

**CURRICULUM**  
For  
**DIPLOMA**  
In  
**SOCIAL WORK**  
(Three years program-semester system)



Council for Technical Education and Vocational Training  
**Curriculum Development Division**  
Sanothimi, Bhaktapur  
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### **1. Background:**

Social work is an emerging professional course emerging in Nepal. Many people in the developed countries, developing countries and under developed countries have been given emphasis for the broader application of knowledge and skills of social work/services in micro, mezzo and macro level. This field has been helping the societies and communities for their over all development and it has been creating jobs opportunities both in public and private sectors as well as has been creating self employment opportunities immensely.

### **2. Introduction:**

This curriculum is designed with the purpose of producing mid level human resources equipped with knowledge and skills related to the field of social work so as to meet the demand of such workforce in the country and to contribute in the national streamline of poverty reduction of our country, Nepal.

### **3. Course title:**

Diploma in social work (DSW)

### **4. Program goal and objectives:**

#### **Goal:**

To prepare students for generalist social work practice with in variety of agency and community settings and with diverse populations, including vulnerable groups in the country and elsewhere.

#### **Objectives:**

*The graduates of the program will be able:*

- a. To apply the knowledge and skills of generalist social work practice to intervene with diverse individuals, families, groups, organizations, and communities.
- b. To apply critical thinking skills, with individuals, families, groups, organizations, and communities.
- c. To practice values and ethics of the social work profession.
- d. To understand the nature and dynamics of oppression and discrimination of vulnerable populations.
- e. To understand strategies and technique of social change that advance social and economic justice.
- f. To demonstrate foundation knowledge of history of social work and social welfare, and an overview of current social welfare policies and service delivery system
- g. To demonstrate foundation knowledge and skills in research methods, to evaluate relevant research studies its implications of the findings for social work practice.
- h. To demonstrate knowledge about human development and behavior, to assess the biological, psychological, social, and environmental factors, those affect client system.
- i. To understand organizational structure and function, and to be able to utilize this knowledge in social welfare and community arena.

### **5. Course description:**

This course is based on the tasks required to be performed by general social worker in variety of agencies and community settings and with diverse populations, including vulnerable groups in the country and elsewhere in Nepal. Therefore, this curriculum is designed to provide knowledge and skills focusing on social works. The Diploma in social work program extends over three years. Each year is divided into two semesters. There are six semesters in total within

the period of three years. The first year course includes both foundational and disciplinary subjects; the second year course focuses on basic disciplinary subjects of social work. Similarly, the third year comprises of the disciplinary subjects and application of learned skills and knowledge in field practicum and comprehensive block placement setting. Most of the semesters include skill labs and social work field practicum.

**6. Duration:**

The total duration of this curricular program is three years. Each year consists of two semesters of six months each. Moreover, one semester consist of 19.5 academic weeks including evaluation period. Actual teaching learning hours will be not less than 15 weeks in each semester.

**7. Target group:**

The target group for this program will be all the interested individuals who have passed SLC or equivalent.

**8. Group size:**

The group size will be maximum of 40 (Forty) in a batch.

**9. Target location:**

The target location will be all over Nepal.

**10. Entry qualification:**

The applicants for entry qualification for diploma in social work programme will be of SLC pass or equivalent or Technical SLC (TSLC) in related subject.

**11. Entry criteria:**

- ❖ Should submit certificate of SLC pass or equivalent
- ❖ Should pass entrance examination as administered by CTEVT
- ❖ Applicants fulfilling the minimum requirements will be selected for admission on the basis of merit
- ❖ Individuals of ethnic minorities, dalits, and lower economic status preferred

**12. Selection:**

Applicants fulfilling the entry criteria will be selected for admission on the basis of merit.

**13. Medium of instruction:**

The medium of instruction will be in English and/or Nepali.

**14. Pattern of attendance:**

Minimum of 90% attendance in each subject is required to appear in the respective final examination

**15. Teacher and student ratio:**

- ❖ For theory: As per the nature of the course
- ❖ For practical / demonstration: 1:10
- ❖ 50% of the teaching faculty must be full timer

**16. Teachers and demonstrators:**

- ❖ The teacher must be a master's degree holder in Social Work and other social sciences the related area with three years experience in the related field.
- ❖ The demonstrator must be bachelor's degree holder in the related area with two years experiences in training activities.

**17. Instructional media and materials:**

The following instructional media and materials are suggested for the effective instruction and demonstration.

- ❖ Printed Media Materials (Assignment sheets, Case studies, Handouts, Information sheets, Individual training packets, Procedure sheets, Performance Check lists, Textbooks etc.).
- ❖ Non-projected Media Materials (Display, Models, Flip chart, Poster, Writing board etc.).
- ❖ Projected Media Materials (Opaque projections, Overhead transparencies, Slides etc.).
- ❖ Audio-Visual Materials (Audiotapes, Films, Slide-tape programs, Videodiscs, Videotapes etc.).
- ❖ Computer-Based Instructional Materials (Computer-based training, Interactive video etc.).

### **18. Teaching learning methodologies:**

The methods of teachings for this curricular program will be a combination of several approaches. Such as Illustrated Lecture, Tutorial, Group Discussion, Demonstration, Simulation, Guided practice, Practical experiences, Fieldwork, Report writing, Term paper presentation, Case analysis, Tutoring, Role-playing, Heuristic and Other Independent learning.

