

**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 (4 years) program alongwith its Syllabi at the Department of Social Work, with effect from Academic Session 2021

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

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

**e.**

**No. D/114/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**

**(SEMESTER SYSTEM)**



**DEPARTMENT OF SOCIAL WORK**

**UNIVERSITY OF THE PUNJAB**

**LAHORE**

## **Curricula/Syllabi of Degree Program**

**Program Title: BS (4-Years) Program Social Work**

**Department: Social Work**

**Faculty: Faculty of Behavioural and Social Sciences**

### **1. Department Mission**

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.

### **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.

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### **3. Program Introduction**

#### **BS (4 Years) Programme in Social Work**

The University of the Punjab, Lahore is an oldest seat of higher learning, pioneering and one of the leading universities of Pakistan. However, it is competing with several other public and private sector universities in the recent market trends. Given the outstanding reputation and long-standing success of its educational programs, the Department of Social Work is offering degree programs at Masters, MPhil and PhD level. Recently, it is in an appropriate position by starting BS (4-Years) in Social Work Program.

Several others public and private universities are also offering the program and attracting a large number of students. It is anticipated that due to prestigious position and outstanding reputation of PU, a large number of students will prefer to earn their BS degree from the University of the Punjab.

BS (4-Years) in Social Work is being offered. 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.

#### **4. Program Objectives**

- The objectives of an academic degree program are to;
- To prepare trained, qualified and skilled human resources for Social Welfare activities and Community Services for public and private social sector.
- To meet the regional and national shortage of high quality Social Workers.
- To prepare high quality accredited social workers besides generating revenue for University of the Punjab.

#### **4. Market Need/Rationale of the Programme**

##### **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

### **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](http://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	5				
2	5	5				
3	5	3	2			
4	5		5			
5	5		3		2	
6	5		3		2	
7	5		2	2	1	
8	5		4		1	
PU						
HEC Guidelines						
Difference (HEC &) PU						

### 9. Scheme of Studies / Semester-wise Workload

Semester-I Code	Semester-I Subjects	Credit Hours	Course Type
ISE-111	Islamic Studies / Ethics	3	Gen. Ed. 1
ENG-111	Expository Writing - I (English Comprehension)	3	Gen. Ed. 2
COMP-111	Natural Sciences - I (Introduction to Computing)	3	Gen. Ed. 3
PER-311	Arts & Humanities - I (Language - Persian)	3	Gen. Ed. 4
SOCW-101	Social Sciences - I (Introduction to Social Work & Social Welfare)	3	Gen. Ed. 5

Semester-II Code	Semester-II Subjects	Credit Hours	Course Type
ENG-112	Expository Writing - II (Creative Writing)	3	Gen. Ed. 6
STAT-111	Natural Sciences - II (Introduction to Statistics)	3	Gen. Ed. 7
PST-111	Pakistan Studies	3	Gen. Ed. 8
SOCW-212	Arts & Humanities - II (History & Philosophy of Social Work)	3	Gen. Ed. 9
SOCW-211	Quantitative Reasoning - I (Introduction to Social Research)	3	Gen. Ed. 10

<b>Semester-III Code</b>	<b>Semester-III Subjects</b>	<b>Credit Hours</b>	<b>Course Type</b>
ENG-211	Expository Writing - III (Academic Writing)	3	Gen. Ed. 11
SOCW-411	Quantitative Reasoning - II (Project Management)	3	Gen. Ed. 12
SOCW-412	Social Sciences - II (Basic Concepts of Social Sciences)	3	Gen. Ed. 13
SOCW-413	Carer Services in Social Work Practice	3	Major 1
SOCW-414	Fields of Practice in Social Work	3	Major 2

<b>Semester-IV Code</b>	<b>Semester-IV Subjects</b>	<b>Credit Hours</b>	<b>Course Type</b>
SOCW-205	Social Case Work	3	Major 3
SOCW-304	Social Group Work	3	Major 4
SOCW-305	Community Organization and Development	3	Major 5
SOCW-310	Social Action	3	Major 6
SWE-01	Introduction to Social Work Entrepreneurship	3	Major 7

<b>Semester-V Code</b>	<b>Semester-V Subjects</b>	<b>Credit Hours</b>	<b>Course Type</b>
SOCW-301	Introduction to Social Legislation	3	Major 8
ECON-111	Fundamentals of Economics	3	Distribution Course 1
SOCW-404	Gender and Development	3	Distribution Course 2
SOCW-204	Social Policy and Planning	3	Major 9
SOCW-306	Field Work-I & Report Writing (Social Work Field Education)	3	Major 10

<b>Semester-VI Code</b>	<b>Semester-VI Subjects</b>	<b>Credit Hours</b>	<b>Course Type</b>
SOCW-308	Social Research Methods-II	3	Major 11
HR-211	Human Resource Management	3	Distribution Course 3
SOCW-406	Crime, Justice and Correctional Services	3	Minor 1
SOCW-302	Special Education	3	Distribution Course 4
SOCW-312	Field Work-II & Report Writing (Social Work Field Education)	3	Major 12

<b>Semester-VII Code</b>	<b>Semester-VII Subjects</b>	<b>Credit Hours</b>	<b>Course Type</b>
SOCW-401	Civil Society Organizations and Development	3	Minor 2
SOCW-303	Social Work & Human Rights	3	Minor 3
SOCW-416	Social Protection Services in Pakistan	3	Distribution Course 5
SOCW-405	Research Project / Thesis-I	3	Major 13
SOCW-402	Field Work-III & Report Writing (Social Work Field Education)	3	Major 14



Semester-VIII Code	Semester-VIII Subjects	Credit Hours	Course Type
SOCW-410	Research Project / Thesis-II	3	Major 15
SOCW-202	Human Growth & Personality Development	3	Distribution Course 6
SOCW-408	Population Welfare & Demography	3	Minor 4
SOCW-409	Social Risk Management	3	Major 16
SOCW-407	Field Work-IV & Report Writing (Social Work Field Education)	3	Major 17
Total Credit Hours of Eight Semesters		120	

<b>Internship</b>	<b>Internship (09 Weeks Summer Internship or 360 Hrs. Attachment)</b>
<b>PLL.</b>	<b>Practical Learning Lab. (Entrepreneursip Lab./Youth Clubs/Sports)</b>

### 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
<b>Total</b>		<b>6</b>

### 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	I

### 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 شتم المرسلین صلی اللہ علیہ وسلم کے اتباع اور کتب 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 عصر جدید کے چیلنجوں سے طلبہ کو آگاہ کرنا۔

### نصابی تفصیلات (تفصیل المنہج التدراسی)

#### ۱. القرآن الکریم

##### الف۔ قواعد لغۃ القرآن (قرآنی گرامر)

- المضارع و المستضارع، الأمر و النهی، الجملة الاسمية و الفعلية، المركب الإضافی و التوضیعی، التسمان و حروف الجر
- ب۔ منتخب قرآنی آیات کا لغوی و با محاورہ ترجمہ و تفسیر (ضمیمہ "الف")
- (ترجمہ و شرح نخبہ من الآيات القرآنية 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 لغوی اور با محاورہ ترجمہ کے معنی میں مندرجہ بالا تفصیل عربیہ کی تطبیق کا اتمام 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 النبویة للنبي الکریم صلی اللہ علیہ وسلم) (ہجرت، موافقات، بیثاق مدینہ، صلح حدیبیہ، خطبہ جند البواخ)
- (۳) تزکیہ نفس اور تعمیر سیرت و شخصیت کا نبوی مہیا ج اور عملی نمونے (المہیج النبوی لتكوين الشخصية و السیرة و تزکیة النفس و ماذجها الفعلية) (عشر مبشرہ، اصحاب الموبنین، اوراد النبی)
- (۴) تشکیل اجتماعیت و معاشرت اور اسوۂ حسنہ (تكوين المجتمع و المعاشرة فی ضوء الاسوة الحسنة)

### 4. اسلامی تہذیب و ثقافت (الحضارة و الثقافة الاسلامیة)

- (الف) اسلامی تہذیب و ثقافت کے خصائص  
تولید، روحانیت، تصویر سازی، انسانی عظمت و مسادات، عالمگیر اخوت،  
عدس ایضائی، 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 (٢) الآية ١٥٢ و ١٥٣ و ٢٨٢ (إيمانيات)

الهم [١] ذلك المكسب لا ريب فيه هدى للمتقين [2] الذين يؤمنون بالغيب ويؤمنون  
الصلاة و بما رزقناهم ينفقون [3] و الذين يؤمنون بما أنزل إليك و ما أنزل من قبلك و  
بالآخرة هم يوقنون [4] أولئك على هدى من ربهم و أولئك هم المفلحون [5]  
لقد ما هي السموات و ما هي الأرض و إن تسبوا سبى أنفسكم أو تخفوه يحاسبكم به الله  
كغير من يشاء و يعذب من يشاء و الله على كل شيء قدير [284] امن الرسول بما أنزل  
إليه من ربه و المؤمنون كمل امن بالله و ملائجه و كتبه و رسوله لا نفرق بين أحد من رسله و  
قالوا سمعنا و اطعنا غفرناك ربنا و إليك المصير [285] لا تكلف الله نفسا إلا و سعهما لها ما  
كسبت و عليهما ما اكتسبت ربنا لا يؤاخذنا إن نسينا أو أخطأنا ربنا و لا تحمِلُ علينا ضمرا  
نحسنا حسنته على الذين من قبلنا ربنا و لا تحمِلنا ما لا كفاة لنا به و اعف عنا و اغفر لنا و  
ارحمنا أنت مولنا فانصرتنا على القوم الكافرين [286]

(ii) الأعراب (٣٣) الآية ١٠٦، ١٠٣، ١٠٣، ١٠٤، ١٠٥، ١٠٨، ١٠٩

(تخصصات نبويه: اسوه حسنه، خص نبوت، مقام رسالت، ناموس رسالت، ازواج النبي)  
النبي أولى بالمؤمنين من أنفسهم و أزواجه أمهتهم و أولوا الأرحام بعضهم أولى ببعض في  
كتاب الله من المؤمنين و المهاجرين إلا أن تفتلوا إلى أوليائكم معروفاً كان ذلك في الكتاب  
مستورا [6]  
لقد كان لكم في رسول الله أسوة حسنة لمن كان يرجو الله و اليوم الآخر و ذكر الله كثيرا [21]  
ينساء النبي ما سئل عن أحد من النساء إن اتقن فلا تحصن بالقول فيسمع الذي في قلبه مرس  
و قلن قولنا معروفا [32] و قرن في يسورك و لا تسرجن نرج الجاهلية الأولى و أفن  
الصلاة و آتسن الزكوة و آطعن الله و رسوله إنما يريد الله ليذهب عنكم الرجس أهل البيت  
ويطهركم تطهيرا [33]

