic Books.</p> <p>Yanca, S. J., &amp; Johnson, L. C. (2009). <i>Generalist social work practice with groups</i>. Boston, MA: Pearson/Allyn and Bacon.</p>
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Group Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-602

1.	Program	BS Social Work	
2.	Title	Social Research-I	
3.	Semester	6 <sup>th</sup>	
4.	Code	SOCW-602	
5.	Rating	03 Credit Hours	
6.	Objectives	<b>The course is designed to impart knowledge about :</b> 1. Social research, its scope, nature and importance in Social Work Practice. 2. Formulation of research design, research process and related issues and concepts 3. Research methods 4. Tools of data collection.	
7.	Contents	<b>Week</b>	<b>Contents</b>
		Week 1-2	<ul style="list-style-type: none"><li>• Social Research; introduction and importance</li></ul>
		Week 3	<ul style="list-style-type: none"><li>• Social Work Research and its functions.</li><li>• Alternatives to Research/ Sources of truth and knowledge</li></ul>
		Week 4-5-6	<ul style="list-style-type: none"><li>• Science, kinds of sciences, bases for Scientific knowledge</li><li>• Scientific Method and its characteristics.</li></ul>
		Week 7-8	<ul style="list-style-type: none"><li>• Place of Values in Science</li><li>• Concepts, Facts and Theory</li><li>• Limitations in Social Research.</li></ul>
		Week 9	<b>Mid-Term Exam</b>
		Week 10-11-12	<b>Classification of research on following four dimensions</b> <ul style="list-style-type: none"><li>• Purpose of doing research</li><li>• Intended use of research</li><li>• Time dimension in research</li><li>• Data collection techniques used</li></ul>
		Week 13-14	<ul style="list-style-type: none"><li>• Major steps or phases in scientific research.</li></ul>
		Week 15	<b>Methods of Social Research.</b> <ul style="list-style-type: none"><li>• Social Surveys.</li><li>• Historical method</li><li>• Case study method</li><li>• Experimental method</li></ul>
		Week 16-17	<ul style="list-style-type: none"><li>• Hypotheses.</li><li>• Tools of data collection</li></ul>
Week 18	<b>Final Term Exam</b>		
8.	Outcome		
9.	Recommended Books / Reference	Bernard, H. R., & Bernard, H. R. (2013). <i>Social research methods: Qualitative and quantitative approaches</i> . Sage.  Bryman, A. (2016). <i>Social research methods</i> . Oxford: Oxford university press.  Coombe, H. (2001). <i>Research Using IT</i> . Hampshire: Palgrave.	

	<p>Creswell, J. W.(2009). <i>Research Design: Qualitative Quantitative and Mixed Methods Approaches</i>. Lons Angles: Sage Publications.</p> <p>Edmunds, H. (2000). <i>The Focus Group Research Hand Book</i>. Chicago: NTC Business Books.</p> <p>Goodwin, C.J. (2007). <i>Research in Psychology: Methods and Design</i>. USA: John Wily.</p> <p>Grag, B. L. (2002). <i>An Introduction to Research Methodology</i>. Jaipur: RBSA.</p> <p>Gray, D. E. (2004). <i>Doing Research in the Real World</i>. London: Sage Publications.</p> <p>Gregory, I . (2003). <i>Ethics in Research</i>. London: Continuum.</p> <p>Hek, G. (2006). <i>Making Sense of Research</i>. London: Sage Publications.</p> <p>Iqbal, C. ( 2001). <i>Social Theory: Research and Problems</i>. Lahore: Aziz Books.</p> <p>Judy, L. K. (2010). <i>Research for Effective Social Work Practice</i>. New York: Routledge.</p> <p>Martin, B. D. (2007). <i>Doing a Successful Research Project: Using Qualitative or Quantitative Methods</i>. New York: Palgrave.</p> <p>Neuman, W.L. (2000). <i>Social Research Methods: Quantitative and Qualitative Approaches</i>. Boston: Allyn and Bacon.</p> <p>Roger, G. (2004). <i>Social Research Methodology: A Critical Introduction</i>. Houndmills: Palgrave.</p> <p>Rubin, A. (2001). <i>Research Methods for Social Work. Australia</i>: New York: Wadworth.</p> <p>Weinberg, Darin. (2002). <i>Qualitative Research Methods</i>. Messachussets: Blackwell.</p> <p>Zina, O. L. (2004). <i>The Essential Guide to Doing Research</i>. New Delhi: Vistaar.</p>
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Group Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-603

1.	Program	BS Social Work					
2.	Title	Social Legislation					
3.	Semester	6 <sup>th</sup>					
4.	Code	SOCW-603					
5.	Rating	03 Credit Hours					
6.	Introduction	The focus of this course is to acquaint the students with the social laws that seek to promote the common good generally by protecting and assisting the less privileged impoverished segments of the society like infirm, disabled, unemployed, elderly, transgender, etc. A social work student as practitioner must be sensitized about the legal rights of susceptible groups such as children, women, minorities, persons with disabilities, etc. This course unfolds the legal reforms, legal frameworks and legal remedies available to protect and promote the rights of vulnerable segments. This course examines policies, programs and legislative measures taken by the government to materialize the objective of welfare through social legislation. The course will also review the knowledge and skills social workers need in order to develop and maintain interaction and dialogue with NGOs, experts and individuals in society for lobbying and advocacy of social legislation.					
7.	Objectives	<ol style="list-style-type: none"><li>1. To introduce and familiarize students with the concept and underpinnings of social legislation and its nature, source, function, effects and applications with social work perspective.</li><li>2. To understand how the law and the social environment relate, with a basic familiarity of the following substantive socio-legal topics: constitutional law (including civil rights, discrimination and harassment), criminal law, child welfare (including child abuse and neglect, foster care and adoption), marriage and divorce (including child custody and child support), domestic and societal violence, education, mental illness, physical disabilities, health care and professional social work issues (including licensure requirements, liability and malpractice issues, ethical issues, and collaborations between lawyers and social workers).</li><li>3. To understand how the law affects and reflects diversity (or a lack thereof) in our society, including:<ol style="list-style-type: none"><li>a. Race, ethnicity and cultural differences</li><li>b. Religion</li><li>c. Gender</li><li>d. Disability</li></ol></li><li>4. To understand the relationship between social work advocacy, the law and legal skills.</li><li>5. To provide students an opportunity to thoroughly read and discuss various social legislations.</li></ol>					
8.	Contents	<table><tr><th>Week</th><th>Contents</th></tr><tr><td>Week 1-3</td><td><b>Introduction to Social Legislation</b><ul style="list-style-type: none"><li>• Definition,</li><li>• key concepts and factors involved in social legislation,</li><li>• Aims and objectives of social legislation</li></ul></td></tr></table>		Week	Contents	Week 1-3	<b>Introduction to Social Legislation</b> <ul style="list-style-type: none"><li>• Definition,</li><li>• key concepts and factors involved in social legislation,</li><li>• Aims and objectives of social legislation</li></ul>
Week	Contents						
Week 1-3	<b>Introduction to Social Legislation</b> <ul style="list-style-type: none"><li>• Definition,</li><li>• key concepts and factors involved in social legislation,</li><li>• Aims and objectives of social legislation</li></ul>						

			<b>Constitution of Pakistan 1973</b> <ul style="list-style-type: none"> <li>Principles of Policy in Constitution of Pakistan</li> <li>Fundamental Rights in the Constitution</li> </ul>
		Week 4-5	<b>Islamic Jurisprudence / Islamic Perspective of Social Legislation</b> <ul style="list-style-type: none"> <li>Islam and legislation</li> </ul>
		Week 6-8	<b>Laws Related to Women's development and Gender Equality</b> <ul style="list-style-type: none"> <li>The Punjab Protection against Harassment of Women at the Workplace (Amendment) Act, 2012 (III of 2013)</li> <li>Domestic Violence (Prevention and Protection) Bill 2013</li> </ul>
		Week 9	<b>Mid-Term Exam</b>
		Week 10-11	<b>Social Legislations related to Children</b> <ul style="list-style-type: none"> <li>Child Rights Commission Act 2017</li> </ul> <b>Social Legislations related to Minorities</b> <ul style="list-style-type: none"> <li>Hindus Marriages Bill 2014</li> </ul>
		Week 12-13	<b>Social Legislations related to Disable Persons</b> <ul style="list-style-type: none"> <li>Punjab Disabled Persons (Employment and Rehabilitation) Ordinance 1981 and Rules 1987</li> </ul> <b>Social Legislations related to Transgender Persons</b> <ul style="list-style-type: none"> <li>Transgender Rights Protection Bill 2017</li> </ul>
		Week 14-15	<b>Social Legislations related to Social Welfare Agencies / Institutions</b> <ul style="list-style-type: none"> <li>Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961 and Rules 1962</li> </ul>
		Week 16-17	<ul style="list-style-type: none"> <li>The Punjab Vagrancy (Amendment) Ordinance 2001</li> <li>International Conventions, Ratified by Pakistan</li> <li>UDHR, CEDAW</li> </ul>
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	To understand how the legal system can be used to advance policies promoting social and economic justice.	
10.	<b>Recommended Books / Reference</b>	<p>Alber, J. &amp; Gilbert, N. (2010). <i>United in Diversity: Comparing social models in Europe and America</i>. USA: Oxford University Press.</p> <p>Alcock, P. (2001). <i>International social policy</i>. UK: Palgrave.</p> <p>Anne, L. &amp; Roche, J. (2010). <i>The Law and Social Work</i>. New York: Palgrave Press.</p> <p>Barker, R.L. &amp; Branson, D.M. (2000). <i>Forensic Social Work Legal Aspects of Professional Practice</i>. (2<sup>nd</sup> Edition). London: Haworth Press Inc.</p> <p>Brammer, A. (2014). <i>Social Work Law</i>. 3rd ed. London: Pearson.</p> <p>Brayne, H. (2001). <i>Law for social workers</i>. 7<sup>th</sup> edition. UK: Oxford University Press.</p> <p>Braye, S. and Preston-shoot, M. (2010). <i>Practicing social work law</i>. New York: Palgrave Macmillan.</p>	

	<p>Hartley, D. (2006). <i>Social policy</i>. Cambridge: UK. Polity Press.</p> <p>Hayek, F. A. (2012). <i>Law, Legislation and Liberty, Volume 2: The Mirage of Social Justice</i>. Chicago: University of Chicago Press.</p> <p>Hill, M. (2006). <i>Social policy in the modern world</i>. USA: Blackwell.</p> <p>Long, L.A., Roche, J. &amp; Stringer, D. (eds.). (2010) <i>The Law and Social Work. Contemporary issues for practice</i>. (2nd edition). New York: Palgrave.</p> <p>Mahajan, V.D. (2010). <i>Jurisprudence and legal theory</i>. India: Eastern Book Company.</p> <p>Provincial Assembly of the Punjab. (1991). <i>Punjab Bait ul Maal Act, 1991: including amendments 1994</i>. Lahore: Provincial Assembly of the Punjab.</p> <p>Provincial Assembly of the Punjab. (1958). <i>The Punjab Vagrancy Ordinance, 1958</i>. No. W.PXX. 1 October, 1958. Lahore: Provincial Assembly of the Punjab.</p> <p>Provincial Assembly of the Punjab. (1988). <i>The Disabled Persons (Employment and Rehabilitation) Ordinance, 1981</i>. No. XL of 1981. Lahore: Provincial Assembly of the Punjab.</p> <p>Provincial Assembly of the Punjab. (1970). <i>The Punjab Social Services Board Ordinance, 1970</i>. No. II of 1970: <i>Martial Law Proclamation</i>. Lahore: Provincial Assembly of the Punjab.</p> <p>Provincial Assembly of the Punjab. (1961). <i>Voluntary Social Welfare Agencies (Registration and Control) Ordinance, 1961</i>. No. XLVI. 2 December, 1961. Lahore: Provincial Assembly of the Punjab.</p> <p>Qazi, S.H. (2010). <i>The principles of Muhammadan Jurisprudence</i>. Lahore: Irfan Law Books.</p> <p>Rehmatullah, S. (2002). <i>Social Welfare in Pakistan</i>. Karachi: Oxford University Press.</p> <p>Rock N. (2015). <i>Law and Legislation for Social Service Workers</i>, Emond Montgomery Publications.</p> <p>Salmond, J. (n.d.). <i>Jurisprudence</i>. Lahore: P.L.D. Publishers.</p> <p>Saltzman. A. (2012). <i>Law in Social Work Practice</i>. London: Brooks Cole.</p>
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		Spicker, P. (2008). <i>Social policy, themes and approaches</i> . United Kingdom: Policy Press.
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### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-604