**Theory:** Lecture, Discussion, Assignment, Interaction, Seminar, Group work.

**Practical:** Demonstration, Observation, Guided practice, Self-practice and Case work

### **19. Mode of education:**

There will be inductive and deductive mode of education

### **20. Examination and marking scheme:**

#### **a. Internal assessment**

- ❖ There shall be a transparent evaluation system for each subject both in theory and practical exposure.
- ❖ Each subject will have internal assessment at regular intervals and students must get the feedback about it.
- ❖ Weightage of theory and practical marks will be 20% and 40% respectively.
- ❖ Continuous assessment format will be developed and applied by the evaluators for evaluating student's performance in the subjects related to the practical experience.

#### **b. Final examination**

- ❖ Weightage of theory and practical marks will be 80% and 60% respectively.
- ❖ Students must pass in all subjects both in theory and practical to qualify for certification. If a student becomes unable to succeed in any subject s/he shall appear in the re-examination as administered by CTEVT.
- ❖ Students shall be allowed to appear in final examination only after completing the internal assessment requirements.

#### **c. Requirement for final practical examination**

- ❖ Qualified professional social worker/relevant subject teacher must evaluate final practical examinations.
- ❖ One evaluator in one setting can evaluate not more than 20 students in a day.
- ❖ Practical examination should be administered in actual situation on relevant subject with the provision of at least one internal evaluator from the concerned or affiliating institute led by external evaluator nominated by CTEVT.
- ❖ Provision of re-examination shall be as per CTEVT policy.

*Note: The evaluation and marking schemes for the subjects Skills lab, Field practicum and Block placement/ study are mentioned separately in the respective sections of the curriculum.*

**21. Provision of back paper:**

There will be the provision of back paper but a student must pass all the subjects of all six semesters within six years from the enrolment.

**22. Disciplinary and ethical requirements:**

- ❖ Intoxication, insubordination or rudeness to peers will result in immediate suspension followed by review by the disciplinary review committee of the institute
- ❖ Dishonesty in academic or practice activities will result in immediate suspension followed by administrative review, with possible expulsion
- ❖ Illicit drug use, bearing arms on Polytechnic, threats or assaults to peers, faculty or staff will result in immediate suspension, followed by administrative review with possible expulsion.

**23. Pass marks:**

The students must secure minimum of 40% marks both in theory and practical (Lab).

**Grading system:**

The overall achievement of each student will be measured by a final aggregate percentage of all final semester examinations and graded as follow: -

Marks division:

Distinction	:	> or =80 %
First division	:	65 % to < 80 %
Second division	:	50 % to 65 %
Pass	:	40 % to < 50 %

**24. Certification and degree awards:**

- ❖ Students who have passed all the components of all the subjects of all semesters are considered to have successfully completed the course
- ❖ Students who have successfully completed the course will be awarded by a degree of **Diploma in Social Work**

**25. Career path:**

The graduates will be eligible for the position equivalent to Non-gazetted 1st class (technical) as social worker or as prescribed by the Public Service Commission of Nepal. The graduate will be eligible for registration with the related licensing organization of the country (if any).

## Course Structure of Diploma in Social Work

**Year: I Part: 1**

**Semester I**

S.N	Subject	Mode		Total Hours		Distribution of Marks						Total Marks
						Theory			Practical			
		Th	Pr	Week	Sem.	Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours	
1	Nepali I	5		5	75	20	80	3	-	-	-	100
2	English I	5		5	75	20	80	3	-	-	-	100
3	Introduction to Social Work	4		4	60	20	80	3	-	-	-	100
4	Introduction to Philosophy	4		4	60	20	80	3	-	-	-	100
5	Sociology for Social Work	4		4	60	20	80	3	-	-	-	100
6	Social Case Work and Social Group Work	4	2	6	90	16	64	3	8	12	2	100
7	Skills Lab I		2	2	30	-	-	-	20	30	3	50
8	Social Work Field Practicum I		10	10	150	-	-	-	100	100	4	200
<b>Total</b>		<b>26</b>	<b>14</b>	<b>40</b>	<b>600</b>	-	-	-				<b>850</b>

**Year: I Part: II**

**Semester II**

S.N	Subject	Mode		Total Hours		Distribution of Marks						Total Marks
						Theory			Practical			
		Th	Pr	Week	Sem.	Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours	
1	Nepali II	5		5	75	20	80	3	-	-	-	100
2	English II	5		5	75	20	80	3	-	-	-	100
3	Introduction to Nepali Society	4		4	60	20	80	3	-	-	-	100
4	Social Work Methodology	4		4	60	20	80	3	-	-	-	100
5	Psychology	4		4	60	20	80	3	-	-	-	100
6	Computer Application	2	2	4	60	10	40	1.5	20	30	3	100
7	Skill Lab II		2	2	30	-	-	-	20	30	3	50
8	Social Work Field Practicum II		12	12	180	-	-	-	100	100	4	200
<b>Total</b>		<b>24</b>	<b>16</b>	<b>40</b>	<b>600</b>							<b>850</b>

**Year: II Part: I**

**Semester III**

S.N	Subject	Mode		Total hours		Distribution of Marks						Total Marks
						Theory			Practical			
		Th	Pr	Week	Sem.	Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours	
1	Health and Environment	4		4	60	20	80	3	-	-	-	100
2	Mental Health (Abnormal Psychology)	4		4	60	20	80	3	-	-	-	100
3	Social Welfare Policies	4		4	60	20	80	3	-	-	-	100
4	Human Rights	4		4	60	20	80	3	-	-	-	100
5	Social Work and Professional Development	4		4	60	20	80	3	-	-	-	100
6	Cooperative and Micro Finance	4		4	60	20	80	3	-	-	-	100
7	Skill Lab III		2	2	30	-	-	-	20	30	3	50
8	Social Work Field Practicum III		14	14	210	-	-	-	100	100	4	200
<b>Total</b>		<b>24</b>	<b>16</b>	<b>40</b>	<b>600</b>							<b>850</b>