ما كان محمد أبا أحد من رجالكم و لكن رسول الله و خاتم النبيين و كان الله بكل شيء عليم [40]  
إن الله و ملائجه يضلون على النبي باليهما الذين آمنوا صلوا عليه و سلموا تسليما [56]

إِنَّ الَّذِينَ يُؤْذُونَ اللَّهَ وَرَسُولَهُ لَعَنَهُمُ اللَّهُ فِي الدُّنْيَا وَالْآخِرَةِ وَأَعَدَّ لَهُمْ عَذَابًا مُهِينًا [57]  
 وَ الَّذِينَ يُؤْذُونَ الْمُؤْمِنِينَ وَالْمُؤْمِنَاتِ بَغْيٍ مَا كَتَبْنَا فَقَدِ احْتَمَلُوا بُهْتَانًا وَإِثْمًا مُّبِينًا [58]  
 يَا أَيُّهَا النَّبِيُّ قُلْ لِمَ أُوْحِيَتْ إِلَيْكَ وَبَيِّنَاتٍ وَ نِسَاءَ الْمُؤْمِنِينَ يُدْرِنَ عَلَيْهِنَّ مِنْ جَلَابِيبِهِنَّ ذَلِكَ أَدَّى أَنْ  
 يُعْرَفْنَ فَلَا يُؤْذَيْنَ وَ كَانَ اللَّهُ عَفُورًا رَحِيمًا [59]

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

مُحَمَّدَ رَسُولَ اللَّهِ وَالَّذِينَ مَعَهُ أَشِدَّاءُ عَلَى الْكُفَّارِ رَحِمَاءٌ بَيْنَهُمْ تَرَاهُمْ رُكْعًا سَجِدًا يَبْتَغُونَ  
 فَضْلًا مِنَ اللَّهِ وَرِضْوَانًا سِيمَاهُمْ فِي وُجُوهِهِمْ مِنْ أَثَرِ السُّجُودِ ذَلِكَ مَثَلُهُمْ فِي التَّوْرَةِ وَمَثَلُهُمْ  
 فِي الْإِنْجِيلِ كَزَرْعٍ أَخْرَجَ شَطْئَهُ فَازْرَعَهُ فَاسْتَغْلَظَ فَاسْتَوَىٰ عَلَىٰ سَوَابِهِ يَعْجِبُ الزُّرَّاعَ لِيَغِيظَ  
 بِهِمُ الْكُفَّارَ وَعَدَّ اللَّهُ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ مِنْهُمْ مَغْفِرَةً وَأَجْرًا عَظِيمًا [29]

(iv) الصف (۶۱) الآیة : ۱ تا ۴ (بشارتِ بعثتِ ختم المرسلین، ہجرت، جہاد، نصرت اور غلبہ دین)

سَبَّحَ لِلَّهِ مَا فِي السَّمٰوٰتِ وَمَا فِي الْاَرْضِ 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 كَمَا نَهَمُ بَنِيَّانَ مَرُوضٍ [4] وَإِذْ قَالَ مُوسَىٰ لِقَوْمِهِ يُقَوْمِ لِمَ تَقُولُونَ وَقَدْ  
 تَعْلَمُونَ أَنَّ رَسُولَ اللَّهِ إِلَيْكُمْ فَلَمَّا زَاغُوا أَزَاغَ اللَّهُ قُلُوبَهُمْ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الْفٰسِقِينَ [5]  
 وَإِذْ قَالَ عِيسَىٰ ابْنُ مَرْيَمَ بَنِيَّ إِسْرٰئِيلَ إِنِّي رَسُولُ اللَّهِ إِلَيْكُمْ مُصَدِّقًا لِمَا بَيْنَ يَدَيَّ مِنَ التَّوْرَةِ  
 وَمُبَشِّرًا بِرَسُولٍ يَأْتِي مِنْ بَعْدِي اسْمُهُ أَحْمَدُ فَلَمَّا جَاءَهُمْ بِالْبَيِّنَاتِ قَالُوا هَذَا سِحْرٌ مُّبِينٌ [6]  
 وَمَنْ أَظْلَمُ مِمَّنِ افْتَرَىٰ عَلَى اللَّهِ الْكُذِبَ وَهُوَ يُدْعَىٰ إِلَى الْإِسْلَامِ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الظَّالِمِينَ [7]  
 يُرِيدُونَ لِيُطْفِئُوا نُورَ اللَّهِ بِأَفْوَاهِهِمْ وَاللَّهُ مُتِمُّ نُورِهِ وَلَوْ كَرِهَ الْكٰفِرُونَ [8] هُوَ الَّذِي أَرْسَلَ  
 رَسُولَهُ بِالْهُدَىٰ وَدِينِ الْحَقِّ لِيُظْهِرَهُ عَلَى الدِّينِ كُلِّهِ وَلَوْ كَرِهَ الْمُشْرِكُونَ [9] يَا أَيُّهَا الَّذِينَ آمَنُوا  
 هَلْ أَذِلُّكُمْ عَلَىٰ تِجَارَةٍ تُنْجِيكُمْ مِنْ عَذَابِ أَلِيمٍ [10] تُوْمِنُونَ بِاللَّهِ وَرَسُولِهِ وَتُجَاهِدُونَ فِي  
 سَبِيلِ اللَّهِ بِأَمْوَالِكُمْ وَأَنْفُسِكُمْ ذٰلِكُمْ خَيْرٌ لَكُمْ إِنْ كُنْتُمْ تَعْلَمُونَ [11] يَغْفِرْ لَكُمْ ذُنُوبَكُمْ  
 وَيُدْخِلْكُمْ جَنَّاتٍ تَجْرِي مِنْ تَحْتِهَا الْأَنْهَارُ وَمَسْكَنٍ طَيِّبَةٍ فِي جَنَّاتٍ عَدْنٍ ذٰلِكَ الْقَوْمُ الْعَظِيمُ [12]  
 وَأٰخَرَىٰ تُحِبُّونَهَا نَصْرٌ مِنَ اللَّهِ وَفَتْحٌ قَرِيبٌ وَبَشِيرٌ الْمُؤْمِنِينَ [13] يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا  
 أَنْصَارَ اللَّهِ كَمَا قَالَ عِيسَىٰ ابْنُ مَرْيَمَ لِلْحَوَارِيِّينَ مَنْ أَنْصَارِي إِلَى اللَّهِ قَالَ الْحَوَارِيُّونَ نَحْنُ  
 أَنْصَارُ اللَّهِ قَامَنْتَ طَائِفَةٌ مِنْ بَنِي إِسْرٰئِيلَ وَكَفَرْتَ طَائِفَةٌ قَائِلِينَ يَا أَيُّهَا الَّذِينَ آمَنُوا عَلَىٰ عَدُوِّهِمْ  
 فَاصْبِحُوا طَاهِرِينَ [14]

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَقْدِمُوا بَيْنَ يَدَيْ اللَّهِ وَرَسُولِهِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ سَمِيعٌ عَلِيمٌ [1] يَا أَيُّهَا  
الَّذِينَ آمَنُوا لَا تَرْفَعُوا 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 يَعْقِلُونَ [4] وَلَوْ أَنَّهُمْ صَبَرُوا حَتَّى تَخْرُجَ إِلَيْهِمْ لَكَانَ خَيْرًا لَهُمْ  
وَاللَّهُ غَفُورٌ رَحِيمٌ [5] يَا أَيُّهَا الَّذِينَ آمَنُوا إِنْ جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَسَبِّحُوا أَنْ تَصْبِرُوا قَدْ مَا بِهِ جَاهِلِيَّةٌ  
فَأُصْبِحُوا عَلَى مَا فَعَلْتُمْ نَادِمِينَ [6] وَاعْلَمُوا أَنَّ فِيكُمْ رَسُولَ اللَّهِ لَوْ يُطِيعُكُمْ فِي كَثِيرٍ مِنَ الْأُمْرِ  
لَعَسَيْتُمْ وَلَسَكِنَّ اللَّهَ حَبَبَ إِلَيْكُمْ الْإِيمَانَ وَزَيْنَةً فِي قُلُوبِكُمْ وَكَرَّهَتْ إِلَيْكُمْ الْكُفْرَ وَالْفُسُوقَ  
وَالْعِصْيَانَ أُولَئِكَ هُمُ الرُّشِدُونَ [7] فَضلاً مِنَ اللَّهِ وَنِعْمَةً وَاللَّهُ عَلِيمٌ حَكِيمٌ [8] وَإِنْ طَائِفَتَانِ  
مِنَ الْمُؤْمِنِينَ اخْتَلَفَا فَأَصْلِحُوا بَيْنَهُمَا فَإِنْ بَغَتْ إِحْدَهُمَا عَلَى الْأُخْرَى فَقَاتِلُوا الَّتِي تَبْغِي حَتَّى  
تَفِيءَ إِلَى أَمْرِ اللَّهِ فَإِنَّ فَاءَ تِ فَاصْلِحُوا بَيْنَهُمَا بِالْعَدْلِ وَأَقْسِطُوا إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ [9]  
إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ 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 بِاللِّقَابِ بِنَسِ الْأَسْمَاءِ الْفُسُوقِ بَعْدَ الْإِيمَانِ وَمَنْ لَمْ يَتُبْ  
فَأُولَئِكَ هُمُ الظَّالِمُونَ [11] يَا أَيُّهَا الَّذِينَ آمَنُوا اجْتَنِبُوا كَثِيرًا مِمَّا نَظُنُّ أَنَّ بَعْضَ الظَّنِّ إِنَّهُمُ وَلَا  
تَجَسَّسُوا وَلَا يَغْتَبِ 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 أَتَقَى إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ [13]