1.	<b>Program</b>	BS Social Work									
2.	<b>Title</b>	Social Welfare Administration									
3.	<b>Semester</b>	6 <sup>th</sup>									
4.	<b>Code</b>	SOCW-604									
5.	<b>Rating</b>	03 Credit Hours									
6.	<b>Introduction</b>	This course lays foundation for students to understand the concept of social administration and be able to identify and appreciate the administrative structures in which they would be functioning as social workers.									
7.	<b>Objectives</b>	<ol style="list-style-type: none"><li>1. The course aims to help students understand basic concepts and principles of social welfare administration</li><li>2. It introduces them with administrative structures and functions of a social services unit.</li><li>3. It maps out Pakistan’s social welfare administration as a field of social work graduates’ potential employment so they could be able to perform more effectively and efficiently.</li></ol>									
8.	<b>Contents</b>	<table><tr><th>Week</th><th>Contents</th></tr><tr><td>Week 1</td><td><b>Some related concepts</b><ul style="list-style-type: none"><li>• social welfare,</li><li>• social work,</li><li>• social services,</li><li>• social policy,</li><li>• social legislation</li></ul></td></tr><tr><td>Week 2-3-4</td><td><b>What is Social Administration?</b><ul style="list-style-type: none"><li>• Definition</li><li>• Evolution of social services in philanthropic or residual welfare</li></ul>Contemporary approaches:<ul style="list-style-type: none"><li>• from system to pluralist approaches,</li><li>• from contextual to structuralist approaches</li></ul></td></tr><tr><td>Week 5-6-7-8</td><td><b>Social administrative structure</b>Three sectors of provision of social services<ul style="list-style-type: none"><li>• The public sector</li><li>• The private sector (for profit, not for profit/voluntary)</li><li>• The informal sector (mutual aid)</li></ul>Components of social administrative structure<ul style="list-style-type: none"><li>• Organization</li><li>• Personnel</li><li>• Program</li><li>• Finances</li><li>• Management</li></ul></td></tr></table>		Week	Contents	Week 1	<b>Some related concepts</b> <ul style="list-style-type: none"><li>• social welfare,</li><li>• social work,</li><li>• social services,</li><li>• social policy,</li><li>• social legislation</li></ul>	Week 2-3-4	<b>What is Social Administration?</b> <ul style="list-style-type: none"><li>• Definition</li><li>• Evolution of social services in philanthropic or residual welfare</li></ul> Contemporary approaches: <ul style="list-style-type: none"><li>• from system to pluralist approaches,</li><li>• from contextual to structuralist approaches</li></ul>	Week 5-6-7-8	<b>Social administrative structure</b> Three sectors of provision of social services <ul style="list-style-type: none"><li>• The public sector</li><li>• The private sector (for profit, not for profit/voluntary)</li><li>• The informal sector (mutual aid)</li></ul> Components of social administrative structure <ul style="list-style-type: none"><li>• Organization</li><li>• Personnel</li><li>• Program</li><li>• Finances</li><li>• Management</li></ul>
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Week 1	<b>Some related concepts</b> <ul style="list-style-type: none"><li>• social welfare,</li><li>• social work,</li><li>• social services,</li><li>• social policy,</li><li>• social legislation</li></ul>										
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Week 5-6-7-8	<b>Social administrative structure</b> Three sectors of provision of social services <ul style="list-style-type: none"><li>• The public sector</li><li>• The private sector (for profit, not for profit/voluntary)</li><li>• The informal sector (mutual aid)</li></ul> Components of social administrative structure <ul style="list-style-type: none"><li>• Organization</li><li>• Personnel</li><li>• Program</li><li>• Finances</li><li>• Management</li></ul>										



		Week 9	<b>Mid-Term Exam</b>
		Week 10-11	<b>Administrative functions</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Staffing</li> <li>• Directing</li> <li>• Co-ordinating</li> <li>• Reporting</li> <li>• Budgeting</li> </ul>
		Week 12	<ul style="list-style-type: none"> <li>• Social administrator as supervisor for Social Work trainees</li> </ul>
		Week 13-14	<b>Principles of Social Administration</b> <ul style="list-style-type: none"> <li>• Needs and vulnerability,</li> <li>• Risk and insecurity, social investment,</li> <li>• Social justice and social inclusion among others</li> </ul>
		Week 15-16-17	<b>Pakistan's Social Welfare Administration</b> <ul style="list-style-type: none"> <li>• Public sector: national, provincial and local jurisdictions</li> <li>• Private sector: NGOs, Trusts, Charitable organizations</li> </ul>
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	Students shall be able to understand the concept of social administration and be able to identify and appreciate the administrative structures and functions of a social services unit. It is expected that students shall be able to navigate the Pakistan's social welfare administrative set up when enter it as employees/practicing social workers.	
10.	<b>Recommended Books / Reference</b>	<p>Anttonen, A. (Ed.). (2012). <i>Welfare state, universalism and diversity</i>. London: Edward Elgar Publishing.</p> <p>Béland, D. (2005). Ideas and social policy: An institutionalize perspective. <i>Social Policy &amp; Administration</i>, 39(1), 1-18.</p> <p>Benish, A. (2010). Re-bureaucratizing welfare administration. <i>Social service review</i>, 84(1), 77-101.</p> <p>Brass, D. J. (2003). A social network perspective on human resources management. <i>Networks in the knowledge economy</i>, 283-323.</p> <p>Diller, M. (2000). The revolution in welfare administration: Rules, discretion, and entrepreneurial government. <i>NYUL Rev.</i>, 75, 1121.</p> <p>Fimreite, A. L., &amp; Lægreid, P. (2009). Reorganizing the welfare state administration: Partnership, networks and accountability. <i>Public Management Review</i>, 11(3), 281-297.</p> <p>George, V., &amp; Wilding, P. (2013). <i>Ideology and social welfare</i>. London: Routledge.</p> <p>Greve, J. (2017). <i>Comparative social administration</i>. London: Routledge.</p>	

	<p>Greve, J. (2017). <i>Comparative social administration</i>. London: Routledge.</p> <p>Hasenfeld, Y. (2000). Social welfare administration and organizational theory. <i>The handbook of social welfare management</i>, 89-112.</p> <p>Kadushin, A., &amp; Harkness, D. (2014). <i>Supervision in social work</i>. Columbia: Columbia University Press.</p> <p>Lohmann, R. A., &amp; Lohmann, N. (2001). <i>Social administration</i>. Columbia: Columbia University Press.</p> <p>Martin, L. (2000). The environmental context of social welfare administration. <i>The handbook of social welfare management</i>, 55-68.</p> <p>Netting, F. E., Nelson Jr, H. W., Borders, K., &amp; Huber, R. (2004). Volunteer and paid staff relationships: Implications for social work administration. <i>Administration in social work</i>, 28(3-4), 69-89.</p> <p>Patti, R. J. (Ed.). (2000). <i>The handbook of social welfare management</i>. London: Sage publications.</p> <p>Patti, R. J., Rapp, C. A., &amp; Poertner, J. (2014). <i>Managing for service effectiveness in social welfare organizations</i>. London: Routledge.</p> <p>Perlmutter, F. D. (2014). <i>Alternative social agencies: Administrative strategies</i>. London: Routledge.</p> <p>Shoven, J. B. (Ed.). (2007). <i>Administrative aspects of investment-based Social Security reform</i>. Chicago: University of Chicago Press.</p> <p>Slesnick, D. T. (2001). <i>Consumption and social welfare: Living standards and their distribution in the United States</i>. Cambridge: Cambridge University Press.</p> <p>Thompson, J. D. (2017). <i>Organizations in action: Social science bases of administrative theory</i>. London: Routledge.</p>
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Field visit	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-605

1.	<b>Program</b>	BS Social Work								
2.	<b>Title</b>	Disaster Management								
3.	<b>Semester</b>	6 <sup>th</sup>								
4.	<b>Code</b>	SOCW-605								
5.	<b>Rating</b>	03 Credit Hours								
6.	<b>Introduction</b>	This course is intended to provide fundamental understanding of different aspects of Disaster Management. It will expose the students to the concept and functions of Disaster Management and to build competencies of Disaster Management professionals and development practitioners for effective supporting environment as put by the government in legislative manner. It would also provide basic knowledge, skills pertaining to Planning, Organizing and Decision-making process for Disaster Risk Reduction.								
7.	<b>Objectives</b>	<p><b>The course aims to;</b></p> <ol style="list-style-type: none"><li>1. Provide students an exposure to disasters, their significance, types &amp; comprehensive understanding on the concurrence of Disasters and its management;</li><li>2. Ensure that students begin to understand the relationship between vulnerability, disasters, disaster prevention, risk reduction and the basic understanding of the research methodology for risk reduction measures;</li><li>3. Equip with knowledge, concepts, and principles, skills pertaining to Planning, Organizing, decision-making and problem solving methods for Disaster Management; and to</li><li>4. Prepare the social workers to work with a holistic approach to manage all kinds of disasters by implementing proactive disaster management strategies in terms of relevant legislation, policies and directives, and effectively co-ordinate relief and recovery programmes.</li></ol>								
8.	<b>Contents</b>	<table><tr><td><b>Week</b></td><td><b>Contents</b></td></tr><tr><td>Week 1-2</td><td><b>Introduction</b><ul style="list-style-type: none"><li>• Meaning, Nature, Importance, Dimensions &amp; Scope of Disaster Management</li><li>• Concepts of Hazard, Risk, Vulnerability, Disaster</li><li>• Disaster Management Cycle</li></ul></td></tr><tr><td>Week 3</td><td><b>Natural Disasters</b><ul style="list-style-type: none"><li>• Natural Disasters- Meaning and nature of natural disasters, their types and effects</li><li>• Hydrological Disasters - Flood, Flash flood, Drought, cloud burst</li><li>• Geological Disasters- Earthquakes, Tsunamis, Landslides, Avalanches, Volcanic eruptions, Mudflow</li></ul></td></tr><tr><td>Week 4-5-</td><td><b>Types of Natural Disasters</b></td></tr></table>	<b>Week</b>	<b>Contents</b>	Week 1-2	<b>Introduction</b> <ul style="list-style-type: none"><li>• Meaning, Nature, Importance, Dimensions &amp; Scope of Disaster Management</li><li>• Concepts of Hazard, Risk, Vulnerability, Disaster</li><li>• Disaster Management Cycle</li></ul>	Week 3	<b>Natural Disasters</b> <ul style="list-style-type: none"><li>• Natural Disasters- Meaning and nature of natural disasters, their types and effects</li><li>• Hydrological Disasters - Flood, Flash flood, Drought, cloud burst</li><li>• Geological Disasters- Earthquakes, Tsunamis, Landslides, Avalanches, Volcanic eruptions, Mudflow</li></ul>	Week 4-5-	<b>Types of Natural Disasters</b>
<b>Week</b>	<b>Contents</b>									
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Week 4-5-	<b>Types of Natural Disasters</b>									

			<ul style="list-style-type: none"> <li>• Wind related- Cyclone, Storm, Storm surge, Tidal waves, Heat and cold Waves</li> <li>• Climatic Change</li> <li>• Global warming</li> <li>• Sea Level rise</li> <li>• Ozone Depletion</li> </ul>
		Week 6	<b>Man – made Disasters</b> <ul style="list-style-type: none"> <li>• CBRN – Chemical disasters, biological disasters, radiological disasters, nuclear disasters</li> <li>• Fire – building fire, coal fire, forest fire, Oil fire</li> </ul>
		Week 7	<b>Types of Man – made Disasters</b> <ul style="list-style-type: none"> <li>• Accidents- road accidents, rail accidents, air accidents, sea accidents</li> <li>• Pollution - air pollution, water pollution</li> <li>• Deforestation, Industrial waste</li> </ul>
		Week 8	<b>Disaster Determinants</b> <ul style="list-style-type: none"> <li>• Factors affecting damage – types, social status, habitation pattern, physiology and climate</li> <li>• Factors affecting mitigation measures, prediction, preparation, communication, area and accessibility, population, physiology and climate</li> </ul>
		Week 9	<b>Mid-Term Exam</b>
		Week 10-11	<b>Social Work Approach to Disaster Management</b> <ul style="list-style-type: none"> <li>• CBDRM (Community Based Disaster Risk Reduction and Management), PCRA (Participatory Community Disaster Risk Assessment)</li> <li>• Social Work, Micro-Mizzo-Macro Level</li> <li>• Community Mobilization</li> <li>• Rehabilitation and Reconstruction</li> </ul>
		Week 12-13	<b>Advanced Technologies for Warning System in Disaster Management</b> <ul style="list-style-type: none"> <li>• Definition of Early Warning System, Community Early Warning System, Core Components of People centered Early Warning System</li> <li>• Emergency Communication System, Wireless Communication, Bluetooth Wireless Technology, HAM Radio, GPS Application in Emergency Communication</li> <li>• Remote Sensing and GIS Application in Warning System</li> </ul>
		Week 14	<b>Risk Assessment and Vulnerability Analysis</b> <ul style="list-style-type: none"> <li>• Risk Concepts, Elements Of Risk, Perception of Risk, Acceptable risk, Requirements in Risk assessment</li> <li>• Risk Reduction-Mainstreaming “Risk”</li> <li>• Role of science and technology in Disaster Risk Reduction</li> <li>• Strategies of Risk reduction, International Mobilization of Risk reduction</li> </ul>

