

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 15.11.2021 approved the recommendations of the Academic Council made at its meeting dated 25.08.2021 regarding grant of permission to start BS Social Work Entrepreneurship (4 years) program alongwith its Syllabi at the Department of Social Work, with effect from Academic Session 2021

The Syllabus of BS Social Work Entrepreneurship is attached vide Annex – ‘A’

**Admin. Block,
Quaid-i-Azam Campus,
Lahore.
No. D/115/Acad.**

**Sd/-
Muhammad Rauf Nawaz
Registrar**

Dated: 10.01/2022.

Copy of the above is forwarded to the following for information and necessary action: -

1. Dean, Faculty of Behavioural & Social Sciences.
2. Director, Social & Cultural Studies
3. Director, Quality Enhancement Cell
4. Controller of Examinations
5. Director, IT
6. Secretary to the Vice-Chancellor
7. PS to PVC
8. PS to Registrar
9. Assistant Syllabus



Assistant Registrar (Academic)
for Registrar

**SYLLABUS FOR BS (4 YEARS) PROGRAMME
SOCIAL WORK ENTREPRENEURSHIP
(SEMESTER SYSTEM)**



**DEPARTMENT OF SOCIAL WORK
UNIVERSITY OF THE PUNJAB
LAHORE**

BS (4 Years) Programme Social Work Entrepreneurship

Scheme of Studies for Eight Semesters

| Course Title | Type of Course | Credit Hours |
|--|-------------------------------------|--------------|
| Semester-I | | |
| Islamic Studies | (Gen. Ed-1) | 3 |
| Expository Writing-I (English Comprehension) | (Expository Writing Gen. Ed -2) | 3 |
| Natural Sciences-I (Introduction to Computing) | (Natural Sciences Gen. Ed -3) | 3 |
| Theories of Social Work | (Major-1) | 3 |
| Introduction to Social Entrepreneurship | (Major-2) | 3 |
| Total Credit Hours (Semester I) | | 15 |
| Semester-II | | |
| Pakistan Studies (Compulsory) | (Civilizational, Gen. Ed-4) | 3 |
| Expository Writing-II (Creative Writing) | (Expository Writing II Gen. Ed -5) | 3 |
| Introduction to Social Work and Social Welfare | (Gen. Ed -6) | 3 |
| Principles of Management | (Major-3) | 3 |
| Introduction to Microfinance and Financing Sources | (Major-4) | 3 |
| Total Credit Hours (Semester II) | | 15 |
| Semester-III | | |
| Expository Writing-III (Academic Writing) | (Expository Writing, General Edu-7) | 3 |
| Arts & Humanities – I (Language – Persian) | (Gen-Ed-08) | 3 |
| Quantitative Reasoning-II (Project Management) | (Gen-Ed--09) | 3 |
| Social Sciences-II (Basic Concepts of Social Sciences) | (Gen-Edu-10) | 3 |

| | | |
|--|--------------------------------------|-----------|
| Ethics of Social Entrepreneurships | (Major-5) | 3 |
| | | 15 |
| Semester-IV | | |
| Natural Sciences-II (Introduction to Statistics) | (Natural Sciences, Gen-Edu-11) | 3 |
| Quantitative Reasoning-I (Social Research) | (Quantitative Reasoning1-Gen-Edu-12) | 3 |
| Arts & Humanities-II (History & Philosophy of Social Work) | (Gen-Edu-13) | 3 |
| Social Group Work | (Major--6) | 3 |
| Financial Management in Entrepreneurship | (Major-7) | 3 |
| | | 15 |
| Semester- V | | |
| Social Case Work | Major-8 | 3 |
| Carer Service in Social Work Practice | (Minor-1) | 3 |
| Community Organization and Development | (Major--9) | 3 |
| Fundamentals of Economics | (Distribution Course-ENT-1) | 3 |
| Business Laws in Pakistan | (Distribution Course-ENT-2) | 3 |
| Total Credit Hours (Semester IV) | | 15 |
| Semester-VI | | |
| Fields of Practice in Social Work | (Major-10) | 3 |
| Entrepreneurial Marketing Principles | (Major-11) | 3 |
| Gender & Development | (Distribution Course-3) | 3 |
| Civil Society Organization & Development | (Minor-2) | 3 |
| Social Innovation | (Major-12) | |
| Total Credit Hours (Semester VI) | | 15 |

| Semester VII | | |
|---|-------------------------|------------|
| Business Communication | (Major-13) | 3 |
| Entrepreneurial Leadership | (Minor-3) | 3 |
| Social Risk Management | (Distribution Course-4) | 3 |
| Sustainable Development Approach | (Minor-4) | 3 |
| Research Practicum-I | (Major-14) | 3 |
| Total Credit Hours (Semester VII) | | 15 |
| Semester VIII | | |
| Social Protection in Pakistan | (Distribution Course-5) | 3 |
| Human Resource Management | (Distribution course-6) | 3 |
| Models of Social Entrepreneurship | (Major-15) | 3 |
| Social Problems of Pakistan | (Major-16) | 3 |
| Research Practicum-II | (Major-17) | 3 |
| Total Credit Hours (Semester VIII) | | 15 |
| Total Credit Hours | | 120 |

| Semester | Credit Hours |
|-----------------|---------------------|
| 1 | 15 |
| 2 | 15 |
| 3 | 15 |
| 4 | 15 |
| 5 | 15 |
| 6 | 15 |
| 7 | 15 |
| 8 | 15 |
| Total CH | 120 |

Curricula/Syllabi of Degree Program

Program Title: BS (4-Years) Programme in Social Work Entrepreneurship

Department: Social Work

Faculty: Faculty of Behavioural and Social Sciences

1. Department Mission

The Department of Social Work prepares social work practitioners committed to social justice and to serving and empowering individuals, families, and communities. It contributes to the development and dissemination of social work knowledge and skills, and affirms professional values and ethics.

2. Introduction

The social work discipline has gained great significance in the field of social sciences specifically in today's complex era which truly calls for societies based on principles of social welfare services. The discipline and philosophy of social work believes in the core values of service, social justice, dignity and worth of person, Importance of human relationships, integrity, and competence.

As an oldest seat of learning of social work education in Pakistan, the Department of Social Work University of the Punjab was established in 1954 with the assistance provided by United Nations. Since then, this Department has produced great professional social workers who have served not only in Pakistan but abroad in renowned organization including UNO and has brought fame and pride to nation.

The Department truly emphasizes on the adequacy and relevance of the education and training of social work education in a manner which ultimately help students to execute their mandates and roles in society.

3. Program Introduction

This programme focuses on social entrepreneurs who are able to create sustainable and impactful solutions to local and global problems. Focus of existing graduates is often to serve the corporate sector preferably multinational corporations, and the measure of their career success typically does not include developing solutions to societal problems. This program provides a curriculum and methodology that will connect the graduates to the realities of the problems confronting a developing nation like Pakistan. The graduates so produced will be mentally prepared to confront the problems relevant to the local environment, and create sustainable solutions. Unlike other graduates who want to run away from the problems in Pakistan, these graduates would consider these as important challenges to overcome before scaling their solutions to international levels.

BS Social Entrepreneurship inspires and equips graduates to demonstrate leadership through creation of sustainable social advocacy enterprises focused on solving real life problems. This is an innovative and fully experiential learning program focusing on PBL; Project Based Learning and Problem Based Learning

The Bachelor Program requires completion of 120 credit hours of course work in a total of 8 semesters or 4 years. Students must complete an internship and comprehensive exam as part of their degree requirements.

The essence of entrepreneurship is the strong desire to create an organization that focuses in helping humanity by solving societal problems, providing needs, and in the process, the entrepreneur can make money. Social entrepreneurship is about applying practical, innovative and sustainable approaches to benefit society in general, with an emphasis on those who are marginalized and poor.

In developing countries like Pakistan, social entrepreneurship is important as it provides individuals, groups and communities a framework for businesses to find their own success in the pursuit of helping others. Universities have a significant role in creating, developing and sustaining a rising generation of social entrepreneurs and their ideas.

Why Social Work is more relevant and significant for this intervention?

The professional future of social work depends on its own capacity of self-confrontation and reconstruction of its intervention styles in face of the re-identification of social problems “ ” (Mouro, 2006: 517)

Each year, the nature and complexity of clients’ problems and challenges experienced by communities continuously evolves and grows. The economic, social and political climate, nationally and globally, calls for social workers to lead and facilitate social change that can have lasting impact on communities and in people’s lives. Further, emphasis is being placed on creating social value and lasting social impact while ensuring financial sustainability of programs and organizations that promote social goods. It is the time to explore and describes the social innovation, social entrepreneurship and social entrepreneurship practiced by social workers in private and nonprofit human service organizations. Unfortunately, there is growing emphasis on reducing the governmental role in social welfare, concurrent with shrinking public funding for these causes. Moreover, philanthropic donations and charities have experienced a more than 10% decline in the past 10 years, though financial needs of nonprofits continue rising.

These changes are driving management within nonprofit organizations to think “outside the box” to continue effectively addressing endemic social issues. Though days of relying on philanthropy and grants alone are gone, funding challenges can be opportunities for innovation. Social innovation includes any new processes, products and services that address social issues and improve the quality of human life at micro and/or macro levels. Social entrepreneurship is the establishment of initiatives to implement social innovations. Social entrepreneurs use innovation to create social value and social change through SOCIAL WORKERS AS SOCIAL CHANGE AGENTS 4 a new venture (any organizational forms) in the public, private, citizen or nonprofit sector. Social entrepreneurship is the application and

integration of social innovations within organizations, such as social service agencies. Social entrepreneurs are employees, including social workers, who focus on innovation and creativity that transform the way organizations do business and create social solutions. Ironically, social work has not been actively engaged in discussions and research about these practices. The social work imprint in these practices has been limited; though there is more discussion and writing today on these topics (e.g., blog [http:// socialworksynergy.org](http://socialworksynergy.org); Gray, Healy & Croft, 2003; Germak & Singh, 2010; Nandan & Scott, 2013) than probably 10 years ago when Bent-Goodley (2002) authored a pioneering piece on social entrepreneurship and social work.

Even though social workers are natural community catalysts for institutional and social change, social innovation, entrepreneurship and social work is not automatically affiliated with social work . Human services is at the cusp of participating in, and benefitting from, socially innovative ideas that address social issues, designing and carving new relationships with institutions and organizations across sectors, and integrating private, public and philanthropic support for sustainability of innovative ideas .

These realities are creating avenues for new types of social work practices at programmatic and organizational levels. Many international researches make a sound case to explore and teach these concepts to social work students. Social workers are realizing that “business as usual” is not creating financially sustainable social change.

4. Program Objectives

The objectives of an academic degree program on social entrepreneurship are to;

1. Produce skilled, trained and qualified social entrepreneurs as drivers of change.
2. Develop a pool of social entrepreneurs who have a pragmatic vision, capable to achieve large scale, systemic and sustainable social change through a new invention, a different approach, a more rigorous application of known technologies or strategies, or a combination of these.
3. Prepare social entrepreneur equipped with a practical but innovative approach to a social problem, often using market principles and forces, coupled with persistent determination that allows them to break away from constraints imposed by ideology or field of discipline, and pushes them to take risks that others wouldn't dare.
4. Ensure that the stuff produces by the academic are innovative, resourceful, and results oriented, capable of thinking best in both the business and nonprofit worlds to develop strategies that maximize their social impact.
5. Provided entrepreneurial leaders to different organizations: large and small; new and old; and nonprofit, for-profit, particularly in Pakistan.

5. Market Need/ Rationale of the programme

- Upon completing this chapter, you should be able to accomplish the following:
- Create awareness of the peculiarities of marketing in social enterprises, especially in relation to commercial and non for profit marketing.
- Understand a systematic approach to marketing in terms of a concerted marketing conception.
- Describe the typical process steps of a marketing conception.
- Understand exemplary tasks and challenges connected with the single process steps of a marketing conception.
- Recognize that social enterprises need individualized approaches to marketing in view of the specific service or product delivered.

Potential Students for the programme:

BS Hons. (4-Years) Program in Social Work Entrepreneurship is being offered from this year. The program consists of 120 credit hours to be completed in eight semesters: comprising class work, field work practicum and dissertation writing is compulsory. The language of instruction and dissertation writing is English.

Potential Employers:

Different fields of practice and employment opportunities for the professionally trained Social Workers are as follows:

- 1) Social Welfare, Women Development & Bait-ul-Mal, Government of the Punjab
- 2) Ministry of Law, Justice and Human Rights, Government of Pakistan
- 3) Ministry of Zakat, Government of Pakistan.
- 4) Finance departments Govt. of Pakistan
- 5) Chamber of Commerce
- 6) Sustainable development policy institute (SDPI)
- 7) Political Economy Research Institute (PERI)
- 8) Ministry of Health, Government of Pakistan.
- 9) Ministry of Population Planning, Government of Pakistan.
- 10) Planning Commission of Pakistan.
- 11) Youth Affairs Division, Government of Pakistan.
- 12) Staff Welfare Organization, Government of Pakistan.
- 13) Gender Reform Action Plan (GRAP)
- 14) Health Department, Government of the Punjab, Lahore & Medical Colleges of Punjab.
- 15) Child Protection & Welfare Bureau, Government of the Punjab.
- 16) Local Government & Rural Development, Government of the Punjab.
- 17) Labour Welfare Department, Government of the Punjab.
- 18) Planning & Development Department Govt. of the Punjab.
- 19) Social Security Department, Government of the Punjab.
- 20) Forest Department, Government of the Punjab.
- 21) Social Work Education in Universities / Colleges.
- 22) Punjab Irrigation & Drainage Authority (PIDA).

- 23) National / International Funding Agencies / NGOs including UNICEF, UNDP, UDHR, WHO, ICSW, BASAW, NASWA. Private NGO's including, Akhuwat, Bunyad, Agahi, Paahchan, Kashaf etc
- 24) Banks/Insurance Companies.
- 25) WAPDA, PIA.
- 26) Forces (Pakistan Navy).
- 27) Heavy Mechanical Complex Taxila.
- 28) NES PAK

Academic projections:

The University of the Punjab has started the BSc (Hons) programme start from 2020 with the support and coordination of United Nations. Scope of BSc (Hons) programme is based on the equal assessment standards in comparison with other south Asian and international countries; India, Pakistan, Bangladesh, Sri-Lanka, Bhutan, Maldives, Afghanistan, United Nations, United Kingdom, Canada, Australia, New Zealand.

Faculty:

Below is the list of all faculty members who all are well equipped with professional knowledge and teaching skills of Social work with the help of all teaching resources; Library books, e-Learning, trainings and seminars for further professional development.

Prof. Dr. Syeda Mahnaz Hassan
Professor/ Chairperson

Dr. Tahira Jabeen
Associate Professor

Ms. Bushra Naheed
Assistant Professor

Dr. Aliya Khalid
Assistant Professor

Dr. Sonia Omer
Assistant Professor

Mr. Muhammad Arshad
Assistant Professor

Physical Facilities:

The students of the Department of Social Work also have an access to the Punjab University Library. They become regular member of the Library and the books on different courses of

Social Work as well as on other disciplines are issued to them. The Library has the collection of more than 500,000 books/journals. Punjab University Library is subscribing sixty two foreign research journals and 250 local journals, in addition to twenty newspapers including two foreign newspapers. In its website (www.pulibrary.edu.pk) more than 22,000 online free full text research journals and 45,000 e-books are also available for its users. It has a big renovated Computer/Internet Lab of about 150 computers and students can also use the Internet facility freely. It has also Reference, Oriental and Manuscript Section. It has preserved 25,000 manuscripts. Multimedia and Microfilming/I.T. Section, Serials/Periodicals Section, Persian Section, UN and Government Publication are also available for its users. It is located near the Jamia Masjid of the Quaid-e-Azam Campus, University of the Punjab, Lahore.

6. Admission Eligibility Criteria

Intermediate (FA/FSc) or equivalent qualification

Merit calculation formula

- As per Punjab University Basic Criteria
- Total No. of seats 70
- Merit seats 60
- Reserved seats 10 (as per University Rules)

7. Duration of the Program

4years (8 Semesters)

Credit hours = 120

8. Categorization of Courses as per HEC Recommendation and Difference

| Semester | Courses | General Courses | Major Courses | Minor Courses | Distribution Courses | Semester Load |
|-----------------------|---------|-----------------|---------------|---------------|----------------------|---------------|
| 1 | 5 | 3 | 2 | | | |
| 2 | 5 | 3 | 2 | | | |
| 3 | 5 | 4 | 1 | | | |
| 4 | 5 | 3 | 2 | | | |
| 5 | 5 | | 1 | 2 | 2 | |
| 6 | 5 | | 3 | 1 | 1 | |
| 7 | 5 | | 2 | 2 | 1 | |
| 8 | 5 | | 3 | | 2 | |
| PU | | | | | | |
| HEC Guidelines | | | | | | |
| Difference (HEC &) PU | | | | | | |

9. Scheme of Studies / Semester-wise workload

| + | Code | Course Title | Course Type | Credit hours |
|---------------------------|----------|---|--|--------------|
| Semester I | | | | |
| 1. | ISE-111 | Islamic Studies | (Gen. Ed-1) | 3 |
| 2. | ENG-111 | Expository Writing-I (English Comprehension) | (Expository Writing Gen. Ed -2) | 3 |
| 3. | COMP-111 | Natural Sciences-I (Introduction to Computing) | (Natural Sciences Gen. Ed -3) | 3 |
| 4. | SOCW-417 | Theories of Social Work | (Major-1) | 3 |
| 5 | SWE-01 | Introduction to Social Entrepreneurship | (Major-2) | 3 |
| Total Credit Hours | | | | 15 |
| Semester II | | | | |
| 1. | PST-111 | Pakistan Studies (Compulsory) | (Civilizational, Gen. Ed-4) | 3 |
| 2. | ENG-112 | Expository Writing-II (Creative Writing)) | (Expository Writing II Gen. Ed -5) | 3 |
| 3. | SOCW-101 | Introduction to Social Work and Social Welfare | (Gen. Ed -6) | 3 |
| 4. | SWE-02 | Principles of Management | (Major-3) | 3 |
| 5 | SWE-03 | Introduction to Microfinance and Financing Sources | (Major-4) | 3 |
| Total Credit Hours | | | | 15 |
| Semester III | | | | |
| 1. | ENG-211 | Expository Writing-III (Academic Writing) | (Expository Writing, General Edu-7) | 3 |
| 2. | PST-111 | Arts & Humanities – I (Language – Persion) | (Gen-Ed-08) | 3 |
| 3. | SOCW-411 | Quantitative Reasoning-II (Project Management) | (Gen-Ed--09) | 3 |
| 4. | SOCW-412 | Social Sciences-II (Basic Concepts of Social | (Gen-Edu-10) | 3 |

| + | Code | Course Title | Course Type | Credit hours |
|---------------------------|----------|--|---------------------------------------|--------------|
| | | Sciences) | | |
| 5. | SWE-04 | Ethics of Social Entrepreneurships | (Major-5) | 3 |
| Total Credit Hours | | | | 15 |
| Semester IV | | | | |
| 1. | STAT-111 | Natural Sciences-II (Introduction to Statistics) | (Natural Sciences, Gen-Edu-11) | 3 |
| 2. | SOCW-211 | Quantitative Reasoning-I (Social Research) | (Quantitative Reasoning I-Gen-Edu-12) | 3 |
| 3. | SOCW-212 | Arts & Humanities-II (History & Philosophy of Social Work) | (Gen-Edu-13) | 3 |
| 4. | SOCW-304 | Social Group Work | (Major--6) | 3 |
| 5. | SWE-05 | Financial Management in Entrepreneurship | (Major-7) | 3 |
| Total Credit Hours | | | | 15 |
| Semester V | | | | |
| 1. | SOCW-205 | Social Case Work | Major-8 | 3 |
| 2. | SOCW-413 | Carer Service in Social Work Practice | (Minor-1) | 3 |
| 3. | SOCW-305 | Community Organization and Development | (Major--9) | 3 |
| 4. | ECON-111 | Fundamentals of Economics | (Distribution Course-ENT-1) | 3 |
| 5. | SWE-06 | Business Laws in Pakistan | (Distribution Course-ENT-2) | 3 |
| Total Credit Hours | | | | 15 |
| Semester VI | | | | |
| 1. | SOCW-414 | Fields of Practice in Social Work | (Major-10) | 3 |
| 2. | SWE-07 | Entrepreneurial Marketing | (Major-11) | 3 |

| + | Code | Course Title | Course Type | Credit hours |
|--|----------|--|-------------------------|--------------|
| | | Principles | | |
| 3. | SOCW-404 | Gender & Development | (Distribution Course-3) | 3 |
| 4. | SOCW-401 | Civil Society Organization & Development | (Minor-2) | 3 |
| 5. | SWE-08 | Social Innovation | (Major-12) | 3 |
| Total Credit Hours | | | | 15 |
| Semester VII | | | | |
| 1. | SWE-09 | Business Communication | (Major-13) | 3 |
| 2. | SWE-10 | Entrepreneurial Leadership | (Minor-3) | 3 |
| 3. | SOCW-409 | Social Risk Management | (Distribution Course-4) | 3 |
| 4. | SWE-10 | Sustainable Development Approach | (Minor-4) | 3 |
| 5 | SOCW-410 | Research Practicum-I | (Major-14) | 3 |
| Total Credit Hours | | | | 15 |
| Semester VIII | | | | |
| 1 | SOCW-414 | Social Protection in Pakistan | (Distribution Course-5) | 3 |
| 2. | HR-211 | Human Resource Management | (Distribution course-6) | 3 |
| 3. | SWE-11 | Models of Social Entrepreneurship | (Major-15) | 3 |
| 4. | SOCW-203 | Social Problems of Pakistan | (Major-16) | 3 |
| 5 | SOCW-410 | Research Practicum-II | (Major-17) | 3 |
| Total Credit Hours | | | | 15 |
| Total Credit Hours of Eight Semesters | | | | 120 |

10. Award of Degree

Degree awarding criteria stating:

- CGPA percentage required to Qualify = 2.00 out of 4.00

11. NOC from Professional Councils (if applicable)

N/A

12. Faculty Strength

| Degree | Area/Specialization | Total |
|---------------|------------------------------------|--------------|
| PhD | 3. Social Work 1. Social Policy | 4 |
| MS/MPhil | 1. Social Work | 1 |
| M.A. | 1. Social Work | 1 |
| Total | | 6 |

13. Present Student Teacher Ratio in the Department

Total Faculty Members: 06

14. Course Outlines separately for each course.

Semester I

| Code | Subject Title | Cr. Hrs | Semester |
|---------|--------------------------|---------|----------|
| ISE-111 | Islamic Studies / Ethics | 3 | 1 |

اهداف و مقاصد

- ۱۔ طلبہ کو قرآن و حدیث سے استفادہ کے قابل بنانا۔
- ۲۔ طلبہ کے قلوب و اذہان میں قرآن و سنت کی روح اور علم کو رائج کرنا۔
- ۳۔ طلبہ میں اسوۂ ختم المرسلین صلی اللہ علیہ وسلم کے اتباع اور کھپ رسولؐ کا جذبہ پیدا کرنا۔
- ۴۔ اسلام کی بنیادی تعلیمات کا فہم آسان بنانا اور طلبہ کی اسلامی بنیادوں پر تربیت کرنا۔
- ۵۔ امت مسلمہ کو درپیش مصرعہ جدید کے چیلنجوں سے طلبہ کو آگاہ کرنا۔

نصابی تفصیلات (تفصیل المنہج التراسی)

۱۔ القرآن الکریم

الف۔ قواعد لغۃ القرآن (قرآنی گرامر)

- المعانی و المستعار، الأخر والنهی، الجملة الإسمية و الفعلية، المركب الإضافی والتوصیئ، التضامن و حروف الجر
- ب۔ منتخب آئی آیات کا لغوی و با محاورہ ترجمہ و تفسیر (ضمیمہ "الف")
- (ترجمہ و شرح نخبہ من الآیات القرآنیة لغة و سلاسة: ملحق "الف")

2۔ الأحادیث النبوی

- ب۔ منتخب احادیث نبویہ کا لغوی و با محاورہ ترجمہ اور تفسیر (ضمیمہ "ب")
- (ترجمہ و شرح نخبہ من الاحادیث النبویة لغة و سلاسة: ملحق "ب")

نوٹ: اساتذہ کرام آیات و احادیث کی تعلیم و تدریس کے دوران تنوی اور با محاورہ ترجمہ کے ضمن میں مندرجہ بالا قواعد عربیہ کی تعلیم کا اہتمام کریں۔

3. سیرۃ النبی صلی اللہ علیہ وسلم

- (۱) مطالعہ سیرت کی ضرورت و اہمیت (اہمیت و ضرورت دراستہ السیرۃ)
- (۲) نبی کریم صلی اللہ علیہ وسلم کی حکمت انقلاب (الحکمة النورۃ للنبی الکریم صلی اللہ علیہ وسلم) (ہجرت، مواعظ، بیانات، مدینہ، صلح حدیبیہ، خطبہ جنت البدر)
- (۳) تزکیہ نفس اور تعمیر سیرت و شخصیت کا نبوی معیار اور عملی نمونے (المسہج النبوی لتکوین انشائویۃ و السیرۃ و تزکیۃ النفس و ماذجہا الفعلیۃ) (عشر مبشرہ، احیاء المؤمنین، اوراد الیقین)
- (۴) تشکیل اجتماعیت و معاشرت اور اسوۂ حسنہ (تکوین المجتمع و المعاشرة فی ضوء الاسوۃ الحسنۃ)

4. اسلامی تہذیب و ثقافت (المحضارة و الثقافة الاسلامیة)

- (الف) اسلامی تہذیب و ثقافت کے خصائص
توہید، روحانیت، تصور مسزیت، انسانی عظمت و مساوات، عالمگیر اخوت،
صدر ایضاً حق، اخلاقی اقدار، انسانی حقوق، رواداری، اعتدال و توازن
- (ب) اسلامی تہذیب و ثقافت کے عالمی اثرات
- (ج) مغربی تہذیب و ثقافت اور اسلام
(i) مغربی تہذیب و ثقافت کے خصائص و اثرات
(ii) تہذیبوں کے تصادم کے نظریہ کا تقیدی جائزہ

5- معروضی سوالات: پورے نصاب پر مشتمل ہوں گے۔

ضميمه الف: منتخب آيات قرآن

(ملحق الف: نخبه من آيات القرآن)

(i) البقرة (2) الآية 5 تا 31 و 38 تا 39 (ايمانيات)

الَّذِينَ يُؤْتُونَ مَا فِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ لِيُذَكِّرُوا إِنَّ اللَّهَ لَذَكِيرٌ مُحِيطٌ ﴿١﴾ ذَلِكَ الْكِتَابُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ ﴿٢﴾ الَّذِينَ يُؤْمِنُونَ بِالْغَيْبِ وَيُقِيمُونَ الصَّلَاةَ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ ﴿٣﴾ وَالَّذِينَ يُؤْمِنُونَ بِمَا أُنزِلَ إِلَيْكَ وَمَا أُنزِلَ مِن قَبْلِكَ وَ بِالْآخِرَةِ هُمْ يُوقِنُونَ ﴿٤﴾ أُولَئِكَ عَلَى هُدًى مِّن رَّبِّهِمْ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ ﴿٥﴾

لِلَّذِينَ آمَنُوا فِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ وَإِن تُبَدِّلُوا مَا فِي أَنفُسِكُمْ لَا تَخْفَاةٌ مِنَّا بَلَىٰ بِاللَّهِ قِسْفَةٌ لِّمَن يُنَاسَا ؕ وَتَعَذِّبُ مَن يُنَاسَا ؕ وَاللَّهُ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ ﴿284﴾ آمَنَ الرَّسُولُ بِمَا أُنزِلَ إِلَيْهِ مِن رَّبِّهِ وَالْمُؤْمِنُونَ كُلٌّ آمَنَ بِاللَّهِ وَمَلَائِكَتِهِ وَكُتُبِهِ وَرُسُلِهِ لَا نَقِرَ بَيْنَ أَعْدَائِنَ مِن رَّبِّهِ ؕ قَالُوا سُبْحَانَ رَبِّنَا أَلَمْ يَعْلَم بِمَا فِي صُفُوفِنَا وَرَبَّنَا لَا نُؤْمِنُ لَكَ رَتبًا وَرَبَّنَا إِنَّا أَعْطَيْنَا اللَّهَ نَفْسَنَا وَأَنفُسَنَا مَا عَلَّمْنَا مَا أَكْتُمُونَ وَرَبَّنَا لَا تُؤَاخِذْنَا إِن نَّسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا أَثْمَانَنَا كَمَا حَمَلْتَهَا عَلَى الَّذِينَ مِن قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا كَافَّةَ لَنَا بِهِ ؕ وَاعْتَصِمْنَا وَاعْبَدْنَاهُ وَارْتَمَيْنَاكَ وَأَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ ﴿286﴾

(ii) الاحزاب (33) الآية 2، 3، 33، 34، 35، 58، 59

(تخصيصات نبويه: اسمه حسنه، ختم نبوت، مقام رسالت، ناموس و رسالت، انواع النبي)
النَّبِيِّ أُولَىٰ بِالْمُؤْمِنِينَ مِنْ نَفْسِهِمْ وَأَزْوَاجُهُمْ وَأَهْلُ بَيْتِهِمْ وَزُكُلُوا الْأَرْحَامَ بَعْضُهُمْ أَوْلَىٰ بِبَعْضٍ فِي كِتَابِ اللَّهِ مِنَ الْمُؤْمِنِينَ وَالْمُهَاجِرِينَ إِلَّا الَّذِينَ تَقَدَّمُوا إِلَىٰ آيَاتِنَا مَعْرُوفًا كَانَ ذَلِكَ فِي الْكِتَابِ مَسْطُورًا ﴿١٦﴾