قَالَتِ الْأَعْرَابُ آمَنَّا قُلْ لَمْ تُؤْمِنُوا وَلَكِنْ قُولُوا أَسْلَمْنَا وَلَمَّا يَدْخُلِ الْإِيمَانُ فِي قُلُوبِكُمْ وَإِنْ  
تُطِيعُوا اللَّهَ وَرَسُولَهُ لَا يَلِكُمْ 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 اتَّعَلَّمُونَ اللَّهَ بِدِينِكُمْ وَاللَّهُ يَعْلَمُ مَا فِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ وَاللَّهُ بِكُلِّ  
شَيْءٍ عَلِيمٌ [16] يَمُنُّونَ عَلَيْكَ أَنْ أَسْلَمُوا قُلْ لَا تَمُنُّوا عَلَيَّ إِسْلَامَكُمْ بَلِ اللَّهُ يَمُنُّ عَلَيْكُمْ أَنْ  
هَدَيْتُمْ لِلْإِيمَانِ إِنْ كُنْتُمْ صَادِقِينَ [17] إِنَّ اللَّهَ يَعْلَمُ غَيْبَ السَّمَوَاتِ وَالْأَرْضِ وَاللَّهُ بَصِيرٌ بِمَا  
تَعْمَلُونَ [18]

(vi) الألعام (٢) الآية: ١٥١: ١٥٣ (حقوق العباد)

قُلْ تَعَالَوْا أَنبَأْ مَا حَرَّمَ رَبُّكُمْ عَلَيْكُمْ أَلَّا تُشْرِكُوا بِهِ شَيْئًا وَبِالْوَالِدَيْنِ إِحْسَانًا وَلَا تَقْتُلُوا  
أَوْلَادَكُمْ مِنْ إِمْلَاقٍ نَحْنُ نَرْزُقُكُمْ وَإِيَّاهُمْ وَلَا تَقْرَبُوا الْفَوَاحِشَ مَا ظَهَرَ مِنْهَا وَمَا بَطَنَ وَلَا  
تَقْتُلُوا النَّفْسَ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ ذَلِكُمْ وَضَعْنَا لَكُمْ بِهِ لَعْنَةً ثَقِيلًا [151] وَلَا تَقْرَبُوا مَالَ  
الْيَتِيمِ إِلَّا بِالَّتِي هِيَ أَحْسَنُ حَتَّىٰ يَبْلُغَ أَشُدَّهُ وَأُولُوا الْكَيْلِ وَالْمِيزَانَ بِالْقِسْطِ لَا تَكْتُمُ النَّفْسَ  
الَّتِي رُفِعَتْهَا وَإِذَا قُلْتُمْ فَاعْدِلُوا وَلَوْ كَانَ ذَا قُرْبَىٰ وَبِعَهْدِ اللَّهِ أَوْفُوا ذَلِكُمْ وَضَعْنَا لَكُمْ بِهِ  
لَعْنَةً [152] وَإِن هَلْنَا صِرَاطِيًّا مُسْتَقِيمًا فَاتَّبِعُوهُ وَلَا تَتَّبِعُوا السُّبُلَ فَتَفَرَّقَ بِكُمْ عَنْ سَبِيلِهِ  
ذَلِكُمْ وَضَعْنَا لَكُمْ تَقْوَىٰ [153]

(vii) الفرقان (٢٥) الآية: ٦٣ تا ٤٤ (آداب معاشرت)

وَعِبَادُ الرَّحْمَنِ الَّذِينَ يَمْشُونَ عَلَى الْأَرْضِ هَوْنًا وَإِذَا خَاطَبَهُمُ الْجَاهِلُونَ قَالُوا سَلَامًا [63]  
وَالَّذِينَ يَبِيتُونَ 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  
يَقْتَرُوا 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 يَلْقَ أَثَامًا [68] يُضَاعَفْ لَهُ الْعَذَابُ يَوْمَ الْقِيَامَةِ  
وَيَخْلُدْ فِيهِ مُهَانًا [69] إِلَّا مَنْ تَابَ وَآمَنَ وَعَمِلَ عَمَلًا صَالِحًا فَأُولَٰئِكَ يُبَدِّلُ اللَّهُ سَيِّئَاتِهِمْ  
حَسَنَاتٍ وَكَانَ اللَّهُ غَفُورًا رَحِيمًا [70] وَمَنْ تَابَ وَعَمِلَ صَالِحًا فَإِنَّهُ يَتُوبُ إِلَى اللَّهِ مَنَابًا [71]  
وَالَّذِينَ لَا يَشْهَدُونَ الزُّورَ وَإِذَا مَرُّوا بِاللَّغْوِ مَرُّوا كِرَامًا [72] وَالَّذِينَ إِذَا دُكِّرُوا بِآيَاتٍ رَبِّهِمْ لَمْ  
يَخْرُجُوا عَلَيْهَا سُومًا وَمَغْمَامًا [73] وَالَّذِينَ يَقُولُونَ رَبَّنَا هَبْ لَنَا مِنْ أَزْوَاجِنَا ذُرِّيًّا طَيِّبًا فَزَرِنَا أَفْغَانًا  
وَأَجْعَلْنَا لِلْمُتَّقِينَ إِمَامًا [74] أُولَٰئِكَ 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 (٢٦) الآية: ١٣ تا ١٤ (تفكر وتدبر)

وَسَخَّرَ لَكُمُ اللَّيْلَ وَالنَّهَارَ وَالشَّمْسَ وَالْقَمَرَ وَالنُّجُومَ مُسَخَّرَاتٍ بِإِذْنِهِ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ  
لِّقَوْمٍ يَعْقِلُونَ [12] وَمَا ذَرَأْتُمْ فِي الْأَرْضِ مُخْتَلِفًا أَلْوَانُهُ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّقَوْمٍ يَتَذَكَّرُونَ [13]  
وَهُوَ الَّذِي مَسَخَّرَ الْبُحْرَ لَنَا نَسْجَلًا وَأَنْعَامًا طَرِبًا وَتَسَخَّرَ لَنَا مِنْهُ جِلْمٌ تَلْبَسُونَهَا وَتَرَى  
الْفَلَكَ عَوَاجِرَ فِيهِ وَلِيَتَّقُوا مِنْ فَضْلِهِ وَلَعَلَّكُمْ تَشْكُرُونَ [14]



## ضميمه ب: منتخب احاديث نبويه

### (ملحق ب: نخبة من الأحاديث 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 إلى الله ورسوله ومن كانت هجرته إلى دنيا يصيبها أو امرأة يتزوجها فهجرته إلى 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 مراسلاً)
- (٣) عن ابن عمر رضى الله عنهما قال، قال رسول الله صلى الله عليه وسلم: بنى الإسلام على خمس، شهادة أن لا إله إلا 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 فاستند ركبته الى ركبته ووضع كفيه على فخذيه وقال: يا محمد، أخبرنى عن الإسلام؟ فقال رسول الله صلى الله عليه وسلم: الإسلام أن تشهد أن لا إله إلا الله وأن محمداً رسول الله وتقيم الصلاة وتؤتى الزكاة وتصوم رمضان وتحج البيت إن استطعت إليه سبيلاً، قال صدقت، قال: فمعجبنا له يسأله ويصدق، قال: فأخبرنى عن الإيمان؟ قال: أن تؤمن بالله وملكته وكتبه ورسله واليوم الآخر وتؤمن بالقدر خيره وشره، قال: صدقت، قال: فأخبرنى عن الإحسان؟ قال: أن تعبد الله كأنك تراه فإن لم تكن تراه فإنه يراك، قال فأخبرنى عن الساعة؟ قال: ما المسؤول عنها بأعلم من السائل، قال: فأخبرنى 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 شبرمة بن معبد رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: مروا الصبيان بالصلاة إذا بلغ سبع سنين وإذا بلغ عشر سنين فاضربوه عليها. أخرجه أبو داؤد والترمذى ولفظه: علموا الصبي 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)
- (٨) عن أبي هريرة رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: من ملك طريقاً يلتبس فيه علماً سهّل 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 وحفّتهم الملائكة وذكرهم الله فيمن عنده، ومن بطأ به عمله لم يسرع به نسبه. (رواه مسلم)
- (٩) عن أبي هريرة رضى الله عنه قال: كان رسول الله صلى الله عليه وسلم يقول: اللهم إني أعوذ بك من أربع، من علم لا يفيع، ومن قلب لا يخشع، ومن نفس لا تشبع، ومن دعاء لا يسمع. (رواه احمد، وأبو داود، وابن ماجه: منكرة المصباح)
- (١٠) عن ابن مسعود رضى الله عنه عن قتيبي صلى الله عليه وسلم قال: لا نزول قلما ابن آدم حتى يمثل عن خمس عن عمره لهما نكاه و عن شابه لهما ابلاه و عن ما له من ابن اكسبه و لهما نفقه و ما ذا عمل لهما علم. (جامع الترمذى)
- (١١) عن عبدالله قال قال رسول الله صلى الله عليه وسلم طلب كسب الحلال فريضة بعد فريضة (دع ابني لليهي)
- (١٢) عن أبي سعيد رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: الشاجر الصدوق الأمين مع النبيين والصديقين والشهداء. (جامع الترمذى، سنن الدارمي، سنن تار قطنى)
- (١٣) 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 امتي من يأتي يوم القيمة بصنوفة وصيام و زكوة، و يأتي قد هضم هذا و قذف هذا و أكل مال هذا و سفك دم هذا و ضرب هذا فيعطى هذا من حسناته و هذا من حسناته، فإن لم يبق حسناته، فهل أن يقضى ما عليه أخذ من خطاياهم فطرح عليه لم طرح أبي التمار. (مسلم: كتاب البر)
- (١٤) عن أبي الدرداء رضى الله عنه أن رسول الله صلى الله عليه وسلم قال: إن أقل شيء يرضع في ميزان الميزان يوم القيامة خلق حسن، و إن الله يفيض الفاحش البذيء (رواه الترمذى)
- (١٥) 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 صبوراً و زوجة لا تبغى حياً في نفسها و ما له (من سنى)
- (١٦) عن أبي هريرة رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: إجتنبوا السبع المصوبقات، قالوا: يا رسول الله وما هن؟ قال: الشرك بالله و السحر و قتل النفس التي حرم الله إلا بالحق و أكل الربوا و أكل مال اليتيم و التولي يوم الزحف و قذف المحصنات المؤمنات الغافلات. (متفق عليه)
- (١٧) 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 أضغاث الإيمان (رواه مسلم)

- (١٨) قال رسول الله صلى الله عليه وسلم يجاء بالرجل يوم القيامة فيلقى في النار فنندلق اقبابه في النار فيطحن فيها كطحن الحمار برحاه فيجتمع أهل النار عليه فيقولون، اي فلان ماشأنتك؟ 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 أنى نفس بيده لا يؤمن عبد حتى يحب لا غيه ما يحب لنفسه (متفق عليه)
- (٢٠) عن النعمان بن بشير رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: ترى المؤمنين في تراحمهم و توافقهم 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 أهل بيته 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، ختمت بهى البنيان و ختم بهى الرسل.. وفى رواية: فانا اللبنة و أنا خاتم النبيين. (رواه البخارى)
- (٢٣) و عن انس رضى الله عنه عن النبي صلى الله عليه وسلم قال: أرحم أمتى بأمتى أبو بكر و أشدهم فى أمر الله عمر و أصدقهم حياء عثمان، و أفضاهم على، و أفضاهم 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 العشرة)
- (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 لعن 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. (البیهقي، شعب الايمان، باب فى حفظ اللسان، فصل فى حفظ اللسان عن الفخر بالآباء).