			<ul style="list-style-type: none"> <li>• Risk analysis techniques; Process of Risk assessment, Analytical systems for risk assessment, Natural hazard/ risk assessment, Understanding climate risk, Mapping of risk assessment, Decision making for risk reduction, Problems in risk assessment</li> <li>• Participatory risk assessment - Rationale for people's participation, Role of civil society organizations, Impact of Globalization, Activities and roles for the community action Risk reduction, Participatory risk assessment methods</li> </ul>
		Week 15	<p><b>Vulnerability</b></p> <ul style="list-style-type: none"> <li>• Observation and perception of vulnerability- Vulnerability Identification, Vulnerability types and dimensions, Vulnerability- Social factors and economic factors</li> <li>• Vulnerability to shanty settlements; Vulnerability in the city, Risk in Urban areas, Issues in urban planning, Initiatives for risk reduction in Pakistan</li> </ul> <p><b>Strategic development for Vulnerability reduction</b></p> <ul style="list-style-type: none"> <li>• Physical &amp; Social infrastructure for Vulnerability reduction</li> <li>• Interactive areas for Vulnerability reduction &amp; Policy making</li> <li>• Hazard resistant designs and construction</li> <li>• Systematic management and Strategic planning for vulnerability reduction</li> </ul> <p><b>Disaster Preparedness and Response Planning</b></p> <ul style="list-style-type: none"> <li>• Disaster Preparedness</li> <li>• Disaster Preparedness: concept and significance</li> <li>• Disaster Preparedness Measures</li> <li>• Institutional Mechanism for Disaster Preparedness</li> <li>• Disaster preparedness with special needs/ vulnerable groups</li> <li>• Disaster Preparedness: Policy and Programmes</li> </ul> <p><b>Disaster Preparedness Plan</b></p> <ul style="list-style-type: none"> <li>• Concept and Significance of Disaster Preparedness Plan</li> <li>• Disaster Preparedness Plan essentials</li> <li>• Community Based Disaster Preparedness plan</li> <li>• Prediction, Early Warnings and Safety Measures of Disaster</li> </ul> <p><b>Role of Different Organizations / Institutions</b></p> <ul style="list-style-type: none"> <li>• Role of Information, Education, Communication, and Training</li> <li>• Role of Government, International and NGO Bodies</li> <li>• Role of Information Technology (IT) in Disaster Preparedness</li> <li>• Role of Geographers on Disaster Management</li> <li>• Role of Social Workers in Disaster Management</li> </ul>
		Week 16	<p><b>Disaster Response</b></p> <ul style="list-style-type: none"> <li>• Essential Components of Disaster Response, Disaster Response Plan, Resource Management- Financial, Medical, equipment, communication, Human, transportation, Food and essential commodity (Identification, Procuring, Propositioning and deployment), Directing and controlling</li> </ul>

			<p>functions</p> <ul style="list-style-type: none"> <li>• Communication, Participation &amp; activation of Emergency Preparedness Plan, Logistics Management, Emergency support functions, Need and damage assessment</li> <li>• Coordination in Disaster Response</li> <li>• Disaster Response Plan - Communication, Participation, and Activation of Emergency Preparedness Plan</li> <li>• Search, Rescue, Evacuation and Logistic Management</li> </ul> <p><b>Rehabilitation, Reconstruction and Development</b></p> <ul style="list-style-type: none"> <li>• Rehabilitation, Reconstruction and Development-Concept, Meaning, Types of Rehabilitation and Reconstruction</li> <li>• Importance of Disaster Mitigation, Cost – benefit analysis, relationship between vulnerability and development</li> <li>• Damage Assessment- Post Disaster Damage assessment, estimated damage assessment due to probable disasters</li> <li>• Sample Surveys, Epidemiological Surveillance, Nutrition Centered Health Assessment, Remote sensing and Aerial photography, nature and damage to houses and infrastructure due to different disasters</li> </ul>
		Week 17	<p><b>Role of Different Organizations in Rehabilitation &amp; Reconstruction</b></p> <ul style="list-style-type: none"> <li>• The Government and Disaster Recovery and rehabilitation</li> <li>• Disaster and Non-Governmental efforts</li> <li>• Role of Local Institutions; Insurance, Police, Media</li> <li>• Speedy Reconstructions- Essential services, Social infrastructures, Immediate shelters/camps, Contingency plans for reconstructions</li> <li>• Development of Physical and Economic Infrastructure- Developing Physical and Economic Infrastructure, Environmental Infrastructure development</li> <li>• Rehabilitation - Socio- economic Rehabilitation- Temporary Livelihood Options and Socio-Economic Rehabilitation</li> <li>• Education and awareness and role of Information Dissemination, Participative Rehabilitation</li> <li>• Role of various agencies in Recovery Work- Monitoring and Evaluation of rehabilitation work, Rehabilitation process</li> </ul> <p><b>Reporting, Information and Documentation in Disasters</b></p> <ul style="list-style-type: none"> <li>• Types of Media</li> <li>• Importance of role of media – informative, suggestive and analytical</li> <li>• Role of Media in Disaster Mitigation</li> <li>• Factual and Ethical Reporting</li> <li>• Impact of Media Coverage and Public Communication and Handling of Media</li> </ul>

		<ul style="list-style-type: none"><li>Principles of Report Writing and Guidelines according to style manuals</li><li>Writing and Presentation of Preliminary, Main body and Reference section of Report, Evaluation of Research Report</li></ul>
	Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	The course will play an important role in producing qualified, skilled and high-quality professionals; enable the students to work with a holistic approach to manage all kinds of disasters by implementing proactive disaster management strategies in terms of relevant legislation, policies and directives, and effectively co-ordinate relief and recovery programmes.
10.	<b>Recommended Books / Reference</b>	<p>Blaikie, P. M., Wisner, B., &amp; Cannon, T. (2014). <i>At Risk: Natural Hazards, People's Vulnerability and Disasters</i>. Florence: Taylor and Francis.</p> <p>Bobrowsky, P. T. (2013). <i>Encyclopedia of natural hazards</i>. Dordrecht: New York: Springer.</p> <p>Collins, L. R. (2000). <i>Disaster management and preparedness</i>. USA: CRC Press.</p> <p>Coppola, D. P. (2006). <i>Introduction to international disaster management</i>. London: Elsevier.</p> <p>Currión, P., Silva, C. D., &amp; Van de Walle, B. (2007). Open source software for disaster management. <i>Communications of the ACM</i>, 50(3), 61-65.</p> <p>Emerald, G. P., &amp; Emerald Group Publishing. (2004). <i>Disaster Management</i>. Bingley: Emerald Group Publishing.</p> <p>Etkin, D., &amp; In Haque, C. E. (2012). <i>Disaster risk and vulnerability: Mitigation through mobilizing communities and partnerships</i>. Montreal: McGill-Queen's University Press.</p> <p>Naudé, W. A., Santos, P. A. U., &amp; McGillivray, M. (2009). <i>Vulnerability in developing countries</i>. Tokyo: United Nations University Press.</p> <p>O'Brien, G., O'Keefe, P., Rose, J., &amp; Wisner, B. (2006). Climate change and disaster management. <i>Disasters</i>, 30(1), 64-80.</p> <p>Shaw, R. (2012). <i>Community-based disaster risk reduction</i>. Bingley England: Emerald Group Pub. Ltd.</p> <p>Shroder, J. F. (2014). <i>Hazards, risks, and disasters in society</i>. London: Elsevier.</p> <p>Spaliviero, M., Dapper, M. D., M Mannaerts, C., &amp; Yachan, A. (2011). Participatory</p>

		<p>approach for integrated basin planning with focus on disaster risk reduction: the case of the Limpopo river. <i>Water</i>, 3(3), 737-763.</p> <p>Spencer, J. (2007). <i>Measure Evaluation Global Positioning System Toolkit</i>. NewYork: USAID.</p> <p>Tingsanchali, T. (2012). Urban flood disaster management. <i>Procedia engineering</i>, 32, 25-37.</p> <p>World Bank, United Nations (2010). <i>Natural hazards, UnNatural disasters: The economics of effective prevention</i>. Washington : World Bank.</p>
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### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Group Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

## SOCW-606

1.	<b>Program</b>	BS Social Work
2.	<b>Title</b>	Social Work Field Practicum-I
3.	<b>Semester</b>	6 <sup>th</sup>
4.	<b>Code</b>	SOCW-606



5.	<b>Rating</b>	04 Credit Hours
6.	<b>Details</b>	<p>Social Work Practicum is an integral part of M Sc. Program in Social work. The students of Social Work need to gain not only professional knowledge but also develop certain skills and attitudes appropriate to the practice of Social Work. Field instruction is a basic medium through which the conceptual grasp of student is strengthened and his skills and attitudes towards the practice are developed. It provides an educational experience under professional supervision in Social Welfare agency setting where he/she can learn to make use of his theoretical knowledge gained in the class. His/her work assignments are planned as to enable him to gain an insight into the functioning patterns of people as individual groups communities and to develop skills to deal with a variety of human situations. They are expected to develop the approach of critical analysis of social problems and of finding out their solutions by application of scientific knowledge.</p> <p>There are two types of settings in which students are placed. One is Case Work setting and the other one is Community Development, so eventually every student gets a chance to work in both the settings.</p> <p>Students are required to do the field work on alternate days during a week.</p>
7.	<b>Objectives of SW Practicum</b>	<p><b>Through the Field Work Practicum in Social Work, Students will:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an integration of knowledge, skills and values from other foundation areas of the curriculum, such as Human Behavior and the Social Environment, Social Work Practice, Social Welfare Policy and Services, and Social Research;</li> <li>2. Demonstrate a sensitivity and commitment to working with culturally diverse client systems/populations;</li> <li>3. Utilize multiple theoretical perspectives and problem solving strategies at different levels of intervention, i.e. individual, family, group, community, organization, and society;</li> <li>4. Understand the organizational and community context of Social Work practice;</li> <li>5. Be socialized into the Social Work profession and develop strong identification with and commitment to its values and ethics;</li> <li>6. Make use of supervision, consultation, life-long learning and critical self-evaluation;</li> <li>7. Incorporate the Advanced Generalist perspective into Social Work practice;</li> <li>8. Demonstrate a commitment to advocate for social justice, equality, and non-discrimination and to improve the human condition; and,</li> <li>9. Exhibit a competence in the performance of multiple Social Work practitioner roles.</li> </ol>
	<b>Structure of the</b>	<b>The Field Work Practicum of Social Work has been distributed in two parts:</b>

	<b>Practicum</b>	<p>i. Field Work Practicum-I</p> <p>ii. Field Work Practicum-II</p> <ul style="list-style-type: none"> <li>There are two types of settings in which students are placed. One is Case Work setting and the other one is Community Development, so eventually every student gets a chance to work in both the settings. Students are required to do the field work 6 hours per day on alternate 2 days during a week.</li> <li>Each of the part requires students to undergo an educationally-guided field experience for approximately 12 hours per week over Two semesters.</li> </ul>
	<b>Placement Agencies</b>	<p><b>The different fields of practice and employment opportunities for the professionally trained Social Workers are as follows:</b></p> <ul style="list-style-type: none"> <li>Social Welfare</li> <li>Women Development</li> <li>Bait-ul-Mal</li> <li>Health Department</li> <li>Child Protection &amp; Welfare Bureaus/Authorities/Commissions</li> <li>Local Government &amp; Community Development</li> <li>National / International Development Agencies / NGOs</li> </ul>
	<b>Evaluation</b>	<p>After completion of the practicum, both internal and external supervisors will assess and evaluate the students through their Final Reports and Oral Presentation/Viva Voce Examination. The marks will be awarded on the basis of students' attendance, discipline, quality of assignments, reports and performance during practical examination.</p>