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَاليَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ حَكِيمًا ﴿٢١﴾ يُنْسَاءُ النَّبِيُّ نِسَاءً كَمَا تُنْسَى مِنَ النِّسَاءِ إِن تَقِيْتَنَّ فَلَا تُخْصَعْنَ بِالْقَوْلِ فَيَطْمَنَعِ الْإِنسَانُ فِي قلبِهِ مَرَدًّا ؕ وَقُلْنَ قَوْلًا مَّعْرُوفًا ﴿32﴾ وَفَرَّقَ فِي يُبْرُسَ كَمْ وَلَا تَبْرَجْنَ نِسْرَجَ الْجَاهِلِيَّةِ الْأُولَىٰ وَاقْبِلْنَ الصَّلَاةَ وَارْتَبِنَ الزُّكُورَ وَاطْعَنَ اللَّهَ وَرَسُولَهُ إِنَّمَا يُرِيدَ اللَّهُ لِيُذْهِبَ عَنْكُمُ الرِّجْسَ أَهْلَ الْبَيْتِ وَيُطَهِّرَكُمْ تَطْهِيرًا ﴿33﴾

مَا كَانَ مُحَمَّدٌ أَبَا أَحَدٍ مِّنْ ذُرِّيَّتِكُمْ وَ لَكِن رَّسُولَ اللَّهِ وَخَاتَمَ النَّبِيِّينَ وَكَانَ اللَّهُ بِكُلِّ شَيْءٍ عَلِيمًا ﴿٤٠﴾
إِنَّ اللَّهَ وَ مَلَائِكَتَهُ يُصَلُّونَ عَلَى النَّبِيِّ يَا أَيُّهَا الَّذِينَ آمَنُوا صَلُّوا عَلَيْهِ وَسَلِّمُوا تَسْلِيمًا ﴿٥٦﴾

إِنَّ الَّذِينَ يُؤْذُونَ اللَّهَ وَرَسُولَهُ لَعَنَهُمُ اللَّهُ فِي الدُّنْيَا وَالْآخِرَةِ وَأَعَدَّ لَهُمْ عَذَابًا مُهِينًا [57]
 وَالَّذِينَ يُؤْذُونَ الْمُؤْمِنِينَ وَالْمُؤْمِنَاتِ بَغْيٍ مَا كُتِبَ عَلَيْهِمُ أَنْ يَتَّقُوا لِيُتَّقَ اللَّهُ وَرَسُولَهُ قُلْ لِلَّهِ الْعِزَّةُ وَلِلَّذِينَ آمَنُوا وَالَّذِينَ لَا يُؤْمِنُونَ
 يُعَذِّبُهُمْ بِمَا كَانُوا يَفْعَلُونَ [58]
 يُعَذِّبُهُمْ بِمَا كَانُوا يَفْعَلُونَ [59]

(iii) الفتح (۳۸) الآیة : ۲۹ (رسالت محمدیہ اور خصائص اصحاب رسول)

مُحَمَّدٌ رَسُولُ اللَّهِ وَالَّذِينَ مَعَهُ أَشِدَّاءُ عَلَى الْكُفَّارِ رَحِمَاءٌ بَيْنَهُمْ تُرْهَمُ رِكَعًا سَجْدًا يَتَّعُونَ
 فَضْلًا مِنَ اللَّهِ وَرِضْوَانًا سِيمَاهُمْ فِي وُجُوهِهِمْ مِنْ أَثَرِ السُّجُودِ ذَلِكَ مَثَلُهُمْ فِي التَّوْرَةِ وَمَثَلُهُمْ
 فِي الْإِنْجِيلِ كَزَرْعٍ أَخْرَجَ شَطَنَهُ فَازْرَعَهُ فَاسْتَغْلَظَ فَاسْتَوَىٰ عَلَىٰ سَوْبِهِ يَجْعَبُ الزُّرَّاعَ لِيَغِيظَ
 بِهِمُ الْكُفَّارَ وَعَدَّ اللَّهُ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ مِنْهُمْ مَغْفِرَةً وَأَجْرًا عَظِيمًا [29]

(iv) الصف (۶۱) الآیة : ۱۳ (بشارت بعثت ختم المرسلین، ہجرت، جہاد، نصرت اور غلبہ دین)

سَبَّحَ لِلَّهِ مَا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ وَهُوَ الْعَزِيزُ الْحَكِيمُ [1] يَا أَيُّهَا الَّذِينَ آمَنُوا لِمَ تَقُولُونَ
 مَا لَا تَفْعَلُونَ [2] كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ [3] إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ
 فِي سَبِيلِهِ صَفًا كَانَهُمْ بَنِيَانٍ مَرصُوصٍ [4] وَإِذْ قَالَ مُوسَىٰ لِقَوْمِهِ يُقَوْمِ لِمَ تَقُولُونَ لِمَ تَقُولُونَ
 تَعْلَمُونَ إِنِّي رَسُولُ اللَّهِ إِلَيْكُمْ فَلَمَّا زَاغُوا أَزَاغَ اللَّهُ قُلُوبَهُمْ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الْفَاسِقِينَ [5]
 وَإِذْ قَالَ عِيسَىٰ ابْنُ مَرْيَمَ بَنِي إِسْرَائِيلَ إِنِّي رَسُولُ اللَّهِ إِلَيْكُمْ مُصَدِّقًا لِمَا بَيْنَ يَدَيَّ مِنَ التَّوْرَةِ
 وَمُبَشِّرًا بِرَسُولٍ يَأْتِي مِنْ بَعْدِي اسْمُهُ أَحْمَدُ فَلَمَّا جَاءَهُمْ بِالْبَيِّنَاتِ قَالُوا هَذَا سِحْرٌ مُبِينٌ [6]
 وَمَنْ أَظْلَمُ مِمَّنِ افْتَرَىٰ عَلَى اللَّهِ الْكُذْبَ وَهُوَ يُدْعَىٰ إِلَى الْإِسْلَامِ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الظَّالِمِينَ [7]
 يُرِيدُونَ لِيُطْفِئُوا نُورَ اللَّهِ بِأَفْوَاهِهِمْ وَاللَّهُ مُتِمُّ نُورِهِ وَلَوْ كَرِهَ الْكَافِرُونَ [8] هُوَ الَّذِي أَرْسَلَ
 رَسُولَهُ بِالْهُدَىٰ وَدِينِ الْحَقِّ لِيُظْهِرَهُ عَلَى الدِّينِ كُلِّهِ وَلَوْ كَرِهَ الْمُشْرِكُونَ [9] يَا أَيُّهَا الَّذِينَ آمَنُوا
 هَلْ أَدُلُّكُمْ عَلَىٰ تِجَارَةٍ تُنْجِيكُمْ مِنْ عَذَابِ أَلِيمٍ [10] تُؤْمِنُونَ بِاللَّهِ وَرَسُولِهِ وَتُجَاهِدُونَ فِي
 سَبِيلِ اللَّهِ بِأَمْوَالِكُمْ وَأَنْفُسِكُمْ ذَلِكَ خَيْرٌ لَكُمْ إِنْ كُنْتُمْ تَعْلَمُونَ [11] يَغْفِرْ لَكُمْ ذُنُوبَكُمْ
 وَيُدْخِلْكُمْ جَنَّاتٍ تَجْرِي مِنْ تَحْتِهَا الْأَنْهَارُ وَمَسْكَنٍ طَيِّبَةٍ فِي جَنَّاتٍ عَدْنٍ ذَلِكَ الْفَوْزُ الْعَظِيمُ [12]
 وَآخِرَىٰ تُحِبُّونَهَا نَصْرٌ مِنَ اللَّهِ وَفَتْحٌ قَرِيبٌ وَبَشِيرِ الْمُؤْمِنِينَ [13] يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا
 أَنْصَارَ اللَّهِ كَمَا قَالَ عِيسَىٰ ابْنُ مَرْيَمَ لِلْحَوَارِيِّينَ مَنْ أَنْصَارِي إِلَى اللَّهِ قَالَ الْحَوَارِيُّونَ نَحْنُ
 أَنْصَارُ اللَّهِ فَأَمَّا نَاطِقَةٌ مِنْ بَنِي إِسْرَائِيلَ وَكَفَرَتْ طَائِفَةٌ فَأَيَّدْنَا الَّذِينَ آمَنُوا عَلَىٰ عَدُوِّهِمْ
 فَأَصْبَحُوا ظَاهِرِينَ [14]

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَقْدِمُوا بَيْنَ يَدَيْ اللَّهِ وَرَسُولِهِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ سَمِيعٌ عَلِيمٌ [1] يَا أَيُّهَا
الَّذِينَ آمَنُوا لَا تَرْكَعُوا أَصْوَاتَكُمْ فَوْقَ صَوْتِ النَّبِيِّ وَلَا تَجْهَرُوا لَهُ بِالْقَوْلِ كَجَهْرِ بَعْضِكُمْ
بِبَعْضٍ أَنْ تَحْبَطَ أَعْمَالُكُمْ وَأَنْتُمْ لَا تَشْعُرُونَ [2] إِنَّ الَّذِينَ يَغُضُّونَ أَصْوَاتَهُمْ عِنْدَ رَسُولِ اللَّهِ
أُولَئِكَ الَّذِينَ امْتَحَنَ اللَّهُ قُلُوبَهُمْ لِلتَّقْوَى لَهُمْ مَغْفِرَةٌ وَأَجْرٌ عَظِيمٌ [3] إِنَّ الَّذِينَ ينادُونَكَ مِنْ
وَرَاءِ الْحُجُرَاتِ أَكْثَرُهُمْ لَا يَعْلَمُونَ [4] وَلَوْ أَنَّهُمْ صَبَرُوا حَتَّى تَخْرُجَ إِلَيْهِمْ لَكَانَ خَيْرًا لَهُمْ
وَاللَّهُ غَفُورٌ رَحِيمٌ [5] يَا أَيُّهَا الَّذِينَ آمَنُوا إِنْ جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَسَبِّحُوا أَنْ تَصِيبُوا فَوْماً بِجَهَائِلِهِ
فَتَضْحَكُوا عَلَى مَا فَعَلْتُمْ نَدِيمِينَ [6] وَاعْلَمُوا أَنَّ فِيكُمْ رَسُولَ اللَّهِ لَوْ يُطِيعُكُمْ فِي كَثِيرٍ مِنَ الْأَمْرِ
لَعَنِتُّمْ وَلَكِنَّ اللَّهَ حَبِيبٌ إِلَيْكُمْ الْإِيمَانُ وَزِينَةٌ فِي قُلُوبِكُمْ وَكَرَّةٌ إِلَيْكُمْ الْكُفْرُ وَالْفُسُوقُ
وَالْعَصْيَانُ أُولَئِكَ هُمُ الرُّشِدُونَ [7] فَضَلَّ مِنَ اللَّهِ وَنِعْمَةً وَاللَّهُ عَلِيمٌ حَكِيمٌ [8] وَإِنْ طَائِفَتَيْنِ
مِنَ الْمُؤْمِنِينَ اقْتُلُوا فَاصْلِحُوا بَيْنَهُمَا فَإِنْ بَغَتْ إِحْدَهُمَا عَلَى الْأُخْرَى فَقَاتِلُوا الَّتِي تَبْغِي حَتَّى
تَفِيءَ إِلَى أَمْرِ اللَّهِ فَإِنْ فَاءَتْ فَاصْلِحُوا بَيْنَهُمَا بِالْعَدْلِ وَأَقْسِطُوا إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ [9]
إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَاصْلِحُوا بَيْنَ أَخْوَابِكُمْ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ [10] يَا أَيُّهَا الَّذِينَ آمَنُوا
لَا يَسْخَرُ قَوْمٌ مِنْ قَوْمٍ عَسَى أَنْ يَكُونُوا خَيْرًا مِنْهُمْ وَلَا نِسَاءٌ مِنْ نِسَاءٍ عَسَى أَنْ يَكُنَّ خَيْرًا
مِنْهُنَّ وَلَا تَلْمِزُوا أَنْفُسَكُمْ وَلَا تَنَابَزُوا بِالْأَلْقَابِ بِئْسَ الإِسْمُ الْفُسُوقُ بَعْدَ الإِيمَانِ وَمَنْ لَمْ يَتُبْ
فَأُولَئِكَ هُمُ الظَّالِمُونَ [11] يَا أَيُّهَا الَّذِينَ آمَنُوا اجْتَنِبُوا كَثِيرًا مِمَّا ظَنَّنَ أَنْ بَعْضُ الظَّنِّ أَلَمٌ وَلَا
تَحَسَّسُوا وَلَا يَغْتَبَ بَعْضُكُمْ بَعْضًا يُحِبُّ أَحَدُكُمْ أَنْ يَأْكُلَ لَحْمَ أَخِيهِ مَيْتًا فَكَرِهْتُمُوهُ وَاتَّقُوا
اللَّهَ إِنَّ اللَّهَ تَوَّابٌ رَحِيمٌ [12] يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ [13]
قَالَتِ الْأَعْرَابُ آمَنَّا قُلْ لَمْ تَوَدُّوا وَلَكِنْ قُولُوا أَسْلَمْنَا وَلَكِنَّا بِدُخُولِ الإِيمَانِ فِي قُلُوبِكُمْ وَإِنْ
تُطِيعُوا اللَّهَ وَرَسُولَهُ لَا يَلِتْكُمْ مِنْ أَعْمَالِكُمْ شَيْئًا إِنَّ اللَّهَ غَفُورٌ رَحِيمٌ [14] إِنَّمَا الْمُؤْمِنُونَ الَّذِينَ
آمَنُوا بِاللَّهِ وَرَسُولِهِ ثُمَّ لَمْ يَرْتَابُوا وَجَاهَدُوا بِأَمْوَالِهِمْ وَأَنْفُسِهِمْ فِي سَبِيلِ اللَّهِ أُولَئِكَ هُمُ
الصَّادِقُونَ [15] قُلْ اتَّعَلِمُونَ اللَّهَ بِدِينِكُمْ وَاللَّهُ يَعْلَمُ مَا فِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ وَاللَّهُ بِكُلِّ
شَيْءٍ عَلِيمٌ [16] يَمَسُّونَ عَلَيْكَ أَنْ أَسْلَمُوا قُلْ لَا تَمُنُّوا عَلَيَّ إِسْلَامَكُمْ بَلِ اللَّهُ يَمُنُّ عَلَيْكُمْ أَنْ
هَدَاكُمْ لِلْإِيمَانِ إِنْ كُنْتُمْ صَادِقِينَ [17] إِنَّ اللَّهَ يَعْلَمُ غَيْبَ السَّمَوَاتِ وَالْأَرْضِ وَاللَّهُ بَصِيرٌ بِمَا
تَعْمَلُونَ [18]

(vi) الأنعام (٦) الآية: ١٥١: ١٥٣ (حقوق العباد)

قُلْ تَعَالَوْا أَنبِئُ مَا حَرَّمَ رَبِّيَ كُفْرًا بِآيَاتِي وَلَئِيْنِ كَفَرْتُمْ إِنِّي شَدِيدُ الْعِقَابِ
أَوْلَادِكُمْ مِنَ الْإِمْلَاقِ نَحْنُ نُرْزِقُكُمْ وَإِنَّا لَهُم بِرِزْقِكُمْ أَكْبَرُ وَلَا تُفْرِقُوا الْفَرَاحِشَ مَا ظَهَرَ مِنْهَا وَمَا بَطَنَ وَلَا
تَقْتُلُوا النَّفْسَ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ ذُلِكُمْ وَضُكُّكُمْ بِهِ لَعَلَّكُمْ تَعْقِلُونَ [151] وَلَا تَقْرَبُوا مَالَ
الْيَتِيمِ إِلَّا بِالَّتِي هِيَ أَحْسَنُ حَتَّىٰ يَبْلُغَ أَشُدَّهُ وَأُولُوا الْكَيْلِ وَالْمِيزَانَ بِالْقِسْطِ لَا تَكْتُمُ النَّفْسَ
الَّتِي رُزِقَتْ إِذًا فَلْنَسْتُمْ تَارِكِينَ لَهَا وَاللَّيْلِ إِذَا يَأْتِي وَالْيَوْمِ النَّارِ إِذَا تُفْعَلُونَ [152] وَأَنْ هَلْ أَتَاكُمْ نَذِيرٌ مِّنْ قَبْلِهِ
قُلْ تَعَالَوْا أَنبِئُ مَا حَرَّمَ رَبِّيَ كُفْرًا بِآيَاتِي وَلَئِيْنِ كَفَرْتُمْ إِنِّي شَدِيدُ الْعِقَابِ
ذُلِكُمْ وَضُكُّكُمْ بِهِ لَعَلَّكُمْ تَعْقِلُونَ [153]

(vii) الفرقان (٢٥) الآية: ٦٣: ٦٤ (آداب معاشرت)

وَعِبَادُ الرَّحْمَٰنِ الَّذِينَ يَمْسُكُونَ عَلَى الْأَرْضِ هُونَ إِذًا عَامِلِهِمْ الَّجْهَلُونَ قَالُوا سَلَامًا [63]
وَالَّذِينَ يَبْتُغُونَ لِرَبِّهِمْ سُجَّدًا وَقِيَامًا [64] وَالَّذِينَ يَقُولُونَ رَبَّنَا اصْرِفْ عَنَّا عَذَابَ جَهَنَّمَ إِنَّ
عَذَابَهَا كَانَ غَرَامًا [65] إِنَّهَا سَاءَتْ مُسْتَقَرًّا وَمُقَامًا [66] وَالَّذِينَ إِذَا أَنْفَقُوا لَمْ يُسْرِفُوا وَلَمْ
يَقْتُرُوا وَكَانَ بَيْنَ ذَلِكَ قَرَامًا [67] وَالَّذِينَ لَا يَدْعُونَ مَعَ اللَّهِ إِلَهًا آخَرَ وَلَا يَقْتُلُونَ النَّفْسَ الَّتِي
حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ وَلَا يَزْنُونَ وَمَنْ يَفْعَلْ ذَلِكَ يَمَلِكْ اللَّهُ يَوْمَ الْقِيَامَةِ
وَتَسَلُطْ فِيهِ مَتَانًا [68] يُضْعَفُ لَهُ الْعَذَابُ يَوْمَ الْقِيَامَةِ
وَيَعْمَلُ الْإِسْلَامَ وَالْإِيمَانَ وَمَنْ تَابَ وَآمَنَ وَعَمِلَ صَالِحًا قَالُوا لَيْسَ لَكَ عَلَيْهِمْ
حِسَابٌ وَكَانَ اللَّهُ غَفُورًا رَّحِيمًا [70] وَمَنْ تَابَ وَعَمِلَ صَالِحًا فَإِنَّهُ يَتُوبُ إِلَى اللَّهِ مَتَابًا [71]
وَالَّذِينَ لَا يَشْهَدُونَ الزُّورَ وَإِذَا مَرُّوا بِاللَّغْوِ مَرُّوا كِرَامًا [72] وَالَّذِينَ إِذَا ذُكِّرُوا بِآيَاتِ رَبِّهِمْ لَمْ
يَخْرُجُوا عَلَيْهَا ضُمًّا وَعُدَمَانًا [73] وَالَّذِينَ يَقُولُونَ رَبَّنَا هَبْ لَنَا مِنْ أَزْوَاجِنَا وَذُرِّيَّاتِنَا قُرَّةَ أَعْيُنٍ
وَأَجْعَلْنَا لِلْمُتَّقِينَ إِمَامًا [74] أُولَئِكَ يُجْزَوْنَ الْغُرْفَةَ بِمَا صَبَرُوا وَيُلَقَّوْنَ فِيهَا تَحِيَّةً وَسَلَامًا [75]
خَالِدِينَ فِيهَا حَسُنَتْ مُسْتَقَرًّا وَمُقَامًا [76] قُلْ مَا يَعْبُودُ بِكُمْ رَبِّي لَوْلَا دُعَاؤُكُمْ فَقَدْ كَذَّبْتُمْ
فَسَوْفَ يَكُونُ لِزَامًا [77]

(viii) النحل (١٦) الآية: ١٣: ١٤ (تفكير وتدبر)

وَسَخَّرَ لَكُمْ الَّيْلَ وَالنَّهَارَ وَالشَّمْسَ وَالْقَمَرَ وَالنُّجُومَ مُسَخَّرَاتٍ بِأَمْرِهِ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ
لِّقَوْمٍ يَعْقِلُونَ [12] وَمَا ذَرَأْتُمْ فِي الْأَرْضِ مُخْتَلِفًا أَلْوَانًا إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّقَوْمٍ يَتَذَكَّرُونَ [13]
وَهُوَ الَّذِي مَسَخَّرَ لَكُمْ الَّيْلَ وَالنَّهَارَ وَالشَّمْسَ وَالْقَمَرَ وَالنُّجُومَ مُسَخَّرَاتٍ بِأَمْرِهِ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ
لِّقَوْمٍ يَعْقِلُونَ [14]

ضميمه ب: منتخب احاديث نبويه

(ملحق ب: نخبه من الاحاديث النبويه)

- (١) عن عمر بن الخطاب رضى الله عنه قال: سمعت رسول الله صلى الله عليه وسلم يقول: إنما الأعمال بالنيات، وإنما لامرئ ما نوى، فمن كانت هجرته الى الله ورسوله فهجرته الى الله ورسوله ومن كانت هجرته الى دنيا يصيبها او امرأة يتزوجها فهجرته الى ما هاجر إليه. (رواه البخارى ومسلم)
- (٢) عن عثمان بن عفان رضى الله عنه عن النبي صلى الله عليه وسلم قال: خيركم من تعلم القرآن وعلمه. (رواه البخارى)
- (٣) عن مالك بن انس قال، قال رسول الله صلى الله عليه وسلم: تركت فيكم أمرين لن تضلوا ما تمسكتم بهما، كتاب الله وسنة رسوله. (رواه مالك فى الموطأ مرسلًا)
- (٤) عن ابن عمر رضى الله عنهما قال، قال رسول الله صلى الله عليه وسلم: بنى الإسلام على خمس، شهادة أن لا إله الا الله وأن محمداً عبده ورسوله وإقام الصلاة وإيتاء الزكاة والحج وصوم رمضان. (متفق عليه)
- (٥) عن عمر بن الخطاب رضى الله عنه قال: بينما نحن عند رسول الله صلى الله عليه وسلم ذات يوم إذ طلع علينا رجل شديد بياض الثياب شديد سواد الشعر لا يرى عليه اثر السفر ولا يعرفه منا احد حتى جلس الى النبي صلى الله عليه وسلم فاسند ركبتيه الى ركبتيه ووضع كفيه على فخذيه وقال: يا محمد، أخبرني عن الإسلام؟ فقال رسول الله صلى الله عليه وسلم: الإسلام أن تشهد أن لا إله إلا الله وأن محمداً رسول الله وتقيم الصلاة وتؤتي الزكاة وتصوم رمضان وتحج البيت إن استطعت إليه سبيلاً، قال: صدقت، قال: فعبجنا له يسأله ويصدق، قال: فأخبرني عن الإيمان؟ قال: أن تؤمن بالله وملئكته وكتبه ورسله واليوم الآخر وتؤمن بالقدر خيره وشره، قال: صدقت، قال: فأخبرني عن الإحسان؟ قال: أن تعبد الله كأنك تراه فإن لم تكن تراه فإنه يراك، قال: فأخبرني عن الساعة؟ قال: ما المسؤول عنها بأعلم من السائل، قال: فأخبرني عن أماراتها؟ قال: أن تلد الأمة رببتها وأن ترى الحفاة العراة العالة رعاء الشاء يتطاولون فى البنيان، قال: ثم انطلق، فلبث ملياً ثم قال لى: يا عمر أتدرى من السائل؟ قلت: الله ورسوله أعلم، قال: فإنه جبرئيل أتاكم يعلمكم دينكم. (رواه مسلم)
- (٦) عن شيرمة بن معبد رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: مروا الضبيان الصلاة إذا بلغ سبع سنين وإذا بلغ عشر سنين فاضربوه عليها. أخرجه أبو داؤد والترمذى ولفظه: علموا الضبى الصلاة ابن سبع سنين واضربوه عليها ابن عشر. (صحيح البخارى)

- (٤) عن معاوية رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: من يرد الله به خيراً يفقهه في الدين. (رواه البخاري)
- (٥) عن أبي هريرة رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: من ملك طريقاً يلتمس فيه علماً سهل الله له به طريقاً إلى الجنة، وما اجتمع قوم في بيت من بيوت الله يتلون كتاب الله ويتدارسون بينهم إلا نزلت عليهم السكينة وغشيتهم الرحمة وحفتهم الملائكة وذكروهم الله فيمن عنده، ومن بطأ به عمله لم يسرع به نسبه. (رواه مسلم)
- (٦) عن أبي هريرة رضى الله عنه قال: كان رسول الله صلى الله عليه وسلم يقول: اللهم إني أعوذ بك من أربع، من علم لا ينفع، ومن قلب لا يخشع، ومن نفس لا تشبع، ومن دعاء لا يسمع. (رواه أحمد، وأبو داود، وابن ماجه: مشكوة المصابيح)
- (٧) عن ابن مسعود رضى الله عنه عن النبي صلى الله عليه وسلم قال: لا نزول قلنا ابن آدم حتى يمثل عن خمس عن عمره لما نجاه، وعن شابهة لما أبلاه، وعن ما له من ابن أكسبه، وفيما أنفقه، وما طاعه عمل فيما علم. (جامع الترمذي)
- (٨) عن عبدالله قال: قال رسول الله صلى الله عليه وسلم: طلب كسب الحلال فريضة بعد فريضة (دعاب الإيمان لليحيى)
- (٩) عن أبي سعيد رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: الشاجر الصدوق الأمين مع النبيين والصديقين والشهداء. (جامع الترمذي، سنن الدارمي، سنن تار قطنى)
- (١٠) عن أبي هريرة رضى الله عنه أن رسول الله قال: أتدرون ما المفلس؟ قالوا: المفلس فبنا من لا درهم له ولا متاع. فقال: إن المفلس من امتى من يأتي يوم القيمة بمسبوبة وصيام و زكوة، و يأتي قد شتم هذا وقذف هذا و أكل مال هذا و سفك دم هذا وضرب هذا فيعطى هذا من حسناته وهذا من حسناته، فإن حثت حسناته، فهل أن يقضى ما عليه أخذ من خطاياهم فطرحت عليه ثم طرح أبي التار. (مسلم: كتاب الهر)
- (١١) عن أبي الدرداء رضى الله عنه أن رسول الله صلى الله عليه وسلم قال: إن أقل شيء يرضع في ميزان المد من يوم القيامة خلق حسن، وإن الله يفيض الفاحش البذيء (رواه الترمذي)
- (١٢) عن ابن عباس رضى الله عنهما أن النبي صلى الله عليه وسلم قال: أربع من أعطيهن فقد أعطى خير الدنيا والآخرة، قلباً شاكراً ولساناً ذاكراً ولبناً على البلاء صلواً وزوجة لا تبغى حراً في نفسها و ما له (من سلى)
- (١٣) عن أبي هريرة رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: اجتنبوا السبع المصريات، قالوا: يا رسول الله وما هن؟ قال: الشرك بالله والسحر ولعن النفس التي حرم الله إلا بالحق وأكل الربوا وأكل مال اليتيم والتولي يوم الزحف وقذف المحصنات المؤمنات الغافلات. (متفق عليه)
- (١٤) عن أبي سعيد الخدري رضى الله عنه، عن رسول الله صلى الله عليه وسلم قال: من رأى منكم منكراً فليغيره بيده فإن لم يستطع فبلسانه، وإن لم يستطع فبقلبه و ذلك أفضل الإيمان (رواه مسلم)

- (١٨) قال رسول الله صلى الله عليه وسلم يجاء بالرجل يوم القيامة فيلقى في النار فنندلق القابه في النار فيطحن فيها كطحن الحمار برحاه فيجتمع أهل النار عليه فيقولون، اى فلان ماشأناك؟ أليس كنت تأمرنا بالمعروف و تنهانا عن المنكر؟ قال كنت امركم و لا آتية و أنهاكم عن المنكر و آتية. (رواه مسلم)
- (١٩) عن انس قال قال رسول الله و الذى نفسى بيده لا يؤمن عبد حتى يحب لا خيه ما يحب لنفسه (متفق عليه)
- (٢٠) عن النعمان بن بشير رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: ترى المؤمنين فى تراحمهم و تواضعهم و تعاطفهم كمثل الجسد اذا اشتكى عضو تداعى له سائر الجسد بالسهر و الحمى (متفق عليه)
- (٢١) عن عبد الله بن عمر رضى الله عنهما قال، قال رسول الله صلى الله عليه وسلم: ألا كلكم راع و كلكم مسئول عن رعيته فالأمام الذى على الناس راع و هو مسئول عن رعيته و الرجل راع على اهل بيت و هو مسئول عن رعيته و المرأة راعية على بيت زوجها وولده و هى مسئولة عنهم و عبد الرجل راع عن مال سيده و هو مسئول عنه ألا فكلكم راع و كلكم مسئول عن رعيته (متفق عليه)
- (٢٢) عن أبى هريرة رضى الله عنه قال، قال رسول الله صلى الله عليه وسلم: مثلى و مثل الأنبياء كمثل قصر أحسن بنيانه، ترك منه موضع لبنة، فطاف به النظار يتعجبون من حسن بنيانه إلا موضع تلك اللبنة، فكنت أنا سدوت موضع اللبنة، ختم بي البنيان و ختم بي الرسل. وفي رواية: فأنا اللبنة و أنا خاتم النبيين. (رواه البخارى)
- (٢٣) و عن أنس رضى الله عنه عن النبي صلى الله عليه وسلم قال: أرحم أمتى بأمتى أبو بكر و أشدهم فى أمر الله عمر و أصد قهم حياء عثمان، و أفضاهم على، و أفضهم زيد بن ثابت و أقرأهم أبى بن كعب و أعلمهم بالحلال و الحرام معاذ بن جبل و لكل أمة أمين و أمين هذه الأمة أبو عبيدة بن الجراح. (رواه احمد و الترمذى، مشكوة المصابيح، باب مناقب المشرة)
- (٢٤) عن أبى بكر رضى الله عنه قال: رأيت رسول الله صلى الله عليه وسلم على المنبر و الحسن بن على إلى جنبه و هو يقبل على الناس مرة و عليه أخرى و يقول: إن ابنى هذا سيد و لعل الله أن يصلح به بين فئتين عظيمتين من المسلمين. (رواه البخارى)
- (٢٥) و عن عمران بن حصين رضى الله عنه قال، قال رسول الله صلى الله عليه وسلم: خير أمتى قرنى ثم الذين يلونهم، ثم الذين يلونهم... (متفق عليه، مشكوة المصابيح، باب مناقب الصحابة)
- (٢٦) عن جابر بن عبد الله رضى الله عنه قال: خطبنا رسول الله صلى الله عليه وسلم فى وسط أيام التشريق خطبة الوداع فقال: يا أيها الناس: إن ربكم واحد و إن أباكم واحد، ألا لا فضل لعربى على عجمى و لا لعجمى على عربى و لا لأحمر على أسود، و لا لأسود على أحمر إلا بالتقوى، إن أكرمكم عند الله أتقاكم، ألا هل بلغت؟ قالوا: بلى يا رسول الله، قال: فليبلغ الشاهد الغائب. (البیهقى، شعب الايمان، باب فى حفظ اللسان، فصل فى حفظ اللسان عن الضجر بالآباء).