## Recommended Books (الكتب المقترحة) مجوزه كتب

### (عربي)

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

### انجليزى (English) انگریزی

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 (ديّنات مبادئ الاسلام) Abul Ala Maudoodi.
20. Introduction to Islam (المدخل الى الاسلام): Dr. Muhammad Hamidullah.
21. Spirit of Islam (روح اسلام): Syed Ameer Ali.
22. Purdah & Status of Woman in Islam (الحجاب) پرودا: 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 : (أخاروق) : 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)

۱۔	معارف القرآن	مفتی محمد شفیع
۲۔	تفہیم القرآن	سید ابوالاعلیٰ مودودی
۳۔	تذکر قرآن	ابن احسن اصلاحی
۴۔	نسیاء القرآن	پیر کریم شاہ الازہری
۵۔	معارف الحدیث	محمد منظور نعمانی
۶۔	ترجمان السنۃ	بدر عالم میرٹھی
۷۔	اللسان العربی	محمد نعمان طشقندی (AIOT)
۸۔	قواعد القرآن (مختصر قرآنی عربی گریمر)	عبدالرحمن طاہر بدنی
۹۔	تعلیم اللغۃ العربیۃ: مختصر القواعد (مختصر عربی گرامر)	ڈاکٹر مظہر معین
۱۰۔	عربی کا معلم	مولانا عبدالستار خان
۱۱۔	عربک گرامر اینڈ ٹرانسلیشن	ایم ڈی چوہدری
۱۲۔	مصباح اللغات (عربی، اردو و پشتوی)	عبدالحمید بیلاوی...
۱۳۔	سیرۃ النبی	شبلی نعمانی، سلیمان ندوی
۱۴۔	الترجیح المختوم	صفی الرحمن مبارکپوری
۱۵۔	رحمۃ للعالمین	محمد سلیمان منصور پوری
۱۶۔	انسان کا عمل	ڈاکٹر خالد علوی
۱۷۔	سیرۃ عائشہ	سید سلیمان ندوی
۱۸۔	سیر الصحابہ	شاد معین الدین ندوی
۱۹۔	تاریخ اسلام	شاد معین الدین ندوی
۲۰۔	اصحابی کالجیوم	حفیظ تائب
۲۱۔	(الثقافة الإسلامية) تاریخ افکار و علوم اسلامی	راغب الطباخ (ترجمہ: افتخار احمد خٹک)
۲۲۔	اسلامی تہذیب اور اس کے اصول و مبادی	سید ابوالاعلیٰ مودودی

عشرہ مبشرہ	۲۳	محمود احمد ظفر
تنقحات	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

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

(ارووتز جمع مذاق العارفين)	ارووتز
اخلاق اور فلسفہ اخلاق	غزالی لام
سيرت النبی صلی اللہ علیہ وسلم جلد ششم	حفظ الرحمان بیلوہاروی
	سلیمان ندوی، سید

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

### **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:**

By successfully completing this course, students will be able to:

Define parts of speech that lay the foundation of English language

Define what comprehension is

Explain and structure a good paragraph

Learn the use and context of words

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.

Lublinter, 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	I

### **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 POS 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
PER-311	Arts & Humanities – I (Language – Persian)	3	I

### 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، بس چہ باید کرداے 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 یفرہا،

سیخ بہائی، ای تیر غمت راول عشاق نشانہ

نظامی گنجوی، چندھا

پروین اعتصامی، نیکی

مرزا حبیب خراسانی، کمال این است و بس

## حصہ نثر

سید علی ہجویری، خلفائے راشدین  
امام محمد الغزالی، پیدا کردن پروردن و ادب کردن کودکان  
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 ہمتہ نستم  
عبدالرحمن جامی، حکایات  
سید علی ہجویری، حدی خوان  
سعدی شیرازی، حکایات گلستان  
دمی باشیخ ابوسعید ابوالخیر  
ابوالفضل بہیقی، امیر عادل بستگین در آہوی مادہ  
ابوالمعالی کیکاؤس، پندہای قابوس نامہ

## مقررہ کتب

سعدی شیرازی، گلستان  
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سید علی ہجویری، کشف المحجوب  
مولانا روم، مثنوی معنوی  
حافظ شیرازی، دیوان حافظ  
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ابوالمعالی کیکاؤس، قابوس نامہ  
محمد حسین آزاد، جامع القواعد

Code	Subject Title	Cr. Hrs	Semester
SOCW-101	Social Sciences – I (Introduction to Social Work & Social Welfare)	3	I

**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 Polices 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](http://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.

# **SEMESTER II**

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

#### **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
STAT-111	Natural Sciences-II (Introduction to Statistics)	3	II

### **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
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.

Kazni, 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 (185 7-1947)*. 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
SOCW-212	Arts & Humanities-II (History & Philosophy of Social Work)	3	II

### **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*. (3<sup>rd</sup> 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*. (2<sup>nd</sup> 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-211	Quantitative Reasoning – I (Social Research)	3	II

### **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.
5. Knowledge about social research, its scope, nature and importance in Social Work Practice.
6. Formulation of research design, conducting research and social surveys, interpreting, analysis and scientific presentation of data.

### **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 Social Research; introduction and importance**

- 1.1 Social Work Research and its functions.
- 1.2 Alternatives to Research/ Sources of truth and knowledge
- 1.3 Science, kinds of sciences, bases for Scientific knowledge
- 1.4 Scientific Method and its characteristics.
- 1.5 Place of Values in Science
- 1.6 Concepts, Facts and Theory
- 1.7 Limitations in Social Research.

### **Unit : 2 Classification of research on following four dimensions**

- 1.1 Purpose of doing research
- 1.2 Intended use of research
- 1.3 Time dimension in research
- 1.4 Data collection techniques used

### **Unit : 3 Major steps or phases in scientific research.**

- 1.1 Social Research: Social Work Research and its functions.
- 1.2 Major steps or phases in scientific research.
- 1.3 Problems in Social Research.

### **Unit: 4 Methods of Social Research.**

- 1.1 Social Surveys.
- 1.2 Historical method
- 1.3 Case study method
- 1.4 Experimental method
- 1.5 Hypotheses.
- 1.6 Tools of data collection

### **Recommended Books:**

Bernard, H. R., & Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches*. Sage.

Bryman, A. (2016). *Social research methods*. Oxford: Oxford university press.

Coombe, H. (2001). *Research Using IT*. Hampshire: Palgrave.

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

# **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
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
SOCW-413	Carer Services in Social Work Practice	3	III

### **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*.

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.

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.

Miller, L. K. (2014). *Musical savants: Exceptional skill in the mentally retarded*. Psychology Press.

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-414	Fields of Practice in Social Work	3	III

### **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.
- 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.

- 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.
- White, R & Perrone, S (2004). *Crime and Social Control*. Melbourne: Oxford.

# **SEMESTER IV**

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

### **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.

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

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

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.



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

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

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.

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.

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.

Timms, N. (2018). *Language of Social Casework*. London: Routledge.

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:**

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). *Psych educational 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.

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.

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

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
SOCW-305	Community Organization and Development	3	IV

**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 and 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.

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.

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.

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.

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.



Code	Subject Title	Cr. Hrs	Semester
SOCW-310	Social Action	3	IV

### **Introduction:**

Social action is very important and a huge responsibility for students for the development and change of the society. It's important to take action in societies to prevent and seek help for those having social problems in a timely manner with the support of professional knowledge and skills.

### **Objectives:**

1. The Course is designed to realize the students to understand the importance of social action in bringing stability, empowerment and promoting social development and positive change in the society and by themselves.
2. The course aims to promote their professional skills in social action as significant method of social work and to help the students to understand the need, roles, models and functions of social action in forming the basis for existence and functioning of welfare institutions and organizations.

### **Learning Outcomes:**

Students shall be able to understand the non-positivist theory of Max Weber. It is expected that students shall be able to grasp the key social concepts analyzed by researchers and other thinkers who analyzed the role of social institutions and processes to find out the solution of the social problems.

### **Contents:**

- Unit-1 Introduction of Social Action**
- 1.1 Basic concepts, philosophy, objectives, need and importance
  - 1.2 Social Action as method of Social Work
  - 1.3 Social Paradigm and Social action
  - 1.4 Principles of Social Action.
  - 1.5 Types and Models of Social Action

- Unit-2 Elements and strategies of Social action:**
- 2.1 Consciousness
  - 2.2 Democratic working
  - 2.3 Democratic leadership
  - 2.4 Co-ordination / collaboration
  - 2.5 Public opinion
  - 2.6 Social advocacy
  - 2.7 Bargaining / confrontation
  - 2.8 Mobilization
  - 2.9 Affirmative and non-affirmative activities.