## SEMESTER - VII

### SOCW-701

1.	<b>Program</b>	BS Social Work
2.	<b>Title</b>	Social Research-II

3.	Semester	7 <sup>th</sup>	
4.	Code	SOCW-701	
5.	Rating	03 Credit Hours	
6.	Objectives	<b>This course is designed to enable students to:</b>  1. Identify and discuss the concepts and procedures of sampling, analysis and report writing, referencing and plagiarism  2. Understand ethical principles and challenges of research	
7.	Contents	<b>Week</b>	<b>Contents</b>
		Week 1-2	<b>Sampling:</b> <ul style="list-style-type: none"><li>• Basic Principles and Techniques.</li><li>• The requirements of good sampling.</li><li>• Kinds of sampling</li><li>• Probability sampling Techniques</li><li>• Non Probability sampling Techniques</li></ul>
		Week 3	<b>Research Report Writing</b>
		Week 4-5-6	<b>Data Processing (Qualitative and Quantitative):</b> <ul style="list-style-type: none"><li>• Categorization/ classification of Data</li><li>• Coding.</li><li>• Tabulation</li><li>• Interpretation/ analysis</li><li>• Interpretation of non-quantified data</li></ul>
		Week 7-8	<b>Referencing</b> <ul style="list-style-type: none"><li>• Introduction and importance</li><li>• Types of references</li><li>• Different styles of writing references (Brief introduction of different styles and the details of APA)</li><li>• APA (American Psychological Association)</li><li>• MLA (Modern Language Association)</li><li>• The Chicago manual of style</li><li>• Harvard style of referencing</li></ul>
		Week 9	<b>Mid-Term Exam</b>
		Week 10-11-12	<ul style="list-style-type: none"><li>• Plagiarism</li><li>• Research Ethics</li><li>•</li></ul>
		Week 13-14	<b>Scientific Generalization in Research:</b> <ul style="list-style-type: none"><li>• The Case Study Method; Personal Documents, Life Histories, Value of Case Data and its Limitations.</li><li>• Inter-dependence of the Statistical and Case Study Methods.</li><li>• Projective techniques.</li></ul>
		Week 15	<b>Action Research:</b> <ul style="list-style-type: none"><li>• Assumptions and major steps.</li><li>• Some action research studies in urban and rural community.</li><li>•</li></ul>

		Week 16-17	<ul style="list-style-type: none"> <li>Importance and purpose of action research in community development programmes</li> </ul>	
		Week 18	<b>Final Term Exam</b>	
8.	<b>Outcome</b>			
9.	<b>Recommended Books / Reference</b>	<p>Bernard, H. R., &amp; Bernard, H. R. (2013). <i>Social research methods: Qualitative and quantitative approaches</i>. London: Sage publications.</p> <p>Bryman, A. (2016). <i>Social research methods</i>. Oxford: Oxford university press.</p> <p>Coombe, H. (2001). <i>Research Using IT</i>. Hampshire: Palgrave.</p> <p>Creswell, J. W. (2009). <i>Research Design: Qualitative Quantitative and Mixed Methods Approaches</i>. Lons Angles: Sage Publications.</p> <p>Edmunds, H. (2000). <i>The Focus Group Research Hand Book</i>. Chicago: NTC Business Books.</p> <p>Goodwin, C.J.(2007). <i>Research in Psychology: Methods and Design</i>. USA: John Wily.</p> <p>Grag, B. L. (2002). <i>An Introduction to Research Methodology</i>. Jaipur: RBSA.</p> <p>Gray, D. E. (2004). <i>Doing Research in the Real World</i>. London: Sage Publications.</p> <p>Gregory, I . (2003). <i>Ethics in Research</i>. London: Continuum.</p> <p>Hek, G. (2006). <i>Making Sense of Research</i>. London: Sage Publications.</p> <p>Iqbal, C. ( 2001). <i>Social Theory: Research and Problems</i>. Lahore: Aziz Books.</p> <p>Judy, L. K. (2010). <i>Research for Effective Social Work Practice</i>. New York: Routledge.</p> <p>Martin, B. D. (2007). <i>Doing a Successful Research Project: Using Qualitative or Quantitative Methods</i>. New York: Palgrave.</p> <p>Neuman, W.L. (2000). <i>Social Research Methods: Quantitative and Qualitative Approaches</i>. Boston: Allyn and Bacon.</p> <p>Roger, G. (2004). <i>Social Research Methodology: A Critical Introduction</i>. Houndmills: Palgrave.</p>		

		<p>Rubin, A. (2001). <i>Research Methods for Social Work</i>. Australia: Wadworth.</p> <p>Weinberg, D. (2002). <i>Qualitative Research Methods</i>. Massachusetts: Blackwell.</p> <p>Zina, O. L. (2004). <i>The Essential Guide to Doing Research</i>. New Delhi: Vistaar.</p>
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### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Group Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-702

1.	<b>Program</b>	BS Social Work															
2.	<b>Title</b>	Social Action															
3.	<b>Semester</b>	7 <sup>th</sup>															
4.	<b>Code</b>	SOCW-702															
5.	<b>Rating</b>	03 Credit Hours															
6.	<b>Introduction</b>	Social action is very important and a huge responsibility for students for the development and change of the society. It's important to take action in societies to prevent and seek help for those having social problems in a timely manner with the support of professional knowledge and skills.															
7.	<b>Objectives</b>	<div>1      The Course is designed to realize the students to understand the importance of social action in bringing stability, empowerment and promoting social development and positive change in the society and by themselves.</div> <div>2.      The course aims to promote their professional skills in social action as significant method of social work and to help the students to understand the need, roles, models and functions of social action in forming the basis for existence and functioning of welfare institutions and organizations.</div>															
8.	<b>Contents</b>	<table><tr><td><b>Week</b></td><td><b>Contents</b></td></tr><tr><td>Week 1-2</td><td><b>Introduction of Social Action</b><ul style="list-style-type: none"><li>• Basic concepts, philosophy, objectives, need and importance</li><li>• Social Action as method of Social Work</li><li>• Social Paradigm and Social action</li></ul></td></tr><tr><td>Week 3</td><td><b>What is Social Action</b><ul style="list-style-type: none"><li>• Beliefs, characteristics, Principles of Social Action.</li><li>• Process of Social action</li></ul></td></tr><tr><td>Week 4-5-6</td><td><ul style="list-style-type: none"><li>• Relationship of sociological perspective, social work and Social Action</li><li>• Types and Models of Social Action</li></ul></td></tr><tr><td>Week 7-8</td><td><ul style="list-style-type: none"><li>• Social movement and social action</li><li>• Pre-requisites of social action</li></ul></td></tr><tr><td>Week 9</td><td><b>Mid-Term Exam</b></td></tr><tr><td>Week 10-11-12</td><td><b>Modules of Social action</b><ul style="list-style-type: none"><li>• Historical and at present.</li></ul><b>Programme based, consideration involved in:</b><ul style="list-style-type: none"><li>• Social Policy.</li><li>• Planning</li><li>• Execution</li><li>• Social legislation.</li></ul><b>Project based project development considerations involved in:</b><ul style="list-style-type: none"><li>• Nature and type of Project.</li><li>• Situation analysis (area Profile)</li><li>• Prioritization</li><li>• Mapping out the problem</li></ul></td></tr></table>	<b>Week</b>	<b>Contents</b>	Week 1-2	<b>Introduction of Social Action</b> <ul style="list-style-type: none"><li>• Basic concepts, philosophy, objectives, need and importance</li><li>• Social Action as method of Social Work</li><li>• Social Paradigm and Social action</li></ul>	Week 3	<b>What is Social Action</b> <ul style="list-style-type: none"><li>• Beliefs, characteristics, Principles of Social Action.</li><li>• Process of Social action</li></ul>	Week 4-5-6	<ul style="list-style-type: none"><li>• Relationship of sociological perspective, social work and Social Action</li><li>• Types and Models of Social Action</li></ul>	Week 7-8	<ul style="list-style-type: none"><li>• Social movement and social action</li><li>• Pre-requisites of social action</li></ul>	Week 9	<b>Mid-Term Exam</b>	Week 10-11-12	<b>Modules of Social action</b> <ul style="list-style-type: none"><li>• Historical and at present.</li></ul> <b>Programme based, consideration involved in:</b> <ul style="list-style-type: none"><li>• Social Policy.</li><li>• Planning</li><li>• Execution</li><li>• Social legislation.</li></ul> <b>Project based project development considerations involved in:</b> <ul style="list-style-type: none"><li>• Nature and type of Project.</li><li>• Situation analysis (area Profile)</li><li>• Prioritization</li><li>• Mapping out the problem</li></ul>	
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			<ul style="list-style-type: none"> <li>• Identification / assessment of resources</li> <li>• Preparation of project proposal</li> <li>• Monitoring</li> <li>• Evaluation.</li> </ul> <p><b>Elements and strategies of Social action:</b></p> <ul style="list-style-type: none"> <li>• Consciousness</li> <li>• Democratic working</li> <li>• Democratic leadership</li> <li>• Co-ordination / collaboration</li> <li>• Public opinion</li> <li>• Social advocacy</li> <li>• Bargaining / confrontation</li> <li>• Mobilization</li> <li>• Affirmative and non-affirmative activities.</li> </ul>
		Week 13-14	<p><b>Civil Society-Social Action and Social work</b></p> <ul style="list-style-type: none"> <li>• Social Action on state level.</li> <li>• Social Action on NGO's level</li> </ul>
		Week 15	<p><b>Modern trends and current issues in Social Action.</b></p> <ul style="list-style-type: none"> <li>• Racial and social justice</li> <li>• Sectarianism</li> <li>• Ethnicity</li> <li>• Human right</li> <li>• Movement of political reforms</li> <li>• Terrorism</li> <li>• Removing economic disparity</li> <li>• Globalization (socio economic)</li> <li>• Sensitized society</li> <li>• Industrial democracy</li> <li>• Civil liberty.</li> </ul>
		Week 16-17	<ul style="list-style-type: none"> <li>• Instruments of Social Action</li> <li>• Social Action in Pakistan, need, importance and issues to be addressed</li> <li>• Social action and social change</li> <li>• Social Action and Social issues leading to social problems.</li> </ul>
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	Students shall be able to understand the non-positivist theory of Max Weber. It is expected that students shall be able to grasp the key social concepts analyzed by researchers and other thinkers who analyzed the role of social institutions and processes to find out the solution of the social problems.	
10.	<b>Recommended Books / Reference</b>	<p>Bhattacharya, S. (2008). <i>Social Work: An Integrated Approach</i>. New Delhi: Deep &amp; Deep Publications Pvt. Ltd.</p> <p>Cleland, D. I. &amp; Ireland, L. R. (2002). <i>Project Management: Strategic Design and Implementation</i>. Singapore: McGraw – Hill Companies, Inc.</p> <p>Clements, J. P. &amp; Gido, J. (2006). <i>Effective Project Management</i>. New Delhi:</p>	

	<p>Cengage Learning India Pvt. Ltd.</p> <p>Cohen, D., Vega, R. D. L. &amp; Watson, G. (2001). <i>Advocacy for Social Justice: A Global Action and Reflection Guide</i>. USA: Kumarian Press, Inc.</p> <p>Conte, R., &amp; Castelfranchi, C. (2016). <i>Cognitive and social action</i>. London: Garland Science.</p> <p>Covey, S. R. (2004). <i>The 7 Habits of Highly Effective People</i>. Great Briton: Simon &amp; Schuster UK. Ltd.</p> <p>Guerrero, A. L. (2005). <i>Social Problems: Community, Policy, and Social Action</i>. New Delhi: Sage Publications India Pvt. Ltd.</p> <p>Kumari, V. &amp; Brooks, S. L. (2004). <i>Creative Child Advocacy – Global Perspectives</i>. New Delhi: Sage Publications India Pvt. Ltd.</p> <p>Maylor, H. (2003). <i>Project Management</i> (3<sup>rd</sup> ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.</p> <p>Miller, S. (2001). <i>Social Action: A Teleological Account</i>. United Kingdom: Cambridge University Press.</p> <p>Rivlin, A. M. (2015). <i>Systematic thinking for social action</i>. London: Brookings Institution Press.</p> <p>Snyder, M. (2009). In the Footsteps of Kurt Lewin: Practical Theorizing, Action research, and the Psychology of Social Action. <i>Journal of Social Issues</i>, Vol. 65, No. 1, 2009, pp. 225-245.</p> <p>Van Womer, K. S. (2004). <i>Confronting Oppression, Restoring Justice; From Policy Analysis to Social Action</i>. Virginia, USA: Council on Social Work Education.</p> <p>Wilkins, L. T. (2013). <i>Social deviance: Social policy, action and research</i>. London: Routledge.</p>
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100