**Year: II Part: II**

**Semester IV**

S.N	Subject	Mode		Total hours		Distribution of Marks						Total Marks
						Theory			Practical			
		Th	Pr	Week	Sem.	Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours	
1	Social Welfare Administration	4		4	60	20	80	3	-	-	-	100
2	Community Organization	4		4	60	20	80	3	-	-	-	100
3	Community Development	4		4	60	20	80	3	-	-	-	100
4	Family and Social Work	4		4	60	20	80	3	-	-	-	100
5	Development Communication	4		4	60	20	80	3	-	-	-	100
6	Gender and Social Inclusion	4		4	60	20	80	3	-	-	-	100
7	Skills Lab IV		2	2	30	-	-	-	20	30	3	50
8	Social Work Field Practicum IV		14	14	210	-	-	-	100	100	4	200
<b>Total</b>		<b>24</b>	<b>16</b>	<b>40</b>	<b>600</b>							<b>850</b>

**Year: III Part: I**

**Semester V**

S.N	Subject	Mode		Total hours		Distribution of Marks						Total Marks
						Theory			Practical			
		Th	Pr	Week	Sem.	Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours	
1	Social Development	4		4	60	20	80	3	-	-	-	100
2	Social Action	4		4	60	20	60	3	12	8	2	100
3	Law and Social Work	4		4	60	20	80	3	-	-	-	100
4	Research Method in Social Work	3	3	6	90	10	40	1.5	20	30	2	100
5	Development Management	4		4	60	20	80	3	-	-	-	100
6	Humanitarian Crisis and Disaster Management	4		4	60	20	80	3	-	-	-	100
7	Skills Lab V		2	2	30	-	-	-	20	30	3	50
8	Social Work Field Practicum V		12	12	180	-	-	-	100	100	4	200
<b>Total</b>		<b>23</b>	<b>17</b>	<b>40</b>	<b>600</b>							<b>850</b>

**Year: III Part: II**

**Semester VI**

S.N	Subject	Mode		Total hours		Distribution of Marks						Total Marks
						Theory			Practical			
		Th	Pr	Week	Sem.	Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours	
1	Contemporary Affairs: Peace development & Human security	4		4	60	20	80	3	-	-	-	100
2	Management of Voluntary Organizations	2		2	30	10	40	1.5	-	-	-	50
3	Entrepreneurship development	4		4	60	20	60	3	-	-	-	100
4	Social Work Education and Training (Facilitation , TOT, REFLECT,)	4	2	6	90	16	64	3	8	12	2	100
5	Integrated Social Work Practice	4	2	6	90	16	64	3	8	12	2	100
6	Independent Study Paper (IS)		2	2	30	-	-	-	20	30	3	50
7	Block Placement		16	16	240	-	-	-	150	150	4	300
<b>Total</b>		<b>18</b>	<b>22</b>	<b>40</b>	<b>600</b>							<b>800</b>

# First Year

## **Semester I**

1. Nepali I
2. English I
3. Introduction of Social Work
4. Introduction of Philosophy
5. Sociology for Social Work
6. Social Case Work and Social Group Work
7. Skills Lab I
8. Social Work Field Practicum I

## नेपाली प्रथम

वर्ष : प्रथम  
भाग : प्रथम  
सेमेष्टर : प्रथम

कक्षा भार : ५ घण्टा/प्रति हप्ता  
सैद्धान्तिक: ५ घण्टा/प्रति हप्ता  
प्रयोगात्मक : ० घण्टा/प्रति हप्ता

### पाठ्यांश परिचय :

यस पाठ्यांश अन्तर्गत विद्यार्थीहरूलाई ज्ञानविज्ञान, प्रविधि संचार, साहित्य आदि विविध विषय क्षेत्रका नेपाली भाषाका प्रयोगसंग परिचित गराउनाका साथै विभिन्न भाषिक पृष्ठभूमि भएका विद्यार्थीहरूमा स्तरीय कथ्य र लेख्य नेपाली भाषाका दृष्टिले देखिन सक्ने त्रुटिहरूको निराकरण गर्ने र नेपाली भाषाका प्रयोगलाई शुद्ध एवं परिष्कृत तुल्याई व्यवहारिक र मौलिक अभिव्यक्तिको विकास गर्ने तर्फ जोड दिइनेछ । यिनै कुरालाई दृष्टिगत गरी यस पाठ्यांश मुख्यतः पठन र बोध, व्याकरण तथा त्यसको प्रयोगको अभ्यासका साथै लिखित अभिव्यक्ति र रचनाशिल्प सम्बन्धी पाठ्यबस्तुहरू समावेश गरिएका छन् ।

### उद्देश्यहरू :

यो पाठ्यांश पूरा गरेपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् :

- स्तर अनुरूप विभिन्न क्षेत्रमा प्रयोग हुने कथ्य र लेख्य नेपाली भाषा सम्बन्धी बोध र अभिव्यक्ति क्षमता बढाउन,
- नेपाली भाषाका पुस्तक पत्रिका, लेख आदि सामग्री पढी स्तरीय भाषामा बुँदाटिपोट, संक्षेपीकरण, विवेचना र समीक्षा गर्ने क्षमता बृद्धि गर्न,
- व्यवहारिक सन्दर्भका अनुच्छेद, चिठी, सूचना, विज्ञापन, निबन्ध, टिप्पणी, प्रतिवेदन आदि प्रयोगमा देखिएका भाषिक त्रुटिहरूप्रति सचेत भई तिनको निराकरण तर्फ उत्मुख हुन,
- वर्णविन्यास, शब्दभण्डार, व्याकरण र वाक्यतत्व सम्बन्धी स्तरीय भाषामा भाव अभिव्यक्ति गर्ने सुभक्त प्राप्त गर्न,