مؤزه كتب (الكتب المقترحة) Recommended Books

(عربي)

| | | |
|---|-----|---------------------------|
| القرآن الكريم | ١. | الله جلّ جلاله |
| مشكوة المصابيح | ٢. | الخطيب التبريزي |
| تفسير القرآن العظيم | ٣. | ابن كثير الدمشقي |
| تفسير روح المعاني | ٤. | شهاب الدين محمود الألويسي |
| في ظلال القرآن | ٥. | سيد قطب |
| السيرة النبوية | ٦. | ابن هشام |
| قصص النبيين (١-٥) | ٧. | ابو الحسن علي الندوي |
| النحو الواضح في قواعد اللغة العربية (١-٢) | ٨. | مصطفى امين، علي الجارم |
| دروس اللغة العربية | ٩. | دكتور فاء عبدالرحيم |
| دائرة المعارف الاسلامية باللغة العربية | ١٠. | مجموعة من المؤلفين |

انجليزي (English) انجليزي

11. The Holy Quran(Text, Translation & Commentary):Abdullah Yousuf Ali.
12. The Glorious Quran:Muhammad Marma Duke Pickthall.
13. The Message of Quran: Muhammad Asad (Leopold Weiss).
14. Sahih-al-Bukhari (English Translation) Muhammad Mohsin Khan.
15. Takalam-al-Arabiyyah (تكلّم العربية) Arabic-English: Mahmud Ismaeel al-Seeni.
16. al-Mawrid (المورد) English - Arabic Dictionary: Munir al-Balabakki.
17. The Road To Makkah: Muhammad Asad (Leopold Weiss).
18. Quran, Bible & Science (القرآن والانجيل والعلم) Maurice de Bouccai.
19. Towards Understanding Islam(دينيات مبادئ الاسلام) Abul Ala Maudoodi.
20. Introduction to Islam(المدخل الي الاسلام): Dr. Muhammad Hamidullah.
21. Spirit of Islam(روح اسلام): Syed Ameer Ali.
22. Purdah & Status of Woman in Islam(الحجاب) پرودو: Abul Ala Maudoodi.
23. Ettiquates of Life in Islam (آسان فقہ): Muhammad Yousuf Islahi.

24. Social Justice in Islam :Sayyid Qutb.
اسلام میں عدل اجتماعی (العدالة الاجتماعية في الإسلام)
25. Islam in Theory & Practice :Maryam Jameela.(Margrate Marcus)
اسلام ایک نظریہ ایک تحریر (الإسلام في النظرية و التطبيق)
26. Umar the Great : (أغاروق): Shibli Nomani (Translated by Zafar Ali Khan)

Note: The books available in two or three languages

(Arabic,English, Urdu (have been mentioned accordingly.)

Urdu (اردو)

| | |
|---------------------------------------|--|
| مفتی محمد شفیع | ۱۔ معارف القرآن |
| سید ابوالاعلیٰ مودودی | ۲۔ تفہیم القرآن |
| ابن احسن اسلامی | ۳۔ تدریس قرآن |
| پیر کریم شاہ الازہری | ۴۔ نسیاء القرآن |
| محمد منظور نعمانی | ۵۔ معارف الحدیث |
| بدر عالم میرٹھی | ۶۔ ترجمان السنہ |
| محمد نعمان طشقندی (AIOUT) | ۷۔ اللسان العربی |
| عبدالرحمن طاہر مدنی | ۸۔ قواعد القرآن (مختصر قرآنی عربی گریمر) |
| ڈاکٹر مظہر معین | ۹۔ تعلیم اللغۃ العربیة: مختصر القواعد (مختصر عربی گرامر) |
| مولانا عبدالستار خان | ۱۰۔ عربی کا معلم |
| ایم ڈی چوہدری | ۱۱۔ عربی گرامر ایڈوانسڈ ٹرانسلیشن |
| عبدالحمید بلیادی... | ۱۲۔ مصباح اللغات (عربی، اردو ڈکشنری) |
| شبلی نعمانی، سلیمان ندوی | ۱۳۔ سیرۃ النبیؐ |
| صفی الرحمن مبارکپوری | ۱۴۔ الرّحیق المختوم |
| محمد سلیمان منصور پوری | ۱۵۔ رحمۃ للعالمین |
| ڈاکٹر خالد علوی | ۱۶۔ انسان کاملؐ |
| سید سلیمان ندوی | ۱۷۔ سیرۃ عائشہؓ |
| شاہ معین الدین ندوی | ۱۸۔ سیر الصحابہؓ |
| شاہ معین الدین ندوی | ۱۹۔ تاریخ اسلام |
| حفیظ تائب | ۲۰۔ اسماء النبیؐ |
| واعب الطباخ (ترجمہ: افتخار احمد نقوی) | ۲۱۔ (الثقافة الاسلامیة) تاریخ افکار و علوم اسلامی |
| سید ابوالاعلیٰ مودودی | ۲۲۔ اسلامی تہذیب اور اس کے اصول و مبادی |

| | | |
|---|-----|--------------------------------------|
| عشرہ مبشرہ | ۲۳- | محمود احمد زکریا |
| تنقیحات | ۲۴- | سید ابوالاعلیٰ مودودی |
| اسلام اور مغرب کے تہذیبی مسائل | ۲۵- | سید قطب شہید ترجمہ ساجد الرحمن صدیقی |
| اسلامی نظریہ حیات | ۲۶- | پروفیسر خورشید احمد |
| اسلام کا معاشرتی نظام | ۲۷- | ڈاکٹر خالد علوی |
| اسلام اور جدید ذہن کے شبہات (شبہات حول الاسلام): محمد قطب | ۲۸- | |
| (Islam the Misunderstood Religion) | | |
| معرکہ اسلام و جاہلیت | ۲۹- | صدر الدین اصلاحی |
| خطبات بہاولپور (Emergence of Islam) | ۳۰- | ڈاکٹر محمد حمید اللہ |

ETHICS (FOR NON-MUSLIMS)

- 1- Definition of Ethics
- 2- Different concepts of Ethics (Ancient and contemporary)
- 3- Types of Ethics
 - a. Good Ethics
 - b. Bad Ethics
- 4- Importance of Ethics in Human Life
 - a. Individual Life
 - b. Family Life
 - c. Social Life
 - d. Importance of Ethics in Economic Life
 - e. Importance of Ethics in Politics
- 5- Ethical Teachings and Values in Different Religions
 - a. Hinduism
 - b. Buddhism
 - c. Zoroastrianism
 - d. Christianity
 - e. Judaism
 - f. Sikhism
 - g. Islam
- 6- Ethical Values of the above Religions
 - a. Truthfulness
 - b. Trustworthiness
 - c. Service to Humanity
 - d. Tolerance, Endurance
 - e. Respect for others
 - f. Cooperation, Mutual Help, selflessness
 - g. Justice (Social Justice, Economic Justice)
 - h. Equality
- 7- Concept of virtue and Evil in different religions.

- 8- Concept of “Flah” in Different Religions.
9- Attitude towards other Religions.

Recommended Books:

- Ahmad, M. (2009). *Business ethics in Islam*. Virginia: International Institute of Islamic Thought (IIIT).
- Ali, S. A. (2010). *The spirit of Islam: A history of the evolution and ideals of Islam*. New York: Cosimo, Inc.
- Dar, B. A. (2000). *Qur'anic ethics*. Lahore: Adam Publishers.
- Hameedullah, M. (1969). *Introduction to Islam*. Lahore: Ashraf Publishers.
- Mackenzie, J. S. (1901). *A manual of ethics*. New York: Hinds & Noble.
- Titus Harold, H. (1957). *Ethics for Today*. American Book Company, New York, 8-9.
- Ward, K. (2014). *Ethics and Christianity*. London: Routledge.

ارو و کتب
غزالی لام
حفظ الرحمان چیلو ہاروی
سلیمان ہاروی، سید
احیاء علوم الدین (ارو ترجمہ عراق العارفین)
اخلاق اور فلسفہ اخلاق
سیرت النبی صلی اللہ علیہ وسلم جلد ہشتم

| Code | Subject Title | Cr. Hrs | Semester |
|---------|--|---------|----------|
| ENG-111 | Expository Writing-I (English Comprehension) | 3 | 1 |

Introduction:

English comprehension is crucial to the Expository writing as it lays the foundation of clear and effective arguments and clear writing. English comprehension skills are the ability to use prior knowledge and context to aid reading, understanding and writing English. It helps students to grasp the meaning, ideas and contexts of the words and mechanism of language.

Objectives:

The course is designed to introduce the students to some of the basics of English language and to help them in their understanding of the language and its structure polishing their comprehension skills.

Learning Outcomes:

1. By successfully completing this course, students will be able to:
2. Define parts of speech that lay the foundation of English language
3. Define what comprehension is
4. Explain and structure a good paragraph
5. Learn the use and context of words
6. Improve their listening and speaking skills

Basics of Grammar I

i. Parts of Speech

Noun
Pronoun
Verb
Adverb
Adjective
Punctuation
Interjection
Conjunction

ii. Correction of Sentences

Recommended Reading:

Azar, B. S., Hartle, S., & Matthies, B. F. (2003). *Fundamentals of English Grammar, Teacher's Guide*. London: Longman.

Downing, A., & Locke, P. (2002). *A university course in English grammar*. London: Psychology Press.

Eastwood, J., & Heath, M. (1992). *Oxford practice grammar*. Oxford: Oxford University Press.

- Greenbaum, S. (1996). *The Oxford English Grammar* (Vol. 652). Oxford: Oxford University Press.
- Jespersen, O. (2013). *Essentials of English Grammar*. London: Routledge.
- Leech, G., & Svartvik, J. (2013). *A Communicative Grammar of English*. London: Routledge.
- Murphy, R. (2012). *English Grammar in Use*. Ernst Klett Sprachen.
- Radden, G., & Dirven, R. (2007). *Cognitive English Grammar* (Vol. 2). Amsterdam: John Benjamins Publishing.
- Sweet, H. (2014). *A New English Grammar* (Vol. 1). Cambridge: Cambridge University Press.

1. Reading Comprehension and Summarizing Skills

Recommended Reading:

- Garner, R. (1987). *Metacognition and Reading Comprehension*. Ablex Publishing.
- Ellison, P. and Gould, M. (2009). *Focus on Comprehension*. Volume 4. Singapore: Learner's Publishing.
- McNamara, D. S. (Ed.). (2007). *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. London: Psychology Press.
- Snow, C. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. California: Rand Corporation.
- Sweet, A. P., & Snow, C. E. (2003). *Rethinking Reading Comprehension. Solving Problems in the Teaching of Literacy*. New York: Guilford Publications, Inc.

Paragraph Writing I

The students are required to know basics of Paragraph Writing with an emphasis on Topic sentences and Supporting sentences and a possible Concluding sentence. (Word Limit Up to 120 words)

Recommended Reading:

- Arnaudet, M.L. and Barrett, M.E. (1981). *Paragraph Development: A Guide for Students of English as a Second Language*. New Jersey: Prentice-Hall, Englewood. (Page 1 -32).
- Hogue, A. (1996). *First Steps in Academic Writing* (Vol. 1). London: Longman.
- Langan, J. (2013). *College Writing Skills with Readings*. New York: Tata McGraw-Hill Education.
- Oshima, A. & Hoyge, A. (2006). *Writing Academic English*. New York: Pearson Longman.
- Smalley, R. L., Ruetten, M. K., & Kozyrev, J. (2001). *Refining Composition Skills: Rhetoric and Grammar*. Boston: MA: Heinle & Heinle.

2. Listening and Speaking Skills

This unit will lead up to the teaching and evaluation of “Oral Presentation Skills” in the following semesters also.

Recommended Reading:

Eastwood, J. (1992). Oxford Practice Grammar. UK: Oxford University Press. Unit No. 34, 35, 36, 38, 39.

Nation, I. S., & Newton, J. (2008). Teaching ESL/EFL listening and speaking. London: Routledge.

Underwood, M., Kenworthy, J., & Rost, M. (1989). Teaching listening (Vol. 117). New York: longman.

Van Duzer, C. H. (1997). Improving ESL learners' listening skills: At the workplace and beyond. National Clearinghouse for ESL Literacy Education, Project in Adult Immigrant Education.

Wallace, T., Stariha, W. E., & Walberg, H. J. (2004). Teaching speaking, listening and writing. Bloomfield: International Academy of Education.

3. Vocabulary Building Skills

GAT HIGH FREQUENCY WORDS (GAT Word List) Page No. 143-152

Recommended Reading:

Idrees, M. (2010). Guide for GAT General Test. SMART BRAIN. GRE (General, Local) 2010-2011 Ed. Lahore: Dogar Brother Publishers.

Lublner, S. (2005). Getting Into Words: Vocabulary Instruction that Strengthens Comprehension. Baltimore: Brookes Publishing Company

Marzano, R. J., & Pickering, D. J. (2005). Building academic vocabulary: Teacher's manual. Alexandria: Association for Supervision and Curriculum Development.

McKeown, M. G., & Curtis, M. E. (2014). The nature of vocabulary acquisition. New York: Psychology Press.

Saphier, J., Gower, R. R., & Haley-Speca, M. A. (1997). The skillful teacher: Building your teaching skills. Acton, MA: Research for Better Teaching.

Note: The concepts listed in the syllabus contents may be acquired from sources other than those recommended.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|--|---------|----------|
| COMP-111 | Natural Sciences-I (Introduction to Computing) | 3 | 1 |

Introduction:

Specialized study within an area of Information technology, guided by a supervisor. Topics include theoretical and applied aspects of Computer Science. Combines guided reading and research with a significant individual or group project component.

Objective:

1. The course aims to improve IT knowledge of current era value base of social work in students.
2. The course will throw light on fundamental and advance innovations of IT field. This will help student to participate in their course activities.
3. The course also aims to enable students to examine social work practice using IT gadgets in fields as well as in classroom.

Learning Outcomes:

After undergoing this subject, the students will be able to understand the fundamentals of Computer, its very brief history and use of computer applications in their presentations, field work. Reports and other related aspects of Social Work degree program.

Contents:

Unit-1: Introduction to Computer

- 1.1 Characteristics of computers
- 1.2 Components of computers
- 1.3 Components of system unit
- 1.4 Device Drivers
- 1.5 Interacting with the computer (Input / Output devices)

Unit-2: Operating System / Storage devices

- 2.1 Types of Operating System
- 2.2 Computer Storage
- 2.3 Storage vs Memory
- 2.4 Local storage Vs Network Storage [NS] [Intro]

Unit-3: Computer Network / Network Environment

- 3.1 Standalone PC Vs Network Computer
- 3.2 Devices used in Network PC
- 3.3 Types of Network
- 3.4 Computer Communication
- 3.5 Local storage Vs Network Storage [NS] [Detailed]

Unit -4: MS Office [2016] Applications

- 4.1 MS Word 2016
- 4.2 MS Excel 2016
- 4.3 MS Power Point 2016

Unit-5: Computer Ethics

- 5.1 Privacy and Ethics
- 5.2 Information Assurance.
- 5.3 Protecting your data
- 5.4 Anti-Virus programs.
- 5.5 Firewalls

Unit-6 : Workflow of Computer / Computer Organization

- 6.1 System Analyst and Design [Intro]
- 6.2 Data flow diagram [Data Hierarchy]

Unit- 7: Advancement in IT

- 7.1 Introduction to Web Application
- 7.2 Introduction to Mobile Application / Android Apps
- 7.3 Online storage services
- 7.4 Introduction to Programming Languages
- 7.5 Introduction to Database system.

Unit- 8: Computer and Internet

- 8.1 Email / Attachments.
- 8.2 POP 3 Vs IMAP mail structure
- 8.3 Data Transfer [Methods]

Recommended books / References:

Brand, G. (n.d). Introduction to Computer Science: A Textbook for Beginners in Informatics.USA: Omaha.

Cascio, T., & Gasker, J. (2001). Everyone has a shining side: Computer-mediated mentoring in social work education. *Journal of Social Work Education*, 37(2), 283-293.

Grinstein, G. G., Leger, J. R., Lee, J. P., MacPherson, B. E., & Southard, D. A. (2004). *U.S.Patent No. 6,714,201*. Washington, DC: U.S. Patent and Trademark Office.

Lynn, P. A., & Fuerst, W. (1998). *Introductory digital signal processing with computer applications*. John Wiley & Sons.

Slavin, S., & Schoech, R. (2017). *Human services technology: Understanding, designing, and implementing computer and Internet applications in the social services*. CRC Press.

Smith, I. (2005). Social-mobile applications. *Computer*, 38(4), 84-

Szeliski, R. (2010). *Computer vision: algorithms and applications*. Springer Science & Business Media.

Tate, D. F., & Zabinski, M. F. (2004). Computer and Internet applications for psychological treatment: update for clinicians. *Journal of clinical psychology*, 60(2), 209-220.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|-------------------------|---------|----------|
| SOCW-417 | Theories of Social Work | 3 | 1 |

Introduction:

This course is designed to offer students an intensive study of the major theories and theoretical frameworks currently used in social work practice. It includes a study of the historical context and philosophical underpinnings of practice theories as well as the knowledge from theories about how individuals, families, groups, and communities function in their respective social environments.

Objectives:

Students would acquire knowledge and skills in the following areas:

1. Demonstrate knowledge of various theories, models and perspectives that currently guide social work practice.
2. Conceptualizing social work practice, particularly how it is presented in the principal texts of the profession.
3. Identifying various theoretical frames of reference relevant to practice including in Case Work, Group Work, Community Development, and various Social Work fields where a mix of these and secondary Social Work methods is used.

Learning outcomes:

Students will be able to apply social ethical principles into social work practise

The course will make them able to apply critical thinking while working b in society to solve social issues

It will help them to understand different dimensions of society, societal institutions and organizations

Contents:

Unit-1: Origin

- 1.1 Science and social science
- 1.2 Social science and humanities

Unit-2: Theories and therapies from Psychology

- 2.1 Psychoanalytic Theory
- 2.2 Attachment Theory
- 2.3 Behaviour therapies
- 2.4 Cognitive therapies

Unit-3: Broader social theories

- 3.1 Neoliberalism
- 3.2 Postmodernism
- 3.3 Multiculturalism

Unit-4: Theories developed/adapted into Social Work

- 4.1 Task-centered Social Work
- 4.2 Critical Social Work
- 4.3 Radical Social Work
- 4.4 Feminist Social Work
- 4.5 Structural Social Work
- 4.6 Anti-oppressive practice
- 4.7 Relationship-based Social Work

Unit-5: Approaches, perspectives for Social Work practice

- 5.1 Ecological approach
- 5.2 Strengths perspective
- 5.3 Cognitive-behavioural approach
- 5.4 Evidence-based practice
- 5.5 Social network analysis

Recommended Books:

- Allen.J.(2009). *Critical Social Work Theories*. UK: Allen.
- Beckett. C. (2006). *Essential Theory for Social Work*: UK: Palgrave.
- Cominelli. L. (2002). *Feminist Social Work Theory and Practice*. Hampshire: Palgrave.
- Evans. M. (2013). *Gender: the key Concepts*. USA: Routledge.
- Francis J. T. (2011). *Social Work Treatment*. Oxford: Oxford University.
- Gray. M. (2013). *Social Work Theories and Methods*. Los Angeles: Sage.
- Healy. K. (2005). *Social Work Theories in Context*. UK: Sage.
- Hepworth. D. (2009). *Direct Social Work Practice: Theory and Skills*. Houndsmills: Allen.
- Howe. D. (1987). *An Introduction to Social Work Theory*. England: Wildwood.
- Howe. D. (2009). *A Brief Introduction to Social Work Theory*. Hampshire: Palgrave.
- Lister. G. (2002). *Integrating Social Work Theory and Practice*. USA: Jessica.
- Nash. M. (2005). *Social Work Theories in Action*. London: Jessica
- Oko. J. (2012). *Understanding and Using Theory in Social Work*. UK: Palgrave.
- Ransom. P. (2010). *Social Theory for Beginners: Cambridge*: Polity Press.

Ritzer. G. (2003). *Sociological Theory*. Boston: Maegraw Hill.

Teater. B. (2010). *An Introduction to Applying Social Work Theories and Methods*. New York: Open University.

Thomson. N. (2010). *Theorizing Social Work Practice*. UK: Palgrave.

Walsh. J. (2009). *Theories for Direct Social Work Practice*. USA: Jessica.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|---|---------|----------|
| SWE-01 | Introduction to Social Entrepreneurship | 3 | 1 |

Introduction

Globalization and rapidly increasing communications make us painfully aware of the intractable problems facing humanity and our planet today. Thankfully, we find that there is a growing number of talented, ambitious, and courageous individuals known as ‘social entrepreneurs’ who are creating initiatives that are attempting to mitigate some of these problems on a scale - and with far more ambition - than ever seen before. These individuals realize that we don’t have time for incremental change – we need urgent and systemic change to solve global problems. These individuals and organizations are creating models of urgent, systemic change rather than more traditional incremental improvement, which are being advanced globally in what has come to be known as Social Entrepreneurship. In this course, we will get to know who these people are and what their organizations do, how they think and work, and why they represent more than just a ray of hope for our world today.

As an emerging discipline, social entrepreneurship is a new arena that requires academic and practitioner cooperation, as it lies at the intersection of the fields of entrepreneurship and social change. The course context and content will reflect this intersection, and students will build on a theoretical base of relevant literatures from both of these fields.

The course will expose students to theory regarding entrepreneurship, models of social change, definitions of social entrepreneur and social entrepreneurship, management skills required for social entrepreneurial organizations, scaling of social impact, and impact measurement for social mission organizations. It will also take an in-depth look at the history and evolution of a classic example of social entrepreneurship - microfinance. Throughout the course, examples are given of real social entrepreneurs and social entrepreneurial organizations in order give practical insight to complement the theory covered in the different modules.

For the end-of-course project, either the students will prepare a business plan for establishing a social enterprise or the student will write a case study on a real social entrepreneurial organization.

Objectives:

The primary objectives of the course will be:

1. To provide students with a working knowledge of the concepts, opportunities, challenges and rewards of social entrepreneurship.
2. To demonstrate the role of social entrepreneurship in creating innovative responses to critical social needs (e.g., hunger, poverty, illiteracy, safe drinking water, etc).
3. To engage in a collaborative learning process to develop a better understanding of the context and domain of social entrepreneurship.
4. To effectively assess entrepreneurial opportunities and build the required business plan and business model canvas to reach entrepreneurial goals.
5. Explain the purpose and roles of social ventures and the benefits to society of this form of entrepreneurship.
6. Define a social problem and the scope and parameters of the system that needs to be changed for the problem to be addressed.
7. Identify opportunities for innovation, collaboration, and new business development in response to evolving environmental and social issues.

8. Design appropriate methods to measure social impacts and ensure accountability.
9. Anticipate future developments and prospects in the field of social entrepreneurship.
10. Meet leading social entrepreneurs and intrapreneurs who are using business skills to address complex social and environmental problems in sustainable, profitable ways.
11. Promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, spirit of initiative, risk-taking and responsibility.
12. Raising students' awareness of self-employment as a career option.
13. Organising activities based on learning by doing.

Learning Outcomes:

Upon successful completion of this course, the student will have reliably demonstrated the ability to:

1. Examine the concepts underpinning social entrepreneurship to gain a comprehensive understanding of the opportunities
2. Investigate the best practices, successes and failures, of social entrepreneurship.
3. Critically assess the range of strategic and operational issues faced by those who create and manage social enterprises.
4. Investigate and evaluate the role, requirements and challenges facing a “corporate social entrepreneur”.
5. Create and/or revise a business model for a social enterprise.

Contents:

Unit-1: History of Entrepreneurship and Social Enterprise

- 1.1 - Defining Social Entrepreneurship
- 1.2 - Why Social Entrepreneurship is needed?
- 1.3 - Similarities and Differences in Social & Commercial Entrepreneurship

Unit-2: Social Development Challenges in Pakistan

- 2.1- Focus on social development challenges in Pakistan
- 2.2 - A look at the sectors with potential for innovation
- 2.3 - Mapping various solutions to current local problems

Unit-3: Innovation and Social Entrepreneurship

- 3.1 - Innovation and Social Entrepreneurship
- 3.2 - Understanding conventional wisdom for poverty alleviation & reinventing strategies for innovative solutions to development challenges

Unit-4: Motivations of Social Entrepreneurs

- 4.1 - Model of Social Entrepreneurial Intention
- 4.2 - Recognizing Social Opportunities
- 4.3 - Social Ideas, role of Innovation and Opportunity Recognition
- 4.4 - Developing your Business Idea

Unit-5: Developing a strategic Plan for your Social Venture

- 5.1 - Mission, Business Model, Operational Plan, Growth Strategies
- 5.2 - Organization Structure
- 5.3 - For Profits; Hybrids, Non-Profit
- 5.4 - Which structure suits a social entrepreneur?

Unit-6: Funding sources for Social Ventures

6.1 - Understanding Intentions of Investors

6.2 - Types of Investors: Impact Investors Financial Investors

Unit-7: Measuring the Impact of Your Social Venture

7.1 - Define your SVP

7.2 - What determines your venture's SVP?

Unit-8: Managing Growth of Social Ventures

8.1 - Growth Strategies of Social Ventures

8.2 - Types of Growth Strategies

Unit-9: Funding sources for growth ventures types of funding for growth ventures

9.1 - Important aspects of funding for growth ventures

Unit-10: Implications of growth on stakeholders strategies for growth

Recommended Books:

Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. *The journal of applied behavioral science*, 40(3), 260-282.

Austin, J. E. (2006). Three avenues for social entrepreneurship research. In *Social entrepreneurship* (pp. 22-33). Palgrave Macmillan, London.

Brooks, A. C. (2009). *Social entrepreneurship: A modern approach to social value creation*. Pearson Education.

Dacin, P. A., Dacin, M. T., & Matear, M. (2010). Social entrepreneurship: Why we don't need a new theory and how we move forward from here. *Academy of management perspectives*, 24(3), 37-57.

Dees, J. G. (2017). 1 The Meaning of Social Entrepreneurship. In *Case Studies in Social Entrepreneurship and Sustainability* (pp. 34-42). Routledge.

Haugh, H. (2005). A research agenda for social entrepreneurship. *Social enterprise journal*, 1(1), 1-12.

Mair, J., & Noboa, E. (2006). Social entrepreneurship: How intentions to create a social venture are formed. In *Social entrepreneurship* (pp. 121-135). Palgrave Macmillan, London.

- Martin, R. L., & Osberg, S. (2007). *Social entrepreneurship: The case for definition* (Vol. 5, No. 2, pp. 28-39). Stanford, CA: Stanford social innovation review.
- Neck, H., Brush, C., & Allen, E. (2009). The landscape of social entrepreneurship. *Business horizons*, 52(1), 13-19.
- Nicholls, A. (Ed.). (2008). *Social entrepreneurship: New models of sustainable social change*. OUP Oxford.
- Peredo, A. M., & McLean, M. (2006). Social entrepreneurship: A critical review of the concept. *Journal of world business*, 41(1), 56-65.
- Perrini, F., & Vurro, C. (2006). Social entrepreneurship: Innovation and social change across theory and practice. In *Social entrepreneurship* (pp. 57-85). Palgrave Macmillan, London.
- Santos, F. M. (2012). A positive theory of social entrepreneurship. *Journal of business ethics*, 111(3), 335-351.
- Seelos, C., & Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. *Business horizons*, 48(3), 241-246.
- Shapiro, A., & Sokol, L. (1982). The social dimensions of entrepreneurship.
- Steyaert, C., & Hjorth, D. (Eds.). (2008). *Entrepreneurship as social change: A third new movements in entrepreneurship book* (Vol. 3). Edward Elgar Publishing.
- Weerawardena, J., & Mort, G. S. (2006). Investigating social entrepreneurship: A multidimensional model. *Journal of world business*, 41(1), 21-35.

Semester II

| Code | Subject Title | Cr. Hrs | Semester |
|---------|------------------|---------|----------|
| PST-111 | Pakistan Studies | 3 | II |

Introduction:

The focus of this course is on the Ideology of Pakistan, Freedom Movement, History of Pakistan and the Society and Culture of Pakistan. It discusses the evolution and development of the Pakistani State. Further, it deals with its cultural patterns and highlights its multiplicity and diversity of the land and people.

Objectives:

After studying this course, the students will be able to:

1. Develop the understanding about the nation, its habitants, ideology and institutions.
2. Comprehend the basis of Pakistan Movement, History, Society and Culture.
3. Appreciate the leadership qualities of the key players of the Pakistan Movement and History of Pakistan including Military and Civilian Government.

Learning Outcomes:

1. It will highlight the genesis, nature, development of internal and external dimensions of the state.
2. It will discuss the leadership traits, political role and socio-economic contribution of the country.
3. Learning the political and constitutional developments of Pakistan as well as the growth and working of the institution building.
4. It will entail its educational, socio-cultural, intellectual, religious and political contributions of Pakistan.