# SOCW-703

1.	<b>Program</b>	BS Social Work	
2.	<b>Title</b>	Social Statistic & Computer Applications	
3.	<b>Semester</b>	7 <sup>th</sup>	
4.	<b>Code</b>	SOCW- 703	
5.	<b>Rating</b>	03 Credit Hours	
6.	<b>Objectives</b>	<p><b>Upon successful completion of this course, the students will be able to</b></p> <ol style="list-style-type: none"> <li>1 Explain basic concepts of social statistics;</li> <li>2 Summarize numeric data by computing descriptive statistics;</li> <li>3 Compute various inferential statistics;</li> <li>4 Test hypotheses applying probability theory;</li> <li>5 Use software for Data analysis.</li> </ol>	
7.	<b>Contents</b>	<b>Week</b>	<b>Contents</b>
		Week 1-2	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction to Statistics</li> <li>• Elementary concepts and notions</li> <li>• Meaning and definition of statistics</li> </ul>
		Week 3	<p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Descriptive and Inductive.</li> <li>• Measurement: Nominal</li> <li>• Ordinal and Interval scales.</li> <li>• Frequency Distribution:</li> <li>• Tabular Organization and Graphic Presentation of Data</li> </ul>
		Week 4-5-6	<p><b>Descriptive Measures</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• measures of central tendency</li> <li>• Different types of Averages</li> <li>• Quantiles,</li> <li>• Empirical Relation between Mean,</li> <li>• Median and mode,</li> <li>• Relative Merits and Demerits of various Averages,</li> <li>• properties of Good Average,</li> <li>• Box and Whisker Plot,</li> <li>• Stem and Leaf Display.</li> <li>• Measures of Dispersion,</li> <li>• coefficient of variation,</li> <li>• Bivariate data,</li> <li>• Linear correlation and Linear regression</li> </ul>
		Week 7-8	<p><b>Probability and Probability Distributions.</b></p> <ul style="list-style-type: none"> <li>• Basic concepts.</li> <li>• Rules of Probability.</li> <li>• Discrete and continuous distributions.</li> <li>• Binomial.</li> <li>• Poisson and Normal Distribution.</li> </ul>

		Week 9	<b>Mid-Term Exam</b>
		Week 10-11-12	<b>Sampling Distribution and Test of Hypothesis</b> <ul style="list-style-type: none"> <li>• Concept of sampling Distribution and standard error.</li> <li>• Sampling Distributions of Mean and proportion.</li> <li>• Hypothesis Testing about Population Mean and proportion.</li> <li>• Hypothesis test about difference between two population means and proportions.</li> </ul>
		Week 13-14	<ul style="list-style-type: none"> <li>• One way ANNOVA (Analysis of Variance)</li> <li>• Tables and Testing Equality of Means,</li> <li>• Chi Square test of Independence for contingency tables</li> </ul>
		Week 15	<b>Computer Application Statistical Package for Social Sciences (SPSS)</b> <ul style="list-style-type: none"> <li>• Introduction,</li> <li>• basic steps,</li> <li>• defining data,</li> <li>• data entry,</li> <li>• data transformation,</li> </ul>
		Week 16-17	<b>Computer Application</b> <ul style="list-style-type: none"> <li>• data analysis,</li> <li>• graphical (diagrammatic) presentation,</li> <li>• Statistical application using SPSS.</li> <li>• MS office ,</li> <li>• MS Word,</li> <li>• MS Excel,</li> <li>• Power point,</li> <li>• Browsing.</li> </ul>
		Week 18	<b>Final Term Exam</b>
8.	<b>Outcome</b>		
9.	<b>Recommended Books / Reference</b>	<p>Asthana, H. S., &amp; Bhushan, B. (2016). <i>Statistics for social sciences (with SPSS applications)</i>. London: PHI Learning Pvt. Ltd.</p> <p>Blossfeld, H. P., Hamerle, A., &amp; Mayer, K. U. (2014). <i>Event history analysis: Statistical theory and application in the social sciences</i>. Now York: Psychology Press.</p> <p>Cramer, D. (2003). <i>Fundamental statistics for social research: step-by-step calculations and computer techniques using SPSS for Windows</i>. London: Routledge.</p> <p>Dey, I. (2003). <i>Qualitative data analysis: A user friendly guide for social scientists</i>. London: Routledge.</p> <p>Fielding, J., Gilbert, N., &amp; Gilbert, G. N. (2006). <i>Understanding social statistics</i>.</p>	

	<p>London: Sage publications.</p> <p>Healey, J. F. (2014). <i>Statistics: A tool for social research</i>. London: Cengage Learning.</p> <p>Knoke, D., Bohrnstedt, G. W., &amp; Mee, A. P. (2002). <i>Statistics for social data analysis</i>. Itasca, IL: FE Peacock Publishers.</p> <p>Levin, J. (2006). <i>Elementary statistics in social research</i>. New Delhi: Pearson Education India.</p> <p>Miller, D. C., &amp; Salkind, N. J. (2002). <i>Handbook of research design and social measurement</i>. London: Sage publications.</p> <p>Sirkin, R. M. (2005). <i>Statistics for the social sciences</i>. London: Sage publications.</p> <p>Stevens, J. P. (2012). <i>Applied multivariate statistics for the social sciences</i>. London: Routledge.</p> <p>Triola, M. F. (2006). <i>Elementary statistics</i>. Reading, MA: Pearson/Addison-Wesley.</p> <p>Vogt, W. P., &amp; Johnson, B. (2011). <i>Dictionary of statistics &amp; methodology: A nontechnical guide for the social sciences</i>. London: Sage publications.</p> <p>Wagner III, W. E. (Ed.). (2009). <i>Using SPSS for social statistics and research methods</i>. New York: Forge Press.</p>
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Group Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-704

1.	<b>Program</b>	BS Social Work											
2.	<b>Title</b>	Social Policy											
3.	<b>Semester</b>	7 <sup>th</sup>											
4.	<b>Code</b>	SOCW-704											
5.	<b>Rating</b>	03 Credit Hours											
6.	<b>Introduction</b>	This course introduces basic concepts involved in conceptualization, education and practice of social policy, and prepare social work graduates to be able to engage with social welfare policy formulation and implementation process as part of their job as social workers both in public and private sector.											
7.	<b>Objectives</b>	1        This course aims to take students through the underlying philosophy and principles of social policy. 2        It aims to enable the students to fully understand the social policy making process and components of social policy. 3        It facilitates students to relate theory with practice by using case studies of Pakistan’s national social policies.											
8.	<b>Contents</b>	<table><tr><th>Week</th><th>Contents</th></tr><tr><td>Week 1</td><td><b>Some related concepts</b><ul style="list-style-type: none"><li>• social welfare,</li><li>• social work,</li><li>• social services,</li><li>• social administration,</li><li>• social legislation</li></ul></td></tr><tr><td>Week 2-3</td><td><b>Political Ideologies involved in social policy:</b><ul style="list-style-type: none"><li>• Conservatism,</li><li>• liberalism, socialism,</li><li>• social democracy</li></ul></td></tr><tr><td>Week 4-5-6</td><td><b>Social Policy</b> <b>What is Social Policy?</b><ul style="list-style-type: none"><li>• Definition</li><li>• Assumptions in defining Social Policy</li><li>• Social policy in country’s social and economic conditions</li><li>• Link with other state policies</li></ul><b>Origin and evolution of modern Social Policy</b><ul style="list-style-type: none"><li>• British tradition (in more detail considering Pak’s colonial heritage, but also some introduction to the Scandinavian and the American tradition) - from the Poor Laws (1601) to Beveridge Report (1942).</li><li>• Social Policy in Pakistan: Islam as ideological base of policymaking, Islamic influence on Pakistan’s social Policy (Zakat, Ushr, Bait ul Mal), the UN led conception and establishment of social welfare in Pakistan.</li></ul></td></tr><tr><td>Week 7-8</td><td><b>Social Policy and Welfare State</b><ul style="list-style-type: none"><li>• Welfare state</li></ul></td></tr></table>		Week	Contents	Week 1	<b>Some related concepts</b> <ul style="list-style-type: none"><li>• social welfare,</li><li>• social work,</li><li>• social services,</li><li>• social administration,</li><li>• social legislation</li></ul>	Week 2-3	<b>Political Ideologies involved in social policy:</b> <ul style="list-style-type: none"><li>• Conservatism,</li><li>• liberalism, socialism,</li><li>• social democracy</li></ul>	Week 4-5-6	<b>Social Policy</b> <b>What is Social Policy?</b> <ul style="list-style-type: none"><li>• Definition</li><li>• Assumptions in defining Social Policy</li><li>• Social policy in country’s social and economic conditions</li><li>• Link with other state policies</li></ul> <b>Origin and evolution of modern Social Policy</b> <ul style="list-style-type: none"><li>• British tradition (in more detail considering Pak’s colonial heritage, but also some introduction to the Scandinavian and the American tradition) - from the Poor Laws (1601) to Beveridge Report (1942).</li><li>• Social Policy in Pakistan: Islam as ideological base of policymaking, Islamic influence on Pakistan’s social Policy (Zakat, Ushr, Bait ul Mal), the UN led conception and establishment of social welfare in Pakistan.</li></ul>	Week 7-8	<b>Social Policy and Welfare State</b> <ul style="list-style-type: none"><li>• Welfare state</li></ul>
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Week 7-8	<b>Social Policy and Welfare State</b> <ul style="list-style-type: none"><li>• Welfare state</li></ul>												

			<ul style="list-style-type: none"> <li>Models of welfare state: liberal, social democratic, corporatist regimes</li> <li>Who is welfare for? Residual welfare, solidarity/mutual responsibility, institutional welfare, industrial achievement/performance</li> <li>Arguments for and against welfare</li> </ul>
		Week 9	<b>Mid-Term Exam</b>
		Week 10-11-12	<b>Contents/components of Social Policy</b> <ul style="list-style-type: none"> <li>Social security</li> <li>Personal social services</li> <li>Health</li> <li>Education</li> <li>Housing</li> <li>Employment</li> </ul> *depending upon country context and regime type
		Week 13-14	<b>Policy formulation</b> <ul style="list-style-type: none"> <li>Policy stages, policy cycle, policy process (with special reference to the issues involving Social Policy making)</li> <li>Policy actors: Politicians, bureaucrats, pressure groups, voices of the people- policy recipients</li> </ul> *Policy formulation explained with the case of child protection policy formulation in Pakistan or any social policy that the course instructor finds suitable.
		Week 15-16-17	Pakistan's four social policies (1955, 1988, 1992, 1994). Students presentations
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	Students shall be able to understand the underlying philosophy of social policy, to identify components of social policy and to engage with policy making process. It is expected that students shall be able to appreciate the relationship between social policy, social welfare and welfare state in its historical and contemporary context.	
10.	<b>Recommended Books / Reference</b>	Abramovitz, M. (2017). <i>Regulating the lives of women: Social welfare policy from colonial times to the present</i> . London: Routledge. Adams, R. (2002). <i>Social policy for social workers</i> . New York: Palgrave Béland, D. (2005). Ideas and social policy: An institutionalist perspective. <i>Social Policy &amp; Administration</i> , 39(1), 1-18. Béland, D. (2007). Neo-liberalism and social policy: The politics of ownership. <i>Policy Studies</i> , 28(2), 91-107. Bonoli, G., George, V., & Taylor-Gooby, P. (2000). <i>European welfare futures</i> . New York: Polity Press. Drake, R. F. (2001). <i>The Principles of Social Policy</i> . New York: Palgrave. Falkner, G. (2003). <i>EU Social Policy in the 1990s: Towards a corporatist policy community</i> . Routledge.	

	<p>Freedman, R., &amp; Takeshita, J. Y. (2015). <i>Family planning in Taiwan: An experiment in social change</i> (Vol. 2186). New Jersey: Princeton University Press.</p> <p>Giddens, A. (2013). <i>The third way: The renewal of social democracy</i>. John Wiley &amp; Sons.</p> <p>George, V., &amp; Wilding, P. (2013). <i>Ideology and social welfare</i>. Routledge.</p> <p>Glennerster, H. (2000). <i>British Social Policy since 1945</i>. London: Blackwell.</p> <p>Hammond, K. R. (2000). <i>Human judgment and social policy: Irreducible uncertainty, inevitable error, unavoidable injustice</i>. Oxford University Press on Demand. Jersey: John Wiley &amp; Sons.</p> <p>Holliday, I. (2000). Productivist welfare capitalism: Social policy in East Asia. <i>Political studies</i>, 48(4), 706-723.</p> <p>Horowitz, D. L. (2010). <i>Courts and social policy</i>. USA: Brookings Institution Press.</p> <p>Huber, E., &amp; Stephens, J. D. (2012). <i>Democracy and the left: social policy and inequality in Latin America</i>. Chicago: University of Chicago Press.</p> <p>Lister, R. (2010). <i>Understanding theories and concepts in social policy</i>. Bristol: Policy Press.</p> <p>Kemshall, H. (2001). <i>Risk, social policy and welfare</i>. McGraw-Hill Education (UK).</p> <p>Kleinman, M. (2002). <i>A European welfare state: European Union social policy in context</i> (Vol. 58). Basingstoke: Palgrave.</p> <p>Murray, C. (2008). <i>Losing ground: American social policy, 1950-1980</i>. New York: Basic books.</p> <p>O'Connor, A. (2009). <i>Poverty knowledge: Social science, social policy, and the poor in twentieth-century US history</i> (Vol. 59). New Jersey: Princeton University Press.</p> <p>Pascall, G. (2002). <i>Social policy: A new feminist analysis</i>. London: Routledge.</p> <p>Patti, R. J. (Ed.). (2000). <i>The handbook of social welfare management</i>. London: Sage.</p> <p>Pautz, H. (2012). <i>Think-tanks, social democracy and social policy</i>. New York: Springer.</p> <p>Porter, A. (2012). Neo-conservatism, neo-liberalism and Canadian social policy: Challenges for feminism. <i>Canadian Woman Studies</i>, 29(3).</p> <p>Szikra, D. (2014). Democracy and welfare in hard times: The social policy of the Orbán Government in Hungary between 2010 and 2014. <i>Journal of European Social Policy</i>, 24(5), 486-500.</p>
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		Wilkins, L. T. (2013). <i>Social deviance: Social policy, action and research</i> . London: Routledge.
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**Assessment Criteria**