### एकाइ १ : वर्ण र अक्षरको संरचनाको पहिचान

१५ घण्टा

- नेपाली स्वर र व्यञ्जन वर्णहरूको परिचय र वर्गीकरण (उच्चारण स्थान, प्रयत्न, घोषत्व र प्राणत्वका आधारमा)
- देवनागरी लिपि र कथ्य नेपाली वर्णहरू
- नेपाली उच्चरित अक्षरहरूको संरचना (स्वर-व्यञ्जन, व्यञ्जन-स्वर, व्यञ्जन-स्वर-व्यञ्जन, व्यञ्जन-व्यञ्जन-स्वर, व्यञ्जन-व्यञ्जन-स्वर-व्यञ्जन) आदिको शब्दगत अक्षर संरचना र अक्षर संख्या)

### एकाइ २ : वर्णविन्यास चिन्ह परिचय

१५ घण्टा

- तत्सम, तद्भव र आगन्तुक शब्दका सन्दर्भमा नेपाली वर्णविन्यासको ज्ञान र अभ्यास
  - ह्रस्व र दीर्घ ( इ ई, उ ऊ ) सम्बन्धी नियम र अपवादहरू
  - श, ष, स
  - व, व
  - वा ओ, या ए, ऋ रि, क्ष छे, क्ष छ्य,
  - ड, ञ, ण, न, म पञ्चम वर्ण तथा शिर्बिन्दु र चन्द्रबिन्दु
  - हलन्त सम्बन्धी नियम र अपवादहरू
  - पदयोग र पदवियोग सम्बन्धी नियमहरू
  - तत्सम शब्दको सन्दर्भमा उपसर्ग र प्रत्यय सम्बन्धी वर्णविन्यास
- ख) लेख्यचिन्हहरूको प्रयोग :

पूर्णविराम, अल्पविराम, अर्धविराम, प्रश्नबोधक, विस्मयादिवोधक, कोष्ठ, निर्देशक र उद्धरण सम्बन्धी चिन्हहरूको ज्ञान र अभ्यास

**एकाइ ३ : शब्दवर्ग र शब्दरूपायन**

**१२ घण्टा**

क) स्रोत :

तत्सम, तद्भव आगन्तुक व्युत्पादन पूर्वसर्ग (उपसर्ग), परसर्ग विभिन्न शब्दवर्ग वा पदको स्रोत, बनेट र कार्यका आधारमा शब्दहरूको ज्ञान, पहिचान र अभ्यास

ख) नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजक, विस्मयादिवोधक र निपात जस्ता शब्दवर्ग वा पदकोटीहरूको सोदाहरण परिचय, पहिचान र अभ्यास

ग) रूपायन : नाम, सर्वनाम र विशेषणको लिंग, वचन, पुरुष र आदरका आधारमा रूपायन र रूपावलीको सोदाहरण परिचय र अभ्यास

घ) लिंग, वचन, पुरुष, आदर, काल, पक्ष, भाव वाच्य र अकरणका आधारमा क्रियापदको रूपायनको सोदाहरण परिचय र अभ्यास

**एकाइ ४: शब्दनिर्माण (सन्धि सहित)**

**१८ घण्टा**

क) शब्द र शब्द व्युत्पादनको प्रक्रिया, मूल शब्द र व्युत्पन्न शब्द (पूर्वसर्ग, परसर्ग, समास र द्वित्व प्रक्रिया) व्युत्पादन र रूपायनको भिन्नताको ज्ञान र अभ्यास

**२ घण्टा**

ख) उपसर्ग (पूर्वसर्ग) द्वारा शब्दनिर्माण :

**३ घण्टा**

निम्नलिखित उपसर्गहरू मात्र

अ, अन, क्, वे, वि, पद्

प्र, अप, सम्, अनु, वि, अधि, अति, उत्, उद्, प्रति, परि, उप, सु, निर, दुस्, दुर्

ग) परसर्गद्वारा शब्दनिर्माण :

**५ घण्टा**

निम्नलिखित कृत् प्रत्ययको ज्ञान र अभ्यास

नु, ने, एको, तो, दो, एर, इ, न, आइ, ओट, आवट, अत, ओ, आउ, आहा, अक्कड, अन्त, उवा, इलो, अक, अन, इत, त, ता, ति, य, त, अनीय,

निम्नलिखित तद्धित प्रत्ययको ज्ञान र अभ्यास

ली, आली, आलु, आहा, इया, इयार, इलो, औली, यौली, ए, एली, ले, आइ, आई, याई, पन, पना

इक, इत, ई, ईय, ईन, ईण, क, तम, ता, त्व, मय, मान्, वान्, य

घ) समासद्वारा शब्दनिर्माण :

**४ घण्टा**

समासको परिचय, समास र विग्रहको प्रक्रिया एवम् समस्त शब्दहरूको पहिचानको अभ्यास । समासका प्रमुख प्रकारहरू (तत्पुरुष कर्मधारय, द्विगु अव्ययीभाव, बहुव्रीहि, द्वन्द्व समास) र तिनका आधारमा समस्त शब्दहरूको निर्माण र विग्रह गर्ने एवम् समासको नामको पहिचान गर्ने अभ्यास ।

ड.) द्वित्वद्वारा शब्दनिर्माण :

**२ घण्टा**

द्वित्व र अन्य व्युत्पादन प्रक्रियामा फरक, पूर्ण, आंशिक र अपरिवर्तित द्वित्व प्रक्रियाद्वारा शब्दनिर्माण गर्ने अभ्यास

च) सन्धि नियम :