Contents:

Unit-1: Pakistan Movement: Historical and Ideological Perspective

- 1.1 Muslim Revivalist Movements in India
- 1.2 The Two-Nation Theory: From Sir Syed Ahmed Khan to Allama Iqbal
- 1.3 Quaid-i-Azam Muhammad Ali Jinnah and the Struggle for Pakistan Creation of Pakistan: Early Challenges

Unit-2: Land and People of Pakistan

- 2.1 Physical features and Geo-Strategic Location of Pakistan
- 2.2 Culture and Traditions: Regional Dimensions
- 2.3 Social Issues and Challenges to Pakistan

Unit-3: History and Politics in Pakistan (1947-2008)

- 3.1 Early Parliamentary Phase
- 3.2 Ayub and Yahya's Era
- 3.3 Democratic Era (1971-1977)
- 3.4 Zia Era (1977-88)
- 3.5 Civil Rule (1988-99)
- 3.6 Musharraf Era (1999-2008)

Unit-4: Contemporary Pakistan

- 4.1 The Constitution of 1973: Salient Features
- 4.2 Foreign Policy and Relations with neighboring countries
- 4.3 Salient Features of Economy, Agriculture and Industry, National Resources

Recommended Books:

- Abdul Sattar. (2010). Pakistan's Foreign Policy: A Concise History 1947-2009. 2nd ed. Karachi: Oxford University Press.
- Afzal, M. R. (2007). Pakistan: History and Politics 1947-197, Karachi: Oxford
- Akbar, S. Z. (2000). Issues in Pakistan's Economy. Karachi: Oxford University Press. Karachi: Oxford University Press.
- Burke, S.M. and Lawrence, Z.(1993). Pakistan's Foreign policy: An Historical Analysis. Karachi: Oxford University Press.
- Burke, S.M. and Qureshi, S.A.D. (1995). The British Raj in India. Karachi: Oxford University Press.
- Choudhary M. A. (2001). The Emergence of Pakistan. Lahore: Research Society of Pakistan.
- Hardy, P. (1998). The Muslims of British India. New Delhi: Cambridge University Press.
- Kazmi, M.R. (2006). Pakistan Studies Core Texts for Colleges and universities. Oxford: Oxford University Press.
- M.R. Kazimi, M.R. (2009). A Concise History of Pakistan. Karachi: Oxford University Press.
- Qalb-i-Abid, S. (1957). Muslim Struggle for Independence (1857-1947). Lahore: Sang-e-Meel

Qureshi, I.H. (1974). *The Struggle for Pakistan*. Karachi: University of the Karachi.

Rizvi, H. R.(2002). *The Military State and Society in Pakistan*. New York: Springer.

Mahmood, S. (2000). *Pakistan: Political roots and development, 1947-1999*. Oxford: Oxford University Press.

Sayeed, K.B. (1968). *Pakistan the Formative Phase (185 7-1948)*. Karachi: Oxford

Shahid, M. A. (2010). *Pakistan's Foreign Policy: A Reappraisal*. 2nd ed. Karachi: University Press.

| Code | Subject Title | Cr. Hrs | Semester |
|---------|--|---------|----------|
| ENG-112 | Expository Writing-II (Creative Writing) | 3 | II |

Introduction:

Introduction to Creative and Expository Writing introduces students to broad a range of writing activities, exercises and texts within the fields of creative and expository writing. Students will polish their skills through practice and brain storming and learn how to use writing as a tool for thinking, learning and organizing. They will write, read and analyze texts in a variety of forms to help them generate ideas and focus their thinking. They will also become more familiar with the conventions of Standard English. By the end of the semester students will have developed strategies for effective writing and communication.

Objectives:

The main aim of this course is to sharpen the student's experience of language and writing by polishing their creative skills. It will teach them to write more creatively yet in an organized and structured way.

Learning Outcomes:

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

Understand some of the skills and techniques required when beginning to write creatively.

Reflect critically on your own writing practice.

Learn and distinguish between different writing techniques

To compose more structured answers

Contents:

A. Introduction to different styles of writing

Descriptive

Comparison

Cause and Effect

Argumentative

B. Advanced Reading and Comprehension I

The students are required to read the given prose critically and answer the questions.

Recommended Reading:

Friend, M., & Cook, L. (1992). *Interactions: Collaboration skills for school professionals*. New York: Longman Publishing Group.

Hargie, O. (Ed.). (1997). *The handbook of communication skills*. New York: Psychology Press.

Maguire, P., & Pitceathly, C. (2002). Key communication skills and how to acquire them. *Bmj*, 325(7366), 697-700.

Rise. B. Axelrod. and Cooper, Charles R. (1985). *The St. Martin's Guide to Writing* New York: St. Martin's Press.

Verderber, R. F., & Verderber, K. S. (1995). *Inter-act: Using interpersonal communication skills*. Belmont, CA: Wadsworth.

C. Connected Paragraph Writing and Picture Description

The students are required to practice paragraph writing with an emphasis on Topic sentence and supporting sentences. The students are supposed to write **at least 3** connected paragraphs on a single theme (word limit: 350 words). The students are required to learn how to analyze and describe pictures in correct English.

Recommended Reading:

Arnaudet, Martin L. and Barrett, Mary Ellen. (1981). *Paragraph Development: A Guide for Students of English as a Second Language*. New Jersey: Prentice-Hall, Englewood Cliff. (Page 179-185).

Haber, R. J., & Lingard, L. A. (2001). Learning oral presentation skills. *Journal of General Internal Medicine*, 16(5), 308-314.

Magin, D., & Helmore, P. (2001). Peer and teacher assessments of oral presentation skills: how reliable are they?. *Studies in Higher Education*, 26(3), 287-298.

D. Vocabulary Building Skills

WORD ROOT METHOD Unit 7-11. Page No. 103-116.

Recommended Reading:

Idrees, Muhammad. *Guide for GAT General Test. Smart Brain GRE (General, Local)*. 2010-2011 ed. Lahore: Dogar Brother Publishers, 2010.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|--|---------|----------|
| SOCW-101 | Introduction to Social Work and Social Welfare | 3 | II |

Introduction:

The course has been designed to develop foundation of understanding about Social Work as an academic discipline and practice base profession. It is a field of study in social sciences, it studies social problems and aims to draw interventions in its methodologies. Social Services are rendered to take care of needs, problems and challenges of different sections of society under domain of social welfare.

Objectives:

The purpose of this course is to acquaint students with the nature and scope of Social Work. This course will familiarize the students with the basic knowledge of Social Work. The course will enable the students to understand the concept of Social Welfare, its evolution at international and national level, and history of Social Welfare System under the Colonial period. The course will help the students to understand the modern concept of Social Welfare, Social Work and Policies Development.

Learning Outcomes:

The students will be able to understand Increased attention on global trends which requires the social work professional to consciously adapt services in practice and policy that are international socially responsible. Social work educators and professionals will be willing to step out of traditional modes of thought and long standing comfort zones and examine new methods of social work practice through diverse theories, concepts, beliefs, values, practices, behaviours, policies, and realities that may not be familiar but ultimately meet the needs of the diverse people the profession represents. On an international scale, social. The course will help students to understand the diversity of human experience and thought, individually and collectively. They will be able to apply knowledge and skills to contemporary problems and issues.

Contents:

A. Social Work

Unit-1: Introduction

- 1.1 Definition of social work
- 1.2 Philosophical base of social work

- 1.3 Basic principles of social work
- 1.4 Professional and voluntary social work
- 1.5 Islamic concept of social work

Unit – 2: Modern concept of Social work

- 2.1 Preventive
- 2.2 Curative
- 2.3 Rehabilitative

Unit- 3: Social Work methods:

3.1 Primary

- Social Case work;
- Social group work
- Community organization and development

3.2 Secondary

- Social Research
- Social welfare Management (Administration)
- Social Action

Unit-4: Important fields of social work practice

B. Social Welfare

Unit-5 : Definition and Related Concepts

- 5.1 Functional definition
- 5.2 Descriptive definition

Unit-6 : Relationship between social welfare and social work

Unit-7 : Historical Development of social welfare in Pakistan

Unit-8 : Concept of social welfare in Islam

- 8.1 Political system in Islam
- 8.2 Concept of sovereignty in Islam
- 8.3 First welfare state

Unit-9 : National Social welfare policies in Pakistan; a critical evaluation

- 9.1 Social welfare plans of 1955, 1988, and 1992
- 9.2 Social welfare policy 1994
- 9.3 contemporary social protection nets in Pakistan

Unit-10: Evolution of social welfare

- 10.1 Old world background
- 10.2 Early charities in England
- 10.3 Early poor laws
- 10.4 Child labour and factory legislation

Unit-11: Social welfare structure in Pakistan

- 11.1 Structure and functions of social welfare ministry/departments in Pakistan
- 11.2 The role of Zakat Department and Pakistan Baitul-mal in poverty alleviation

Recommended Books:

Allan, J., Pease, B., & Briskman, L. (2003). *Critical social work: An introduction to theories and practices*. Allen and Unwin.

Colby, I. C., & Dziegielewski, S. F. (2004). *Introduction to social work: The people's profession*. Chicago, IL: Lyceum Books.

A Sourcebook. Brooks/Cole Publishing Co., 511 Forest Lodge Rd., Pacific Grove, CA 93950; Web: www.brookscole.com.

Grinnell Jr, R. M., & Unrau, Y. (2005). *Social work research and evaluation: Quantitative and qualitative approaches*. Cengage Learning.

Horejsi, C. R., Horejsi, G. A., & Sheafor, B. (2010). *Techniques and guidelines for social work practice*. Allyn and Bacon.

Howe, D. (2017). *An introduction to social work theory*. Routledge.

Khalid, M.(2003). *Social work theory and practice*. Karachi: Kifayat Academy.

Mapp, S. C. (2014). *Human rights and social justice in a global perspective: An introduction to international social work*. Oxford University Press, USA.

Nicholas, L., Rautenbach, J., & Maistry, M. (Eds.). (2010). *Introduction to social work*. Juta and Company Ltd.

Rubin, A., & Babbie, E. R. (2016). *Empowerment series: Research methods for social work*. Cengage Learning.

Shiren Rehmatullah. (2007). *Social welfare in Pakistan*. Karachi: Oxford University Press.

Teater, B. (2014). *An introduction to applying social work theories and methods*. McGraw-Hill Education (UK)

- Van Wormer, K. S. (2006). *Introduction to social welfare and social work: The US in global perspective*. Thomson Brooks/Cole.
- Zastrow, C. (2009). *Introduction to social work and social welfare: Empowering people*. Cengage Learning.
- Allan, J., Pease, B., & Briskman, L. (2003). *Critical social work: An introduction to theories and practices*. Allen and Unwin.
- Colby, I. C., & Dziegielewski, S. F. (2004). *Introduction to social work: The people's profession*. Chicago, IL: Lyceum Books.
- Grinnell Jr, R. M., & Unrau, Y. (2005). *Social work research and evaluation: Quantitative and qualitative approaches*. Cengage Learning.
- Horejsi, C. R., Horejsi, G. A., & Sheafor, B. (2010). *Techniques and guidelines for social work practice*. Allyn and Bacon.
- Howe, D. (2017). *An introduction to social work theory*. Routledge.
- Khalid, M.(2003). *Social work theory and practice*. Karachi: Kifayat Academy.
- Mapp, S. C. (2014). *Human rights and social justice in a global perspective: An introduction to international social work*. Oxford University Press, USA.
- Nicholas, L., Rautenbach, J., & Maistry, M. (Eds.). (2010). *Introduction to social work*. Juta and Company Ltd.
- Rubin, A., & Babbie, E. R. (2016). *Empowerment series: Research methods for social work*. Cengage Learning.
- Shiren Rehmatullah. (2007). *Social welfare in Pakistan*. Karachi: Oxford University Press.
- Teater, B. (2014). *An introduction to applying social work theories and methods*. McGraw-Hill Education (UK).
- Van Wormer, K. S. (2006). *Introduction to social welfare and social work: The US in global perspective*. Thomson Brooks/Cole.
- Zastrow, C. (2009). *Introduction to social work and social welfare: Empowering people*. Cengage Learning.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|--------------------------|---------|----------|
| SWE-02 | Principles of Management | 3 | II |

Introduction

Principles of Management is an introductory course and is required for all management majors. This course explains the relationships between organizational mission, goals and objectives and their successful achievement. It will clarify the significance and necessity of managing an organization. Management will reveal understanding of various organizational processes and behaviours and the theories associated with them. This course will help students to conceptualize about how internal and external environment shape organizations and their responses. Principles of management demonstrates critical thinking skills in identifying ethical, global, and diversity issues in planning, organizing, controlling and leading functions of management. It will help students to understand organizational design and structural issues

Objectives

1. The main objective of this subject is to make students able to understand how. Management is basically concerned with thinking & utilizing human, material & financial resources in such a manner that would result in best combination.
2. It will help to have a knowledge of Increasing the Efficiency of factors of Production -
3. To understand how maximum benefits to the employee in the shape of good working condition, suitable wage system, incentive plans on the one hand and higher profits to the employer on the other hand.
4. Management serves as a tool for the upliftment as well as betterment of the society. Through increased productivity & employment, management ensures better standards of living for the society. It provides justice through its uniform policies.

Learning Outcomes

By the end of the course, you would be able to:

1. Analyze management principles and concepts as they apply to business situations
2. Gain an in-depth understanding of co-workers and a general understanding of the business environment in which you will operate.
3. Identify the steps of problem solving and decision making in organizations.

4. Recognize challenges in the achievement of good managerial performance.
5. Describe human resource planning and staffing processes needed to achieve optimal performance.
6. Illustrate how business ethics and social responsibility apply to organizations.
7. Describe formal and informal organizational communication processes and how to influence employees

Contents:

Unit 1 - Historical Overview of Management

- 1.1- What is Management?
- 1.2- Who are Managers?
- 1.3- Management in New Era
- 1.4- Organization & Technology and Knowledge Management

Unit 2 - Management and Managers

- 2.1- Managerial Roles in Organizations
- 2.2- Managerial Functions
- 2.3- Managerial Levels and Skills
- 2.4- Management Ideas: Yesterday and Today

Unit 3 - Classical View of Management

- 3.1- Scientific and Bureaucratic
- 3.2 - Administrative View of Management
- 3.3 - Behavioural Theories of Management

Unit 4 - Quantitative, Contemporary and Emerging Views of Management

- 4.1- Management and Organization
- 4.2 - Analysing Organizational Environment
- 4.3 - Understanding Organizational Culture

Unit 5 - 21st Century Management Trends

- 5.1 - Understanding Global Environment: WTO and SAARC

Unit 6 - Decision Making and Decision Taking

- 6.1 - Rational Decision Making
- 6.2- Nature and Types of Managerial Decisions
- 6.3 - Non-Rational Decision Making
- 6.4 - Group Decision Making and Creativity
- 6.5 - Planning and Decision Aids

Unit 7 - Planning: Functions & Benefits

- 7.1- Planning Process and Goals Levels
- 7.2 - Corporate Social Responsibility (CSR)
- 7.3 - Organizational Citizenship Behaviour (OCB)
- 7.4 - Planning Process and Goals Levels

Unit 8 - Strategic Management

8.1 - Levels of Strategies, Porter's Model

8.2 - Strategy Development (BCG) & Implementation

Unit 9 - Professionals Leadership Traits

9.1 - Behavioural and Situational Models of Leadership

9.2 - Strategic Leadership Models

Unit 10 - Understanding Group Dynamics in Organizations

10.1 - Group Concepts,

10.2 - Stages of Group Development

10.3 - Team Effectiveness

Recommended Books:

Bruwer, J., De Beer, A., Holtzhausen, M., Kiley, J., & Maritz, M. (2011). *Principles of business management*. J. W. Strydom (Ed.). Cape Town: Oxford University Press.

Carpenter, M. A., Bauer, T., Erdogan, B., & Short, J. (2009). *Principles of management*. Washington, DC: Flat World Knowledge.

Hatten, T. S. (2012). *Principles of small business management*. South-Western.

Hill, C. W., & McShane, S. L. (2008). *Principles of management* (pp. 404-20). McGraw-Hill/Irwin.

Morden, T. (2017). *Principles of management*. London: Routledge.

Schmithüsen, F., Kaiser, B., Schmidhauser, A., Mellinghoff, S., Perchthaler, K., & Kammerhofer, A. W. (2015). *Entrepreneurship and management in forestry and wood processing: principles of business economics and management processes*. Routledge.

Semlitsch, R. D. (2000). Principles for management of aquatic-breeding amphibians. *The journal of wildlife management*, 615-631.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|--|---------|----------|
| SWE-03 | Introduction to Microfinance and Financing Sources | 3 | II |

Introduction:

This course will be offering conceptual knowledge regarding financial services targeting individuals and small businesses who lack access to conventional banking and related services. Microfinance includes microcredit, the provision of small loans to poor clients; savings and checking accounts; microinsurance; and payment systems, among other services. Microfinance services are designed to reach excluded customers, usually poorer population segments, possibly socially marginalized, or geographically more isolated, and to help them become self-sufficient. Different government and non-government organizations have been providing financial support to the poor, vulnerable and marginalized persons in the society.

Objectives:

To understand the concept of small financial support to start new businesses targeting individuals.

To understand the role of social welfare department along with other non-profit organizations.

The graduates shall be equipped with the comprehensive knowledge and skill set in order to contribute competently as microfinancing and financing sources in various capacities.

2. The graduate shall have cross-disciplinary knowledge of the core functions and operations of Micro-financing.

3. The graduate shall be prepared to respect diversity and endeavor to work ethically.

Learning Outcomes:

Students would be able to understand different organizational micro-credit support to the individuals in the society. Graduates would be able to get handful information regarding micro-financing and economic support to inform their service user in future to run a small business.

Contents:

Unit-1: Define Micro-financing and poverty

- 1.1 What is micro-financing?
- 1.2 Modern development and need of Micro-financing
- 1.3 Importance of micro-financing around the world and in Pakistan.
- 1.4 Importance of financial resources for development

Unit-2: Historical perspective of Micro-financing and Financial sources in developing countries

- 2.1 History and need of Micro-financing around the globe
- 2.2 Concept of social welfare and distribution of resources
- 2.3 Concept of Masculinity- femininity in developing countries

Unit-3: Types/needs of Micro-financing in developing countries

- 3.1 Affecting factors on poor people
- 3.2 Social, Cultural, political and religious factors
- 3.3 concepts of inflation and reproduction
- 3.4 Women Empowerment in relation with financial resources

Unit-4: Government and non-government organizations' economic/Financial support for poor and deserving.

- 4.1. Role of NGO's in poverty elevation
- 4.2 Role of Government or state responsibility towards poor people in regards to economic support.
- 4.3. Distribution of financial resources for poor people/deserving in the community/society

Unit-5: Role of international organizations' financial support to developing countries.

- 5.1 Elaborate the role of international organizations towards poverty elevation like; World Bank, Asian Development Bank, United Nations Development Programme etc
- 5.2 Role of planning commission and Pakistan National agencies and organizations supporting micro-financing and financial resources as part of National development projects.

Units-6: Importance of Micro-financing sources and supporting organization.

- 6.1 Micro-finance network in Pakistan
- 6.2 Positive factors affecting Micro-financing sources through supporting organizations
- 6.3 Role of social welfare department along with other departments like; Bait ul Maal, Zakat and Ushar etc.
- 6.4 Importance of Micro-financing operations in Pakistan in relation with social welfare concepts.

Unit-7: Risks factors involves in micro-financing in Pakistan

7.1 Social, economic, cultural, political factors etc.

Unit-8: Micro-Financing and social interventions

8.1 Social work theories

8.2 Role of Foreign donors and National Donors/ Philanthropists

8.3 List of organization

- Asian Development Bank
- Aga Khan Agency for Microfinance
- Aga Khan Foundation
- Aga Khan Rural Support Programme
- Khushhali Bank
- Microfinance Bank
- Micro Finance Institution
- National Rural Support Programme
- Operational Self-Sufficiency
- Portfolio at Risk
- Pakistan Microfinance Network
- Pakistan Poverty Alleviation Fund
- Punjab Rural Support Program
- South Asian Association for Regional Cooperation
- State Bank of Pakistan
- Swiss Agency for Development and Cooperation
- Securities and Exchange Commission of Pakistan
- Sarhad Rural Support Programme
- Thardeep Rural Development Programme
- United Nations Development Programme

- United States Agency for International Development
- World Bank
- Zarai Taraqiati Bank Limited

8.4 Future of Micro-Financing in Pakistan and Latest trends.

Recommended Books:

Ahmed, U. F. (2000) Micro-credit Financing and Poverty Reduction, Monthly Management Accountant, November-December 2000. Lahore: Institute of Cost and Management Accountants of Pakistan.

Ahmed, S. (2002) Poverty and Micro-credit: New Realities and Strategies Issues, Bangladesh: Palli Karma-Sahayad Foundation (PKSF).

Cain, A. (2007). Housing microfinance in post-conflict Angola. Overcoming socioeconomic exclusion through land tenure and access to credit. *Environment and urbanization*, 19(2), 361-390.

Dharmarajan; S. (1998), NGO Development Initiative and Public Policy. New Delhi: Kaniska Publishers.

Goldberg, M., & Palladini, E. (2010). *Managing risk and creating value with microfinance*. The World Bank.

HULM, D. (2009). The story of the Grameen bank: From subsidized microcredit to market based microfinance. In *Microfinance* (pp. 183-190). Routledge.

Luoto, J., McIntosh, C., & Wydick, B. (2007). Credit information systems in less developed countries: A test with microfinance in Guatemala. *Economic Development and Cultural Change*, 55(2), 313-334.

Togba, E. L. (2009, October). Microfinance, Social Capital and Households Access to Credit: Evidence from Côte d'Ivoire. Georgia Institute of Technology.

Vetrivel, S. C., & Kumarmangalam, S. C. (2010). Role of microfinance institutions in rural development. *International Journal of Information Technology and Knowledge Management*, 2(2), 435-441.

Semester III

| Code | Subject Title | Cr. Hrs | Semester |
|---------|---|---------|----------|
| ENG-211 | Expository Writing-III (Academic Writing) | 3 | III |

Introduction:

Academic writing is clear, concise, focused, structured and backed up by evidence. Its purpose is to aid the student's understanding. It has a formal tone and style consisting of an introduction, paragraph structure with supportive sentences and conclusion. Connects reading to vocabulary acquisition and to the production of academic-style essays containing references.

Objectives:

The main aim of this course is to make student aware of the difference between informal and formal writing, to write coherently and cohesively, to structure and organize their answers using academic tone and language.

Learning Outcomes:

The students will be able to focus on structuring and organizing information in a focused and concise way.

It will enrich their vocabulary

It will help them structure essays and paragraphs.

Basic research skills

A. An Introduction to Academic Writing

Formal and Informal Writing

The use of cautious language

B. Summarizing and Paraphrasing Skills

Recommended Reading:

Bailey, S. (2015). *Academic writing: A handbook for international students*. London: Routledge.

R, R. J. (1992). *Academic writing course*. London: Nelson.

C. An Introduction to Report Writing

Recommended Reading:

Murphy, H. (2008). *Effective Business Communication*. New York: Tata McGraw Hill Education Private Limited.

D. Formal Letter Writing

The students are expected to be proficient in formal letter writing like Letters to the editor, public officials (WAPDA, WASA etc.)

Recommended Reading:

Azar, B. S., Hartle, S., & Matthies, B. F. (2003). *Fundamentals of English Grammar, Teacher's Guide*. UK: Longman.

Downing, A., & Locke, P. (2002). *A university course in English grammar*. New York: Psychology Press.

Eastwood, J., & Heath, M. (1992). *Oxford practice grammar*. Oxford: Oxford University Press.

Greenbaum, S. (1996). *The oxford English grammar* (Vol. 652). Oxford: Oxford University Press.

Jespersen, O. (2013). *Essentials of English grammar*. London: Routledge.

Leech, G., & Svartvik, J. (2013). *A communicative grammar of English*. London: Routledge.

Murphy, R. (2012). *English grammar in use*. Ernst Klett Sprachen.

Radden, G., & Dirven, R. (2007). *Cognitive English Grammar* (Vol. 2). Amsterdam: John Benjamins Publishing.

Sweet, H. (2014). *A new English grammar* (Vol. 1). Cambridge: Cambridge University Press.

| Code | Subject Title | Cr. Hrs | Semester |
|---------|--|---------|----------|
| PST-111 | Arts & Humanities – I (Language – Persian) | 3 | III |

فارسی زبان و ادب

☆ فارسی زبان کا بنیادی تعارف

☆ منتخب متون کی تدریس

☆ فارسی زبان کی ضرورت اہمیت

☆ اساسی قواعد صرف و نحو

حصہ نظم

سعدی شیرازی، حمد

حکیم سنائی غزنوی، مناجات

نظامی گنجوی، حمد

سعدی شیرازی، نعت

عبدالرحمن جامی، نعت

مرزا غالب، نعت

علامہ محمد اقبال، دعا

علامہ محمد اقبال، قرآن مجید

علامہ محمد اقبال، از تو خواہم یک نگاہ التفات

علامہ محمد اقبال، پس چہ باید کرد اے اقوام مشرق

علامہ محمد اقبال، حدی

علامہ محمد اقبال، غزل

امیر خسرو، غزلہائے خسرو

حافظ شیرازی، غزلہائے شیرازی

مولانا روم، موسیٰ و شبان

مولانا روم، فی نامہ

مناظرہ خسرو و بفرہاد،

سیخ بہائی، ای تیر غمت رادل عشاق نشانہ

نظامی گنجوی، پندھا

پروین اعتصامی، نیکی

مرزا حبیب خراسانی، کمال میں است و بس

حصہ نثر

سید علی ہجویری، خلفائے راشدین
امام محمد الغزالی، پیدا کردن پروردن و ادب کردن کو دکان
نصیر الدین طوسی، آداب سخن گفتن
امام محمد الغزالی، آداب طعام خوردن
امام محمد الغزالی، حقوق پدر و مادر
امام محمد الغزالی، در شناختن نفس خویش
سید علی ہجویری، من این ہمہ قسم
عبدالرحمن جامی، حکایات
سید علی ہجویری، حدی خوان
سعدی شیرازی، حکایات گلستان
دی باشیخ ابوسعید ابوالخیر
ابوالفضل بہیقی، امیر عادل سبکتگین در آہوی مادہ
ابوالمعالی کیکاؤس، پندہای قابوس نامہ

مقررہ کتب

سعدی شیرازی، گلستان
سعدی شیرازی، بوستان
محمد الغزالی، کیمیائے سعادت
سید علی ہجویری، کشف المحجوب
مولانا روم، مثنوی معنوی
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ابوالمعالی کیکاؤس، قابوس نامہ
محمد حسین آزاد، جامع القواعد

| Code | Subject Title | Cr. Hrs | Semester |
|----------|---|---------|----------|
| SOCW-411 | Quantitative Reasoning-II (Project Management) | 3 | III |

Introduction:

This course will broaden the skills to implement and manage projects effectively. This will also help you to better appreciate the importance of good project management.

Objectives:

The objective of the course is to provide:

1. Basic knowledge of the nature and importance of projects in the international as well as local arena;
2. Working knowledge of the disciplines and knowledge areas involved in project management;
3. Practical knowledge and skill to apply project management techniques required in the identification, planning, management and execution of projects;
4. Awareness of best practices in respect of project management.
5. How to apply project management concepts by working on a group.

Learning Outcomes:

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

1. Improve organizational productivity
2. Effectively organize projects
3. Understand the project life cycle
4. Master the basic project management skills
5. Link realistic objectives to stakeholder needs
6. Establish dependable monitoring techniques
7. Estimate project costs
8. Agree on realistic time schedules

Contents

Unit-1: Introduction to Project Management

- 1.1 Definition of Project Management
- 1.2 Concept of Project Management
- 1.3 Nature of Project Management

Unit 2: Project Management Methodology

- 2.1 Types
- 2.2 Values
- 2.3 Importance

Unit 3: Phases of Project Management

- 3.1 Conception & Initiation

- 3.2 Definition and planning
- 3.3 Launch or execution
- 3.4 Performance and Control
- 3.5 Project close

Unit-4: Project Management Methodologies and Organizational Structure

- 4.1: Project Life Cycle
- 4.2: The Project Manager
- 4.3: Project Conception and Project Feasibility

Unit-5: Project Selection

- 5.1 Project Proposal
- 5.2 Project Planning
- 5.3 Work Break Down Structure
- 5.4 Work Break Down Structure

Unit-6: Total Project Planning

- 6.1 Project Scope and Planning
- 6.2 Project Scope Management

Unit-7: Quality in Project Management

- 7.1 Quality in Project Management (Cont.)
- 7.2 Principles of Total Quality

Unit-8: Project Management through Leadership

- 8.1 Conflict resolution among members
- 8.2 Ethics in project management

Recommended Books:

Shields, M. G. (2004). *E-business and ERP: Rapid implementation and project planning*. New York: John Wiley & Sons.

Leus, R., & Herroelen, W. (2004). Stability and resource allocation in project planning. *IIE transactions*, 36(7), 667-682.

Thamhain, H. J. (2014). Assessing the effectiveness of quantitative and qualitative methods for R&D project proposal evaluations. *Engineering Management Journal*, 26(3), 3-12.

Chen, D., Webber, M., Chen, J., & Luo, Z. (2011). Emergy evaluation perspectives of an irrigation improvement project proposal in China. *Ecological Economics*, 70(11), 2154-2162.

Case, P., & Piñeiro, E. (2009). Stop whining, start doing! Identity conflict in project managed software environments. *ephemera*, 9(2), 93-112.

Wang, E. T., Chen, H. H., Jiang, J. J., & Klein, G. (2005). Interaction quality between IS professionals and users: impacting conflict and project performance. *Journal of Information Science*, 31(4), 273-282.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. New York: Psychology press.

Hargreaves, A., & Fink, D. (2012). *Sustainable leadership* (Vol. 6). New York: John Wiley & Sons.

Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (Vol. 3). New York: John Wiley & Sons.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|---|---------|----------|
| SOCW-412 | Social Sciences-II (Basic Concepts of Social Sciences) | 3 | III |

Introduction:

The course has been designed to enhance insight of the students about basic themes of Social Sciences i.e. Sociology, Social Work, Gender Studies, Psychology, Mass Communication, Political Sciences

Objectives:

Objective of the course is to enable the graduates to understand the relevance of basic Perspective of Social Sciences and Society. It aims to enable the graduates to develop better insight about society.

Learning Outcomes:

Students will be able to apply analytical skills to social phenomena in order to understand human behavior. Students will be in a position knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. Students will understand the role of individuals and institutions within the context of society. They would Assess different social science theories and concepts and understand the distinction between empirical and other methods of inquiry And Utilize will appropriate information literacy skills in written and oral communication. The course will help students to understand the diversity of human experience and thought, individually and collectively. They will be able to apply knowledge and skills to contemporary problems and issues.