### **Unnit-3      Modules of Social action**

#### **3.1      Civil Society-Social Action and Social work**

- Social Action on state level.
- Social Action on NGO's level

#### **3.2      Modern trends and current issues in Social Action.**

- Racial and social justice
- Sectarianism
- Ethnicity
- Human right
- Movement of political reforms
- Terrorism
- Removing economic disparity
- Globalization (socio economic)
- Sensitized society
- Industrial democracy
- Civil liberty.
- Instruments of Social Action
- Modules of Social action
- Social Action in Pakistan, need, importance and issues to be addressed

#### **Recommended Books / Reference:**

Bhattacharya, S. (2008). *Social Work – An Integrated Approach*. New Delhi: Deep & Deep Publications Pvt. Ltd.

Cleland, D. I. & Ireland, L. R. (2002). *Project Management: Strategic Design and Implementation*. Singapore: McGraw – Hill Companies, Inc.

Clements, J. P. & Gido, J. (2006). *Effective Project Management*. New Delhi: Cengage Learning India Pvt. Ltd.

Cohen, D., Vega, R. D. L. & Watson, G. (2001). *Advocacy for Social Justice: A Global Action and Reflection Guide*. USA: Kumarian Press, Inc.

Conte, R., & Castelfranchi, C. (2016). *Cognitive and social action*. Garland Science.

Covey, S. R. (2004). *The 7 Habits of Highly Effective People*. Great Briton: Simon & Schuster UK. Ltd.

- Guerrero, A. L. (2005). *Social Problems: Community, Policy, and Social Action*. New Delhi: Sage Publications India Pvt. Ltd.
- Holtgraves, T. M. (2013). *Language as social action: Social psychology and language use*.
- Kumari, V. & Brooks, S. L. (2004). *Creative Child Advocacy – Global Perspectives*. New Delhi: Sage Publications India Pvt. Ltd.
- Maylor, H. (2003). *Project Management* (3<sup>rd</sup> ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Miller, S. (2001). *Social Action: A Teleological Account*. United Kingdom: University Press, Cambridge.
- Rivlin, A. M. (2015). *Systematic thinking for social action*. Brookings Institution Press.
- Snyder, M. (2009). In the Footsteps of Kurt Lewin: Practical Theorizing, Action research, and the Psychology of Social Action. *Journal of Social Issues*, Vol. 65, No. 1, 2009, pp. 225-245.
- Van Womer, K. S. (2004). *Confronting Oppression, Restoring Justice; From Policy Analysis to Social Action*. Virginia, USA: Council on Social Work Education.
- Wilkins, L. T. (2013). *Social deviance: Social policy, action and research*. London: Routledge.

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

### **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.
- 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. *J*

# **SEMESTER V**



Code	Subject Title	Cr. Hrs	Semester
SOCW-301	Introduction to Social Legislation	3	V

### **Introduction**

The focus of this course is to acquaint the students with the social laws that seek to promote the common good generally by protecting and assisting the less privileged impoverished segments of the society like infirm, disabled, unemployed, elderly, transgender, etc. A social work student as practitioner must be sensitized about the legal rights of susceptible groups such as children, women, minorities, persons with disabilities, etc. This course unfolds the legal reforms, legal frameworks and legal remedies available to protect and promote the rights of vulnerable segments. This course examines policies, programs and legislative measures taken by the government to materialize the objective of welfare through social legislation. The course will also review the knowledge and skills social workers need in order to develop and maintain interaction and dialogue with NGOs, experts and individuals in society for lobbying and advocacy of social legislation.

### **Objectives:**

1. To introduce and familiarize students with the concept and underpinnings of social legislation and its nature, source, function, effects and applications with social work perspective.
2. To understand how the law and the social environment relate, with a basic familiarity of the following substantive socio-legal topics: constitutional law (including civil rights, discrimination and harassment), criminal law, child welfare (including child abuse and neglect, foster care and adoption), marriage and divorce (including child custody and child support), domestic and societal violence, education, mental illness, physical disabilities, health care and professional social work issues (including licensure requirements, liability and malpractice issues, ethical issues, and collaborations between lawyers and social workers).
3. To understand how the law affects and reflects diversity (or a lack thereof) in our society, including:
  4. Race, ethnicity and cultural differences
  5. Religion
  6. Gender
  7. Disability
8. To understand the relationship between social work advocacy, the law and legal skills.
9. To provide students an opportunity to thoroughly read and discuss various social legislations.

### **Learning Outcomes:**

To understand how the legal system can be used to advance policies promoting social and economic justice.

### **Contents:**

#### **Unit: 1 Introduction to Social Legislation**

- 1.1 Definition,
- 1.2 key concepts and factors involved in social legislation,
- 1.3 Aims and objectives of social legislation

#### **Unit: 2 Constitution of Pakistan 1973**

- 1.1 Principles of Policy in Constitution of Pakistan
- 1.2 Fundamental Rights in the Constitution

#### **Unit: 3 Islamic Jurisprudence / Islamic Perspective of Social Legislation**

- 1.1 Islam and legislation

#### **Unit: 4 Laws Related to Women's development and Gender Equality**

- 1.1 The Punjab Protection against Harassment of Women at the Workplace (Amendment) Act, 2012 (III of 2013)
- 1.2 Domestic Violence (Prevention and Protection) Bill 2013

#### **Unit: 5 Social Legislations related to Children**

- 1.1 Child Rights Commission Act 2017

#### **Unit; 6 Social Legislations related to Minorities**

- 1.1 Hindus Marriages Bill 2014

#### **Unit; 7 Social Legislations related to Disable Persons**

- 1.1 Punjab Disabled Persons (Employment and Rehabilitation) Ordinance 1981 and Rules 1987

#### **Unit : 8 Social Legislations related to Transgender Persons**

- 1.1 Transgender Rights Protection Bill 2017

#### **Unit: 9 Social Legislations related to Social Welfare Agencies / Institutions**

- 1.1 Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961 and Rules 1962
- 1.1 The Punjab Vagrancy (Amendment) Ordinance 2001
- 1.2 International Conventions, Ratified by Pakistan UDHR, CEDAW

### **Recommended Books:**

Alber, J. & Gilbert, N. (2010). *United in Diversity: Comparing social models in Europe and America*. USA: Oxford University Press.

- Alcock, P. (2001). *International social policy*. UK: Palgrave.
- Anne, L. & Roche, J. (2010). *The Law and Social Work*. New York: Palgrave Press.
- Barker, R.L. & Branson, D.M. (2000). *Forensic Social Work Legal Aspects of Professional Practice*. (2<sup>nd</sup> Edition). London: Haworth Press Inc.
- Brammer, A. (2014). *Social Work Law*. 3rd ed. London: Pearson.
- Brayne, H. (2001). *Law for social workers*. 7<sup>th</sup> edition. UK: Oxford University Press.
- Braye, S. and Preston-shoot, M. (2010). *Practicing social work law*. New York: Palgrave Macmillan.
- Hartley, D. (2006). *Social policy*. Cambridge: UK. Polity Press.
- Hayek, F. A. (2012). *Law, Legislation and Liberty, Volume 2: The Mirage of Social Justice*. Chicago: University of Chicago Press.
- Hill, M. (2006). *Social policy in the modern world*. USA: Blackwell.
- Long, L.A., Roche, J. & Stringer, D. (eds.). (2010) *The Law and Social Work. Contemporary issues for practice*. (2nd edition). New York: Palgrave.
- Mahajan, V.D. (2010). *Jurisprudence and legal theory*. India: Eastern Book Company.
- Provincial Assembly of the Punjab. (1991). *Punjab Bait ul Maal Act, 1991: including amendments 1994*. Lahore: Provincial Assembly of the Punjab.
- Provincial Assembly of the Punjab. (1958). *The Punjab Vagrancy Ordinance, 1958*. No. W.PXX. 1 October, 1958. Lahore: Provincial Assembly of the Punjab.
- Provincial Assembly of the Punjab. (1988). *The Disabled Persons (Employment and Rehabilitation) Ordinance, 1981*. No. XL of 1981. Lahore: Provincial Assembly of the Punjab.
- Provincial Assembly of the Punjab. (1970). *The Punjab Social Services Board Ordinance, 1970*. No. II of 1970: *Martial Law Proclamation*. Lahore: Provincial Assembly of the Punjab.
- Provincial Assembly of the Punjab. (1961). *Voluntary Social Welfare Agencies (Registration and Control) Ordinance, 1961*. No. XLVI. 2 December, 1961. Lahore: Provincial Assembly of the Punjab.

Qazi, S.H. (2010). *The principles of Muhammadan Jurisprudence*. Lahore: Irfan Law Books.

Rehmatullah, S. (2002). *Social Welfare in Pakistan*. Karachi: Oxford University Press.

Rock N. (2015). *Law and Legislation for Social Service Workers*, Emond Montgomery Publications.

Salmond, J. (n.d.). *Jurisprudence*. Lahore: P.L.D. Publishers.

Saltzman. A. (2012). *Law in Social Work Practice*. London: Brooks Cole.

Spicker, P. (2008). *Social policy, themes and approaches*. United Kingdom: Policy Press.

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:

#### **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.

#### **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
SOCW-404	Gender and Development	3	V

### **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*. 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 Jayawardena (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-204	Social Policy and Planning	3	V

### **Introduction**

This course introduces basic concepts involved in conceptualization, education and practice of social policy, and prepare social work graduates to be able to engage with social welfare policy formulation and implementation process as part of their job as social workers both in public and private sector.

### **Objectives:**

To enable the students to learn planning concepts, components and determinants of social policy and their importance in social work practice.