**२ घण्टा**

नेपाली तत्सम र तद्भव शब्दमा प्रयोग हुने प्रमुख सन्धि नियमको परिचय र अभ्यास

**एकाइ ५ : कृतिसमीक्षा**

**१५ घण्टा**

निर्धारित साहित्यिक कृति तथा पाठहरूको विभिन्न आकार (विषयवस्तु, कथानक, पात्र, परिवेश, सन्देश, मुलभाव, शीर्षक) मा सामान्य समीक्षा गर्ने अभ्यासको विकास गराउने ।

क) कविता :

**१२ घण्टा**

क) लेखनाथ पौड्याल (नैतिक दृष्टान्त)

ख) लक्ष्मीप्रसाद देवकोटा (वन)

ग) गोपालप्रसाद रिमाल (परिवर्तन)

घा) भूपि शेरचन (मेरो देश)

ख) उपन्यास :

३ घण्टा

क) लीलबहादुर क्षेत्री (बसाई)

सहायक पुस्तिका (सम्बद्ध अंशमात्र)

- शर्मा सोमनाथ, मध्यचन्द्रिका, साभा प्रकाशन, काठमाडौं
- शर्मा मोहनराज, शब्दरचना र वर्णविन्यास, वाक्यतत्व र अभिव्यक्ति काठमाडौं बुक सेन्टर, काठमाडौं
- पराजुली कृष्णप्रसाद, राम्रो रचना मीठो नेपाली, नेपाली सहयोगी प्रकाशन, काठमाडौं
- अधिकारी हेमाङ्गराज, समसामयिक नेपाली व्याकरण दोस्रो संस्करण : विद्यार्थी पुस्तक भण्डार

# English I

Year I  
Part I  
Semester I

Total: 5 hrs /w  
Theory: 5 hrs/w  
Practical: 0 hrs/ w

## Course Description:

This course is designed to provide knowledge to the students on the use of English grammar in English language so as to have better competency in writing, understanding a text and correct use of English in everyday life. It also imparts knowledge and skills about reading, comprehending, communication and creative writing to meet the current and future language needs of the students.

## Course Objectives:

After completing this course the students will be able to:

1. Get familiar with the basic of writing through the correct form of tense and other aspects of English grammar.
2. Get more exposure to the language in practical life
3. Exploit the potential of learning language through literature and developing creativity.
4. Write independently and communicate accurately

## Course Contents:

<b>Unit 1:</b>	<b>Grammar Section</b>	<b>40 hours</b>
	1.1 Tense aspects: general aspects of the present, past and future tense and their uses	
	1.2 Auxiliary verbs and the specific uses of the modal auxiliary verbs	
	1.3 Voice: change of an active voice into passive	
	1.4 Reported speech: reporting sentences into indirect speech	
	1.5 Relative pronouns and relative clauses	
	1.6 Concord –	
	1.7 Hypothesizing – Conditional clauses, and the use of I wish / If only, you'd better, I'd rather, it is time.....	
	1.8 Infinitive: to infinitive and bare infinitive	
	1.9 Present participle and past participle	
	1.10 Homonyms and homophones	
	1.11 Use of conjunctions of contrast, reason and result, time, and conditions	
	1.12 Use of prepositions of time and place	
<b>Unit 2</b>	<b>Creative Writing</b>	<b>15 hrs</b>
	2.2 Describing people and places	
	2.2 Comprehension, note taking and summary writing	
	2.3 Writing on historical events / biography	
	2.4 Essay writing	
<b>Unit 3</b>	<b>Joys of reading</b>	<b>20 hrs</b>
	Reading of story and writing related to human being, nature and other aspects of life	
	<b>3.1 Poems</b>	<b>5 hrs</b>
	• The Poplar Field – William Cowper	
	• My Heart Leaps up when I Behold - William Wordsworth	

<b>3.2</b>	<b>Biography</b>	<b>3 hrs</b>
	• The Letter 'A', Christy Brown	
<b>3.3</b>	<b>Essay</b>	<b>4 hrs</b>
	• The Rule of the Road, A.G. Gardiner	
<b>3.4</b>	<b>Story</b>	<b>8 hrs</b>
	• The Surgeon, Ronald Dahl	
	• The Gardener - Rudyard Kipling	

**Reference Books:**

- Lohani, S.P. and R. Adhikari, M.K. (1997). The Magic of words, M.K. Publishers.
- Bernard Seal (2006). Academic Encounter, Foundation Books Pvt, New Delhi.
- Brown, Kristine and Hood, Sushan.(2005). Academic Encounter, Cambridge University Press, Foundation Books.
- Neena Kaul and Renu Anand. Chinar I/II An anthology of Pros and poems, Foundation Books, New Delhi.
- Liz and John Soars, New Headway (Intermediate and Upper Intermediate), Oxford University Press.
- L Gartside, (1981). Model Business Letters, Pitman Publishing.
- Adrian, Christopher Jones and Keith Mitchell (1997). Meaning into the Words (Upper Intermediate), Mitchell Cambridge University Press.

# Introduction to Social Work

Year I  
Part I  
Semester I

Total: 4 hrs /w  
Theory: 4 hrs/w  
Practical: 0 hrs/ w

## Course Description:

This course is designed to provide the knowledge on introductory social work as a foundation for developing understanding related to Social Work profession.