Contents:

Unit-1: Social Sciences

- 1.1 Study of Social Sciences
- 1.2 Nature of Social Sciences & Society
- 1.3 Basic of Social Sciences

Unit-2: Introduction to Sociology and major perspectives

- 2.1 define sociology
- 2.1 Historical background of sociology
- 2.3 scope of sociology

Unit-3: Introduction to Social Psychology

- 3.1 Definition

- 3.2 history of psychology
- 3.3 Theories of human growth and development

Unit-4: Introduction to Social Work

- 4.1 Definitions
- 4.2 Historical perspectives
- 4.3 Primary methods of social work
- 4.4 Secondary methods of social work
- 4.5 Field of practice

Unit-5: Introduction to Gender Studies

- 5.1 Defining Gender
- 5.1 History of Gender studies
- 5.2 Feminist psycho analytical theory
- 5.3 Postmodern influence

Unit 6: Introduction to Mass Communication

- 6.1 Definition of mass communication
- 6.2 Field of study
- 6.3 Types of mass communication
- 6.4 Major theories

Unit 7: Introduction to Political Science

- 7.1 Introduction
- 7.2 The nation state
- 7.3 Political Philosophy, Liberalism, and the Democratic Ideal
- 7. 4 Ideologies II—Conservatism; Radical Ideologies: Socialism, Anarchism, and Fascism; and Focal/Minor Ideologies
- 7. 5 -Constitutions and the Rule of Law
- 7.6 - Different Forms of Governance
- 7.7 - The Role of the Political Executive

Recommended Books:

- Gouldner, A. W. (1973). *For sociology: Renewal and critique in sociology today* (pp. 3-26). London: Allen Lane.
- Marshall, G., & Scott, J. (Eds.). (1998). *A dictionary of sociology*.
- Sztompka, P. (1994). *The sociology of social change*. Oxford: Blackwell.
- Timms, N., & Watson, D. (Eds.). (2018). *Philosophy in social work* (Vol. 2). Routledge.
- Thuy, N. T. N. (2020). Managing Social Work According to the Educational Philosophy of Ho Chi Minh City University of Technology and Education. *VNU Journal of Science: Education Research*, 36(1).
- Siporin, M. (1982). Moral philosophy in social work today. *Social Service Review*, 56(4), 516-538.
- McQuail, D. (1987). *Mass communication theory: An introduction*. Sage Publications, Inc.
- Bryant, J., & Miron, D. (2004). Theory and research in mass communication. *Journal of communication*.
- Pilcher, J., & Whelehan, I. (2004). *50 key concepts in gender studies*. Sage.
- Cranny-Francis, A., Waring, W., Stavropoulos, P., & Kirkby, J. (2017). *Gender studies: Terms and debates*. Macmillan International Higher Education.
- Marsh, D., & Stoker, G. (2002). *Theories and methods in political science*. Palgrave.
- Dryzek, John S. *Discursive democracy: Politics, policy, and political science*. Cambridge University Press, 1990.
- Ahmed, I. (1985). *The Concept of an Islamic State: an analysis of the ideological controversy in Pakistan* (Vol. 28). Department of Political Science, University of Stockholm.
- Muhammad, S., & Shafiq, Q. A. K. (2019). Gender Quota and Women's Political Participation in Pakistan: A Case of General Elections 2002.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|-----------------------------------|---------|----------|
| SWE-04 | Ethics of Social Entrepreneurship | 3 | III |

Introduction:

The aim of this course is to enable students from a variety of backgrounds to understand different ethical and cultural backgrounds and how they impact on the decision making process of entrepreneurs. The course will explore the effect that ethics and culture has on entrepreneurs and entrepreneurial activity and how effective decision making is enhanced by an understanding of these differences

Objective:

1. To comprehend the meaning of social entrepreneurship,
2. To investigate the motivation behind doing social entrepreneurship and identify ethical issues and ethical dilemmas associated with social entrepreneurship.
3. To clarify the blurred concept of social entrepreneurship by reviewing the literature and then it proposed a workable definition of social entrepreneurship

Learning Outcomes:

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

1. Present the theory associated with different approaches to business ethics
2. Explain the concept of culture and why different societies have different cultural values
3. Explain why and how culture and business ethics influence entrepreneurial activities
4. Analyse the role of social entrepreneurs in society
5. Anticipate how social entrepreneurship impacts entrepreneurial activities

Contents:

Unit-1: Introduction & Overview

- 1.1 Why Study Entrepreneur Ethics?
- 1.2 The Nature of Entrepreneur Ethics
- 1.3 Moral Reasoning

Unit-2: Foundations of Ethics:

2.1: Introduction to Moral Philosophy

2.2: Consequentialist and Non Consequentialist Theories

2.3: Virtue Ethics

Unit-3 The Social Entrepreneur System:

3.1 Criticizing Markets and Free Trade

Unit4: Ethical Issues in Entrepreneur Settings

4.1: External Stakeholder Issues (Environment)

4.2: External Stakeholder Issues-II (Production and Marketing)

Unit-5: Ethical Issues in Entrepreneur Settings:

5.1 Internal Stakeholder Issues (Job Discrimination)

5.2 Internal Stakeholder Issues (Employee's Rights and Obligations)

Unit-6: Ethics and Corporate Social Responsibility:

6.1 Arguments for and against CSR

6.2 Principles of Social Responsibility in Business

6.3 Schools of Thought on Social Responsibility

6.4 Islamic Business Ethics

Unit-7: Theories of Ethics

7.1 Utilitarianism

7.2 Social Contract Theory

7.3 Virtue Ethics

7.4 Religion Command Theory

Recommended Books:

Browning, D. S. (1983). *Religious ethics and pastoral care* (pp. 53-71). Philadelphia: Fortress Press.

- Chell, E., Spence, L. J., Perrini, F., & Harris, J. D. (2016). Social entrepreneurship and business ethics: Does social equal ethical?. *Journal of business ethics*, 133(4), 619-625.
- Dey, P., & Steyaert, C. (2016). Rethinking the space of ethics in social entrepreneurship: Power, subjectivity, and practices of freedom. *Journal of Business Ethics*, 133(4), 627-641.
- Garg, R., & Yadav, S. (2019). Ethics and social entrepreneurship: an exploration. In *Handbook of Research on Ethics, Entrepreneurship, and Governance in Higher Education* (pp. 283-304). IGI Global.
- James, C. D., & Schmitz, C. L. (2011). Transforming sustainability education: Ethics, leadership, community engagement, and social entrepreneurship. *International Journal of Business and Social Science*, 2(5), 1-7.
- Pathak, S., & Muralidharan, E. (2020). Societal Ethics and Social Entrepreneurship: A Cross-Cultural Comparison. *Cross-Cultural Research*, 54(2-3), 180-208.

Semester IV

| Code | Subject Title | Cr. Hrs | Semester |
|----------|--|---------|----------|
| STAT-111 | Natural Sciences-II (Introduction to Statistics) | 3 | IV |

Introduction & Objectives:

This course aims at familiarizing students with basic statistical concepts and help them learn some descriptive statistics manually and by using soft wares such as SPSS.

Contents:

Unit-1 Introduction

- 1.1 Elementary mathematical concepts and notions
- 1.2 Meaning and Definition of Social Statistics
- 1.3 Use of Statistics in Modern Sociology
- 1.4 Grouped and Un-grouped Data
- 1.5 Statistics: Descriptive and Inductive
- 1.6 Measurement: Nominal, Ordinal and Interval scales
- 1.7 Frequency Distribution: Tabular Organization and Graphic Presentation of Data

Unit-2 Measures of Centrality and Location

- 2.1 Mean, Median and Mode
- 2.2 Percentiles, Deciles and Quartiles

Unit-3 Measures of Dispersion

- 3.1 Range
- 3.2 Mean Deviation
- 3.3 Standard Deviation
- 3.4 Variance
- 3.5 Quartile Deviation

Unit-4 The Normal Distribution

- 4.1 Form of the normal Curve
- 4.2 Area under the Normal Curve

Unit-5 Probability

- 5.1 Basic concepts
- 5.2 Rules of Probability
- 5.3 Binomial Probabilities

Unit-6 Non Parametric Tests

- 6.1 Chi Square Test
- 6.2 Other Non-parametric Tests: The Sign Test, The Median Test, The Mann Whitney Test

Unit-7 Introduction to SPSS

Recommended Books:

- Blalock Hubert. M. (1972). *Social Statistics*. Tokyo: McGraw-Hill.
- Boniface, David R. (1995). *Experiment Design and Statistical Methods. For Behavioral and Social Research*. London: Chapman & Hall
- Cramer, Duncan. (1994). *Introducing Statistics for Social Research: Step-by-Step Calculations and Computer Techniques Using SPSS*. London: Routledge
- Edward, Allen L. (1960). *Statistical Methods for Behavioral Science*. New York: Rinehart and Company, Inc.
- Elifson, Kirk W. (1990). *Fundamentals of Social Statistics*. New York: McGraw Hill Book Co.
- Fielding, J., Gilbert, N., & Gilbert, G. N. (2006). *Understanding social statistics*. London: Sage.
- Hagood, Margaret Jarman and Daniel O. Price. (1952). *Statistics for Sociologists*. New York: Holt, Rinehart and Winston.
- Healey, J. F. (2014). *Statistics: A tool for social research*. Boston: Cengage Learning.
- Korin, Basil P. (1975). *Statistical Concepts for the Social Sciences*. Cambridge: Winthrop Publishers Inc.
- Knoke, D., Bohrnstedt, G. W., & Mee, A. P. (2002). *Statistics for social data analysis*. Itasca, IL: FE Peacock Publishers.
- Levin, J. (2006). *Elementary statistics in social research*. Pearson Education India.
- Sirkin, R. M. (2005). *Statistics for the social sciences*. Sage Publications.
- Spiegel, Murray R. (1961). *Theory and Problems of Statistics*. New York: Schaum Publishing Company
- Stevens, J. P. (2012). *Applied multivariate statistics for the social sciences*. Routledge.
- Vogt, W. P., & Johnson, B. (2011). *Dictionary of statistics & methodology: A nontechnical guide for the social sciences*. Sage.
- Wagner III, W. E. (Ed.). (2009). *Using SPSS for social statistics and research methods*. Pine Forge Press.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|--|---------|----------|
| SOCW-211 | Quantitative Reasoning-I (Social Research) | 3 | IV |

Introduction:

Given the quantitative research methods, the course aims to prepare the students so that they could apply the concepts discussed in the class to the real research situations. In this way they will go through the whole research process starting from the selection of topic to the final presentation of report. Hence it is an active hands-on learning course requiring extensive writing of assignments.

Objectives:

In this course the participants will be taken through a process of developing their understanding of research in theory and practice. On the completion of the course the students should be able to:

1. sharpen their analytical skills based on objective and pragmatic investigation of a situation;
2. develop their own understanding of the issues to be converted into a research problem;
3. develop the ability to convert the issues into research problem in a clear, objective, and pragmatic manner; and
4. prepare a research project proposal, demonstrating the mastery of making an appropriate use of quantitative research methods learnt in this course.

Learning outcomes

1. To equip the students with basic insight about the Social Research.
2. To enable the students to design.
3. Study on social issue.
4. To impart basic skills and techniques to under taking and social study.

Contents:

Unit-1: Introduction:

- 1.1 Distinction between qualitative and quantitative methods
- 1.2 Positivist approach
- 1.3 Research Process

Unit-2: Selection of topic of research

- 2.1 Writing of research proposal

Unit-3: Review of literature

- 3.1 Purpose
- 3.2 Procedure
- 3.3 Ethics of research

Unit-4: Concepts, variables, and hypothesis

Unit-5: Theoretical framework

- 5.1 Derivation of hypothesis

Unit-6: Operationalization/measurement of variables

- 6.1 Dimensions, elements, and questions/statements
- 6.2 Validity of measures
- 6.3 Guidelines for developing the instrument for measurement
- 6.4 Trial run

Unit-7: Research design in quantitative research

- 7.1 Survey design
- 7.2 Experimental design
- 7.3 Content Analysis

Unit-8: Survey research design

- 8.1 Decide on the type of survey
- 8.2 Population, target population, sampling frame
- 8.3 Sample size
- 8.4 Types of sample: Non-probability and probability
- 8.5 Types of non-probability sample
- 8.6 Types of probability sample
- 8.7 Sampling procedure
- 8.8 Data processing: Coding, data entries, making table/graphs (Use of SPSS)
- 8.9 Data presentation: Data transformation, tabular and graphic
- 8.10 Data analysis: Univariate, bivariate analysis. Use of appropriate statistics
- 8.11 Tables: Format, interpretation, testing the hypothesis, control factors

Unit-9: Experimental design

- 9.1 Setting up the experiment
- 9.2 Causal relationship: issues of causality, control factors
- 9.3 Validity of experimental design
- 9.4 Testing the hypothesis
- 9.5 Confounding factors
- 9.6 Validity of experiments: internal and external validity

Unit-10: Communication analysis

- 10.1 Procedure

Unit-11: Report writing

- 11.1 Structure of the report (thesis and consultant's report)

Unit-12: Referencing

Recommended Books:

Bryman, A. (2008). *Social research methods*. Oxford: Oxford University Press.

Neuman, W. L. (2006). *Social research methods*. Boston: Allyn and Bacon.

Engel, R. J. & Schutt, R. K. (2009). *The practice of research in Social Work* . Los Angeles: Sage.

Rubin, A. & Babbie, E. (2001). *Research methods for Social Work*. Belmont, CA: Wadsworth.

Hart, C. (2005). *Doing your masters dissertation*. New Delhi: Vistaar Publications.

Hardwick, L.(2011). *Doing Social Work Research*. LOS Angeles: Sage.

Kirk, S.A.(1999). *Social Work Research Methods*. USA: NASW Press.

Morris, T.(2006). *Social Work Research Methods*. London: Sage.

Worsley, A.(2011).*Doing Social Work Research*. London: Sage.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|--|---------|----------|
| SOCW-212 | Arts & Humanities-II (History & Philosophy of Social Work) | 3 | IV |

Introduction:

This course lays foundation for students to understand Social Work knowledge, practice and profession.

Objectives:

The course aims to impart knowledge of philosophical value base of social work in students. The course will throw light on traces of historical development of the profession discussing British and American tradition and then its growth as profession in Pakistan.

Learning Outcomes:

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.

Contents:

Unit-1. Social Work

- 1.1 Definition key concepts and detailed discussion on definition
- 1.2 Objective / purpose of social work
- 1.3 Knowledge base of social work
- 1.4 Relationship of social work with other social sciences
- 1.5 Social work profession
- 1.6 Social work practice approaches
- 1.7 Qualities of social worker
- 1.8 Role of social workers

Unit-2. Social Welfare

- 2.1 Definition and discussion on definition
- 2.2 Relationship between social work and social welfare
- 2.3 Introduction to welfare models

Unit-3. Conceptual Framework of social work practice

- 3.1 Knowledge base of social work
- 3.2 Skills base of social work
- 3.3 Value base of social work
- 3.4 Code of ethics in social work practice

Unit-4. Islamic concepts of social work

- 4.1 Islam and social work (common value base and philosophy)
- 4.2 Socio – economic institutions in Islam

Unit-5. Evolution of social work

- 5.1 Voluntary and professional social work (from charity to organized welfare activity)
- 5.2 Social work in the Western world
- 5.3 Historical development of social work in Pakistan
- 5.4 Voluntary social welfare agencies

Unit-6. Social Welfare Programmes and services

Unit-7. Fields of Social Work

- 7.1 Social Work with families
- 7.2 Social Work with women
- 7.3 Social Work with children
- 7.4 Social Work with aged
- 7.5 Social Work with youth
- 7.6 Social Work with special populations
- 7.7 Social Work with handicapped
- 7.8 Social Work with juvenile delinquents / correctional services

Unit-8. Issues in Social Work

- 8.1 Recognition
- 8.2 Sanctions
- 8.3 Training
- 8.4 Literature
- 8.5 Status
- 8.6 Control and standardization of practice
- 8.7 Professionalism

Recommended Books:

Ali, Abdullah Yusuf. (2001). *English translation of the Holy Quran*. Karachi: Lushena Books, 2001. Alcock, P. (2001). *International social policy*. London: Palgrave.

Barker, R. L. (1995). *The social work dictionary*. (3rd ed.). Silver spring, MD: National Association of social workers.

Besthorn, F. H. (2001). Transpersonal psychology and deep ecological philosophy: Exploring linkages and applications for social work. *Social Thought*, 20(1-2), 23-44.

- Bishop, R. (2007). *The philosophy of the social sciences: An introduction*. London: Routledge.
- Dean, H. (2006). *Social policy, polity*. Cambridge: Cambridge University Press.
- Denies, M. (Eds.). (1997). *The Blackwell companion to social work*. United kingdom: Blackwell publishing.
- Ehrenreich, J. H. (2014). *The altruistic imagination: A history of social work and social policy in the United States*. Cornell University Press.
- Gazdar, H. (2011). Social protection in Pakistan: in the midst of a paradigm shift?. *Economic and Political Weekly*, 59-66.
- Graham, J. R., Al-Krenawi, A., & Zaidi, S. (2007). Social work in Pakistan: Preliminary insights. *International social work*, 50(5), 627-640.
- Healy, L. M. (2001). *International social work: professional action in an interdependent world*. New York: Oxford University Press.
- Healy, L. M. (2008). Exploring the history of social work as a human rights profession. *International social work*, 51(6), 735-748.
- Hepworth, D. H., & Larsen, J. A. (1993). *Direct Social work Practice/: theory and skills*. United States: Brooks/Cole
- Hepworth, D. H., Rooney, R. H, & Larsen, L. (2002). *Direct Social Work Practice theory and skills*. United States: Brooks/Cole.
- Hillm M. (2006). *Social policy in the modern world*, Blackwell, USA.
- Houston, S. (2005). Philosophy, theory and method in social work: Challenging empiricism's claim on evidence-based practice. *Journal of Social Work*, 5(1), 7-20.
- Johnsons, L. C. (1998). *Social work practice: A generalist approach*. Allyn and Baycon: United States.
- Khalid M. (2001). *Social work theory and practice*. Karachi: Kifayat Academy.
- Krist-Ashan, K. K. (2007). *Introduction on social work and social welfare: critical thinking perspective*. United states: Brooks/Cole.

- Kumar, H. (2005). *Social work and development issues*. Dehli: Aakar Books.
- Kumar, H. (2004). *Social work*. Dehli: Isha Books.
- Levart Marriane. (1995). *The welfare system: help or hindrance to poor*. Milbrrok press.
- Morales, A & Sheafor, B. W. (1988). *Social work: a profession of many faces*. Boston: Allyn and baycon.
- Peas, B. & Fook, J. (Eds.). (1999). *Transforming social work practice: postmodern critical perspectives*. London: Rutledge.
- Rehmatullah, S. (2002). *Social welfare in Pakistan*. Oxford: oxford university press.
- Reisch, M., & Andrews, J. (2014). *The road not taken: A history of radical social work in the United States*. Routledge.
- Saxena, A. (Ed.). (2006). *The encyclopedia of social welfare*. (2nd ed., VOls. I-II). New Dehli: SBS publishers.
- Siporin, M. (1982). Moral philosophy in social work today. *Social Service Review*, 56(4), 516-538.
- Skehill, C. (2004). *History of the present of child protection and welfare social work in Ireland*
(No. 12). Lampeter: Edwin Mellen Press.
- Trattner, W. I. (2007). *From poor law to welfare state: A history of social welfare in America*.
Simon and Schuster.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|-------------------|---------|----------|
| SOCW-304 | Social Group Work | 3 | IV |

Introduction:

This course provides an opportunity for students to develop the knowledge, skills and abilities to function as a group facilitator.

Objective:

This course aims to;

1. Provide an overview of professional social work and examines the historical development of the profession of social work;
2. Introduce the profession's values, ethics, and practice principles;
3. Examine the major interceptive methods of social work practice;
4. Identify the generalist base of social work practice; and
5. Explore the social service delivery networks which comprise the social welfare system in urban environments.

Learning Outcomes:

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

Contents:

Unit - 1: Definition

- 1.1. Characteristics
- 1.2. Objective of group work.
- 1.3. Need and importance of social group work.

Unit - 2: History of group work

- 2.1 Nature
- 2.2 aims and goals.

Unit - 3: Types of Social groups.

- 3.1 Group life in Islam
- 3.2 Family Group
- 3.3 Religious Group
- 3.4 School and Community as Inter Group

Unit-4: Group formation and various stages of group development.

- 4.1. Forming
- 4.2. Storming
- 4.3 Norming
- 4.4 Performing
- 4.5 Adjourning

Unit-5: Functions of Social Group Work

- 5.1 Preventive
- 5.2 Curative
- 5.3 Rehabilitative educational

Unit- 6: Social Learning theories.

- 6.1 Behavioural Learning Theory
- 6.2 Cognitive Theory

Unit-7: Group Work Process

- 7.1 Diagnosis
- 7.2 treatment
- 7.3 evaluation plan

Unit- 8 Principles and processes of Social Group Work.

- 8.1 Programme planning in social group work
- 8.2 Elements and techniques of programme planning
- 8.3 Role of Social Worker in programme planning.

Unit-9 Social Group Work agencies

- 9.1 Institutes for children
- 9.2 Institute for aged

9.3 Institute for Prisoners and delinquents

9.4. Medical and Psychiatric setting

Recommended Books:

Agazarian, Y. & Carter, F. (1993). Discussions of the large group. *Group*, 17(4), 210-234.

Bernard, H. S. & MacKenzie, K. R. (Eds.). (1994). *Basics of Group Psychotherapy* NY: The Guilford Press.

Brook, D.W. & Spitz, H.I. (eds.) (2002). *The Group Therapy of Substance Abuse (Haworth Therapy for the Addictive Disorders)*. N.Y.: Howarth Press.

Brown, N.W. (2004). *Psychoeducational groups: Process and practice*. N.Y.: Brunner-Routledge.

Chen, C.P. (1995). Group counseling in a different cultural context; several primary issues dealing with Chinese clients. *Group*, 19(1), 45-55.

Fehr, S.S. (1999). *Introduction to Group Therapy: A Practical Guide / 2nd Edition*. N.Y.: Haworth Press.

Kell, T. B., Berman-Rossi, T.& Palombo, S. (Eds). (2001). *Group Work: Strategies for Strengthening Resiliency*. NY: The Haworth Press.

Lassner, J. (2013). *Social Group Work: Competence and Values in Practice*. Routledge.

Lawrence, G. (1993). Signals of transcendence in large groups as systems, *Group*, 17(4): 254-266.

Malekoff, A. (2007). *Group work with adolescents: Principles and practice*. 2nd edition. N.Y., Guilford Press.

Ormont, L.R. (1992). *The Group Therapy Experience: From Theory To Practice*, N.Y.: St. Martin's Press.

Ormont, L.R. (1984). The leader's role in dealing with aggression in groups. *Intl. J. Group Psychotherapy*, 34(4) 553-572.

Phillips, H. U. (1984). *Essentials of social group work skill*. Philadelphia: University of Pennsylvania, School of Social Work, & Norwood.

- Slavson, S.R. & Schiffer, M. (1975). *Group therapies for children: A textbook*. New York: International Universities Press.
- Spira, J.L. (ed.). (1997). *Group Therapy for Medically Ill Patients*. N.Y.: Guilford Press.
- Stone, W.N. (1996). *Group Psychotherapy for People with Chronic Mental Illness*. NY: Guilford Press.
- Toseland, R. W. (2018). *An introduction to group work practice*.
- Trow, W.C., Zander, A.E., Morse, W.C., & Jenkins, D.H. (1950). Psychology of group behavior: The class as a group. *Journal of Educational Psychology*, 41, 322-338.
- Turquet, P. (1974). Leadership: the individual and the group, in G.S. Gibbard et al, (Eds.) *Analysis of Group*. San Francisco: Jossey-Bass.
- Wilson, G., & Ryland, G. (1981). *Social group work practice: The creative use of the social process*. Hebron, Conn: Practitioner's Press.
- Yalom, I. & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy* (5th ed.). New York: Basic Books.
- Yanca, S. J., & Johnson, L. C. (2009). *Generalist social work practice with groups*. Boston, MA: Pearson/Allyn and Bacon.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|--|---------|----------|
| SWE-05 | Financial Management in Entrepreneurship | 3 | IV |

Introduction / Objectives:

1. In this course students should get an understanding of the basic concepts, nature and functions of accounting.
2. They should be capable of developing and maintaining basic accounting tools/books.
3. They are expected to get knowledge of resource mobilization, its sources, and principles and techniques of resource mobilization.
4. They should also understand the concept of community based resource mobilization, and be able to apply this understanding to their work as a non-governmental organization staff who work in partnership with communities for their development.

Learning Outcomes:

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

1. Demonstrate an understanding of the overall role and importance of the finance function.
2. Demonstrate basic finance management knowledge.
3. Communicate effectively using standard business terminology

Contents:

Unit-1: Basics of Financial Management

- 1.1 Concept, Meaning, Nature, Function & Accounting Equation
- 1.2 Concept of Double Entry, Accounting Cycle, Preparation of Voucher, Journal, Ledger & Trial Balance
- 1.3 Receipts & Payments, Balance Sheet, Income & Expenditure Account, Statement of Affairs
- 1.4 Basics of Accounting
- 1.5 Budgeting

Unit-2: Resource Mobilization: An Overview of Resource Mobilization and Management

- 2.1 Definition of resources
- 2.2 Types and nature of resources: *Financial and non-financial*
- 2.3 Possible sources of resources: *Domestic and foreign*
- 2.4 Meaning and definition of resource mobilization and management
- 2.5 The importance of resource mobilization and management

Unit-3: Basic Principles of Resource Mobilization

- 3.1 Types of resource mobilization
- 3.2 The basic principles of resource mobilization
- 3.3 Approaches of resource mobilization and management

3.4 Resource mobilization and development linkages

Unit-4: Community-Based Resource Mobilization and Management

- 4.1 The role of organizations in societal wellbeing
- 4.2 Concepts and principles of community-based resource mobilization
- 4.3 The rationale for community-based approach in resource mobilization and management
- 4.4 Guiding principles of community-based resource mobilization and management approach
- 4.5 Factors affecting success of community-based resource mobilization and management

Unit-5: Pedagogy

- 5.1 Lectures, tutorials, student presentations, class discussions, accounting workshops and field exposure of some resource mobilization campaign.
- 5.2 Semester work: assignments, Quizzes, presentation
- 5.3 Relevant assignment on subject matter and class quizzes and presentation to assess application of knowledge.

Recommended Books/Readings:

Brewster, C., & Cerdin, J.-L. (2017). *HRM in Mission Driven Organizations: Managing People in the Not for Profit Sector*. Cham: Springer International Publishing.

Chandra, P. (2007). *NGOs: Formation & resource mobilization*. New Delhi, India: Akansha Pub. House.

Hoque, Z., & Parker, L. (2014). *Performance Management in Nonprofit Organizations: Global Perspectives*. Florence: Taylor and Francis.

In West, L. L., & In Worthington, A. C. (2017). *Handbook of research on emerging business models and managerial strategies in the nonprofit sector*.

Joannidès, . L. V. (January 01, 2018). *Management Accounting in Non-Profit Organisations*.

Logan, L. (2009). *Resource mobilization theory and new media: Applying social movement theory to the online communication functions of NGOs and activist organizations*.

Martinez, D. E., & University of Alberta. (2014). *Accounting for international development Non-Governmental Organizations (NGOs)*.

Masters, C., & Tyler, P. (2017). *NGO matters: Practical financial management for nonprofits*.

Missoni, E., & Alesani, D. (2014). *Management of international institutions and NGOs: Frameworks, practices and challenges*.

Norton, L. (2012). *How to be a global nonprofit: Legal and practical guidance for international activities*.

Performance management in nonprofit organizations: Global perspectives. (2015).

Vaughan, S. K., & Arsneault, M. (2014). *Managing nonprofit organizations in a policy world*. Thousand Oaks, Calif: CQ Press.

Wyngaard, R., & In Copley, N. (2017). *NGO matters: Governance for nonprofit boards*.

Semester V

| Code | Subject Title | Cr. Hrs | Semester |
|----------|------------------|---------|----------|
| SOCW-205 | Social Case Work | 3 | V |

Introduction:

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.

Objectives:

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.
2. To demonstrate an understanding of the historical roots and major developments of social case work.
3. To develop the ability to critically analyse problems of individuals and families and factors affecting them.
4. To use a systematic problem-solving process, including: problem identification, assessment, contracting, intervention, termination, and evaluation.
5. To develop ability to reflect on 'Self' as person and grow as a professional social worker.
6. Apply basic communication skills and demonstrate the use of basic theories necessary for effective service delivery with individuals, families, and groups.

Learning Outcomes:

Students should be able to understand the concept of social case work practice and its practical application in the field.

Contents:

Unit-1: Social Case Work

- 1.1 Concepts, objectives / purpose / its importance;
- 1.2 Nature and scope,
- 1.3 Techniques,
- 1.4 Historical development.
- 1.5 Socio-cultural factors affecting the case work practice in Pakistan.
- 1.6 Relationship with other methods of social work and skills in social case work.
- 1.7 Authority of social case worker
- 1.8 Roles of social case worker.

Unit-2: Case Worker-Client Relationship

- 2.1 Meaning, purpose / needs / significance and elements
- 2.2 Characteristics of professional relationship
- 2.3 Empathy,
- 2.4 Transference and counter transference,
- 2.5 Resistance,
- 2.6 Sustaining the relationship,
- 2.7 Non-possessive warmth, genuineness and self-disclosure;
- 2.8 Obstacles in client worker relationship.

Unit-3: Case Work and Communication

- 3.1 Concept, purpose, importance,
- 3.2 Principles,
- 3.3 Elements in communication process,
- 3.4 Types of communication skills
- 3.5 Importance of listening, observing and feedback,
- 3.6 Communication barriers and ways to overcome them.
- 3.7 Importance of Interpersonal Relationship/Communication (IPR), Purposes of communicating, motivations for communication, Perception and thinking patterns, bias and attitudes, Verbal and nonverbal responses, listening responses, clear and complete expression of intent.