<b>Requirements</b>	<b>Weightage%</b>
Assignments/Quizzes/Group Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-705

1.	<b>Program</b>	BS Social Work											
2.	<b>Title</b>	Child Welfare & Protection											
3.	<b>Semester</b>	7 <sup>th</sup>											
4.	<b>Code</b>	SOCW-705											
5.	<b>Rating</b>	03 Credit Hours											
6.	<b>Introduction</b>	The course aims at providing students with knowledge of basic concepts and contemporary issues in the area of child protection and its relation or practical implementation to their field of practice.											
7.	<b>Objectives</b>	<ol style="list-style-type: none"><li>1. To acquaint students with basic concept of child rights, welfare and protection.</li><li>2. To evaluate the students with CRC structure of child welfare services and child protection initiatives in the country.</li><li>3. To build understanding of students on current issues related to child protection and welfare.</li><li>4. To enable students to understand their role in the field of child protection.</li></ol>											
8.	<b>Contents</b>	<table><tr><td><b>Week</b></td><td><b>Contents</b></td></tr><tr><td>Week 1-2</td><td><b>Definition of Child</b> Who is a child - various definitions of Child as per<ul style="list-style-type: none"><li>• Domestic Law</li><li>• International Treaties</li></ul></td></tr><tr><td>Week 3</td><td><b>Introduction to Child Welfare and Child Rights and Child Protection</b><ul style="list-style-type: none"><li>• Definition, Aims and Objectives of Child Welfare</li><li>• Historical Development of Child Welfare Services</li><li>• Child Welfare Services their Organization and Functioning</li><li>• Definition of Child Rights</li><li>• Nature, Objectives, Need and Importance of Child Rights</li><li>• UNCRC an overview of the Convention</li><li>• What is Child Protection</li><li>• The Nature of Child Protection</li></ul></td></tr><tr><td>Week 4-5-6</td><td><b>Child Protection</b><ul style="list-style-type: none"><li>• A Child’s Right to Protection</li><li>• Historical Background of Child Rights Movement and right of Protection</li><li>• Understanding Child Protection (Various facts and figures)</li><li>• Why we need Child Protection</li><li>• CRC Guiding Principles for Child Protection</li><li>• Threats to the Protection of Children</li><li>• Prevention and Building Child Protective Environment</li><li>• Islam and Child Protection</li></ul></td></tr><tr><td></td><td></td></tr></table>		<b>Week</b>	<b>Contents</b>	Week 1-2	<b>Definition of Child</b> Who is a child - various definitions of Child as per <ul style="list-style-type: none"><li>• Domestic Law</li><li>• International Treaties</li></ul>	Week 3	<b>Introduction to Child Welfare and Child Rights and Child Protection</b> <ul style="list-style-type: none"><li>• Definition, Aims and Objectives of Child Welfare</li><li>• Historical Development of Child Welfare Services</li><li>• Child Welfare Services their Organization and Functioning</li><li>• Definition of Child Rights</li><li>• Nature, Objectives, Need and Importance of Child Rights</li><li>• UNCRC an overview of the Convention</li><li>• What is Child Protection</li><li>• The Nature of Child Protection</li></ul>	Week 4-5-6	<b>Child Protection</b> <ul style="list-style-type: none"><li>• A Child’s Right to Protection</li><li>• Historical Background of Child Rights Movement and right of Protection</li><li>• Understanding Child Protection (Various facts and figures)</li><li>• Why we need Child Protection</li><li>• CRC Guiding Principles for Child Protection</li><li>• Threats to the Protection of Children</li><li>• Prevention and Building Child Protective Environment</li><li>• Islam and Child Protection</li></ul>		
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		Week 7-8	<b>Laws Policies and Initiatives related to Child's Protection</b> <ul style="list-style-type: none"> <li>• Different significant legislations regarding children</li> <li>• Customary laws and Practices</li> <li>• Child Welfare Policy</li> <li>• National Plan of Action</li> <li>• UNICEF</li> <li>• NCCWD</li> <li>• Child Protection Bureau</li> </ul>
		Week 9	<b>Mid-Term Exam</b>
		Week 10-11-12	<b>Current Issues</b> <ul style="list-style-type: none"> <li>• Health Issues</li> <li>• Educational Issues</li> <li>• Economic Issues (Poverty, Labor)</li> <li>• Violence Against Children</li> <li>• Abuse of Children</li> <li>• Child Trafficking</li> <li>• Drugs Abuse among children</li> </ul>
		Week 13-14	<b>Approaches towards child Issues</b> <ul style="list-style-type: none"> <li>i. Different Approaches Towards Child Issues</li> <li>• Welfare Approach</li> <li>• Right Based Approach</li> <li>• Development Approach</li> </ul>
		Week 15	<b>Roles and Responsibility</b> <ul style="list-style-type: none"> <li>• Roles and responsibility of Different Stake holders in Child Protection</li> <li>• Family</li> <li>• Community</li> <li>• State</li> </ul>
		Week 16-17	<ul style="list-style-type: none"> <li>• Role of GOs,</li> <li>• NGOs,</li> <li>• INGOs and other International Organizations in Promotion and Protection of Children</li> </ul>
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	The course will help students build understanding of the phenomenon of Child Welfare & Protection & current issues related to child protection and welfare. The students will finally be able to understand their role in the field of child protection.	
10.	<b>Recommended Books / Reference</b>	<p>Albert, V. (2017). <i>From child abuse to permanency planning: Child welfare services pathways and placements</i>. London: Routledge.</p> <p>Barbra, F. (2004). <i>Contemporary child care policy and practice</i>. New York: Palgrave.</p> <p>Cleaver, H., Cowson, P., Gorin, S &amp; Walker, S. (2009). <i>Safeguarding children: a shared responsibility</i>. London: Wiley- Blackwell.</p> <p>Doyle, C. (2006). <i>Working with abused children</i>. Third edition. New York: Palgrave</p>	

	<p>Macmillan.</p> <p>Ferguson, H. (2004). <i>Protecting children in time: Child abuse, child protection and consequences in modernity</i>. New York: Palgrave Macmillan.</p> <p>Gilbert, N., Parton, N., &amp; Skivenes, M. (Eds.). (2011). <i>Child protection systems: International trends and orientations</i>. USA: OUP.</p> <p>Hayden, C. (2007). <i>Children in trouble: the role of families, school and communities</i>. New York: Palgrave Macmillan.</p> <p>Hendrick, H. (2003). <i>Child Welfare: England 1872-1989</i>. London: Routledge.</p> <p>Hendrick, H. (2003). <i>Child welfare: Historical dimensions, contemporary debate</i>. New Jersey: Policy Press.</p> <p>Lonne, B., Parton, N., Thomson, J., &amp; Harries, M. (2008). <i>Reforming child protection</i>. London: Routledge.</p> <p>Munro, E. (2008). <i>Effective child protection</i>. London: Sage.</p> <p>Munro, E. (2011). <i>The Munro review of child protection: final report, a child-centred system</i> (Vol. 8062). London: The Stationery Office.</p> <p>Myers, J. E. (2008). A short history of child protection in America. <i>Family Law Quarterly</i>, 42(3), 449-463.</p> <p>Sayer, T. (2008). <i>Critical practice in working with children</i>. New York: Palgrave Macmillan.</p> <p>Skehill, C. (2004). <i>History of the present of child protection and welfare social work in Ireland</i> (No. 12). Lampeter: Edwin Mellen Press.</p> <p>Whittaker, J. K. (2017). <i>The child welfare challenge: Policy, practice, and research</i>. London: Routledge.</p>
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-706

1.	<b>Program</b>	BS Social Work
2.	<b>Title</b>	Social Work Field Practicum-II
3.	<b>Semester</b>	7 <sup>th</sup>
4.	<b>Code</b>	SOCW-706
5.	<b>Rating</b>	04 Credit Hours

**Mentioned in Social Work Field Practicum-I of Semester-VI**

# SEMESTER - VIII

## SOCW-801

1.	<b>Program</b>	BS Social Work																							
2.	<b>Title</b>	Human Rights																							
3.	<b>Semester</b>	8 <sup>th</sup>																							
4.	<b>Code</b>	SOCW-801																							
5.	<b>Rating</b>	03 Credit Hours																							
6.	<b>Introduction</b>	The course is designed to provide foundation about human rights. It also includes the introduction of international and regional conventions and instruments that function as guidelines to develop policies and plans regarding human rights. The main objectives of the course are to provide information on international human rights sources, systems, standards, issues and human rights organizations.																							
7.	<b>Objectives</b>	It aims to study the Human Rights for effective Social Work Practice and sensitize the graduates to their particular role in protecting human rights and their own potential for affecting human rights in their daily work and to enable them to serve in society and state true human rights activist / sensitized and educated personnel.																							
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			<ul style="list-style-type: none"> <li>• Human and NGOs, HRCP</li> </ul>
		Week 18	<b>Human Rights, Theory and Practice</b> <ul style="list-style-type: none"> <li>• Human Rights in current era</li> <li>• State of Human Rights in third world countries.</li> <li>• Abuse/violation of Human Rights.</li> </ul>
9.	<b>Outcome</b>		
10.	<b>Recommended Books / Reference</b>	<p>Agarwal, A. (2004). <i>Human Rights for Survival of Civilization</i>. New Dehli: Kalinga Publishers.</p> <p>Alston, P., &amp; Robinson, M. (2005). Human Rights and development. <i>Envisioning the united nations in the, 21</i>.</p> <p>Annan, K. A. (2005). <i>In larger freedom: towards development, security and human rights for all: report of the Secretary-General</i>. New York: United Nations Publications.</p> <p>Ansari, M. R. (2006). <i>Protecting Human Rights</i>. New Dehli: Maxford Books.</p> <p>Baehr, Peter. R. (2001). <i>Human Rights Universality in Practice</i>. Wiltshire: Chippenham.</p> <p>Baehr, Peter. R. (2009). <i>Non-Governmental Human Rights Organizations in international relations</i>. London: Palgrave.</p> <p>De Schutter, O. (2010). Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development. <i>Report submitted by the Special Rapporteur on the right to Food. UN General Assembly</i>.</p> <p>Derek, McGhee. (2010). <i>Security Citizenship and Human Rights</i>. London: Macmillan.</p> <p>Digumarti, Bhaskara. Rao. (2001). <i>International Instrument of Human Rights</i>. New Dehli: Sage Publication.</p> <p>Mehartaj, Begum. (2000). <i>Human Rights in India: Issues and Perspectives</i>. New Dehli: A.P.H Publishing Co-orporation.</p> <p>Mohanty, Jaga. Nath. (2003). <i>Human Rights Education</i>. New Delhi: Deep &amp; Deep Publications.</p> <p>Patman, Robert. G. (2000). <i>Universal Human Rights</i>. New York: St Martins Press.</p> <p>Reichert, E. (Ed.). (2007). <i>Challenges in human rights: A social work perspective</i>. Columbia University Press.</p> <p>Sengupta, A. (2005). <i>Reflection on the Right to Development</i>. New Delhi: Sage Publication.</p>	