## Course Objectives:

After completing this course the students will be able to:

1. Understand the importance, concept and principle of Social Work as a foundation of the profession.
2. Obtain an understanding of the philosophy, knowledge and value, which forms the base for social work practice, social work as a profession, and the roles of the social worker in the modern society.
3. Internalize the social work professional ethics, guiding principles and application in the profession
4. Understand social work in relation to various settings

## Course Content:

<b>Unit 1</b>	<b>Basic Concepts of Social Work:</b>	<b>4 hrs</b>
	1.1 Social welfare	
	1.2 Social service	
	1.3 Social work	
	1.4 Social action	
	1.5 Social movements	
<b>Unit 2</b>	<b>Relation of Social Work Discipline with Other Social Sciences:</b>	<b>4 hrs</b>
	2.1 Social Work & Psychology	
	2.2 Social Work & Political science	
	2.3 Social Work & Sociology	
	2.4 Social Work & Human Right	
<b>Unit 3</b>	<b>Historical Development of Social Work:</b>	<b>4 hrs</b>
	3.1 Historical Development of Social Work In west	
	3.2 Historical Development of Social Work in East	
	3.3 Development of Social Work in Nepal	
<b>Unit 4</b>	<b>Basis of Social Works:</b>	<b>2 hrs</b>
	4.1 Philosophy of Social Work In Nepal	
	4.2 Influence of Social Work by religious and ideological forces, changing trends	
<b>Unit 5</b>	<b>Philosophy of Social Work:</b>	<b>2 hrs</b>
	5.1 Basic concepts of Philosophy of Social Work as an art and science	
<b>Unit 6</b>	<b>Social Work Principles:</b>	<b>6 hrs</b>
	6.1 Principle of Self-determination	
	6.2 Principle of Controlled emotional involvement	
	6.3 Principle of non-judgmental attitude	
	6.4 Principle of confidentiality	

	6.5	Principle of social justice	
	6.6	Principle of non-violence	
	6.7	Principle of Human dignity	
<b>Unit 7</b>		<b>Social Justice:</b>	<b>2 hrs</b>
	7.1	Concept of human rights	
	7.2	Concept of equality	
	7.3	Concept of equity	
	7.4	Concept of Social justice	
<b>Unit 8</b>		<b>Four Practice Systems of Social Work:</b>	<b>4 hrs</b>
	8.1	Client system	
	8.2	Action system	
	8.3	Target system and	
	8.4	Change agent system	
<b>Unit 9</b>		<b>Problem Solving Method and Tools</b>	<b>6 hrs</b>
	9.1	Problems Solving Methods	
		<ul style="list-style-type: none"> <li>● Intake/Study Phase</li> <li>● Assessment</li> <li>● Intervention</li> <li>● Evaluation</li> <li>● Termination</li> <li>● Follow-up</li> </ul>	
	9.2	Problem Solving Tools	
		<ul style="list-style-type: none"> <li>● Observation</li> <li>● Listening</li> <li>● Interview</li> <li>● Communication</li> <li>● Home – Visit</li> <li>● Rapport Building in Social work Practice</li> </ul>	
<b>Unit 10</b>		<b>Intervention:</b>	<b>8 hrs</b>
	10.1	Individuals	
	10.2	Families	
	10.3	Groups	
	10.4	Communities and formal/informal organizations	
<b>Unit 11</b>		<b>Recording:</b>	<b>4 hrs</b>
	11. 1	Rationale	
	11. 2	Value	
	11. 3	Types (process and summary)	
<b>Unit 12</b>		<b>Social work Practice in Addressing, Social Problems:</b>	<b>10 hrs</b>
	12.1	Poverty, Marginalization, Deprivation and discrimination;	
	12.2	Health problems: HIV AIDS, Communicable diseases, Drug abuse and	
	12.3	Alcoholism	
	12.4	Employment	
	12.5	Children: orphanage, Girls trafficking, Child rights, Child education,	
	12.6	Rehabilitation and juvenile Delinquency.	
	12.7	Women: Domestic violence, social/cultural violence, prostitutions legal rights for the women separation and divorce	
	12.8	Ethnic groups and segregated and marginalized groups including Dalits.	
	12.9	Third gender	

- 12.10 Understanding the application and scope of social work in various settings
- Unit 13 Social Work Ethics: 4 hrs**
- 13.1 Code of Ethics in Social work (NASW),
- 13.2 Guidelines prepared by social welfare council (SWC),
- 13.3 Ethical dilemmas.

**References Books:**

- Armando, T. M. and Sheator B. W. 1995. *Social work: A Profession of Many Faces*, Allyn and Bacon: USA.
- Fink A. W., Anderson C.W. and Conover M. B. 1942. *The field of Social Work*, Holt Rinehart and Winston: USA.
- Friedlander, Walter A. (ed) 1977. *Concepts and Methods of Social Work*, Prentice Hall of India: New Delhi.
- Friedlander, Walter A. 1967. *Introduction to social welfare*, Prentice Hall of India, New Delhi.
- Gilbert, N., Miller H. and Specht, H. 1986. *An Introduction to Social Practice*, Prentice- Hall: USA.
- Garette, Annette 1960. *Interviewing: Its Principles and Methods*, Family Service Association of America: New York.
- Johnson, Louise c 1995 *Social Work Skills: A Generalist Approach*
- Pincus, A. and Minham A. 1973. *Social Work Practice: Models and Methods*, F. E. Peacock Publications Inc: Itasca.
- Pamela Trevithik. 2000. *Social Work Skills: A Practice Handbook*, Open University Press, Buckingham.

# Introduction to Philosophy

Year I

Total: 4 hrs /w

Part I

Theory: 4 hrs/w

Semester I

Practical: 0 hrs/ w

## Course Description:

This course is designed to provide the knowledge on introductory philosophy as a foundation for developing understanding applicable to social work profession.