Unit-4: Interview in Social Case Work

4.1 The helping relationship:

- Building relationships,
- Setting goals,
- Relationship enhancement variables,
- Issues affecting helping

4.2 Purposes of the interview:

- Assessment,
- Planning,
- Intervention

4.3 Structuring the interview:

- Establish a productive climate,
- Analytically,
- Probing thoughtfully,
- Motivating the interviewee,
- Controlling the interview,
- Closing the interview

4.4 Conceptualizing and understanding interviewee's problems

- Defining problems,
- Soliciting their understanding and agreement to participate in resolution,
- Implementation of plans,
- Set outcome goals

4.5 Recording of Social Case Work

- Recording and its types - narrative, process, problem-oriented record keeping (PORK),
- Subjective-objective assessment plan (SOAP),
- Use of case work records as tool of intervention.

Unit-5: Principles of Social Case Work

- 5.1 Principle of Request,
- 5.2 Principle of Acceptance,
- 5.3 Principle of Participation,
- 5.4 Principle of Confidentiality,
- 5.5 Principle of Self-Determination,
- 5.6 Principle of Individualization,
- 5.7 Principle of Communication,
- 5.8 Principle of Case Worker's Self Awareness.

Unit-6: Process of Social Case Work

- 6.1 Intake (First Interview)
- 6.2 Rapport Building,
- 6.3 Psycho-social study (Exploration/Investigation),
- 6.4 Psycho-social Diagnosis (Assessment),
- 6.5 Intervention/Treatment (Problem solving Process),
- 6.6 Monitoring and Evaluation,
- 6.7 Follow-up and Termination

Unit-7: Theories in Social Case Work

- 7.1 Existential Casework,
- 7.2 Psychosocial Theory,
- 7.3 Psychodynamic Theory,
- 7.4 Social Learning Theory (Social Cognitive Theory),
- 7.5 System Theory,
- 7.6 Social Role Theory.

Unit-8: Components of Social Case Work

- 8.1 Person,
- 8.2 Problem,
- 8.3 Place,
- 8.4 Process,
- 8.5 Professionalism

Unit-9: Case Work & Counselling:

- 9.1 Counselling,
- 9.2 Similarities & differences,
- 9.3 Stages and theories of counseling

Unit-10: Application of Social Case Work in Different Settings & Clientele Groups

- 10.1 Medical and Psychiatric settings-mentally retarded Shelter homes Mental Rehabilitation center,
- 10.2 De-addiction and detoxification centers,
- 10.3 Mental Health & Community Based Rehabilitation,
- 10.4 Role of Social Workers in Hospital settings,

Unit-11: Family and Child Welfare settings:

- 11.1 Family,
- 11.2 Child guidance clinic,
- 11.3 Schools,
- 11.4 Geriatric care & Aged and the terminally ill people.
- 11.5 Case Work practice in Community settings including self-help groups,
- 11.6 Industries and Correctional Institutions;
- 11.7 Problems and Limitations and role of Case Worker in various settings.
- 11.8 Professional Self: Conflict and dilemmas in working with individuals and family.

Recommended Books:

Antle, B. F., Barbee, A. P., Christensen, D. N., & Martin, M. H. (2008). Solution-based casework in child welfare: Preliminary evaluation research. *Journal of Public Child Welfare*, 2(2), 197-227.

Antle, B. F., Christensen, D. N., Van Zyl, M. A., & Barbee, A. P. (2012). The impact of the Solution Based Casework (SBC) practice model on federal outcomes in public child welfare. *Child Abuse & Neglect*, 36(4), 342-353.

DeRoma, V. M., Kessler, M. L., McDaniel, R., & Soto, C. M. (2006). Important risk factors in home-removal decisions: Social caseworker perceptions. *Child and adolescent social work journal*, 23(3), 263-277.

Faller, K. C. (1988). *Child sexual abuse: An interdisciplinary manual for diagnosis, case management, and treatment*. New York: Columbia University Press.

Field, M. H. (1980). Social Casework Practice during the " Psychiatric Deluge". *Social Service Review*, 54(4), 482-507.

Fischer, J. (1976). *The effectiveness of social casework*. Springfield, IL: Thomas.

Fook, J. (1993). *Radical casework: A theory of practice*. Australia: Allen & Unwin.

Foren, R., & Bailey, R. (2014). *Authority in Social Casework: The Commonwealth and International Library: Social Work Division*. Elsevier.

Forman, J. A. S., & FAIRBAIRN, E. M. (1968). Social casework in general practice. A report on an experiment carried out in a general practice. *Social casework in general practice. A report on an experiment carried out in a general practice*.

Hall, J. A., Carswell, C., Walsh, E., Huber, D. L., & Jampoler, J. S. (2002). Iowa case management: Innovative social casework. *Social work*, 47(2), 132-141.

Jones, A. W. (2010). Evidence-based survey of the elimination rates of ethanol from blood with applications in forensic casework. *Forensic science international*, 200(1-3), 1-20.

Kanter, J. (1989). Clinical case management: Definition, principles, components. *Psychiatric Services*, 40(4), 361-368.

Marshall, M., Gray, A., Lockwood, A., & Green, R. (1998). Case management for people with severe mental disorders. *Cochrane Database of Systematic Reviews*, (2).

Melnyk, B. M., & Fineout-Overholt, E. (Eds.). (2011). *Evidence-based practice in nursing & healthcare: A guide to best practice*. Lippincott Williams & Wilkins.

Mueser, K. T., Bond, G. R., Drake, R. E., & Resnick, S. G. (1998). Models of community care for severe mental illness: a review of research on case management. *Schizophrenia bulletin*, 24(1), 37-74.

Plant, R. (2009). *Social and Moral Theory in Casework (Routledge Revivals)*. Routledge.

Rapp, C. A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness*. New York: Oxford University Press.

Ryan, J. P., Garnier, P., Zyphur, M., & Zhai, F. (2006). Investigating the effects of caseworker characteristics in child welfare. *Children and Youth Services Review*, 28(9), 993-1006.

Sainsbury, E. (1975). *Social Work with Families: Perceptions of social casework among clients of a Family Service Unit*. Routledge & K. Paul.

Sazawal, S., Black, R. E., & 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. *The Lancet infectious diseases*, 3(9), 547-556.

Schwartz, A., Goldiamond, I., Howe, M. W., & Howe, M. W. (1975). *Social casework: A behavioral approach*. Columbia University Press.

Silavwe, G. W. (1995). The need for a new social work perspective in an African setting: The case of social casework in Zambia. *The British Journal of Social Work*, 25(1), 71-84.

Starfield, B., Lemke, K. W., Bernhardt, T., Foldes, S. S., Forrest, C. B., & Weiner, J. P. (2003). Comorbidity: implications for the importance of primary care in 'case' management. *The Annals of Family Medicine*, 1(1), 8-14.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|--|---------|----------|
| SOCW-413 | Carer Services in Social Work Practice | 3 | V |

Introduction:

Social carer workers provide support and help to people with care services. They help people to live full and valued lives in the community. They assist babies, Children, adult and young. They attend physical, psychological and emotional needs of the group of the persons with special needs and challenges i.e. mental retardation, mental sickness, drugs addiction, physical and sexual abused of disadvantaged, distressed and vulnerable groups of persons.

Objective:

The purpose of the course is to enable the students to understand nature of carer services in social work. More over to equip them with skills strategies in this regard. Key objective is to educate and sensitize them with values and principles of providing Carer Services.

Learning Outcomes:

Students will demonstrate an understanding of individual health conditions of underprivileged section of society what prevention approaches can be taken and appropriate treatment when needed. Students will demonstrate personal responsibility by taking actions to improve their health, and the health of others. Students will demonstrate skills in accessing and utilizing healthcare resources on campus and in the community. Students will demonstrate increased self-awareness, confidence and communication skills.

Contents:

Unit-1: Introduction

- 1.1 Social work carer services
- 1.2 Concepts, meaning
- 1.3 Nature of Carer Services
- 1.4 Need and importance of Social Carer Services

Unit-2: Value / philosophy of carer services

- 2.1 Worth & Dignity of the Human Being
- 2.2 Respect for the adversity
- 2.3 Self-determination of Client
- 2.4 Non Judgmental / Non Discrimination
- 2.5 Confidentiality

Unit-3: Role of Social Carer Worker

- 3.1 Provider / worker
- 3.2 Helper/enables
- 3.3 Facilitator
- 3.4 Moderator
- 3.5 Communicator
- 3.6 Service Planner
- 3.7 Innovator and service Manger

Unit-4: Principles of providing Social Carer Services

- 4.1 Skills of Social Carer Services Provider.
- 4.2 The ability to put social work knowledge into effective interventions / activities with individual, families, groups and communities.
- 4.3 Perception and cognition of client and problem.
- 4.4 Interactional dealing with feelings and information of client.
- 4.5 Quality communication skills
- 4.6 Potential to do SWOT analysis.

Unit-5: Model of carer Services in Social Work Practice

- 5.1 Clinical Social Work Model
- 5.2 Ecological Services Model
- 5.3 Relief Model
- 5.4 Clinical social case work services
- 5.5 Family care
- 5.6 Adolesnces care and couselling
- 5.7 Elementary child care
- 5.8 Individual care counseling
- 5.9 Case Management, Stress Management, Trauma Management

Unit-6: Community based carer services

- 6.1 Care in disaster calamity and pandemic
- 6.2 Awareness
- 6.3 Mobilization
- 6.4 Stress management
- 6.5 Psycho social support
- 6.6 Provision of basic needs i-e food, shelter, mobility
- 6.7 Assistance in managing the disaster / risk management

Unit-7: Social Work Carer Services To Mentally Retarded

- 7.1 Education
- 7.2 Training
- 7.3 Life skills learning

Unit-8: Health carer services

Recommended Books:

- Alavi, S. Z., Savoji, A. P., & Amin, F. (2013). The effect of social skills training on aggression of mild mentally retarded children. *Procedia-Social and Behavioral Sciences*, 84, 1166-1170.
- Alwell, M., & Cobb, B. (2009). Functional life skills curricular interventions for youth with disabilities: A systematic review. *Career Development for Exceptional Individuals*, 32(2), 82-93.
- Bashshur, R. L., Doarn, C. R., Frenk, J. M., Kvedar, J. C., Shannon, G. W., & Woolliscroft, J. O. (2020). Beyond the COVID Pandemic, Telemedicine, and Health Care. *Telemedicine and e-Health*.
- Brandell, J. R. (Ed.). (2010). *Theory & practice in clinical social work*. London: Sage.
- Dhai, A. (2020). The need to invest in pandemic preparedness: COVID-19 is not the first pandemic, nor will it be the last. *South African Journal of Bioethics and Law*, 13(1), 3-4.
- Grant, D. (2013). Clinical social work. In *Encyclopedia of social work*. London: Sage.

- Lee, M. Y., & Greene, G. J. (1999). A social constructivist framework for integrating cross-cultural issues in teaching clinical social work. *Journal of Social Work Education, 35*(1), 21-37.
- Malekpour, M., Faraahani, H., Aghaei, A., & Bahrami, A. (2006). The effect of life-skills training on mothers stress having mentally retarded and normal children.
- Miller, L. K. (2014). *Musical savants: Exceptional skill in the mentally retarded*. Psychology Press.
- Mosavi, F., Abazari, Z., Beigipoor, F., & Asadi, N. (2016). Effectiveness of Multimedia Education Program on the Development of Self-Help and Life Skills in Educable, Mentally Retarded Students. *Iranian Rehabilitation Journal, 14*(3), 179-184.
- Pittaway, E., Bartolomei, L., & Rees, S. (2007). Gendered dimensions of the 2004 tsunami and a potential social work response in post-disaster situations. *International Social Work, 50*(3), 307-319.
- Rosoff, P. M. (2008). The ethics of care: Social workers in an influenza pandemic. *Social work in health care, 47*(1), 49-59.
- Zakour, M. J., & Harrell, E. B. (2004). Access to disaster services: Social work interventions for vulnerable populations. *Journal of Social Service Research, 30*(2), 27-54.
- Soliman, H. H., & Rogge, M. E. (2002). Ethical considerations in disaster services: A social work perspective. *Electronic Journal of Social Work ISSN, 1537, 422X*.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|--|---------|----------|
| SOCW-305 | Community Organization and Development | 3 | V |

Introduction:

The course is designed to enable the students for making a critical analysis of the socio-economic & cultural conditions of the community.

To help students learn basic concepts involved in community development & organization and the methods of intervention for the betterment of the communities.

To enable the students to acquire the skills required for the identification of community needs & problems and develop workable intervention strategies best suited to the local conditions of the community.

Objectives:

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.

Learning Outcomes:

Students that complete this program will be able to:

1. Explain why it is important to study urban and rural regions and their inhabitants
2. Identify the community development challenges facing urban and rural communities
3. Explain how political, economic, and cultural forces provide structure to urban and rural society
4. Describe how global and local conditions interact to shape urban and rural environments
5. Identify the stakeholders, institutions, and public policies that influence community growth and decline
6. Analyze the well-being of urban communities and their constituencies
7. Analyze the roles of social justice and diversity in communities, cities and regions
8. Assess and apply relevant solutions for complex urban and community problems
9. Develop communication strategies for sharing and disseminating information and research

10. Demonstrate the ability to work in team settings and collaborate with community groups

11. Reflect on how urban studies and community development informs the understanding and practice of public service

Contents:

Unit-1: Community

1.1 Definition, meaning of community, sociological criteria of a good community.

1.2 Types of communities and characteristics of each

Unit-2: Community Development

2.1 Definition and scope of community development.

2.2 Community Development: Concepts, Philosophy,

2.3 Objectives of Community Development and Principles.

Unit-3: Phases of Community Development

3.1 Study

3.2 Planning

3.3 Implementation

3.4 Evaluation

3.5 Role of Social Worker in community development

Unit-4: Principles of Community Development

4.1 Principles of participation

4.2 Principles of communication

4.3 Principles of utilization of local resources

4.4 Principles of right to self determination

Unit-5: Different approaches in community development

5.1 Exploitative approach

5.2 Reform approach

5.3 Process approach

5.4 Planning approach

Unit-6: Role and Qualities of Community Development Worker

6.1 Mobilizer

6.2 Educator

6.3 Facilitator

6.4 Advocate

Unit-7: Role of Community Development method in national development

7.1 Social development

7.2 Political development

7.3 Economic development

7.4 Physical development

Recommended Books:

- Boonyabancha, S. (2002). *Decade of Change: from the Urban Community Development Office to the Community Organization Development Institute in Thailand, A* (Vol. 12). IIED.
- Butcher, H., Banks, S. and Henderson, S. with Robertson, J. (2007)
Critical community practice, Bristol: The Policy Press.
- Campfens, H. (ed) (1997) *Community development around the world: Practice, theory, research, training*, Toronto: University of Toronto Press.
- Cantle, T. (2001) *Community cohesion: A report of the independent review team*, London: Home Office.
- Carnegie Commission for Rural Community Development (2007) *A charter for rural communities*, Dunfermline: Carnegie UK Trust.
CDF/CEBSD (Community Development Foundation/Combined.
- Chambers, R. (2014). *Rural development: Putting the last first*. Routledge.
- Chanan, G. and Miller, C. (2009) *Empowerment skills for all*, Leeds: Homes and Communities Agency Academy.
- Chanan, G. and West, A. with Garratt, C. and Humm, J. (1999)
Regeneration and sustainable communities, London: CDF Publications.
- Chavis, D. M., & Wandersman, A. (2002). Sense of community in the urban environment: A catalyst for participation and community development. In *A Quarter Century of Community Psychology* (pp. 265-292). Springer, Boston, MA.
- Cornwall, A. (2008) 'Unpacking "participation": models, meanings and practice', *Community Development Journal*, vol 43, no 3, pp 269-83.
- Csányi, V. (2006) 'Humane to logical mechanisms of human communities', Paper presented at Hungarian Association for Community Development's Community Conference, Kunbábony, Hungary, 29 April.
- Dahrendorf, R. (1997) *After 1989: Morals, revolution and civil society*, Basingstoke: Palgrave Macmillan.
- Daly, S. with Howell, J. (2006) *For the common good? The changing role of civil society in the UK and Ireland*, Dunfermline: Carnegie UK Trust.
- DCLG (Department for Communities and Local Government) (2006a)
The community development challenge, London: DCLG.

- Christens, B. D., & Dolan, T. (2011). Interweaving youth development, community development, and social change through youth organizing. *Youth & Society*, 43(2), 528-548.
- Craig, G., & Mayo, M. (Eds.). (1995). *Community empowerment: A reader in participation and development*. Zed Books.
- Greene, M. (1995). *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. *The Jossey-Bass Education Series*. Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.
- Loza, J. (2004). Business–community partnerships: The case for community organization capacity building. *Journal of Business Ethics*, 53(3), 297-311.
- Maton, K. I. (2008). Empowering community settings: Agents of individual development, community betterment, and positive social change. *American journal of community psychology*, 41(1-2), 4-21.
- Portes, A. (1997). Neoliberalism and the sociology of development: emerging trends and unanticipated facts. *Population and development review*, 229-259.
- Shah, D. S. (1999). Lawyer for Empowerment: Community Development and Social Change. *Clinical L. Rev.*, 6, 217.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|---------------------------|---------|----------|
| ECON-111 | Fundamentals of Economics | 3 | V |

Introduction:

Economics 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 master's 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.

Objectives:

1. This subject aims to equip the learners how economic problems of the country are close connected to emergence of social problems.
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.

Learning Outcomes:

To accomplish the educational objectives and to fulfill accreditation criteria, all economics programs provide the knowledge, experience, and opportunities necessary for students to demonstrate their attainment of the following outcomes:

1. Analytical Skills/Problem-Solving:

Students will effectively visualize, conceptualize, articulate, and solve complex problems or address problems that do not have a clear answer, with available information, through experimentation and observation, using microeconomic and macroeconomic theory, as well as calculus and statistical tools.

2. Critical Thinking:

Students will apply economic analysis to everyday problems helping them to understand events, evaluate specific policy proposals, compare arguments with different conclusions to a specific issue or problem, and assess the role played by assumptions in arguments that reach different conclusions to a specific economic or policy problem.

Contents:

Unit-1: Introduction to economics

- 1.1-What is economics about?
- 1.2-Why to study economics?
- 1.3-Characteristics of the main economic agent

Unit-2 : Microeconomics:

- 2.1 Consumer behavior
- 2.2 Basic demand-supply model.

Unit-3: Macroeconomics

- 3.1 Practice and examples: calculating GDP
- 3.2 National income
- 3.3 The concept of exchange rate
- 3.4 The concept of inflation
- 3.5 Concept of unemployment

Unit-4: Economic systems

- 4.1 Traditional
- 4.2 Command
- 4.3 Marketing
- 4.4 Mixed economy

Unit-5: Concept of development economics

- 5.1 Definition of economic development
- 5.2 Indicators of economic development
- 5.3 Hurdles n the way of economic development

Recommended Books:

Akerlof, G. A., & Kranton, R. (2010). Identity economics. *The Economists' Voice*, 7(2).

Barr, N. (2012). *Economics of the welfare state*. Oxford: Oxford university press.

- Bertrand, M., Mullainathan, S., & Shafir, E. (2004). A behavioral-economics view of poverty. *American Economic Review*, 94(2), 419-423.
- Bhatti, A.A, (2006). *Development Economics*. Lahore: Azeem Publishers.
- Feldman, A. M., & Serrano, R. (2006). *Welfare economics and social choice theory*. Springer Science & Business Media.
- Gans, J., King, S., & Mankiw, N. G. (2011). *Principles of microeconomics*. London: Cengage Learning.
- Hamid, S, (2005). *Microeconomics*. Laore: Ilmi Kitab khana.
- Gui, B., & Sugden, R. (Eds.). (2005). *Economics and social interaction: Accounting for interpersonal relations*. Cambridge: Cambridge University Press.
- Hakim, C. (2012). *Research Design: Successful Designs for Social Economics Research*. London: Routledge.
- Hamid, S.A. (2008). *Major Issues in Pakistan Economy*. Lahore: Ilmi Kitab Khana.
- Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312(5782), 1900-1902.
- Khawaja, S.A. (2000). *Economy of Pakistan*. Lahore : Salam Publishers.
- Khawaja, S.A. (2010). *Pakistan Economy*. Lahore: Carvan Publishers.
- Mankiw, N. G. (2014). *Principles of economics*. Boston: Cengage Learning.
- McConnell, C. R., Brue, S. L., & Flynn, S. M. (2009). *Economics: Principles, problems, and policies*. Boston: McGraw-Hill/Irwin.
- Moss, D. A. (2014). *A concise guide to macroeconomics: what managers, executives, and students need to know*. Harvard: Harvard Business Press.
- Prigoff, A. W. (2000). *Economics for social workers: Social outcomes of economic globalization, with strategies for community action*. Belmont, CA: Brooks/Cole.
- Schotter, A. (2008). *The economic theory of social institutions*. Cambridge: Cambridge University Press.

Skousen, M. (2016). *The making of modern economics: the lives and ideas of the great thinkers*. London: Routledge.

Tignor, R. L. (2006). *W. Arthur Lewis and the birth of development economics*. New Jersey: Princeton university press.

Von Wieser, F. (2013). *Social economics*. London: Routledge.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|---------------------------|---------|----------|
| SWE-06 | Business Laws in Pakistan | 3 | V |

Introduction:

The knowledge of Business Law has become vital and important due to rapid development of corporate sector in particular and business in general. The broad objectives of the Companies Ordinance, 1984 as laid down in its preamble facilitate for the development of the economy. Its provisions allow for setting up of new businesses and investment but also provide protection to actors thus promoting economic activity.

Each session outlines a comprehensive look at the relevant law that governs business activities. Therefore, it is necessary that the students have a grip over all the concepts, legal and how they affect the running of a business or a modern day corporate enterprise to successfully create value for the company's stakeholders.

Objectives:

Business Law is designed to provide management students with the opportunity to think clearly refine their decision-making skills and train themselves to approach the problems analytically. Primarily based on covering and understanding the relevant statutes, the course will be devoted to dissection of the legal provisions in the first instance before its application to the common real world problems. Various Business models are available, whether it be a solo venture, joint or venture or other forms of partnerships. Students will also be taken on visits to the local courts to get an idea of the law as it functions and how disputes are resolved. Aim is for students to understand the relevant legal provisions that go with business activities.

Learning Outcomes:

The aim of the course is to equip the student with some of the relevant legal knowledge pertaining to the commercial world in Pakistan. This includes any relevant statutes, case law and regulations that a business owner must abide by. These include basic legal principles affecting business.

Upon completion of the course, students are expected to be able to identify the sources of law in Pakistan including the constitution and the powers of the judiciary. They must be able to understand the basic elements needed to make a contract. In case of breach, they must be aware of cause of breach and how to seek damages. They are expected to be familiar with relevant statutes pertaining to contracts, transactions, negotiations, setting up a company, intellectual property etc. The course also demonstrates what regulations a company has to keep in check such as labor laws and with respect to the environment. Students will also be made aware of the relevant types of business models or partnership models available to them and relevant liability of each form.

Contents:

Unit-1: An introduction to Constitutional Law and The Constitution of Pakistan.

1.1- Preamble and Article 2-A of the 1973

1.2- Effect of Repugnance', 189-197

Unit-2: Fundamental Rights and Principles of Public Policy

2.1- Fundamental Rights: Under the Constitution of the Islamic Republic of Pakistan 1973 by Syed Mansoor Ali Shah

2.2- Fundamental Rights, Chapter 1 of the Constitution of Pakistan: Articles 8-28

2.3- Principles of Public Policy, Chapter 2 of the Constitution of Pakistan: Articles 29-40

2.4- Judiciary in Pakistan: An Overview by Justice Saiduzzaman Siddiqui

2.5- Judicial System of Pakistan by Mr. Justice Munawar Ahmed Mirza(Supplementary)

Unit-3: Pakistani Legal System

3.1- Introduction to Pakistani Legal System

3.2- Powers of the Supreme Court: Articles 184-186-A

- 3.3- Powers of the High Court: Articles 193-199
- 3.4- Federal Shariat Court: Article 203-C - 203-F
- 3.5- Summary Procedure Order 37, Civil Procedure Code.

Unit-4: Companies Ordinance 1984

- 4.3- Part III (Section 11-13) relates to the Securities & Exchange Commission of Pakistan and its duties.
- 4.4- Part IV (Section 14-51) cover the incorporation of various types of companies and obligations of creating, registering and forming Memorandum of Association, Articles of Association etc. They also deal with conversion of a Public company into a Private company.

Unit-5: Companies Ordinance 1984

- 5.1- Part V(Section 52-88) deals with a companies Prospectus and all relevant information that is included in said document including relevant reports and advertisements.
- 5.2- Also includes allotment of shares, restrictions on shares, transfers, issuance of capital, issuing of new shares, how to deal with preferred shares, payment of commissions etc
- 5.3- Part VI(Section 89-120) deals with Shares and Debentures. It includes the classification of shares, reduction of share capital, shareholders rights, special provisions etc

Unit-6: Companies Ordinance 1984

- 6.1- Part VII (Section 121-141) deals with registration of charges etc that are in the companies name to be registered. This includes mortgages, debentures, etc. Company has to keep register of charges.

- 6.2- Company must register its Manager with the commission (137)
- 6.3- Part VIII (Section 142-282) relates to a companies management, administration, offices etc.
- 6.4- Companies must register their office and publicize their name. Companies must register their members

Unit-7: Companies Ordinance 1984

- 7.1- Section 157-173 deals with statutory meetings a company must hold including annual meetings, minutes of said meetings, voting, resolution taking etc.
- 7.2- Section 174-207 relates to roles, duties, obligations of Directors and Chief Executive. Includes Liabilities, Penalties, Terms, Removal, and Registration etc.
- 7.3- Section 208-229 deals with miscellaneous provisions regarding investments, contracts, shareholders etc.

Unit-8: Contract Act

- 8.1- Essentials of a Contract (Section 10).
- 8.2- Competence to Contract. Anyone who is of the age of majority and of sound mind is capable of making a contract. (Sections 11 ,12).
- 8.3- Consent, definitions of consent and free consent (Sections 13,14). What falls under the ambit of coercion and undue influence? (Sections 15,16).
- 8.4- Fraud and Misrepresentation. (Sections 17 and 18).

Unit-9: Contract Act

- 9.1- Types of Contracts: Contingent Contracts (Sections 31-36), Unlawful Contracts (Sections 23,24).

- 9.3- Agreement to do an impossible act (Section 56).
- 9.4- Discharge by agreement or consent (Sections 62,63).
- 9.5- Consequences of breach of contract (Sections73, 74, 75)

Unit-10: Contract Act

- 10.1 Contract of Indemnity (Section 124). The effect of a contract of indemnity, rights of indemnity holder, liability of indemnifier and limitation).
- 10.2 Guarantee (Section 126). Types of guarantee, oral or written guarantee, liability of guarantor and limitation.
- 10.3 Bailment (Section 148)

Unit-11: Contract Act

- 11.1 Pledge (Section 172).
- 11.2 Agent (Section 182).

Unit-12: Negotiable Instruments Act

- 12.1 Promissory Note Section 4.
- 12.2 Bill of Exchange Section 5.
- 12.3 Cheque Section 6.

Unit-13: Negotiable Instruments Act

- 13.1 Presumptions as to Negotiable Instruments Section 118 till 122
- 13.2 Special Provisions related to Cheques Section 122A till 131

Unit-14: Partnership Act, 1932

- 14.1- Types of Partnership:
- 14.2- Definition of “partnership”, “partner”, “firm” and “firm name”.
- 14.3- Partnership not created by status.
- 14.4- Mode of determining existence of partnership.
- 14.5- Act not to apply to certain, relationships.
- 14.6- Partnership at will.
- 14.7- Particular Partnership.

Unit-15: Partnership Act, 1932

- 15.1- Application for registration.
- 15.2- Registration.
- 15.3- Effect of non-registration.

Unit-16: Sales of Goods Act

- 16.1- Section 2 sets of the definitions for ‘buyer’, ‘delivery’, ‘deliverable state’, ‘document of title to goods’, ‘fault’, future goods’, ‘goods’:‘insolvent’, ‘mercantile agent’, ‘price’. ‘property’, ‘quality of goods’, ‘seller’ and ‘specific goods’.
- 16.2- Section 4 defines a sale and agreement to sell. Section 5 tells us how a contract for sale is made.

Unit-17: Sales of Goods Act

- 17.1- Section 6 talks of the subject matter of the contract .

17.2- Section 7 states that “*Where there is a contract for the sale of specific goods, the contract is void if the goods without the knowledge of the seller have, at the time when the contract was made, perished or become so damaged as no longer to answer to their description in the contract.*”

17.3- Section 8 address the problem of goods perishing before sale but after agreement to sell. *avoided.*”

Unit-18: Sales of Good Act

18.1- Sections 9- 27 of the Sales of Goods Act.

18.2- These sections cover a wide range of subjects ranging from the price of the subject matter to stipulation of time, conditions, warranties, fitness of the product and sales by sample.

Unit-19: Intellectual Property Law

19.1- Introduction. What is IP? Types of IP (Copyright, Trademarks, Designs, Patents). Why is it important in a business context?

19.2- Copyright Ordinance 1962, Copyright Act 1992, Copyright Ordinance 2000

19.3- Meaning of “Copyright” “work (literary, dramatic etc)” (S3, S10), “Publication” (S4)

19.4- Ownership of Copyright/First Owner, Authors Rights (S13)

19.5 - Assignment of Copyright (S14)

19.6- Terms of Copyright (S18)

19.7- Infringement of Published Work (S56, S29)

Unit-20: Intellectual Property Law

20.1- Copyright Office, Registration, (S43, S39)

20.2- Penalties (S66)

20.3- Trade Marks Ordinance 2001

Unit-21: Punjab Consumer Protection Act 2005

21.1- “Consumer” “Damage” “Manufacturer” “Services” S2

21.2- S4 Liability arising from Defective Products. Requirements for a product to be defective.