### **Learning Outcomes:**

Students shall be able to understand the underlying philosophy of social policy, to identify components of social policy and to engage with policy making process. It is expected that students shall be able to appreciate the relationship between social policy, social welfare and welfare state in its historical and contemporary context

### **Contents:**

#### **Unit: 1 Social Policy**

- 1.1 Definition, meaning, scope nature, concept and principles
- 1.2 Constituents of Social Policy
- 1.3 Objectives of Islamic social policy
- 1.4 Social Legislation as instruments of social policy.
- 1.5 Determinants of social policy
- 1.6 Formulation of social policy; Vision, mission, goal, statements
- 1.7 Objectives of social welfare policy
- 1.8 Affirmation, restoration and consolidation of the dignity integrity and honor of the individual.
- 1.9 Protection and strengthening of the family as the basic unit of society, with particular emphasis on kindness and respect to parents
- 1.10 Ensuring that women enjoy right – legal, social, cultural, economic, educational and political – which Islam has guaranteed to them.
- 1.11 Self reliance, mutual consultation, social cohesion and cooperation in all aspects of national life

- 1.13 Strategy to achieve objectives
- 1.14 Social welfare policy of Pakistan 1994

## **Unit: 2 Welfare Planning**

- 1.1 Definition and concept of welfare planning
- 1.2 Interdependence of economic, social and physical planning
- 1.3 Steps of Social Planning (what, why, when, who, where, how)
- 1.4 Organizational and administrative frame work for planning

## **Unit: 3 Seminars on following social policies**

- 1.1 Education, Health, Labour, Youth, Women, Housing, forestry, Disabled, Social Welfare, Population, Sanitation and Environment

### **Recommended Books:**

Abramovitz, M. (2017). *Regulating the lives of women: Social welfare policy from colonial times to the present*. London: Routledge.

Adams, R. (2002). *Social policy for social workers*. New York: Palgrave

Béland, D. (2005). Ideas and social policy: An institutionalist perspective. *Social Policy & Administration*, 39(1), 1-18.

Béland, D. (2007). Neo-liberalism and social policy: The politics of ownership. *Policy Studies*, 28(2), 91-107.

Bonoli, G., George, V., & Taylor-Gooby, P. (2000). *European welfare futures*. New York: Polity Press.

Drake, R. F. (2001). *The Principles of Social Policy*. New York: Palgrave.

Falkner, G. (2003). *EU Social Policy in the 1990s: Towards a corporatist policy community*. Routledge.

Freedman, R., & Takeshita, J. Y. (2015). *Family planning in Taiwan: An experiment in social change* (Vol. 2186). New Jersey: Princeton University Press.

Giddens, A. (2013). *The third way: The renewal of social democracy*. John Wiley & Sons.

George, V., & Wilding, P. (2013). *Ideology and social welfare*. Routledge.

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

Code	Subject Title	Cr. Hrs	Semester
SOCW-306	Field Work-I & Report Writing (Social Work Field Education)	3	V

**Objectives:**

The Field Work is aimed at providing practical experience to gain professional knowledge and develop skills and attitudes appropriate to the practice of Social Work. The students will carry out Field Work under the supervision of a faculty member in a Social Welfare Agency or Community setting. The student Field Work will be graded on the following criteria by an Examination Board constituted of head of the Social Work Department as Chairman of the Board and an External Examiner and the Faculty member supervising the field work as members of the Board:-

A. General capacity for understanding and translating in effective practice the concepts of professional Social Work and leadership ability in Social Work in terms of the following qualities :

- i) Degree of initiative.
  - ii) Ability to interpret the aims of Social Work.
  - iii) Ability to develop co-operation among people.
  - iv) Quality of relationship with individual and groups.
  - v) Consistency and persistency in terms of goals and objectives.
  - vi) Administrative ability.
  - vii) General sense of responsibility about the job.
- B. Ability to work constructively in a team.  
C. Response to individual potentiality for further growth  
D. Use of professional literature and its application fieldwork.

Before assigning the agency for their Field Work Practice, the students will be provided with proper orientation. They will be informed that an observational plan will be followed after classroom orientation for fieldwork. The students will have to visit different agencies during the orientation phase and will have to write comprehensive reports on each visit by using guidelines given to them on the observation visit proforma.

E. For the assessment of students performance following reports/items have to be taken in considerations as process: -

- 1. Schedule - 2 days a week
- 2. Orientation - Visit to the agencies (1st week)

3. Reporting - Shall submit daily weekly and final reports to the Supervisor.
4. Supervision - Academic and field agency Supervisor.
5. Presentation - The students have to give presentation of their field Work in presence of the class, faculty and the agency supervisor.
6. Evaluation - Should be done as per criteria lay down.

All the departments have to nominate a faculty member to co-ordinate Field Work activities. He/She will be responsible to co-ordinate and liaise with the other members of the faculty and finalize the students placement. The assignments for the field work with cover all required areas of specializations by applying/practicing Social Work methods i.e. Case Work, Group Work, community Organization Administration, Social Research and Social Action.

The coordinator has to establish rapport and keep in contact with the field supervisors also;

- To organize field seminars, he/she will extend support and guidance to the students.
- Evaluation and presentation of the student have to be coordinated from this form.
- Arrangement of transport (if and when required) is his responsibilities.



# **SEMESTER VI**

Code	Subject Title	Cr. Hrs	Semester
SOCW-308	Social Research Methods-II	3	VI

### **Introduction:**

The course has been design to equipped the students with application of the research skills which aim to educate the graduates about basic methodology skills and application technique of social skills. 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.

### **Contents:**

#### **Unit-1: Qualitative and Quantitative Research:**

- 1.1 Introduction to Qualitative Research
- 1.2 Introduction to Quantitative Research

#### **Unit-2: Sampling:**

- 2.1 Basic Principles and Techniques.
- 2.2 The requirements of good sampling.
- 2.3 Kinds of sampling random, stratified, probability public opinion and quota sampling; their special application.

#### **Unit-3: Tools of Data Collection:**

- 3.1 Focus Group Discussion (FGD).

- 3.2 Participatory Rapid Appraisal (RRA).
- 3.3 Participatory Rural Appraisal (PRA).
- 3.4 Participatory Learning Appraisal (PLA).

**Unit-4: The Analysis of Data and its Interpretation:**

- 4.1 Categorization of Data
- 4.2 Coding.
- 4.3 Qualitative and Quantitative Interpretation.
- 4.4 Interpretation of non-qualified data (practical Exercise of the above)

**Unit-5: Scientific Generalization in Research:**

- 5.1 The Case Study Method; Personal Documents, Life Histories, Value of Case Data and its Limitations.
- 5.2 Inter-dependence of the Statistical and Case Study Methods.
- 5.3 Projective techniques.

**Unit-6: Action Research:**

- 6.1 Assumptions and major steps.
- 6.2 Some action research studies in urban and rural community.
- 6.3 Importance and purpose of action research in community development programmes.

**Unit-7: Essentials of Research Report Writing:**

- 7.1 Outline
- 7.2 Footnotes
- 7.3 Quotations
- 7.4 References
- 7.5 Heading and sub-heading
- 7.6 Typing
- 7.7 Literature cited

**Unit-8: Research Report Writing and its Interpretation:**

- 8.1 Research Report Writing
- 8.2 Project Proposal Writing
- 8.3 Research Paper Writing

**Recommended Books:**

Bernard, H. R., & Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches*. Sage.

Bryman, A. (2016). *Social research methods*. Oxford: Oxford university press.

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

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

### **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

The Way Forward

### **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
SOCW-406	Crime, Justice and Correctional Services	3	VI

### **Introduction**

The course has been design to enable the students to understand criminal justice, the agencies of government charged with enforcing law, adjudicating criminals, and correcting criminal conduct. its aim to enable the students to understand criminal justice system is a set of legal and social institutions for enforcing the criminal law in accordance with a defined set of procedural rules and limitations.

### **Objectives:**

1. To help students develop understanding of the dynamics, origins and causes of crime.
2. To impart knowledge about the increasing incidence of crime within the context of our socio-economic and cultural environment.
3. To assist students in their understanding of the criminal justice system and of its various components and their functions.

### **Contents:**

#### **Unit-1: Introduction:**

- 1.1 Definition and meaning of Crime
- 1.2 Who are Criminals
- 1.3 Meaning of Justice
- 1.4 What is Deviance?
- 1.5 Crime Statistics
- 1.6 Reason for-Offending Behavior
- 1.7 Crime Situation in Pakistan

#### **Unit-2: Categories/Types of Crime:**

- 2.1 Crime Against. Person
- 2.2 Crime Against Property
- 2.3 Victimless Crime
- 2.4 White-Collar Crime
- 2.5 Corporate-Crime
- 2.6 Organization Crime

#### **Unit-3: Theories of Criminal Behavior:**

- 3.1 Biological Theories of Crime (Lombroso theory)
- 3.2 Social Structure Theories (Social Disorganization, Strain Theory)
- 3.3 Social Process Theories (Differential Association Theory, Labeling Theory)

**Unit-4: Theories of Punishment:**

- 4.1 Defining Punishment
- 4.2 Theories of Punishment (Retribution, Deterrence, Incapacitation, Rehabilitation)
- 4.3 Islam Perspective on Punishment.

**Unit-5: The Criminal Justice System:**

- 5.1 Importance of Criminal Justice System
- 5.2 The Functions of Criminal Justice System
- 5.3 Component of Criminal Justice System

**Unit-6: The Police Force:**

- 6.1 Background of Police in Pakistan
- 6.2 Laws Governing Police Force
- 6.3 Problems with Police Force

**Unit-7: The Judicial System:**

- 7.1 Structure and Functions
- 7.2 Issues with Judiciary in Pakistan

**Unit-8: The Prison System:**

- 8.1 Background of Prisons
- 8.2 The Prison System of Pakistan
- 8.3 Problems with the Prison System in Pakistan

**Unit-9: The Probation System:**

- 9.1 Background of the Concept of Probation
- 9.2 Development of Probation in Pakistan
- 9.3 Problems confronting Probation System in Pakistan

**Unit-10: The Parole System:**

- 10.1.1 Background of the Concept of Parole
- 10.1.2 Development of Parole in Pakistan
- 10.1.3 Main Problems with Parole System in Pakistan

**Recommended Books:**

Abdullah, O. N. (1982). *Encyclopedia of Seerah*. Lahore: Pak. Book Corporation Aziz Chambers.