## Course Objectives:

After completing this course the students will be able to:

1. Understand the concept and terminologies of philosophy
2. State logical definition and nature of logical division
3. Classify and analyze proposition and inferences
4. Describe ideologies of main religions in context of south Asia
5. State relevancy of philosophy in social work

## Course Contents:

<b>Unit 1: Introduction to Philosophy</b>	<b>6 hrs</b>
1.1 Definition and Scope	
1.2 Nature	
1.3 Knowledge	
1.4 Truth	
1.5 Utility and Uses of Logic	
1.5 Definition and Characteristics of Science and Arts	
<b>Unit 2: Terms and Words:</b>	<b>6 hrs</b>
2.1 Meaning of terms and word	
2.2 Denotation and connotation of a term	
2.3 Logical division of words	
2.4 Relation between the denotation and connotation of terms	
2.5 Relation of terms in denotation and connotation	
2.6 Classification of the terms	
<b>Unit 3: Logical Definition:</b>	<b>2 hrs</b>
3.1 Character of logical definition, rule of definition and their violations leading to fallacies and limits of definitions by dichotomy	
<b>Unit 4: Nature of Logical Division:</b>	<b>2 hrs</b>
4.1 Rule of decision and their violation leading to fallacies and division by Dichotomy	
<b>Unit 5: Propositions:</b>	<b>4 hrs</b>
5.1 Analysis of Propositions- classification of proposition forms of logical proposition according to quality and quantity A.E.1.0, Reduction of Sentences in to their logical forms, and distributions of terms in a logical proposition	
<b>Unit 6: Opposition of Proposition:</b>	<b>2 hrs</b>
6.1 Opposition of Proposition: Sub-alternation – contrary – Sub-contrary and contradictory	
<b>Unit 7: Inference:</b>	<b>24 hrs</b>
7.1 Inference: Meaning and classification of inference (immediate and mediate inference or syllogism)	

7.2	Immediate inference – conversion, obversion, contraposition and inversion. syllogism: definition, characteristics and analysis of syllogism, figures and moods of syllogisms – General syllogistic rules and their violation leading to fallacies-determination of general valid moods ( in all the four figures) – special rules of each of the four figures, construction of valid moods, corollaries and testing.	
7.3	Mixed syllogism: classification of mixed syllogism –	
	<ul style="list-style-type: none"> <li>• Hypothetical, categorical syllogism, its meaning, rules and fallacies</li> <li>• Disjunctive categorical syllogism, its meaning, rules and fallacies</li> <li>• Dilemma, Its structure forms, construction of dilemma, refutation of dilemma, rebuttal and testing of dilemma</li> </ul>	
<b>Unit 8:</b>	<b>Surceases of Knowledge:</b>	<b>4 hrs</b>
8.1	Sources of Knowledge according to Gautama: Perception, Inference and comparism (Upaman) and verbal testimony	
<b>Unit 9:</b>	<b>Ideologies of Main Religions in South Asia:</b>	<b>9 hrs</b>
9.1	Hindu	
9.2	Buddha	
9.3	Islam	
9.4	Jain	
9.5	Christ	
<b>Unit 10:</b>	<b>Social Reform and Reformers:</b>	<b>1 hrs</b>
10.1	Social work and its relevance to Philosophy	

**Text Books:**

- The principles of Logic (Deductive) – A.C. Mitra.
- Textbook of Deductive Logic – Bhol Nath Ray
- Knowledge Nvaya Theory of Knowlede – S.C. Chatterjee
- Introduction to Indian Philosophy – Dr. S.S. Dass Gupta

**Reference Books:**

- Deductive Logics (In Hindi) – A.K. Verma
- सरल निगमन तर्क शास्त्र, रामेश्वरप्रसाद सिन्हा
- निगमन तर्कशास्त्र - भोलाप्रसाद
- निगमन तर्कशास्त्र - प्रो अनिरुद्र भा

# Sociology for Social Work

Year: 1

Total: 4 hrs/ w

Part I

Theory: 4 hrs/W

Semester: I

Practical: 0hrs/ w

## Course Description:

This course is designed to provide basic knowledge on Sociology necessary for Social Work. It also imparts basic knowledge on Anthropology that helps in laying foundation for social work.

## Course Objectives:

After completing this course the students will be able to:

1. Develop the broad concept of Anthropology and Sociology
2. Describe social process, social institution and social stratification
3. Explain the processes and factors of social and cultural changes
4. Discuss the key figure in the history of Sociology & Anthropology
5. State relevancy of sociology in social work

## Course Contents:

### Unit 1: Introduction to Sociology:

8 hrs

- 1.1 Definition, Nature, and scope
- 1.2 Subdivision of sociology (rural sociology, urban sociology, political sociology, industrial sociology and economic)
- 1.3 Relationship of sociology with ( anthropology, social work, economics, political science and history)

### Unit 2: Introduction to Anthropology:

10 hrs

- 2.1 Definition, Nature, and scope
- 2.2 Branches (Physical anthropology, social and cultural anthropology, archeological anthropology, linguistic anthropology)
- 2.3 Subdivision of anthropology ( ecological, medical, of development, political)
- 2.4 Relationship of anthropology with other social sciences (sociology ,psychology, economic, Political Science & History)

### Unit 3: Basic Concept in Anthropology and Sociology:

18 hrs

- 3.1 Society: meaning, definition and characteristics
- 3.2 Social System: meaning, definition and characteristics
- 3.3 Community: meaning, definition and characteristics
- 3.4 Culture: meaning, definition and characteristics
- 3.5 Social Norms & Values: meaning, definition and characteristics
- 3.6 Status & Role: meaning, definition and characteristics
- 3.7 Class: meaning, definition and characteristics
- 3.8 Social Group: meaning, definition and characteristics
- 3.9 Social Organization: meaning, definition and characteristics
- 3.10 Caste: meaning, definition and characteristics
- 3.11 Ethnicity: meaning, definition and characteristics
- 3.12 Gender: meaning, definition and characteristics