#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-802

1.	<b>Program</b>	BS Social Work															
2.	<b>Title</b>	NGO Management															
3.	<b>Semester</b>	8 <sup>th</sup>															
4.	<b>Code</b>	SOCW-802															
5.	<b>Rating</b>	03 Credit Hours															
6.	<b>Introduction</b>	The last 30 years have witnessed an extraordinary growth in non-governmental organizations (NGOs) in almost all parts of the globe, and in all spheres of human activity. NGOs have become a highly visible component of civil society and are now significant players in the fields of human rights, the environment and social development at local, national and international levels. Despite some deep historical roots, the emergence of NGOs as formalized, structured institutions has been relatively recent. Although they share some characteristics with state and private sector organizations, NGOs are in a category of their own; they have particular organizational features, maintain relationships with a broad range of different actors, and face a number of special challenges. NGO management has therefore evolved as a distinctive practice and field of study that differs in content and perspective from business management and public sector administration.															
7.	<b>Objectives</b>	<div><div>1.</div><div>This course is designed to familiarize students with the nature, functions, formation and registration process of NGOs in Pakistan.</div></div> <div><div>2.</div><div>It will help students in their understanding of the basic concepts such as volunteerism, charity, aid, welfare and development. This course will assist students in developing their communication skills and will equip them with the financial management and resource mobilization of an NGO.</div></div>															
8.	<b>Contents</b>	<table><tr><th>Week</th><th>Contents</th></tr><tr><td>Week 1-2</td><td><b>Context, histories &amp; relevant concepts of NGO</b><ul style="list-style-type: none"><li>• Organization</li><li>• Community Organization</li><li>• Community Based Organization</li><li>• Non-Governmental Organization</li><li>• Civil Society Organization</li></ul></td></tr><tr><td>Week 3</td><td><ul style="list-style-type: none"><li>• Classification/types of NGOs</li></ul></td></tr><tr><td>Week 4-5-</td><td><ul style="list-style-type: none"><li>• Functions of NGOs</li><li>• Distinctive organizational characteristics of NGOs.</li></ul></td></tr><tr><td>Week 6-7-8</td><td><ul style="list-style-type: none"><li>• The role of NGOs in socioeconomic development</li><li>• The role of NGOs in disaster management</li></ul></td></tr><tr><td>Week 9</td><td><b>Mid-Term Exam</b></td></tr><tr><td>Week 10-11</td><td><b>LEGAL STATUS OF NGOS-REGISTRATION OF NGOS</b><ul style="list-style-type: none"><li>• Voluntary Social Welfare Agencies (Registration &amp; control) Ordinance 1961</li><li>• Societies Act 1860</li><li>• Trust Act</li><li>• Companies Act</li><li>• Cooperative Societies Registration Act</li></ul></td></tr></table>		Week	Contents	Week 1-2	<b>Context, histories &amp; relevant concepts of NGO</b> <ul style="list-style-type: none"><li>• Organization</li><li>• Community Organization</li><li>• Community Based Organization</li><li>• Non-Governmental Organization</li><li>• Civil Society Organization</li></ul>	Week 3	<ul style="list-style-type: none"><li>• Classification/types of NGOs</li></ul>	Week 4-5-	<ul style="list-style-type: none"><li>• Functions of NGOs</li><li>• Distinctive organizational characteristics of NGOs.</li></ul>	Week 6-7-8	<ul style="list-style-type: none"><li>• The role of NGOs in socioeconomic development</li><li>• The role of NGOs in disaster management</li></ul>	Week 9	<b>Mid-Term Exam</b>	Week 10-11	<b>LEGAL STATUS OF NGOS-REGISTRATION OF NGOS</b> <ul style="list-style-type: none"><li>• Voluntary Social Welfare Agencies (Registration &amp; control) Ordinance 1961</li><li>• Societies Act 1860</li><li>• Trust Act</li><li>• Companies Act</li><li>• Cooperative Societies Registration Act</li></ul>
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		Week 12-13	<b>DEFINITION &amp; CONCEPT OF MANAGEMENT</b> ROLE of NGO management <b>NGO MANAGEMENT-GOOD PRACTICES</b> <ul style="list-style-type: none"> <li>• Financial Policy of NGO</li> <li>• Fixed Assets Policy for NGOs</li> <li>• Procurement Policy for NGOs</li> <li>• Communication Policy for NGO</li> <li>• Computer Policy for NGO</li> <li>• Human Resource Policy for NGOs</li> <li>• Conflict Management Policy in NGOs</li> <li>• Settling Grievance Policy in NGOs</li> <li>• Performance Evaluation System Policy for NGOs</li> <li>• Policy for Annual Performance Evaluation at NGOs</li> </ul>
		Week 14-15-16	<b>TEAM BUILDING AND GROUP LEADERSHIP</b> <ul style="list-style-type: none"> <li>• Styles of Leadership</li> <li>• Role of Leadership in NGO Management</li> <li>• Characteristics of good Leadership</li> </ul> <b>ORGANIZATIONAL GOVERNANCE</b> <ul style="list-style-type: none"> <li>• organizational structure,</li> <li>• leadership and setting up a board of directors</li> </ul> <b>PROJECT MANAGEMENT IN NGO SECTOR</b> <ul style="list-style-type: none"> <li>• Introduction to Projects, project development, implementation and Project Management</li> <li>• Role of the Project Manager</li> <li>• Defining Project Objectives and Strategies</li> <li>• Overview of Planning and Estimating</li> <li>• Preparing a Detailed Project Plan</li> <li>• Identifying and Supporting Team Members</li> <li>• Monitoring the Project</li> <li>• Communication and Documentation, Relations with Stakeholders</li> <li>• Project Evaluation and Concluding a Project</li> </ul>
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	Students shall be able to develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention and gain knowledge about group formation and the use of a variety of group approaches.  Students are also expected to have a clear understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups and able to identify the various situations and settings where the method could be used in the context of social realities of the country	
10.	<b>Recommended Books / Reference</b>	Anheier, H. (2004). <i>Civil Society: Measurement and Evaluation Policy</i> . London: Routledge.	

	<p>Banks, N. &amp; Hulme, D. (2012). <i>The Role of NGOs and Civil Society in Development and Poverty Reduction</i>. Manchester: Brooks World Poverty Institute (BWPI).</p> <p>Banks, N., Hulme, D. &amp; Edwards, M. (2015). NGOs, states, and donors revisited: still too close for comfort. <i>World Development</i>, 66, 707–718.</p> <p>Bebbington, A., Hickey, S. &amp; Mitlin, D. (2008). <i>Introduction</i>. In: <i>Can NGOs Make a Difference: The Challenge of Development Alternatives</i>. London: Zed Books.</p> <p>Chandoke, N. (2007). Civil society. <i>Development in Practice</i>. 17 (4–5), 607–614.</p> <p>Esquivel, V. (2016). Power and the Sustainable Development Goals: A feminist analysis. <i>Gender and Development</i>, 24 (1), 9–23.</p> <p>Lewis, D. (2007). <i>Management of non-governmental development organizations: An introduction</i>. London: Routledge.</p> <p>Mertens, K. (2002) Mission impossible: Defining nongovernmental organizations. <i>Voluntas: International Journal of Voluntary and Nonprofit Organizations</i>, 13 (3), 271–285.</p> <p>Reimann, K. (2006). A View from the top: International politics, norms and the worldwide growth of NGOs. <i>International Studies Quarterly</i>, 50 (1), 45–67.</p>
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#### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Group Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100



# SOCW-803

1.	<b>Program</b>	BS Social Work										
2.	<b>Title</b>	Gender and Development										
3.	<b>Semester</b>	8 <sup>th</sup>										
4.	<b>Code</b>	SOCW-803										
5.	<b>Rating</b>	03 Credit Hours										
6.	<b>Introduction</b>	The purpose of the course is to equip the students with theoretical and conceptual approaches to the gender issues in the context of development. These issues are placed in the context of the emergence of the women in development/gender and development field. It also provides an overview of social theories of development and introduces the students to key concepts in the analysis of social relations between women and men in different social, cultural, economic and political context to explore gendered dimensions of different development sectors. These might include rural livelihoods and the rural environment, reproductive health and rights; urban employment and the informal sector etc. the national and international legal provisions for women rights as well.										
7.	<b>Objectives</b>	<ol style="list-style-type: none"><li>1. To introduce the students to key concepts in the analysis of social relations in different social, cultural, economic and political context to explore gendered dimensions of different development sectors.</li><li>2. To display sophisticated knowledge of theoretical issues entailed in the concepts of sex, gender, power, empowerment and social relations of gender.</li><li>3. To equip the students with conceptual skills needed to understand gender issues in the context of social development.</li><li>4. To examine the nature of gender inequality, the household as a construct and reviewing concepts of power and empowerment.</li><li>5. To examine the nature of gender inequality in the context of the emergence of the WID\GAD field.</li></ol>										
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		<ul style="list-style-type: none"> <li>• Importance of GAD in Social Welfare</li> <li>• Professional Social Worker in GAD</li> </ul>
	Week 9	<b>Mid-Term Exam</b>
	Week 10-11	<b>GENDER ANALYSIS:</b> <ul style="list-style-type: none"> <li>• Definitions and interpretations</li> <li>• Evolution of main approaches to Gender Analysis,</li> <li>• Key elements of Gender Analysis,</li> <li>• Steps of Gender Analysis,</li> <li>• Competencies required to undertake Gender Analysis,</li> <li>• Linking Gender Analysis with Policy and Programs,</li> <li>• Gender Analysis Frameworks,</li> <li>• Concepts of Gender Analysis</li> </ul>
	Week 12-13	<b>GENDER MAINSTREAMING:</b> <ul style="list-style-type: none"> <li>• Explanation of the Concept with reference to definitions given by United Nations, UNDP, Beijing 95, etc.</li> <li>• Importance of Gender Mainstreaming in Policies, Programs and Projects</li> <li>• Strategies for Gender Mainstreaming</li> <li>• Process of Gender Mainstreaming in an Organization</li> <li>• Strategies for Successful Implementation of Gender Mainstreaming in the organization.</li> </ul>
	Week 14-15	<b>Legislation related to Gender Development in Pakistan</b> Legal Protection (CEDAW, UDHR, International Covenants of Human Rights: <ul style="list-style-type: none"> <li>• ICESR, International Bill of Human Rights)</li> <li>• Islamic Concept of Non-discrimination against Women</li> </ul>
	Week 16-17	<b>GENDER STUDIES IN PAKISTAN:</b> <ul style="list-style-type: none"> <li>• Analysis of Gender Gaps in Different Fields</li> <li>• Suggestions for Gender Balanced Society</li> </ul>
	Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	To equip the students with the analytical and conceptual skills needed to understand gender issues in the context of social development.
10.	<b>Recommended Books / Reference</b>	AM. G. M. (2002). <i>Theorizing Feminist Policy</i> . Oxford: Oxford University Press.  Azra A. A. (2000). <i>The Emergence of feminism Among Indian Muslim Women 1920-1947</i> . Oxford: Oxford University Press.  Beatrice, K. (2002). <i>Modern Theories of Feminism</i> . London: Sage Publication.  Bela, A. (2002). <i>Women's Liberation and modern World</i> . New Delhi: Omsous Publication.  Chant, S. H., & Gutmann, M. C. (2000). <i>Mainstreaming men into gender and development: Debates, reflections, and experiences</i> . Boston: Oxfam.  Christina Haghes (2002). <i>Key concepts in Feminist theory and Research</i> . London:

	<p>Sage Publications.</p> <p>Jane, P. (2005). <i>50 key concepts in Gender Studies</i>. . London: Sage Publication</p> <p>Janet, H..M. (2004). <i>Gender and Development</i>. London: Rutledge.</p> <p>K. Sultane (2004). <i>Woman and Man</i>. Lahore: Church World Service.</p> <p>Kamla, B. (2000). <i>Understanding Gender</i>. Okhla: New Delhi</p> <p>Kimmel, M. S. (2002). <i>Masculinities matter: Men, gender and development</i>. London: Zed Books.</p> <p>Masika, R. (Ed.). (2002). <i>Gender, development, and climate change</i>. Boston: Oxfam.</p> <p>Michael S. K.(2005). <i>Handbook of students on Men and masculinities</i>. London: Sage Publication.</p> <p>Moghadam, V., Mohanty, C. T., White, S., Wolf, D. L., Shankaran, D., Beneria, L., &amp; Herzfeld, B. (2011). <i>The women, gender and development reader</i>. London: Zed Books Ltd.</p> <p>Molyneux, M., &amp; Razavi, S. (Eds.). (2002). <i>Gender justice, development, and rights</i>. Oxford: Oxford University Press.</p> <p>Momsen, J. (2009). <i>Gender and development</i>. London: Routledge.</p> <p>Moser C. O. (2012). <i>Gender planning and development: Theory, practice and training</i>. London: Routledge.</p> <p>Mosse, D. (2005). <i>Cultivating development: An Ethnography of aid policy and practice</i>. New Delhi. Vistaar Publication.</p> <p>Mumtaz, Z., Salway, S., Waseem, M., &amp; Umer, N. (2003). Gender-based barriers to primary health care provision in Pakistan: the experience of female providers. <i>Health policy and planning</i>, 18(3), 261-269.</p> <p>Nussbaum, M. (2000). USA: Cambridge University Press.</p> <p>Pam, K. (2002). <i>Gender</i>. New York: McGraw Hill.</p> <p>Parpart, J. L., Rai, S. M., &amp; Staudt, K. A. (Eds.). (2003). <i>Rethinking empowerment: Gender and development in a global/local world</i>. London: Routledge.</p> <p>Qureshi, S. (2004). Pakistan: Education and gender policy girl's education: A lifeline to development. <i>Center for Policy Studies, Central European University</i>. <a href="http://snap.archivum.ws/dspace/bitstream/10039/11590/1/qureshi.pdf">http://snap.archivum.ws/dspace/bitstream/10039/11590/1/qureshi.pdf</a> (accessed October 27, 2009).</p>
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		Young, Z. P. (2016). Gender and development. In <i>Handbook on Gender in World Politics</i> . Massachusetts: Edward Elgar Publishing.
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### Assessment Criteria

Requirements	Weightage%
Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
Final Term Exam	40
Total	100