- Brownlee, I. (1998) *Community Punishment: A Critical Introduction*. New York: Longman.
- Cavadino, M. & Dignan, J. (2002). *The Penal System: An Introduction 3<sup>rd</sup> edition*. London: Sage Publications.
- Crow, I. (2001). *The Treatment and Rehabilitation of Offenders*: London: Sage Publications.
- Duff, A. & Duff, R. A. (2003). *Punishment, Communication, and Community*. New York: Oxford University Press.
- Duff, R. A. & Garland, D. (1994). *A Reader on Punishment*. Oxford: Oxford University Press.
- Hudson, A. B. (1996). *Understanding Justice: An Introduction to Ideas, Perspectives and Controversies in Modern Penal History*. Buckingham: Open University Press.
- Jillani, A. (1999). *Cries Unheard; Juvenile Justice in Pakistan*. Islamabad: Society for the Protection of the Rights of the Child.
- Lilly, J. R., Cullen, F. T. & Ball, R. A. (2007). *Criminological Theory: Context and Consequences*. London: Sage Publications.

Code	Subject Title	Cr. Hrs	Semester
SOCW-302	Special Education	3	VI

### **Introduction:**

The purpose of this course is to provide information to students about special education and services. This includes information about special needs and the ways to meet them, moreover to get acquainted the individual education plan of the special children. Current trends and issues and special education system has been focused to study in the course.

### **Objectives:**

The key objective of the course is to enhance understanding of the students of social work profession about special education as discipline. It aims to educate and sensitize them about special needs of special persons so that of efficiency of their practice can be enhanced.

### **Contents:**

#### **Unit: 1 Basic Concepts in Special Education:**

- 1.1 Concepts and Definition
- 1.2 Disease, Disorder, Abnormal, Atrophy
- 1.3 1.3 At-Risk, Impairment, Disability, Handicap
- 1.4 Special Children, Special Education, Special Educational
- 1.5 Needs
- 1.6 Categories of Special Children
- 1.7 Perspectives on Disabilities
- 1.8 Psycho-medical Perspective
- 1.9 Social Perspective
- 1.10 Teacher Development Perspective
- 1.11 Disability Perspective

#### **Unit: 2 Historical Development of Special Education:**

- 2.1 People and Ideas
- 2.2 Growth of the Discipline in Pakistan
- 2.3 Professional and Parent Organizations
- 2.4 Legislation: United Nation Conventions
- 2.5 Special Education Legislation: Policy, Plan & Progammes in Pakistan
- 2.6 Comparative Study of Special Education Legislation of (USA, U.K., Iran, India & Pakistan).

#### **Unit: 3 Special Education System:**

- 3.1 Segregation
- 3.2 Integration
- 3.3 Inclusion

#### **Unit: 4 Current Trends and Issues:**

- 4.1 Integration
- 4.2 Inclusive Education
- 4.3 Early Intervention
- 4.4 Transition from School to Work
- 4.5 Labeling and classification
- 4.6 Assessment and Placement

#### **Unit: 5 Service Delivery Model:**

- 5.1 Individualized Family Support Programme (IFSP)
- 5.2 Individualized Education Programme (IEP)
- 5.3 Individualized Transitional Plan (ITP)
- 5.4 Community Based Rehabilitation
- 5.5 A Continuum of Services

- Level 1: Regular Classroom
- Level 2: Special Education Teacher
- Level 3: Itinerant Teacher
- Level 4: Resource Teacher
- Level 5: Diagnostic – Prescriptive Centre
- Level 6: Hospital or Homebound Instruction
- Level 7: Self-Contained Class
- Level 7: Special Day School
- Level 9: Residential School

#### **Recommended Books:**

Smith, (1998). Introduction to Special Education, 3rd Edition. Boston: Allyn & Bacon.

Ysseldyke (1991). Critical Issues in Special Education. Boston: Houghton Mifflin.

Hallahan (1991). Exceptional Children, 4th edition. Columbus: Merrill Pub. Co.

Mitchell, D (1999). Early Intervention Studies for young children with special needs. London: Chapman and Hall.

National Council on Disability. (1994). Inclusionary education for students with special needs: Keeping the promise. Washington, DC.

Swan, William W.; Morgan, Janet L (1993). "The Local Interagency Coordinating Council". Collaborating for Comprehensive Services for Young Children and Their Families. Baltimore: Paul H. Brookes Pub. Co.

Beverly Rainforth; York-Barr, Jennifer (1997). Collaborative Teams for Students With Severe Disabilities: Integrating Therapy and Educational Services. Brookes Publishing Company.

Stainback, Susan Bray; Stainback, William C. (1996). Support Networks for Inclusive Schooling: Interdependent Integrated Education. Paul H Brookes Pub Co.

Gaylord-Ross, Robert (1989). Integration strategies for students with handicaps. Baltimore: P.H. Brookes.

Gartner, Alan; Dorothy Kerzner Lipsky (1997). Inclusion and School Reform: Transforming America's Classrooms. Brookes Publishing Company.

Code	Subject Title	Cr. Hrs	Semester
SOCW-312	Field Work-II & Report Writing (Social Work Field Education)	3	VI

Details are mentioned in Field Work-I & Report Writing (Social Work Field Education)



# **SEMESTER VII**

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

### **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
SOCW-303	Social Work & Human Rights	3	VII

### **Introduction**

The course is designed to provide foundation about human rights. It also includes the introduction of international and regional conventions and instruments that function as guidelines to develop policies and plans regarding human rights. The main objectives of the course are to provide information on international human rights sources, systems, standards, issues and human rights organizations.

### **Objectives:**

It aims to study the Human Rights for effective Social Work Practice and sensitize the graduates to their particular role in protecting human rights and their own potential for affecting human rights in their daily work and to enable them to serve in society and state true human rights activist / sensitized and educated personnel.

### **Contents:**

#### **Unit-1: Definition**

- 1.1 Meaning and Concept of Human Rights.
- 1.2 Human Rights as concept and claim in global world.

#### **Unit-2: State obligation and abstention**

- 2.1 Universalism Vs. Relativism and Human Rights
- 2.2 Three Generation of Human Rights

#### **Unit-3: Need and importance of Human Rights**

#### **Unit-4: Theories about Human Rights.**

- 4.1 Philosophy/value base of Human Rights.

#### **Unit-5: Basic Human right and Islam**

#### **Unit-6: Human Rights” Prescribed as Quran, Hadith and Sunnah**

#### **Unit-7: Islamic concept of Human rights and West**

#### **Unit-8: Introduction of international core documents on Human Rights.**

#### **Unit-9: Human Rights and approaches of Social Work.**

- 9.1 Need based approach
- 9.2 Right based approach

- 9.3 Philosophy field of applications of Social Work and Human Rights.
- 9.4 Human Rights in Perspective of Social Justice and Social Work

### **Unit-10: Status of Human Rights in Pakistan**

- 10.1 Introduction of Pakistan as Islamic democratic state and Human Rights.
- 10.2 Constitutional base of Human Rights.
- 10.3 Concept of Human Rights in Pakistan
- 10.4 Role of Public Sector in promoting / Protection of Human Rights in Pakistan

### **Unit-11: Human Rights and Civil Society**

- 11.1 Introduction of Civil Society
- 11.2 Role of Civil Society and Human Rights
- 11.3 Human and NGOs, HRC

### **Unit-12: Human Rights, Theory and Practice**

- 12.1 Human Rights in current era
- 12.2 State of Human Rights in third world countries.
- 12.3 Abuse/violation of Human Rights.

### **Recommended Books:**

- Agarwal, A. (2004). *Human Rights for Survival of Civilization*. New Dehli: Kalinga Publishers.
- Alston, P., & Robinson, M. (2005). Human Rights and development. *Envisioning the united nations in the, 21*.
- Annan, K. A. (2005). *In larger freedom: towards development, security and human rights for all: report of the Secretary-General*. New York: United Nations Publications.
- Ansari, M. R. (2006). *Protecting Human Rights*. New Dehli: Maxford Books.
- Baehr, Peter. R. (2001). *Human Rights Universality in Practice*. Wiltshire: Chippenham.
- Baehr, Peter. R. (2009). *Non-Governmental Human Rights Organizations in international relations*. London: Palgrave.
- De Schutter, O. (2010). Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development. *Report submitted by the Special Rapporteur on the right to Food. UN General Assembly*.
- Derek, McGhee. (2010). *Security Citizenship and Human Rights*. London: Macmillan.
- Digumarti, Bhaskara. Rao. (2001). *International Instrument of Human Rights*. New Dehli: Sage Publication.
- Mehartaj, Begum. (2000). *Human Rights in India: Issues and Perspectives*. New Dehli: A.P.H Publishing Co-orporation.
- Mohanty, Jaga. Nath. (2003). *Human Rights Education*. New Delhi: Deep & Deep Publications.

Patman, Robert. G. (2000). *Universal Human Rights*. New York: St Martins Press.

Reichert, E. (Ed.). (2007). *Challenges in human rights: A social work perspective*. Columbia University Press.

Sengupta, A. (2005). *Reflection on the Right to Development*. New Delhi: Sage Publication.

Code	Subject Title	Cr. Hrs	Semester
SOCW-416	Social Protection Services in Pakistan	3	VII

### **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.

### **Course 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*. 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
SOCW-405	Research Project / Thesis-I	3	VII

The information regarding Research Project / Thesis-I will be provided by the Department of Social Work

Code	Subject Title	Cr. Hrs	Semester
SOCW-402	Field Work-III & Report Writing (Social Work Field Education)	3	VII

Details are mentioned in Field Work-I & Report Writing (Social Work Field Education)

# **SEMESTER VIII**

Code	Subject Title	Cr. Hrs	Semester
SOCW-410	Research Project / Thesis-II	3	VIII

The information regarding Research Project / Thesis-II will be provided by the Department of Social Work

Code	Subject Title	Cr. Hrs	Semester
SOCW-202	Human Growth and Personality Development	3	VIII

### **Introduction & Objectives:**

1. The aim of the course is to enable the graduates of social work not only comprehend the personality structure of the client, and also interpret the personality dynamics both normal and abnormal of the human being while working as team member in psychiatric settings.
2. The aim of the course is to enable the graduates of social work not only comprehend the personality structure of their client in practice of Social Work, but also interpret the personality dynamics both normal and abnormal of the client while working as team member in psychiatric settings.
3. The course is designed to give the students background knowledge of the stages of normal growth of an individual. The concept of psychosocial development and the psychological dynamics that influence his life patterns with special emphasis on some basic assumptions about human behavior and motivation due emphasis is also given on the environmental influences and the role of significant people responsible for the socialization of the individual. It further gives an insight to the students about the development and functioning of human mind. Its adoptive patterns and mechanisms of defense of ego and the proper ways through which these can be resolved.
4. To give the students' knowledge about patterns and dynamics of human growth and development.
5. To study the concept of psychosocial development of human being while highlighting the factors that influence and are cause and consequences of normal structure of the personality development in this context.
6. Give insight about the psychological dynamics of problems at different age level.