21.3- Defective in Design, construction or insufficient notice (S5,6,7)

21.4- Powers of the relevant Government Authority (S23)

21.5- Procedure for filing a claim, settlement (S25, 28)

21.6- Court Procedure, Appeals(S30,31,32)

21.7- Other Laws (Pakistan Standards and Quality Control Authority Act 1996, Pakistan Penal Code 1860, Drugs Act 1940,1976)

Unit-22: Labor Law

22.1- Constitution of Pakistan Article 11,17,18,25,27,37(e), 38

22.2- Factories Act 1934 Working hours for aged 18 year and above or below

22.3- Factories Act governs the conditions of workers in industrial settings

22.4- Workers completing 12 months entitled to paid leave

22.5- 14 days annual leave

22.6- Restriction of child employment but not banned

22.7- Maternity Benefit Ordinance 1958

- Payment of Wages Act 1936

- Contract of Employment
- Industrial Relations Ordinance 2000
- Right to Strike

Unit-23: Environmental Protection/Sexual Harassment

- 23.1- Pakistan Environmental Protection Act 1997 Definitions S2
- 23.2- Establishment of Pakistan Environmental Protection Council, Functions and Powers(S3,4)
- 23.3- Pakistan Environmental Protection Agency(S5,S6)
- 23.4- Tribunals (S20)
- 23.5- Protection Against Harassment of Women at Workplace Act 2010
- 23.6- “Harassment” S2(h)
- 23.7- Formation of Inquiring Committee (S3)
- 23.8- Procedure for Enquiry (S4)
- 23.9- Penalties (S4 (i) and S4 (ii))

Recommended Books:

De Belder, R., & Ali Khan, M. (1986). Legal Aspects of Doing Business in Pakistan. In *Int'l L.* (Vol. 20, p. 535).

Hyder, S., & Lussier, R. N. (2016). Why businesses succeed or fail: a study on small businesses in Pakistan. *Journal of Entrepreneurship in Emerging Economies*.

Khan, S. A. (2004). Business Registration Reforms in Pakistan.

Ullah, A., & Rehman, S. (2018). Doing business in Pakistan: Management challenges. *Journal of Management and Training for Industries*, 5(2), 23.

Semester VI

| Code | Subject Title | Cr. Hrs | Semester |
|----------|-----------------------------------|---------|----------|
| SOCW-414 | Fields of Practice in Social Work | 3 | VI |

Introduction & Objectives:

This course aims to acquaint students with the diverse range of fields of social work practice to help students start thinking about specialization/s in their future education and employment.

Learning outcomes:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Contents:

Unit-1: Social Work with Children

- 1.1 Child protection (abuse, exploitation, neglect)
- 1.2 Abandonment
- 1.3 Working children (child labour)
- 1.4 Residential care (orphanages)
- 1.5 Day care

Unit-2: Social Work with Elderly

- 2.1 Retirement, pension, social security/social safety nets
- 2.2 Residential care
- 2.3 Health care

Unit-3: Social Work with people with Disabilities/Special Needs

- 3.1 Care treatment & rehabilitation
- 3.2 Psychiatric Social Work

Unit-4: Medical and Psychiatric Social Work

- 4.1 Physically Handicapped.
- 4.2 Mentally Handicapped.
- 4.3 General Patients
- 4.4 Referral Work.
- 4.5 Follow up of the cases
- 4.6 Health Problems in Pakistan.
- 4.7 Role of Medical Social Worker

Unit-5: Social Work and Services in Criminal Justice System

- 5.1 Probation and Parole Services
- 5.3 Rehabilitation of Prisoners
- 5.4 Juvenile Delinquent

Unit-6: Social Work with Women

- 6.1 Residential services/financial help for destitute women
- 6.2 Empowerment (education, skill training)

Unit-7: Community Development

- 7.1 Urban Community Development
- 7.2 Rural Community Development
- 7.3 Community Development

Unit-8: Poverty, Social Security, Social Safety Nets

- 8.1 Social Security (pensions, labour welfare, education and health services)
- 8.2 Zakat & Bait ul Mal, special interventions such as Benazir Income Support Program

Recommended Books:

- Alston, M. (2005). *Social Work: Fields of Practice*. Sydney: Oxford University Press.
- Aulakh, A. (2005). *Crime & Criminology*. Rawalpindi: Federal Law House
- Bano, A. (2003). *Status of women in Islamic Society*. New Delhi: Anmol.
- Birren, J. & Woodruff, D. (1983). *Aging: Scientific perspectives and social issues*. Belmont: Brooks/Cole.
- Brandon, M, Schofield, G & trinder, L (1998). *with Children*. Houndmills: Macmillan.
- Browne, J, Kirlin, B & Watt, S (1981). *Rehabilitation Services and the Social Work Role: Challenge for Change*. Baltimore: Williams & Wilkins.
- Collins, D., Jordan, C. & Coleman, H. (1999). *An Introduction to Family Social Work*. Belmont: Thomson.
- Davies, M (2012). *Social Work with Children and Familie*. Houndmills: Palgrave Macmillan.

- Dulmus, C. & Sowers, K. (2012). *Social Work Fields of Practice: Historical Trends, Professional Issues, and Future Opportunities*. New York: John Wiley & Sons.
- Ghafur, M. & Mollah, M. (n.d). *Social Welfare*. Dacca: Pubali Prakashani.
- Gibbons, D. (1970). *Delinquent behavior*. New Jersey: Prentice Hall.
- Horwath, J. (2007). *Child Neglect: identification & assessment*. Houndmills: Palgrave.
- Karban, K (2011). *Social Work and Mental Health*. Cambridge: Polity.
- Lewis, A (2005). *Child Sexual Abuse*. Detroit: Thomson.
- Rehmatullah, S. (2002). *Social Welfare in Pakistan*. Oxford: Oxford University Press.
- Sapey, B & Oliver, M (2006). *Social Work with Disabled People*. Houndmills: Palgrave.
- Shamsi, N (2006). *Elements of Social Services*. New Delhi: Anmol.
- Stevenson, O (1989). *Child Abuse: Public policy and professional practice*. Hampshire: Harvester.
- Victor, C (1994). *Old Age in Modern Society*. London: Chapman & Hall.
- White, R & Perrone, S (2004). *Crime and Social Control*. Melbourne: Oxford.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|--------------------------------------|---------|----------|
| SWE-07 | Entrepreneurial Marketing Principles | 3 | VI |

Introduction:

This course is about the marketing challenges in an entrepreneurial firm. Entrepreneurship is the discovery, enactment and pursuit of new business opportunities. Successful execution of an entrepreneurial idea requires a sound marketing plan. In this course, we will investigate how marketing tools can enable entrepreneurs to realize the full potential of their ideas.

Objectives:

1. Apply basic marketing concepts in entrepreneurial settings
2. Develop a marketing plan for an entrepreneurial idea
3. Learn from the experiences of real-life entrepreneurs
4. Solve the problem of “newness” as you develop the marketing plan

Learning outcomes:

1. The students will be able to manage Uncertainty. Recognize sources of uncertainty and apply principles of search and testing to resolve the uncertainty faced in the **entrepreneurial** environment.
2. The course will help them to. Innovate to solve real-world problems.
3. They will have knowledge of hoe Create New Businesses.

Contents:

Unit-1: Define Marketing Principles

- 1.1 Evolution
- 1.2 Difference between product base business and service base business

Unit-2: Contribution of Entrepreneur in growth market

- 2.1 Future prospects of Entrepreneur
- 2.2 Anticipated impact on the economy

Unit-3: Role of Entrepreneur

- 3.1 In community
- 3.2 Philanthropy

Unit-4 Identification of small business in global economy

4.1 Profit motive and its impact in business

4.2 Different types of competition

Unit-5 Defining Marketing Entrepreneur terms

5.1 Factors of production

5.2 Components of demand and supply

5.3 Stages of life cycle

5.4 Causes of scarcity

Unit-6: Factors contribute to small business

6.1 Process of starting of small business

6.2 Reasons of small business failure

Unit-7: Social Media and user-generated content

7.1 Entrepreneurial Distribution Strategy

7.2 Building Customer Relationships

Recommended books:

Anderson, J. C., Narus, J. A., & Narayandas, D. (2008). *Business market management: Understanding, creating, and delivering value*. London: Pearson.

Bamber, D. (2020). The reality of distribution faced by SMEs: A perspective from the UK. In *Entrepreneurship Marketing* (pp. 147-161). Routledge.

Bowen, H. R. (2013). *Social responsibilities of the businessman*. University of Iowa Press.

Bruwer, J., De Beer, A., Holtzhausen, M., Kiley, J., & Maritz, M. (2011). *Principles of business management*. J. W. Strydom (Ed.). Cape Town: Oxford University Press.

Nilsson, J. (2001). Organisational principles for co-operative firms. *Scandinavian journal of management*, 17(3), 329-356.

Nunna, B. P. (2020). A New Paradigm in Customer Relationship Management. In *Customer Relationship Management and IT*. IntechOpen.

Men, L. R., Ji, Y. G., & Chen, Z. F. (2019). *Strategic Communication for Startups and Entrepreneurs in China*. Routledge.

Moscardo, G., Lamberton, G., Wells, G., Fallon, W., Lawn, P., Rowe, A., ... & Renouf, M. (2013). *Sustainability in Australian business: principles and practice*. Wiley-Blackwell.

Men, L. R., Ji, Y. G., & Chen, Z. F. (2019). *Strategic Communication for Startups and Entrepreneurs in China*. Routledge.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|------------------------|---------|----------|
| SOCW-404 | Gender and Development | 3 | VI |

Introduction:

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.

Objectives:

The course is designed to enable the students:

1. To examine the nature of gender inequality in the context of the emergence of the WID\GAD field and the various feminist perspectives which have contributed to it.
2. To explore the role and history of women's movements in civil society and the nature of their relationship with the state.
3. 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.

Outcomes:

1. Students will be able to understand Gender and Women's Studies as an academic field of study. They will be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character.
2. They will be able to recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class and sexuality. The course will help them to analyze the ways in which societal institutions and power structures impact the material realities of women's lives.

Contents:

Unit-1: Gender Related Key Terms And Concepts:

- 1.1 Difference between Gender (sniff) and Sex (Gins), Gender Stratification,
- 1.2 Impact of Gender on Women, Gender Roles, Sex Roles (stereotyping),
- 1.3 Gender Division of Labor, Gender Equity, Equality.
- 1.4 Gender Needs and Perspectives, Gender Discrimination, Gender Awareness, Gender Issues.

Unit-2: Gender roles:

2.1 Factors affecting the Gender Roles, Types of Gender Roles

Unit-3: Gender And Development

3.1 Components of Development, Past ideas about Development,

3.2 WID and GAD: A Comparative Analysis

Unit-4: Gender Analysis:

4.1 Definitions and interpretations

4.2 Evolution of main approaches to Gender Analysis

4.3 Key elements of Gender Analysis

4.4 Steps of Gender Analysis

Recommended Books:

Azra, A. A. (2000). *The Emergence of feminism Among Indian Muslim Women 1920-1947*. Oxford: Oxford University Press.

Banuri, J. Tariq (1997). *Just development: Beyond Adjustment with a human face*. Karachi: Oxford University Press.

Beatrice Kachuck (2002). *Modern Theories of Feminism*. Sage Publication.

Bela Awasthi (2002). *Women's Liberation and modern World*. Omsous Publication: New Delhi

Chant, S. H., & Gutmann, M. C. (2000). *Mainstreaming men into gender and development: Debates, reflections, and experiences*. Oxfam.

Christina Haghes (2002). *Key concepts in Feminist theory and Research*. Sage Publications.

Jane Pilcher (2005). *50 key concepts in Gender Studies*. London: Sage Publication

Janet H. Momsen (2004). *Gender and Development*. London: Routledge.

K. Sultane (2004). *Woman and Man*. Church World Service: Lahore

Kamla Bhsan (2000). *Understanding Gender*. Okhla: New Delhi

Kessler, Evelyn S. (1976). *Women: An Anthropological view*. Holt, Rinehart and Winston: New York.

Khan, Said Nighat (1993). *Aspects women development Pakistan*. ASR Publication

Kimmel, M. S. (2002). *Masculinities matter!: Men, gender and development*. Zed Books.

Kumari Jayawordena (1994). *Feminism and Nationalism in the third world*. ASR: Lahore.

Michael S. Kimmel (2005). *Handbook of students on Men and masculinities*. London: Sage Publication

Moghadam, V., Mohanty, C. T., White, S., Wolf, D. L., Shankaran, D., Beneria, L. & Herzfeld, B. (2011). *The women, gender and development reader*. Zed Books Ltd..

Molyneux, M., & Razavi, S. (Eds.). (2002). *Gender justice, development, and rights*. Oxford: Oxford University Press.

Momsen, J. (2009). *Gender and development*. London: Routledge.

Moser, C. O. (2012). *Gender planning and development: Theory, practice and training*. Routledge.

- Mosse, David (2005). *Cultivating development: An Ethnography of aid policy and practice*. New Delhi. Vistaar Publication.
- Mumtaz, Z., Salway, S., Waseem, M., & Umer, N. (2003). Gender-based barriers to primary health care provision in Pakistan: the experience of female providers. *Health policy and planning*, 18(3), 261-269.
- Nussbaum, Marth (2000). *Women and human development: The capabilities approach*. USA: Cambridge University Press.
- Pam Kosty (2002). *Gender*. New York: McGraw Hill.
- Parpart, J. L., Rai, S. M., & Staudt, K. A. (Eds.). (2003). *Rethinking empowerment: Gender and development in a global/local world*. London: Routledge.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|---|---------|----------|
| SOCW-401 | Civil Society Organizations and Development | 3 | VI |

Introduction & Objectives:

The course is designed to give the students the introduction and background knowledge of Civil Society/ NGOs working at local, regional, national and International level. Due emphasis is also given on the Formation and registration of NGOs in Pakistan. This specialization course further gives an insight to the students into the management of Society/NGOs. Students will be well equipped with the knowledge of tools and techniques adopted by NGOs and will also be able to prepare project proposal

Learning Outcomes:

Students will learn how to occupy an important position in the development dialogue as it provides opportunities to bring communities together for collective action, mobilising society to articulate demands and voice concerns at local, national, regional and international levels. Student can make an analysis on spontaneity and activeness, participation and doing, public utility and autonomy, voluntariness and optionality, layman ship and professionalism, flexibility and independence, communality and locality, ethics and solidarity. They will have the essence of civil society differs from the public and the private sectors

Contents:

Unit-1 Introduction to Civil Society Organization

- 1.1 Concept & Definition of Civil Society Organization
- 1.2 Historical evolution of CSO
- 1.3 Classification/Types of NGOs
- 1.4 Characteristics of NGOs

Unit-2 NGOs in Development

- 2.1 Range of NGO Activities
- 2.2 Role of NGOs in development
- 2.3 NGO Approach to Solving Community Problems
- 2.4 Building a sustainable community organization.

Unit-3 Legal Framework for Non-Governmental Sector

- 3.1 Formation and Registration process of NGOs in Pakistan
- 3.2 NGOs Management
- 3.3 Role of Managers
- 3.4 Operational Policies for effective management of organizational management
- 3.5 Financial Management for NGOs

Unit-4 Tools and Techniques adopted by NGOs

- 4.1 Problem identification.
- 4.2 Awareness creation
- 4.3 Community Mobilization
- 4.4 Community organization
- 4.5 Participatory Learning and Action
- 4.6 Capacity Building
- 4.7 Monitoring & Evaluation

Unit-5 Resource Mobilization

- 5.1 Project Proposal Writing
- 5.2 Fund Raising-Methods and Techniques
- 5.3 Donor Organizations-Criterion for Grants/Funding
- 5.4 UN organizations and NGO

Unit-6 NGO sector in Pakistan

- 6.1 Success Stories
- 6.2 Issues & Challenges for NGOs Sector in Pakistan
- 6.3 NGOs and Media
- 6.4 Limitations of NGOs

Recommended Books:

Amutabi, M. N. (2013). *The NGO factor in Africa: The case of arrested development in Kenya*. Routledge.

Anheier, H. K. (2005). *A dictionary of civil society, philanthropy and the third sector*. Routledge.

Batliwala, S., & Brown, L. D. (Eds.). (2006). *Transnational civil society: An introduction*. Bloomfield, CT: Kumarian Press.

Bernal, V., & Grewal, I. (Eds.). (2014). *Theorizing NGOs: States, feminisms, and neoliberalism*. Duke University Press.

Christie, R. (2012). *Peacebuilding and NGOs: State-civil society interactions*. Routledge.

Gottlieb, H. (2007). *3 Statements That Can Change the World: Mission/Vision/Values*. 3 *Statements That Can Change the World: Mission/Vision/Values*.

Milkias, P. (2006). *The role of civil society in promoting democracy and human rights in Ethiopia*. Mariano polis College/Concordia University.

Wanjiru, W. E., & Kimutai, G. (2013). Determinants of Effective Monitoring and Evaluation Systems in Non-Governmental Organizations within Nairobi County, Kenya:

Unpublished thesis.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|-------------------|---------|----------|
| SWE-08 | Social Innovation | 3 | VI |

Introduction:

Social innovations are new social practices that aims to meet social needs in a better way than the existing solutions. These ideas are created with the goal of extending and strengthening civil society.

Objectives:

The objective of the course is to enable the graduate to comprehend the social innovations as concept and process to create social impact and for delveloping better sense of community belongingness. Key objective is to enable the student to relate social innovation and development.

Learning outcomes:

1. Entrepreneurship and Innovation students will be able to sell themselves and their ideas. Students master oral and visual presentation skills and establish a foundation of confidence in the skills necessary to cause others to act.
2. Entrepreneurship and Innovation students will be able to find problems worth solving. Students advance their skills in customer development, customer validation, competitive analysis, and iteration while utilizing design thinking and process tools to evaluate in real-world problems and projects.
3. Entrepreneurship and Innovation students will be able to mobilize people and resources. Students identify and secure customers, stakeholders, and team members through networks, primary customer research, and competitive and industry analyses in order to prioritize and pursue an initial target market in real-world projects.
4. Entrepreneurship and Innovation students will be able to create value. Students are able to create presentations and business plans that articulate and apply financial, operational, organizational, market, and sales knowledge to identify paths to value creation through 1) company formation (for-profit); 2) social innovation (nonprofit); or 3) intellectual property licensing.
5. Entrepreneurship and Innovation students will develop and cultivate endurance. Students increase their awareness and deliberately practice the skills and disciplines necessary to increase confidence and agency; foster self-efficacy and self-advocacy; improve communication and problem-solving skills, manage strong impulses and feelings; and identify personal purpose.

Contents:

Unit-1: Introduction

- 1.1 Definition, meaning and concept of social innovation.
- 1.2 Objectives / purposes of social innovation.
- 1.3 Need and importance of studying social innovation

Unit-2: Process of social innovation

- 2.1 Who-stake holders
- 2.2 What-thinking out of comfort zone
- 2.3 How-viability
- 2.4 Feasibility
- 2.5 Social scanning

Unit-3: Types, Methods / Tools of social innovation

- 3.1 Incremental types
- 3.2 Disruptive
- 3.3 Radical
- 3.4 Architectural
- 3.5 Social innovative paradigm
- 3.6 Skills and tools of Social innovation

Unit-4: Theoretical frame work of innovation

- 4.1 Evolution of social innovation
- 4.2 Approaches of social innovation
- 4.3 Perspectives of social innovation
- 4.4 Social economy

Unit-5: Case studies of social innovation

5.1 Pakistan

5.2 Bangladesh

5.3 International

Unit-6: Main Practice Fields of Social Innovation

6.1 Education

6.2 Employment

6.3 Environment & climate change

6.4 Transport and mobility

6.5 Health and social care

6.6 Poverty reduction

Unit-7: Social innovation and social entrepreneurship

7.1 Social innovation as driver of Social Economy

7.2 Social innovation and Corporate Social Responsibility

Unit-8: Social innovation and social impact social change

8.1 Relation of social change and social innovation

8.2 Sustainable development and social innovation

8.3 Social innovation and development

Recommended books / References:

Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. *Development Outreach, 12*(1), 29-43.

Dawson, P., & Daniel, L. (2010). Understanding social innovation: a provisional framework. *International Journal of Technology Management, 51*(1), 9-21.

Jessop, B., Moulaert, F., Hulgård, L., & Hamdouch, A. (2013). Social innovation research: a new stage in innovation analysis. *The international handbook on social innovation: Collective action, social learning and transdisciplinary research*, 110-130.

- Nicholls, A., & Murdock, A. (Eds.). (2011). *Social innovation: Blurring boundaries to reconfigure markets*. Springer.
- Moulaert, F., MacCallum, D., & Hillier, J. (2013). Social innovation: intuition, precept, concept. *The International Handbook on Social Innovation: collective action, social learning and transdisciplinary research*, 13.
- Mumford, M. D. (2002). Social innovation: ten cases from Benjamin Franklin. *Creativity research journal*, 14(2), 253-266.
- Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). *The open book of social innovation* (p. 2). London: National endowment for science, technology and the art.
- Nicholls, A., & Murdock, A. (Eds.). (2011). *Social innovation: Blurring boundaries to reconfigure markets*. Springer.
- Osburg, T., & Schmidpeter, R. (2013). Social innovation. *Solutions for a sustainable future*.
- Phills, J. A., Deiglmeier, K., & Miller, D. T. (2008). Rediscovering social innovation. *Stanford Social Innovation Review*, 6(4), 34-43.
- Phillips, W., Lee, H., Ghobadian, A., O'Regan, N., & James, P. (2015). Social innovation and social entrepreneurship: A systematic review. *Group & Organization Management*, 40(3), 428-461.
- Young, H. P. (2011). The dynamics of social innovation. *Proceedings of the National Academy of Sciences*, 108(Supplement 4), 21285-21291.

Semester VII

| Code | Subject Title | Cr. Hrs | Semester |
|--------|------------------------|---------|----------|
| SWE-09 | Business Communication | 3 | VII |

Introduction & Objectives:

Application of business communication principles through creation of effective business documents and oral presentations. Includes study and application of team communication and use of technology to facilitate the communication process. The objectives of the course are to enable the students of social entrepreneurship to understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, presentation and the importance of specifying audience and purpose and to select appropriate communication choices. The course also aim to develop students' ability to apply appropriate modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication and to improve their listening, critical and reflective thinking, and responding. The course will enrich students' theoretical understanding of basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition.

Outcomes:

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

1. Apply business communication strategies and principles to prepare effective communication for domestic and international business situations.
2. Identify ethical, legal, cultural, and global issues affecting business communication.
3. Utilize analytical and problem solving skills appropriate to business communication.
4. Participate in team activities that lead to the development of collaborative work skills.
5. Select appropriate organizational formats and channels used in developing and presenting business messages.
6. Compose and revise accurate business documents using computer technology.
7. Communicate via electronic mail, Internet, and other technologies.
8. Deliver an effective oral business presentation.

Contents:

Unit -1: Business Communications: Tools for Business Success

- 1.1 Impact of communication skills on career opportunities
- 1.2 barriers to interpersonal communication
- 1.3 Coping Strategies
- 1.4 Impediments to organizational communication

1.5 Solutions for impediments to organization communication

1.6 Tools to communicate ethically in business

Unit-2: Collaboration, Listening and Non-Verbal Skills

2.1 listening techniques

2.2 Distinction in verbal and non-verbal communication

2.3 Functions of non-verbal communication

2.4 Impact of culture on non-verbal communication

2.5 Business etiquette

Unit-3: Cultural Communications and Diversity

3.1 Importance of teamwork in your career

3.2 Development of effective teams

3.3 Enhance meetings productivity

3.4 Strategies to enhance intercultural communications

3.5 Diversity strategies in Pakistani business

Unit-4: Effective Presentation Skills

4.1 Steps in preparing effective oral presentations

4.2 Major elements in organizing content (introduction, body, conclusion)

4.3 Techniques for building audience rapport

4.4 multimedia presentation skills

4.5 preparation for effective presentation

4.6 effective techniques to stay in control while speaking

4.7 strategies to deal with difficult audiences

4.8 effective ways to use handouts

4.9 qualities of effective team presentation

Unit-5: Everyday Business Correspondence

5.1 3x3 writing process for effective e-mail messages and memos

5.2 structure and formatting of e-mail messages and memos

5.3 letters that request information or action

5.4 structure and characteristics of good business letters

5.5 Identify effective workplace blogging

Unit-6: Business Writing: A Three-Stage Process (Stage 1: Preparing to Write)

6.1 Identification of need for a writing process

6.2 Analysis of a writing task and selecting a communication channel

6.3 process of anticipating and profiling typical audiences for business messages

6.4 audience benefits in business writing

6.5 legal and ethical responsibilities of business communicators

Unit-7: Business Writing: A Three-Stage Process (Stage 2: Writing)

7.1 Consolidate of information for outlining a topic

7.2 direct or indirect writing approach

7.3 conversational tone, professionally, simply, concisely and courteously; avoid bias

7.4 first draft – use short sentences, active verbs and meaningful paragraphs

Unit-8: Business Writing: A Three-Stage Process (Stage 3: Revising)

8.1 last phase of the 3 X 3 writing process to make written communication clear, concise and conversational

8.2 Revising messages for vigour, directness and readability

8.3 Readability through formatting and the use of online tools

8.4 Recognizing proofreading problems

8.5 Evaluation of a message to judge its success

Unit-9: Business Reports

9.1 Searching research material to get needed background information

9.2 Identification of the general uses and basic components of proposals

9.3 Identification formal reports and how to anticipate a receiver's reaction to message

9.4 Identification of the components of typical business plans and ethically create buy-in for business ideas

9.5 Formal report components

Unit-10: Informal Business Reports

10.1 Basics of business report including functions, patterns (indirect or direct), writing style, and formats

10.2 Meaningful conclusions and practical report recommendations based on the logical analysis

10.3 Organizing report data logically

10.4 Preparation of short informational reports

Unit-11: Negative Messaging

11.1 Planning effective interpersonal communications in negative or aggressive situations

11.2 Selecting appropriate techniques for delivering bad news to customers, inside your organization and staff

Recommended Books:

Dwyer, J., & Hopwood, N. (2019). *The business communication handbook*. Cengage AU.

Gibson, R. (2002). *Intercultural Business Communication: An Introduction to the Theory and Practice of Intercultural Business Communication for Teachers, Language Trainers, and Business People*. Oxford University Press.

Guffey, M. E., & Loewy, D. (2010). *Business communication: Process and product*. Cengage Learning.

Guffey, M. E., & Loewy, D. (2012). *Essentials of business communication*. Cengage Learning.

Locker, K. O., & Kaczmarek, S. K. (2009). *Business communication: Building critical skills*. New York, NY: McGraw-Hill Higher Education.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|----------------------------|---------|----------|
| SWE-10 | Entrepreneurial Leadership | 3 | VII |

Introduction

Entrepreneurial leadership is important element for the management of an organization to achieve goals, act decisively and instill the performance spirit within the organization. Top companies are increasingly investing in leadership development programs and consider building leadership talent to be their most significant capability-building challenge.

Objectives

The major objective of this course is for students to understand and apply theories of effective leadership and to reflect critically on their own leadership style in order to enhance their own effectiveness as leaders.

Learning outcomes:

The course will also help in developing students' ability to evaluate the links between leadership techniques and the use of power in organizations in order to increase their critical awareness of some of the possible power effects of their future use of theories of effective leadership in practice.

Contents:

Unit-1: Introduction to Leadership

1.1 Basic definition of the concept

1.2 Components of leadership.

Unit 2: Trait approach in theories of leadership

2.1 Development & present situation

- 2.2 Personal characteristics that support effective leadership.
- 2.3 Leader and values.
- 2.4 The significance of self-knowledge for the role of leader (identity and integrity of leader).
- 2.5 Motivation in the context of personality, sources of motivation,
- 2.6 Motivation and performance, performance motivation, aspirations, work satisfaction,
- 2.7 Specific theories of motivation, stimulation tools, motivation program in organization.

Unit-3: Emotions and self-management, emotional intelligence and its significance in the role of leader,

- 3.1 Handling emotions and stress.
- 3.2 Personal risk of leader: personal traits endangering effective leadership.
- 3.3 Significance of communication skills for work life and leadership.
- 3.4 Social perception in organization.
- 3.5 Competency and behavior approaches to leadership.

Unit-4: Models of well balanced and authentic leadership.

- 4.1 Models of relation between leadership and followership.
- 4.2 Leadership of workgroups and teams,
- 4.3 Group structure and dynamics.
- 4.4 Individual in a group.
- 4.5 Formation of teams and team work.
- 4.6 Group problem-solving. Team excellence.

Unit-5: Leadership development.

- 5.1 Skills for leadership and performance management:
- 5.2 Goal setting, support of employee development and communication of feedback; delegation; solving of conflict situations and negotiation.
- 5.3 Creative leadership. Influence on the creative potential of work groups and teams; formation of innovative climate in organizations.
- 5.4 Leadership and power. Sources of power in organizations.
- 5.5 Micro politics, its strategy and tactics.

Unit-6: Gender and leadership.

6.1 Leadership and organization culture.

6.2 Link between leadership and activities leading to the form

Recommended Books:

Di Fabio, A., Bucci, O., & Gori, A. (2016). High Entrepreneurship, Leadership, and Professionalism (HELP): toward an integrated, empirically based perspective. *Frontiers in psychology*, 7, 1842.

Felício, J. A., Gonçalves, H. M., & da Conceição Gonçalves, V. (2013). Social value and organizational performance in non-profit social organizations: Social entrepreneurship, leadership, and socioeconomic context effects. *Journal of Business Research*, 66(10), 2139-2146.

Galloway, L., Kapasi, I., & Sang, K. (2015). Entrepreneurship, leadership, and the value of feminist approaches to understanding them. *Journal of Small Business Management*, 53(3), 683-692.

García-Ruiz, J. L., & Tominelli, P. A. (Eds.). (2015). *The determinants of entrepreneurship: leadership, culture, institutions*. Routledge.

Letts, C. W., Brown, L. D., & Alvord, S. H. (2003). Social entrepreneurship: leadership that facilitates societal transformation-an exploratory study.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|------------------------|---------|----------|
| SOCW-409 | Social Risk Management | 3 | VII |

Introduction:

Social risk management (SRM) is a conceptual framework developed by the World Bank. Through this subject, students would be able to understand the concept of social protection and risk factors involved in social development. SRM focuses specifically on the poor, who are the most vulnerable to risk and more likely to suffer in the face of economic shocks. Students would be able to understand how different government and non-government organizations collaborate together for social development of the society.