# SOCW-804

1.	<b>Program</b>	BS Social Work												
2.	<b>Title</b>	Medical & Psychiatric Social Work												
3.	<b>Semester</b>	8 <sup>th</sup>												
4.	<b>Code</b>	SOCW-804												
5.	<b>Rating</b>	03 Credit Hours												
6.	<b>Introduction</b>	This course aims to help students in understanding and practicing social work in the health settings. Hospitals and health care settings are the primary employers of social workers. Thus, students need a basic training on how to effectively help, individuals, groups, families and communities affected by various illnesses directly or indirectly. The role of the social worker on the health care team in various settings and on different levels of the health care continuum will be also examined during the course.												
97	<b>Objectives</b>	<b>Student will be able to:</b> <div><div>1. Understand the history and scope of social work practice in medical &amp; psychiatric settings;</div><div>2. Assess the context in which social work practice in health settings occurs;</div><div>3. Assess the role of the social worker in health care team;</div><div>4. Demonstrate basic assessment skills of the client system(s) that incorporate the biological, psychosocial, and environmental determinants of health in social work practice;</div><div>5. Implement effective interventions that are based on an assessment of the needs, strengths and goals of the client</div><div>6. Advocate for social work practices in health care that promote social justice.</div></div>												
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		Week 9	<b>Mid-Term Exam</b>
		Week 10-11-12	<b>ORGANIZATION AND ADMINISTRATION OF MEDICAL SETTING:</b> <ul style="list-style-type: none"> <li>• Characteristics of a medical setting in which various professionals work. (Team Work).</li> <li>• The role of Social Worker as a member of the team.</li> </ul>
		Week 13-14	<b>BIO-SOCIAL FACTORS OF DISEASES:</b> <ul style="list-style-type: none"> <li>• Study of common prevalent diseases such as Tuberculosis Malaria, Leprosy, Typhoid, Cholera, Smallpox, cancer, Polio &amp; Rheumatic diseases Asthma, Heart Diseases.</li> <li>• Psychology of a patient. The Concept of a patient as a Person.</li> <li>• Social and Emotional components in illness with special reference to above mentioned diseases.</li> </ul>
		Week 15	<b>MENTAL HEALTH:</b> <ul style="list-style-type: none"> <li>• The concept of Metal Health and Disordered of the Mind.</li> <li>• The organic &amp; functional Disorders of the Mind.</li> <li>• The remedial and preventive aspect of the Mental Hygiene Programme.</li> <li>• The educational element and implication of the Mental Hygiene programme.</li> <li>• Social implications of Mental illness.</li> <li>• Social Work Practice in Mental Illness</li> <li>• Principles &amp; Practice of Psychiatric Social Work.</li> <li>• Mental Health Ordinance 2001</li> </ul>
		Week 16-17	<b>REHABILITATION PROGRAM:</b> <b>Definition Scope &amp; Method of rehabilitation of :-</b> <ul style="list-style-type: none"> <li>• Physically Handicapped.</li> <li>• Mentally Handicapped.</li> <li>• General Patients</li> </ul> <b>Case Work and Group Work with patients and with their families.</b> <ul style="list-style-type: none"> <li>• Referral Work.</li> <li>• Follow up of the cases</li> <li>• Study of few active cases.</li> </ul> <b>PUBLIC HEALTH STUDY PROGRAMME:</b> <ul style="list-style-type: none"> <li>• Public Health Service in Pakistan.</li> <li>• Health Problems in Pakistan.</li> <li>• Role of Medical Social Worker in eliminating these problems by using community Organization technique and skill.</li> </ul>
		Week 18	<b>Final Term Exam</b>
9.	<b>Recommended Books / Reference</b>	Afridi, M. I. (2008). Mental health: priorities in Pakistan. JPMA. <i>The Journal of the Pakistan Medical Association</i> , 58(5), 225.  Austrian, S. G. (2000). <i>Mental disorder, medications and clinical social work</i> . New York: Columbia University.	

		<p>Brown, G. W., &amp; Harris, T. (2012). <i>Social origins of depression: A study of psychiatric disorder in women</i>. London: Routledge.</p> <p>Glendinning, C. (2015). <i>A single door: social work with the families of disabled children</i>. London: Routledge.</p> <p>Holmqvist, M. (2009). <i>The disabling state of an active society</i>. England: Ashgate.</p> <p>Horowitz, A., Reinhardt, J. P., Boerner, K., &amp; Travis, L. A. (2003). The influence of health, social support quality and rehabilitation on depression among disabled elders. <i>Aging &amp; mental health</i>, 7(5), 342-350.</p> <p>Jalal, S., &amp; Younis, M. Z. (2014). Aging and elderly in Pakistan. <i>Ageing International</i>, 39(1), 4-12.</p> <p>Jones, R. N. (2011). <i>Theory and practice of counselling and therapy</i>. Los Angeles: Sage.</p> <p>Kerson, T. S. (2010). <i>Social work in health settings</i>. London: Routledge.</p> <p>Lorenzi, C. M., Cilione, C., Rizzardi, R., Furino, V., Bellantone, T., Lugli, D., &amp; Clini, E. (2004). Occupational therapy and pulmonary rehabilitation of disabled COPD patients. <i>Respiration</i>, 71(3), 246-251.</p> <p>Lipset, S. (2017). <i>Social organization of medical work</i>. London: Routledge.</p> <p>Oliver, M., &amp; Barnes, C. (2010). Disability studies, disabled people and the struggle for inclusion. <i>British Journal of Sociology of Education</i>, 31(5), 547-560.</p> <p>Rehmatullah, S. (2002). <i>Social welfare in Pakistan</i>. Karachi: Oxford University Press</p> <p>Roulstone, A., &amp; Barnes, C. (Eds.). (2005). <i>Working futures: Disabled people, policy and social inclusion</i>. Bristol: Policy Press.</p> <p>Strauss, A. L. (2017). <i>Psychiatric ideologies and institutions</i>. London: Routledge.</p> <p>Timms, N. (2018). <i>Psychiatric social work in Great Britain: 1939-1962</i>. London: Routledge.</p> <p>Turp, M. (2001). <i>Psychosomatic health: the body and word</i>. Houndmills: Palgrave.</p>
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Assignments/Quizzes/Project/Case Study/Team Presentations	25
Mid-Term Exam	35
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Total	100

# SOCW-805

1.	<b>Program</b>	BS Social Work																					
2.	<b>Title</b>	Rural Community Development																					
3.	<b>Semester</b>	8 <sup>th</sup>																					
4.	<b>Code</b>	SOCW-805																					
5.	<b>Rating</b>	03 Credit Hours																					
6.	<b>Introduction</b>	Despite increased urbanization in Pakistan, still rural population comprises 61.5 % of the total population. Deprived of basic necessities of life, people of rural areas are forced to live a very difficult life and aims at providing learning opportunities to the student’s about the issues and the practical solution to rural development problems. Rural Community Development encompasses a range of issues and this course, therefore, will be comprising topics including: meaning of development and rural community development, theories of development, strategies and programmes of Rural Community Development at international and national level appraisal of approaches adapted to effect rural development.																					
7.	<b>Objectives</b>	<ol style="list-style-type: none"><li><b>1. The Course aims to enable students to;</b></li><li>Demonstrate knowledge and understanding of concepts of development, community, and Rural Community Development</li><li>To understand the Rural &amp; Urban Dichotomy and Characteristics of Rural Communities, Rural Livelihood, Dynamics of Rural Society, Culture, Politics, Economy</li><li>To plan and execute the strategies and policies of RCD in Pakistan</li><li>To apply their knowledge and understanding, and problem-solving abilities, to independently identify rural development issues;</li></ol>																					
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			<ul style="list-style-type: none"> <li>• People related</li> <li>• Agricultural related problems</li> <li>• Infrastructure related problems</li> <li>• Economic problems</li> <li>• Social and Cultural problems</li> <li>• Leadership related problems</li> <li>• Administrative problems</li> </ul>
		Week 16-17	<ul style="list-style-type: none"> <li>• Rural Social Institution</li> <li>• Issues and Challenges in RCD?</li> <li>• Policies and Programs regarding Rural Community Development in Pakistan</li> <li>• Social Work in Rural Community</li> </ul>
		Week 18	<b>Final Term Exam</b>
9.	<b>Outcome</b>	<b>On completion of the course, students shall be able to:</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Demonstrate knowledge and understanding of concepts of development, community, and Rural Community Development;</li> <li>• Rural &amp; Urban Dichotomy and Characteristics of Rural Communities</li> <li>• Rural Livelihood;</li> <li>• Dynamics of Rural Society, Culture, Politics, Economy</li> <li>• Strategies and Policies of RCD in Pakistan</li> <li>• Role of Social Work in Rural Community Development</li> <li>• Skills and abilities</li> <li>• Apply their knowledge and understanding, and problem-solving abilities,</li> <li>• To independently identify rural development issues;</li> <li>• Demonstrate an ability to critically and systematically integrate knowledge, to Analyse and assess complex phenomena and issues in the fields of rural community Development and rural livelihoods;</li> <li>• Identify and analyse specific rural development needs; and</li> <li>• Demonstrate an ability to clearly present and discuss conclusions, and the arguments behind them, orally and in writing</li> </ul>	
10.	<b>Recommended Books / Reference</b>	<p>Ashley, C., &amp; Maxwell, S. (2001). Rethinking rural development. <i>Development policy review</i>, 19(4), 395-425.</p> <p>Chambers, R. (2014). <i>Rural development: Putting the last first</i>. London: Routledge.</p> <p>Cavaye, J. (2001). Rural Community Development: New Challenges and Enduring Dilemmas. <i>Journal of Regional Analysis &amp; Policy</i>, 31(1), 109-124.</p> <p>Ellis, F., &amp; Biggs, S. (2001). Evolving themes in rural development 1950s-2000s. <i>Development policy review</i>, 19(4), 437-448.</p> <p>Eversole, R., Barraket, J., &amp; Luke, B. (2013). Social enterprises in rural community development. <i>Community Development Journal</i>, 49(2), 245-261.</p> <p>Harande, Y. I. (2009). Information services for rural community development in Nigeria. <i>Library philosophy and practice</i>, 1.</p> <p>Herbert-Cheshire, L. (2000). Contemporary strategies for rural community</p>	

	<p>development in Australia: a governmentality perspective. <i>Journal of rural studies</i>, 16(2), 203-215.</p> <p>Kilpatrick, S. (2009). Multi-level rural community engagement in health. <i>Australian Journal of Rural Health</i>, 17(1), 39-44.</p> <p>Leeuwis, C. (2000). Reconceptualizing participation for sustainable rural development: towards a negotiation approach. <i>Development and change</i>, 31(5), 931-959.</p> <p>Marsden, T., Murdoch, J., Lowe, P., Munton, R. C., &amp; Flynn, A. (2005). <i>Constructing the countryside: An approach to rural development</i>. London: Routledge.</p> <p>Ray, C. (2000). The EU LEADER programme: rural development laboratory. <i>Sociologia ruralis</i>, 40(2), 163-171.</p> <p>Richards, G., &amp; Hall, D. (Eds.). (2003). <i>Tourism and sustainable community development</i> (Vol. 7). London: Psychology Press.</p> <p>Scales, T. L., Streeter, C. L., &amp; Cooper, H. S. (Eds.). (2013). <i>Rural social work: Building and sustaining community capacity</i>. John Wiley &amp; Sons.</p> <p>Van der Ploeg, J. D., Renting, H., Brunori, G., Knickel, K., Mannion, J., Marsden, T., ... &amp; Ventura, F. (2000). Rural development: from practices and policies towards theory. <i>Sociologia ruralis</i>, 40(4), 391-408.</p> <p>World Bank Group. (2014). <i>World development indicators 2014</i>. Washington: World Bank Publications.</p> <p>Zeuli, K., Freshwater, D., Markley, D., &amp; Barkley, D. (2004). Cooperatives in rural community development: A new framework for analysis. <i>Community Development</i>, 35(2), 17-35.</p>
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Final Term Exam	40
Total	100

# SOCW-806

1.	<b>Program</b>	BS Social Work
2.	<b>Title</b>	Research Practicum (Thesis)
3.	<b>Semester</b>	8 <sup>th</sup>
4.	<b>Code</b>	SOCW-806
5.	<b>Rating</b>	06 Credit Hours
6.	<b>Details</b>	As a part of professional training the students undertake thesis which fulfills partial academic requirements for the award of BS Degree in Social Work which is directed and guided learning experience practicing the methods and techniques of Social Research. The experience involves selection and definition of the problem for study, reviewing relevant literature, preparing research design, data collection, tabulation analysis and writing of research report.
7.	<b>Evaluation</b>	The Departmental Supervisor along with External Supervisor will be responsible to evaluate the overall performance of the students' research work. While assessing, students' attendance, discipline, conceptual clarity, quality of assignments and performance during viva voce examination, are considered.