### **Learning Outcomes:**

The aim of the course is to enable the graduates of social work not only comprehend the personality structure of their client both in capacity of case worker and community worker, but also interpret the personality dynamics both normal and abnormal of the client while working as team member in psychiatric settings.

## **Contents:**

**Unit-1: Significance of the study of human growth and personality development for effective social work practices.**

### **Unit-2: Approaches to the study of human development**

- 2.1 Human growth as concept and process
- 2.2 Phases of human development
- 2.3 Factors which influence human growth/development as process
- 2.4 Principles of human development
- 2.5 Levels of functioning of human mind and behavior perspectives
- 2.6 Biological structure and functioning of human mind
- 2.7 Psychological level of functioning of human mind
- 2.8 Conscious level
- 2.9 Subconscious level
- 2.10 Unconscious level

### **Unit-3: Constituents of human personality**

- 3.1 Id
- 3.2 Ego
- 3.3 Super-Ego

### **Unit-4: Human behavior**

- 4.1 Concept of Human Behaviour
- 4.2 Forces/Factors involved
- 4.3 Basic assumptions about Human Behaviour

### **Unit-5: Role of Nature & Nurture in Personality Development**

### **Unit-6: Defense mechanism**

- 6.1 Origin
- 6.2 Dynamics
- 6.3 Illustration

### **Unit-7: Mental illness**

- 7.1 Psycho-neurotic
- 7.2 Psychotic disorders
- 7.3 Psycho-somatic disorders

## **Recommended Books:**

Alexander, C. N., & Langer, E. J. (1990). *Higher stages of human development: Perspectives on adult growth*. Oxford University Press. Bassarid and Bell.( 2000). *The Sociology of child development*. New Yrok: Harper.



- Bengali, K., Ahmed, Q. M., & Jamal, H. (2001). *Social Development in Pakistan: Annual Review*. Oxford University Press, USA
- Bogin, B. (Ed.). (2012). *Human growth and development*. Academic Press.
- Carver, C. S., & Scheier, M. F. (2012). *Attention and self-regulation: A control-theory approach to human behavior*. Springer Science & Business Media.
- Cheung, Y. B. (2013). *Statistical Analysis of Human Growth and Development*. CRC Press.
- Davidoff, Lindal L.(2000). *Introduction to psychology*. New York: Mcgraw Hill Company.
- Ewen, R., & Ewen, R. B. (2014). *An introduction to theories of personality*. Psychology Press.
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- Eysenck, H. J., & Rachman, S. (2013). *The Causes and Cures of Neurosis (Psychology Revivals): An introduction to modern behaviour therapy based on learning theory and the principles of conditioning*. Routledge.
- Greene, R. (2017). *Human behavior theory and social work practice*. Routledge.
- Half, Calvin.(1956). *A premier of Freudian Psychology*. New York: Mcgraw Hill Company.
- Hogan, R., & Smither, R. (2001). *Personality: Theories and applications*. Westview Press.
- Hurlock, E.B.(1956). *Adolescent development*. New York: Mcgraw Hill Company.
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- Kelly, G. (2002). *The psychology of personal constructs: Volume one: Theory and personality*. Routledge.
- Kinnunen, J. (2013). *Infrastructure for Growth and Human Development in Pakistan: A Simulation Analysis of Fiscal Policy Option*. Not identified
- Lefley, H. P. (1996). *Family caregiving in mental illness*. Sage Publications, Inc.
- Link, B. G., Yang, L. H., Phelan, J. C., & Collins, P. Y. (2004). Measuring mental illness stigma. *Schizophrenia bulletin*, 30(3), 511-541.
- Magnavita, J. J. (2002). *Theories of personality: Contemporary approaches to the science of personality*. John Wiley & Sons Inc.
- Millon, T., Millon, C. M., Meagher, S. E., Grossman, S. D., & Ramnath, R. (2012). *Personality disorders in modern life*. John Wiley & Sons.
- Neff, W. (2017). *Work and human behavior*. Routledge.

- Pellitteri, J. (2002). The relationship between emotional intelligence and ego defense mechanisms. *The Journal of psychology, 136*(2), 182-194.
- Pervin, L. A., & John, O. P. (Eds.). (1999). *Handbook of personality: Theory and research*. Elsevier.
- Ranis, G., Stewart, F., & Ramirez, A. (2000). Economic growth and human development. *World development, 28*(2), 197-219.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). Contemporary human behavior theory: A critical perspective for social work.
- Sudbery, J. (2009). *Human Growth and Development: An Introduction for Social Workers*. London: Routledge.
- Tanner, J. (1998). *The Cambridge encyclopedia of human growth and Behaviour*.
- Utsey, S. O., & Gernat, C. A. (2002). White racial identity attitudes and the ego defense mechanisms used by White counselor trainees in racially provocative counseling situations. *Journal of Counseling & Development, 80*(4), 475-483. *development*. Cambridge: Cambridge University Press.
- Vaillant, G. E. (1992). *Ego mechanisms of defense: a guide for clinicians and researchers*. American Psychiatric Pub.
- Zipf, G. K. (2016). *Human behavior and the principle of least effort: An introduction to human ecology*. Ravenio Books.

Code	Subject Title	Cr. Hrs	Semester
SOCW-408	Population Welfare & Demography	3	VIII

### **Introduction:**

Many of our societies continue to face a diverse set of demographic challenges and opportunities, including rapid population growth. The world population is growing at a fast rate which is resulting into instability in certain spheres of life. Pakistan stands sixth in terms of high population in the world. The scarce resources of the country and high population is creating numerous socio- economic, Political and cultural challenges towards the growth and development of country.

### **Objective:**

The current course aims to equip students to the macro level population dynamics. The students will further be able to analyze the micro level processes that govern population change, including fertility and reproductive behavior. The course has an objective of special focus on trends of population growth in Pakistan. The emphasis will be on the population Planning policies, plans and programmes especially in country. The Course also includes information about education and motivation in family planning, techniques and skills of motivation and other important areas.

### **Learning Outcomes:**

The prime objective of social work subject is to help individual, groups and communities to live a satisfactory life and contribute towards growth and development of the country. The teaching of introductory economics to social workers will help students gain the insight into the socio economic developments of the country. The students will be able to understand the basic economics which will eventually facilitate them to deal with the significant social issues which are the outcome of the economic issues exist in the country.

### **Contents:**

#### **Unit: 1 Population Planning as a Humanitarian Response to Social Problems.**

- 1.1 Nature of Population Problems and policies around the world and in Pakistan.
- 1.2 Importance of Population Planning and Family Planning Programme in Pakistan.
- 1.3 Need for new values and Behavior regarding Family size in Pakistan .

#### **Unit: 2 Population Problems as a concern to Social Workers.**

- 2.1 Impact of excessive fertility on society
- 2.2 Role of Social Work profession in Population Planning.

### **Unit: 3 Population Growth Consequences of Society**

- 3.1 Effects on the Economy, resources, environment and human services including housing, transportation, education, food supplies health and welfare services.

### **Unit: 4 Demographic Processes, Concepts and Terms.**

- 4.1 Demographic concepts: Birth Rate, Death Rate and Fertility Rate.
- 4.2 The composition of population: Age, Sex, Urban Rural Economic conditions, Education, Race Ethnicity, Religion, and Marriage.

### **Unit: 5 Principles of Population Dynamics.**

- 5.1 Factors effecting population trends and the demographic transition.
- 5.2 Political factors involved in population Dynamics including public policy programme.
- 5.3 Immigration and migration as influences in population dynamics.
- 5.4 Predictions and projections for future population.

### **Unit: 6 Prospects and problems of population welfare planning.**

#### **Recommended Books:**

- Afzal, M. (2009). Population growth and economic development in Pakistan. *The Open Demography Journal*, 2(1).
- Chandrasekhar, S. (Ed.). (2011). *Infant mortality, population growth and family planning in India* (Vol. 19). London: Routledge.
- Freedman, R., & Takeshita, J. Y. (2015). *Family planning in Taiwan: An experiment in social change* (Vol. 2186). New Jersey: Princeton University Press.
- Hardee, K., & Leahy, E. (2008). Population, fertility and family planning in Pakistan: a program in stagnation. *Population Action International*, 3(3), 1-12.
- Omran, A. R. (2012). *Family planning in the legacy of Islam*. London: Routledge.
- Pasha, O., Fikree, F. F., & Vermund, S. (2001). Determinants of unmet need for family planning in squatter settlements in Karachi Pakistan. *Asia-Pacific Population Journal*, 16(2), 93-108.
- Robinson, W. C., & Ross, J. A. (Eds.). (2007). *The global family planning revolution: three decades of population policies and programs*. Washington: The World Bank.

Stephenson, R., & Hennink, M. (2004). Barriers to family planning service use among the urban poor in Pakistan. *Asia-Pacific Population Journal*, 19(2), 5-26.

Sultan, M., Cleland, J. G., & Ali, M. M. (2002). Assessment of a new approach to family planning services in rural Pakistan. *American journal of public health*, 92(7), 1168-1172.

Sultan, M., Cleland, J. G., & Ali, M. M. (2002). Assessment of a new approach to family planning services in rural Pakistan. *American journal of public health*, 92(7), 1168-1172.

Whelpton, P. K., Campbell, A. A., & Patterson, J. E. (2015). *Fertility and family planning in the United States* (Vol. 2200). New Jersey: Princeton University Press.

National Institute of Population Studies (NIPS) & ICF International. (2013). *Pakistan Demographic and Health Survey 2012-13*. Islamabad: National Institute of Population Studies.

National Institute of Population Studies (NIPS) & ICF International. (2018). *Pakistan Demographic and Health Survey 2017-18*. Islamabad: National Institute of Population Studies.

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. Philpine: 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
SOCW-407	Field Work-IV & Report Writing (Social Work Field Education)	3	VIII

Details are mentioned in Field Work-I & Report Writing (Social Work Field Education)

**Assessment Criteria**

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