Objectives:

1. To understand the concept of social risks prevailing in the society
2. To understand the basic concepts involved in the social risk management.
3. To understand the current needs of the society especially for marginalized.
4. To understand different aspects and sources affecting society.
5. To understand new management skills and techniques in regards to social risk management.

Learning Outcomes:

By the end of the course students would be able to understand the major concepts of social risk management affecting the vulnerable person's in the society. Furthermore, students would be able to assess the importance of social welfare policies in relation with social risk management.

Contents:

Unit-1: Introduction

- 1.1 Conceptual framework of social risk management?
- 1.2 Social protection as social risk management
- 1.3 Why Social Risk Management is important?
- 1.4 Sources and characteristics of social risk management.

Unit-2: Historical perspective

- 2.1 purpose, challenges and opportunities
- 2.2 Risk Management; old and new concepts

Unit- 3: Vulnerable Groups

3.1 Child Labor, Disability, Unemployed Youth and Orphans etc.

Unit-4: Operationalizing Social Risk Management:

4.1 Measuring Vulnerability

4.2 Undertaking Risk

4.3 Vulnerability Assessments

Unit-5: Social protection is changing with time.

5.1 Relationship between Social policy and social protection.

5.2 Global trends in poverty, Vulnerability and Resilience to Poverty.

5.3 Social risk management instructions

Unit-6: Static welfare enhancing aspects

6.1 Reduced vulnerability,

6.2 Enhanced consumption smoothing

6.3 Improved equity

Unit-7: Social Risk Management Strategies

7.1 PREVENTION STRATEGIES.

7.2 MITIGATION STRATEGIES.

7.3 COPING STRATEGIES.

Unit-8: Social Risk Management Arrangements

8.1 Informal arrangements,

8.2 Market-based arrangements,

8.3 Public arrangements. Each of them has relative strengths and limitations.

Unit-9: Global organizational support to help and support other developing and under-developing countries

9.1 UNICEF, UNDP, WORLD BANK etc.

9.2 Modern concepts of Global trends in dealing with Social risk management.

Recommended Books:

Alwang, J., Siegel, P. and Jorgensen, S. (2001): *Assessing Vulnerability: a View from*

Different Disciplines, Social Protection Discussion Paper No. 0115, Washington, D.C.: The World Bank.

Asian Development Bank (2001): *Framework for Operations on Social Protection—Social Protection Strategy in Asia and the Pacific*, approved by the Asian. Philippine: ADB.

Baulch, B. and Hoddinott, J. (2000, eds.): *Economic Mobility and Poverty Dynamics in Developing Countries*, *The Journal of Development Studies*, Vol. 36, Issue 6.

Cava, M. J., Musitu, G., & Murgui, S. (2007). Individual and social risk factors related to overt victimization in a sample of Spanish adolescents. *Psychological Reports*, 101(1), 275-290.

Conway, T. and Norton, A. (2002): *Poverty, Risk and Rights: New Directions in Social Protection*, Theme issue of *Development Policy Review*, Vol. 20, No. 5.

Heitzmann, K., Canagarajah, R.S. and Siegel, P.B. (2002): *Guidelines for Assessing Risk and Vulnerability*, Social Protection Discussion Paper No. 0218, Washington, D.C. (The World Bank).

Holzmann, R., & Jørgensen, S. (2001). Social risk management: A new conceptual framework for social protection, and beyond. *International Tax and Public Finance*, 8(4), 529-556.

Holzmann, R. (2003). in E. Dowler and P. Mosely (eds.): *Poverty and Social Exclusion in North and South*. Routledge: London.

Mares, I. (2003). *The politics of social risk: Business and welfare state development*. Cambridge University Press.

Pirlich, M., Schütz, T., Kemps, M., Luhman, N., Minko, N., Lübke, H. J., ... & Lochs, H. (2005). Social risk factors for hospital malnutrition. *Nutrition*, 21(3), 295-300.

Tesliuc, E. and Lindert, K. (2002): *Guatemala Poverty Assessment Program, Vulnerability and Safety Nets: A Quantitative and Qualitative Assessment*, Washington, D.C.: The World Bank.

Weber, H. (2004). The 'new economy' and social risk: banking on the poor?. *Review of international political economy*, 11(2), 356-386.

World Bank (1990): *World Development Report 1990: Poverty*. New York: Oxford University Press.

World Bank. (2001a): *World Development Report 2000/2001: Attacking Poverty*, New York: Oxford University Press.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|----------------------------------|---------|----------|
| SWE-10 | Sustainable Development Approach | 3 | VII |

Introduction:

The Science and Practice of Sustainable Development (LGDM2x) course introduces the origin and key concepts of sustainability and how to apply these to sustainable development practice.

Sustainable development will be explored through theories and case studies from a range of disciplines, You will also learn about planetary boundaries, urbanisation and growing inequality, to show how integral sustainable development is to our everyday existence.

The course will attempt to provide key content knowledge to bridge the science and the practice of the application and enhancement of sustainable development. It draws on contemporary examples from both The University of Queensland (UQ) and the UN Sustainable Development Solutions Network (SDSN) to address the world's most urgent challenges, with emphasis on the linkages between science and policy.

Objectives:

1. Understand the practice and policy of sustainable pathways to development.
2. Appreciate some of the scientific underpinnings of sustainability practice and how policy- makers are trying to apply it for better governance of scarce resources.
3. Apply relevant aspects of the science and policies of sustainable development to your own practice as a development leader.
4. Understand how various attributes of sustainability (environmental, economic and social) can be applied by development leaders.
5. Gain additional scientific knowledge regarding planetary boundaries and their influence on international economic development.
6. Be aware of the current international policy landscape for the Sustainable Development Goals.
7. You should have experience, or a strong interest in working in global sustainable development. While not compulsory, it is recommended that you have completed a bachelor degree in a social science, development studies, economics or related discipline.
8. To earn a verified certificate upon completion of the course, you must enroll as a verified student and pass the course. You will need to obtain an overall mark of at

least 65% from the graded assessment items to pass.

9. Verified students have the added opportunity to pose questions and comments for our course instructors in dedicated discussion forums.

Learning Outcomes

The course will provide the following learning outcomes for the students:

1. It will develop the ability of students to integrate and make autonomous use of their knowledge.
2. Develop the students' ability to deal with complex phenomena, issues and situations.
3. Develop the students' potential for professional activities that demand considerable autonomy, or for research and development work.
4. Analyze policy-making processes in regard to sustainability issues.
5. Apply high-quality written and verbal communication skills.
6. Work effectively in a team and in tutorial situations.
7. Apply analytical and problem-solving skills to specific sustainable development problems.

Contents:

Unit 1- What is Sustainable Development

- 1.1-Introduction to the key concepts
- 1.2- Challenges of sustainable development.

Unit 2- Drivers of inequality

- 2.1-Why do some countries advance while other stay poor?

Unit 3- Ending extreme poverty

- 3.1- Strategies for addressingextreme poverty
- 3.2- The impact of the Millennium Development Goals.

Unit 4- Growth within Planetary Boundaries

- 4.1- How can we ensure we grow sustainably?
- 4.2- How can we remain within the planetary boundaries?

Unit 5- Sustainable Development Goals

- 5.1- Sustainabledevelopmentrequires a global approach
- 5.2- .Strengths and weaknessesoftheUnitedNation’sSustainable Development Goals (SDGs).

Unit 6-Sustainable FoodSupply

6.1- Food and water security,

6.2- How we can work towards a sustainable global food supply

Unit 7-Human Rights and Gender Equality

7.1-Introduction to the challenges around equality, equity and fairness

7.2- Introduction to human rights for sustainable development

7.3- Importance of gender equality for sustainable development

Unit 8- Sustainable Cities

8.1- What makes a city sustainable?

8.2- Introduction to the influence of increasing urbanization.

Unit 9- Education and Sustainable Development

9.1-Introduction to a life-cycle approach,

9.2- The role of education in sustainable development.

Unit 10- Curbing ClimateChange

10.1- Introduction to the science of climate change

10.2- How we can mitigate its effects.

Unit 11-Saving Biodiversity

11.1- Exploration of the threats to biodiversity, from oceans to forests

11.2- The need for international cooperation.

Recommended Books:

Chandy, L., Kato, H., & Kharas, H. (Eds.). (2015). *The last mile in ending extreme poverty*. Massachusetts: Brookings Institution Press.

Cruz, M., Foster, J. E., Quillin, B., & Schellekens, P. (2015). *Ending Extreme Poverty and Sharing Prosperity*. UK: Palgrave.

França, C. L., Broman, G., Robert, K. H., Basile, G., & Trygg, L. (2017). An approach to business model innovation and design for strategic sustainable development. *Journal of Cleaner Production*, 140, 155-166.

Gallopín, G. C. (2003). *A systems approach to sustainability and sustainable development*. ECLAC.

Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M. C., Shyamsundar, P., ... & Noble, I. (2013). Sustainable development goals for people and planet. *Nature*, 495(7441), 305-307.

Hammond, A., & World Resources Institute. (1995). *Environmental indicators: a systematic approach to measuring and reporting on environmental policy performance in the context of sustainable development* (Vol. 36). Washington, DC: World Resources Institute.

Hjorth, P., & Bagheri, A. (2006). Navigating towards sustainable development: A system dynamics approach. *Futures*, 38(1), 74-92.

Lawn, P. A. (2000). *Toward sustainable development: an ecological economics approach*. CRC Press.

Robert, K. W., Parris, T. M., & Leiserowitz, A. A. (2005). What is sustainable development? Goals, indicators, values, and practice. *Environment: science and policy for sustainable development*, 47(3), 8-21.

Yang, B., Xu, T., & Shi, L. (2017). Analysis on sustainable urban development levels and trends in China's cities. *Journal of Cleaner Production*, 141, 868-880.

World Health Organization. (2016). *Global report on urban health: equitable healthier cities for sustainable development*. Geneva: WHO.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|----------------------|---------|----------|
| SOCW-410 | Research Practicum-I | 3 | VII |

The information regarding Research Practicum will be provided by the Department of Social Work

Semester VIII

| Code | Subject Title | Cr. Hrs | Semester |
|----------|-------------------------------|---------|----------|
| SOCW-414 | Social Protection in Pakistan | 3 | VIII |

Introduction:

Effective social protection systems are vital to help those living in poverty to cope with crises and shocks, find employment, and live healthier and fulfilling lives. This course will enable students to learn the basics of social protection – what it is and how it works. They will explore key concepts and definitions, regional differences and core issues in building social protection

Social protection is a policy instrument with robust, flexible and widely available delivery mechanisms. As such, it holds significant potential to transform short-term humanitarian interventions into development processes to achieve resilience, peace, stabilisation and economic growth in countries.

Objectives:

This course will provide students with a foundational understanding of social protection and an opportunity to deepen your knowledge and reflect on your own practice.

It will help students to build their knowledge of social protection and its implementation around the world.

Learning Outcomes:

After completing this course students will be able to:

1. understand the concepts and definitions of social protection
2. understand the remit of social protection policies and programmes
3. have insight into the differences of how social protection is being implemented across the world
4. reflect on the future of social protection.

Contents

Unit 1- Introduction to social protection

- 1.1 –Definition
- 1.2- history
- 1.3 approaches of social protection

Unit 2- Significance of social protection programs in developed and under developed countries

- 2.1-A systematic approach to universal social protection

2.2-History of social protection policies in Pakistan

2.3The many facets social health protection in Pakistan

Unit 3-The social assistance programs in Pakistan

3.1- Zakat

3.2- Pakistan Baitul mal

3.3- Ehsas program

3.4- Micro financing institution

3.5-. The system of pension

Unit- 4- Assessment of existing social protection programs in Pakistan

4.1-Evaluating existing services

4.2-Situation analysis

Unit 5- Social safety nets

5.1-Existinf social safety net in Pakistan

5.2-Procedure of social safety nets

5.3-Safety nets and economic inclusion

Recommended Books:

Barrientos, A., & Hulme, D. (Eds.). (2016). *Social protection for the poor and poorest: Concepts, policies and politics*. Germany: Springer.

Bender, K., Kaltenborn, M., & Pfleiderer, C. (Eds.). (2013). *Social protection in developing countries: Reforming systems*. Routledge.

Cherrier, C. (2015). *Examining the catalytic effect of aid on domestic resource mobilization for social transfers in low-income countries* (No. 2015-3). UNRISD Working Paper.

Holzmann, R., & Jørgensen, S. (2001). Social risk management: A new conceptual framework for social protection, and beyond. *International Tax and Public Finance*, 8(4), 529-556.

Truell, R., & Jones, D. N. (2017). Global Agenda for Social Work and Social Development. In *Encyclopedia of Social Work*.

Dijkhoff, T. (2019). The ILO Social Protection Floors Recommendation and its relevance in the European context. *European Journal of Social Security*, 21(4), 351-369.

Loewe, M. (2009). *Soziale Sicherung, informeller Sektor und das Potenzial von Kleinstversicherungen*. Nomos Verlagsgesellschaft mbH & Co. KG.

Naude, W., Santos-Paulino, A. U., & McGillivray, M. (2014). *Measuring vulnerability in developing countries: New analytical approaches*. Routledge.

Arulpragasam, J., & Prenzushi, G. (2002). *Poverty Reduction and the World Bank: Progress in Operationalizing the WDR 2000/2001*. World Bank, 1818 H Street, NW, Washington, DC 20433.

World Bank. (2001). *Social protection sector strategy: From safety net to springboard*. World Bank.

Holzmann, R., & JÖRGENSEN, S. (2001). *Social Protection Sector Strategy: From Safety Net to Springboard* (Washington, DC: World Bank).

| Code | Subject Title | Cr. Hrs | Semester |
|--------|---------------------------|---------|----------|
| HR-211 | Human Resource Management | 3 | VIII |

Introduction:

This course provides an introduction to the various functions of human resource management, including compensation and benefits, staffing, recruitment and selection, research, labour relations, training and development, health and safety, planning, mediation and arbitration, the influence of government legislation on industry, and human rights legislation and employment equity.

Learning Outcomes:

1. Upon successful completion of this course, the student will have reliably demonstrated the ability to:
2. Explain the various functions of human resource management and identify their relationship to the workplace from the perspective of both employee and employer.
3. Apply the principles of human resource management to the automotive industry in the areas of hiring, compensation and benefits, and government legislation.
4. Identify social issues relating to human resource management such as systemic discrimination and develop approaches to resolving these problems in the workplace through various methods learned in class.
5. Identify and predict human resource management trends in the automotive industry and develop proactive solutions and techniques of adaptation to changing industry demands.
6. Synthesize the depth and breadth of knowledge, knowledge of methodologies, application of knowledge, and communication skills according to the degree level competencies established by authorizing bodies for degree programs in Pakistan.

Unit-1: A conceptual overview of Human Resource Management

- 1.1 The history of HRM
- 1.2 The HRM: Field and Activities
- 1.3 What is HRM?
- 1.4 Recognition of Human Resources as human capital
- 1.5 Various Models of HRM

Unit-2: HRM Context

2.1 The Environment of HRM

External Environment

Internal Environment

Factors influencing Environment of HRM

HR challenges: globalization, competition, gender and work force diversity, telecommuting and quality management

HR response to cope with challenges

2.2 Equal Employment Opportunities

The Nature of Work

Laws affecting discriminatory practices on the basis of gender, minorities, ethnicities, age and disability.

Guarding against discriminatory practices, Glass Ceiling, Sexual Harassment and other forms of discrimination, equality of opportunities affirmative action and an awareness of Constitutional Laws, rules, regulations and specific Acts and policies regarding the issue.

Importance of enforcing Equal Employment Opportunities

Global & Indigenous Perspectives

2.3 A Safe and Healthy Environment (SHE)

Health and Safety in HRM

The Importance of Health and Safety at Workplace

Occupational Health Problems and Issues

A Safe and Healthy Work Environment for All

Global and Indigenous Perspectives on SHE

Unit-3: HRM Strategy

3.1 Job Analysis

A The nature of Job Analysis

Methods of Job Analysis

Writing Job Specifications

Job Analysis in a Jobless World

Designing Jobs

Motivation Theories/Models

Job Design to increase Motivation of individuals

3.2 Human Resource Planning

The Human Resource Planning Process

Forecasting Human Resource Requirement

Forecasting Human Resource Availability

Determining Required Skills, Knowledge and Abilities across gender

Issues in Human Resource Planning

3.3 Recruitment and Selection

Goals of Recruitment

Factors that Affect Recruitment

External versus Internal Recruitment

Recruitment Alternatives

The Selection Devices

Key Elements of Good Selection Devices

A Global and Indigenous Perspective

3.4 Human Resource Training and Development

Human Resource Development: Definition and Scope

The HRD Process

Establishing HRD Objectives

Implementing HRD Programs
Training Need Assessment
A Global and Indigenous perspective
Designing, implementing and evaluating Training Programs

3.5 Performance Appraisal

Performance Appraisal and Motivation
Performance Appraisal Methods
Performance Appraisal: from Control to development
Elements of Effective Performance Management System
A Global and Indigenous Perspective

3.6 Reward Management

Reward Management in Organization
Types of Rewards
Development in Reward Management
Alternative Reward Systems
A Global and Indigenous Perspective
Developing a model of equitable Reward Systems for you organization

3.7 Organizational Effectiveness

Compensation Policies
Incentive Plans
Motivational Incentive Plans for diverse work force
Designation and Incentive Plan in view of the work force diversity
Critical Implementation issues in Incentive Plans

3.8 Employee and Labor Relations

Employee Relations and Security
Employee Relations and Collective Bargaining

Unit-4: HR Challenges

4.1 Organizational Change and Development

Organizational Change
Organizational Development
Changing the Corporate Culture
Traditional Organizational Development Methods
Cotemporary OD Approaches
Team Building OD Program Evaluation

4.2 Human Resource Management in New Millennium

HRM: Continuity or Transformation
Internationalization of Business
HRM Practices for future
Selection
Appraisal
Human Resource Management
Reward Management
International and Indigenous HRM Perspective: A Comparison

Recommended Books:

Armstrong, M. (2006). *A handbook of human resource management practice*. Kogan Page Publishers.

Boxall, P., & Purcell, J. (2011). *Strategy and human resource management*. Macmillan International Higher Education.

Bratton, J., & Gold, J. (2017). *Human resource management: theory and practice*. Palgrave.

Brewster, C. (1995). Towards a 'European' model of human resource management. *Journal of international business studies*, 26(1), 1-21.

Briscoe, D., Tarique, I., & Schuler, R. (2012). *International human resource management: Policies and practices for multinational enterprises*. Routledge.

Cascio, W. F. (2015). *Managing human resources*. McGraw-Hill.

Chelladurai, P., & Kerwin, S. (2018). *Human resource management in sport and recreation*. Human Kinetics.

Cole, G. A. (2002). *Personnel and human resource management*. Cengage Learning EMEA.

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of Human Resource Management, Binder Ready Version*. John Wiley & Sons.

Dowling, P. (2008). *International human resource management: Managing people in a multinational context*. Cengage Learning.

Gomez-Mejia, L. R., Balkin, D. B., & Cardy, R. L. (2007). *Managing human resources*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Folger, R. G., & Cropanzano, R. (1998). *Organizational justice and human resource management* (Vol. 7). Sage.

Korczynski, M. (2002). *Human resource management in the service sector*. Basingstoke: Palgrave.

Mathis, R. L., & Jackson, J. H. (1991). *Personnel/human resource management*. St. Paul, MN: West Publishing Company.

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Human resource management: Gaining a competitive advantage*. New York, NY: McGraw-Hill Education.

Price, A. (2007). *Human resource management in a business context*. Cengage Learning EMEA.

Schuler, R. S., & Jackson, S. E. (2008). *Strategic human resource management*. John Wiley & Sons.

Storey, J. (Ed.). (2007). *Human resource management: A critical text*. Cengage Learning EMEA.

| Code | Subject Title | Cr. Hrs | Semester |
|--------|-----------------------------------|---------|----------|
| SWE-11 | Models of Social Entrepreneurship | 3 | VIII |

Introduction:

It is generally perceived that entrepreneurship is the essential driver of job creation, economic growth and wealth for any nation such as. The correlation between entrepreneurship and economic growth dates back to 1934. Since then the countries are concentrating their endeavors on improving the entrepreneurial activities to boost economic development. The term social entrepreneurship is picking up prominence in its regions of advancement, however, it might be generally innovative in the Islamic Republic of Pakistan. Social entrepreneurship is crucial to open the growth and monetary inclusion, for rising economies such as Pakistan. Social entrepreneurs/entrepreneurship are perceived as a vehicle for social and economic coherence. In Pakistan, many government and non-government organizations are working along with philanthropist to support marginalized. Students would be placed to different organization to get handful experience regarding social entrepreneurship.

Objectives :

1. The social entrepreneurship course is designed to introduce the concept as well as engage students in the field work area. Through the course, we will:
2. Expose students to the concept of social innovation, changemaking, and how social entrepreneurs are transforming society to deliver social impact in government organizations and NGOs.
3. Equip students to be effective in their social entrepreneurial pursuits to address social problems including poverty, education, healthcare, environmental sustainability, gender equality, social injustice, among others.
4. Address a social issue by listening, researching, developing, and completing a social change field work project that will add value on the local or international level that applies lessons learned in class while working in collaboration with an organization or community to add value.
5. Understand the role of measuring social impact and how measurement tools are important to investors, donors, and beneficiaries to help ensure that scarce resources are utilized effectively during the field work project.
6. Take an active role in learning and understanding the concept of social welfare and social entrepreneurship with different government and non-government organization.
7. Understanding of different models of social entrepreneur in Pakistan and internationally.

Learning Outcomes:

The professor and students in the course are expected to critique and challenge comments during active class discussions. This is intended to raise the level of class discussions. Each

student's opinion is valued as each individual contributes different knowledge, skills, and experience to the classroom. Actively participating in the course is necessary to receive the full amount of participation points. Students are encouraged to share "air time" with their peers in class to allow everyone the opportunity to share their thoughts/ideas. Attendance is expected at all class sessions and team meetings. Students who choose to work in teams on their project, will be expected to evaluate each other throughout the course to ensure they are sharing the workload equally. The lecturer/professor will provide a mechanism for a formal evaluation at two points during the term.

Contents:

Unit-1:

- 1.1 Uncommon Heroes: An Introduction to Social Entrepreneurship
- 1.2 Global concept of social entrepreneur
- 1.3 National concept of social entrepreneur
- 1.4 What is a Social Entrepreneur?
- 1.5 Key Traits of Social Entrepreneurs
- 1.6 Role of Social Entrepreneurs in Society

Unit-2: Relationship between social work and social entrepreneurship

- 2.1 Important role of social work organizations providing entrepreneur opportunities
- 2.2 social work theories

Unit-3: Historical background of social entrepreneurship offered by different government and non-government organizations in Pakistan

- 3.1 Coordination and collaboration of different Non-government and governmental organizations
- 3.2 women empowerment through entrepreneurship in developing countries

Unit-4: Discovery of Social Entrepreneurs

- 4.1 Who do you consider social entrepreneurs?
- 4.2 Who profits from social entrepreneurship
- 4.3 Name of organization and founding social entrepreneur
- 4.4 Organization's goal for social change and what is the organization's approach to making social change?

4.5 What do you believe is the organization's business model?

4.6 How many people were "directly" affected by its work in the last year?

4.7 What was the organization's annual revenue last year (or the most recent year) and from what sources was it generated?

Unit-5: List of Organizations for field work placement.

5.1 Benazir income support program

5.2 Akhuwat foundation

5.3 Pahchan foundation

5.4 Kashf foundation

5.5 Turr Lahore

5.6 Aga- khan Foundation

5.7 TRANSPARENT HANDS CHARITY TRUST

5.8 Edhi Foundation

5.9 Shaukat Khanum Cancer Hospital

6.0 Aurat Foundation

6.1 Shahid Afridi Foundation

Unit-6: Community Asset Mapping

6.1 Understand how to map community assets and build a social value proposition.

6.2 Understanding how you listen and hear the beneficiaries that your organization plans to serve will be covered.

Unit-7: Social Innovation

7.1 How entrepreneurs think creatively to come up with solutions to serve customer needs, developing a creative environment, problem solving and systemic change

7.2 Understanding the role of disruptive innovation?

Unit-8: Social Entrepreneurship Theory Put Into Practice

8.1 Understand how social entrepreneurship theory is manifested in practice

8.2 Assess the personal characteristics and leadership roles of the leaders of these organizations

8.3 Determine the level and scope of impact being achieved by these organizations.

Unit-9: Understanding the Theory of Change

9.1 Theory of Change uses systems thinking.

9.2 Learn how the Theory of Change starts with the end impact.

9.3 Understanding Poverty and the MDGs

9.4 What are the sustainable development goals?

9.5 Education Reform and social change

Unit-10: Students will do research to prepare the case study of a social entrepreneurial organization (end of course project)

Recommended Books:

Doherty, B., Thompson, J., & Spear, R. (2006). Social entrepreneurship: a different model?. *International journal of social economics*.

Grassl, W. (2012). Business models of social enterprise: A design approach to hybridity. *ACRN Journal of entrepreneurship Perspectives*, 1(1), 37-60.

Jiao, H. (2011). A conceptual model for social entrepreneurship directed toward social impact on society. *Social Enterprise Journal*.

Loarne-Lemaire, S. L., Maalaoui, A., & Dana, L. P. (2017). Social entrepreneurship, age and gender: toward a model of social involvement in entrepreneurship. *International Journal of Entrepreneurship and Small Business*, 31(3), 363-381.

Müller, S. (2012). Business models in social entrepreneurship. In *Social entrepreneurship and social business* (pp. 105-131). Gabler Verlag.

Nicholls, A. (Ed.). (2008). *Social entrepreneurship: New models of sustainable social change*. OUP Oxford.

Pache, A. C., & Chowdhury, I. (2012). Social entrepreneurs as institutionally embedded entrepreneurs: Toward a new model of social entrepreneurship education. *Academy of Management Learning & Education*, 11(3), 494-510.

Pirson, M. (2012). Business models and social entrepreneurship. *Socially responsible finance and investing: Financial institutions, corporations, investors, and activists*, 612.

Seelos, C., & Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. *Business horizons*, 48(3), 241-246.

Weerawardena, J., & Mort, G. S. (2006). Investigating social entrepreneurship: A multidimensional model. *Journal of world business*, 41(1), 21-35.

| Code | Subject Title | Cr. Hrs | Semester |
|----------|-----------------------------|---------|----------|
| SOCW-203 | Social Problems of Pakistan | 3 | VIII |

Objectives:

To help students understand the multiple causes of the social problems of the society and Possible ways to solve these problems.

Learning Outcomes:

Upon successful completions students should be able to:

1. Apply social sciences perspectives and use their social work imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies.
2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems.
3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.

Contents:

Unit-1: Defining Social Problems

- 1.1 History of Social Problems
- 1.2 Difference between Social Problem and Social Evil

Unit-2: Crime

- 2.1 Types of Crime
- 2.2 Causes of Crime

Unit-3: Over Population

- 3.1 Defining over population
- 3.2 Causes of over population
- 3.3 Defining demography
- 3.4 Characteritics of demography

Unit-4: Juvenile Delinquency

4.1 Factors of Juvenile Delinquency

4.2 Situation in Pakistan

4.3 Laws of Juvenile Delinquency

Unit-5: Illiteracy

Reasons of Illiteracy

Impact of Illiteracy on developing nations

Unit-6: Poverty

6.1 Types of poverty

6.2 Causes of poverty

6.3 International conventions to combat poverty

Unit-7: Child Labour

7.1 Factors of Child Labour

7.2 Situation in Pakistan

7.3 Laws on Child Labour in Pakistan

Unit-8: Role of Social worker in the solutions of social problems

Recommended Books:

Anwar, A. (2006). *Applied Sociology: Social Problems and Research*. Peshawar: Department of Sociology, University of Peshawar, Saif Printing Press, Peshawar Cantt.

Best, J., & Best, J. (2013). *Social problems*. New York: WW Norton & Company.

Best, J. (2017). *Images of issues: Typifying contemporary social problems*. London: Routledge.

Bhatti, Iqbal A. (1995). *Model English Essays for Competitive Examinations*, Lahore: Bhatti Publishers, Urdu Bazar, 1995.

Burney, S. (1999). *Crime Or Custom?: Violence Against Women in Pakistan*. Human Rights Watch.

Chaudhry. M. Iqbal. (1985). *Pakistani Society*, Lahore: Aziz Publishers, Urdu Bazar.

Eitzen D. Stanley & Mazine Baca Zinn.(1996). *Social Problems*. Boston: Allyn & Bacon.

Eitzen. D. Stanley, *Social Problems*, 3rd Ed. Boston: Allyn & Bacon, Inc. 1990.

- Horton, Paul B. & Gerald R. Leslie, *The Sociology of Social Problems*. New Jersey: Prentice-Hall Inc., Englewood Cliffs, 1978.
- Jain, A. K. (Ed.). (2001). *The political economy of corruption* (Vol. 2). Routledge.
- Jehle, G. (1990). *Inequality in Pakistan: A Social Welfare Approach*.
- Jones, Brian J., Bernard J. Gallagher, III & Joseph A. McFalls, Jr. *Social Problems: Issues, Opinions & Solutions*, New York: McGraw-Hill, 1980.
- Kapur, A. (2006). *Pakistan in crisis*. Routledge.
- Korson, J. H. (Ed.). (1974). *Contemporary problems of Pakistan* (Vol. 15). Brill Archive.
- Mayo, E. (2014). *The social problems of an industrial civilisation*. Routledge.
- Paul S. H. (2000). *The Sociology of Social Problems*. New York prentice Hall 2001.
- Smale, G., Tuson, G., & Statham, D. (2000). *Social work and social problems*. Macmillan Press.
- Sabzwari, S. R., & Azhar, G. (2011). Ageing in Pakistan—a new challenge. *Ageing International*, 36(4), 423-427.
- Spector, M., & Kitsuse, J. I. (2017). *Constructing social problems*. Routledge.
- Taga, A.H. (1998). *Sociology and Social Problems*. Lahore: Abdul Hameed and Sons Publishers

| Code | Subject Title | Cr. Hrs | Semester |
|----------|-----------------------|---------|----------|
| SOCW-410 | Research Practicum-II | 3 | VIII |

The information regarding Research Practicum will be provided by the Department of Social Work

Assessment Criteria

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