### Unit 4: Social Processes:

6 hrs

- 4.1 Meaning and definition of Social Processes

	4.2	Meaning and definition of: Acculturation, Accommodation, Adaptation, Amalgamation, Assimilation, Competition, Conflict, Cooperation, Integration and socialization	
<b>Unit 5:</b>	<b>Social Institutions:</b>		<b>4 hrs</b>
	5.1	Meaning and definition of Social Institution	
	5.2	Family: definition, functions and types (Nuclear & Joint)	
<b>Unit 6:</b>	<b>Social Stratification:</b>		<b>4 hrs</b>
	6.1	Meaning and definition of social stratification	
	6.2	Dimensions of social stratification	
	6.3	Class, Caste/ Ethnicity, economy and gender based stratification	
<b>Unit 7:</b>	<b>Social &amp; Cultural Change:</b>		<b>6 hrs</b>
	7.1	Processes of Social & Cultural Change: Discovery, Innovation, Diffusion, Acculturation & Modernization	
	7.2	Factors of social & cultural change ( Economy, Technology, Education and demography)	
	7.3	Role of Communication and Media in Social & Cultural Change	
<b>Unit 8:</b>	<b>Key Figure in the history of Sociology &amp; Anthropology:</b>		<b>3 hrs</b>
	8.1	Key Figure in the history of Sociology & Anthropology and their selected contributions (Begin with a brief biography of each)	
<b>Unit 9 :</b>	<b>Relevance of social work with Sociology:</b>		<b>1 hr</b>
	9.1	Social work and its relevance in sociology	

**Text Books:**

- Rao C. N. Shanker (2005), *Sociology*, S. Chand, New Delhi.
- Schaefer, Richard T. and Robert P. Lamm (1999), *Sociology* (6<sup>th</sup> edition), Tata McGraw-Hill, New Delhi.
- Dominelli, Lena (1997), *Sociology for Social Work*, Palgrave, London.

**References Books:**

- Berger, Peter (1963) *An Invitation to Sociology*, Anchor Books, New York.
- Beteille, Andre (2002) *Sociology: Essays on approach and Method*, OUP, New Delhi.
- Calhoun, Craig (2002) *Dictionary of Social Sciences*, OUP, Oxford.
- Giddens, Anthony (2001) *Sociology* (4<sup>th</sup> edition), Polity Press, Cambridge.
- Inkeles, Alex (1964) *What is Sociology?* Prentice Hall of India, New Delhi.
- Mills, C. Wright (1959) *The Sociological Imagination*, OUP New York.
- Caroline Hodges Persell (1984) *Understanding Society: An introduction to sociology* Cambridge, Harper and Row Publishers.

# Social Case Work and Social Group Work

Year I

Total: 6 hrs/ w

Part I

Theory: 4 hrs/ w

Semester I

Practical: 2 hrs/ w

## Course Description:

This course provides the knowledge and skills on assessing case work and group work through Working with Individuals and families and Working with groups. It deals with the knowledge which helps in developing an understanding related to social work methods.

## Course Objectives:

After completing this course the students will be able to:

1. Understand basic concept of Social Case Work and Social Group Work
2. Explain principles, components, process, tools and techniques of assessing case work and group work
3. Learn in assessing group work and case work
4. Prepare and apply treatment plan for individuals, families, groups and communities.

## Course Contents:

### Theory

<b>Unit 1: Introduction:</b>	<b>14 hrs</b>
1.1 Historical evolution of methods of social work (work with individuals, families, groups and communities) with specific reference to national and international perspective.	
<b>Unit 2: Working with Individuals and Families (Case Work):</b>	<b>28 hrs</b>
2.1 Concept, definition, objectives and characteristics	
2.2 Principles – participation, individualization, confidentiality, communication, acceptance, self-awareness and self-determination.	
2.3 Five Components of case work – Person, problem, process, place, professionalism.	
2.4 Process of Case Work: Intake, Study Phase, assessment, treatment plan, intervention, termination, evaluation, follow up	
2.5 Tools-interviewing, relationships, home visits, recording, observation and listening.	
2.6 Techniques: Supportive and psycho social counseling and other measure-individual, group, family and community based intervention	
2.7 Concept of family, family dynamics, role of family and assessment.	
2.8 Recording in case work	
<b>Unit 3: Working with Groups (Group Work):</b>	<b>18 hrs</b>
3.1 Concept, definition, objectives and characteristics.	
3.2 Principles of group work: major 14 principles.	
3.3 Types of groups: recreational, socialization, support, anonymous, therapeutic group, saving and credit group.	
3.4 Group dynamics:	
3.5 Phases of group work – initial, middle and termination.	
3.6 Use of program media: games, street play, puppet shows.	
3.7 Facilitation/moderation skills	

3.8 Recording-style and types.

### **Practical**

- Unit 1 Case Work: 12 hrs**  
**Given problems and treatment plan:**  
1.1 Provide the cases to the participant and ask them to assess the case, prepare treatment plan including intervention, termination and follow up plan
- Unit 2 Group Work: 18 hrs**  
**Given problems and treatment plan:**  
2.1 The students will be asked to form a Self help group, Elderly group, children's group, women's group. The student will have to understand the group formation process, phases of group, group dynamics and the termination phase of the group.

### **References Books:**

#### **Case work**

- Biestex Felix, P. 1957. Case work Relationship, Chicago: Loyola University Press.
- Banerjee, G.R. Papers on social work – As Indian Perspective.
- Hamilton Gordon.1956. Theory and Practice of Social Work, New York Columbia University Press
- Hollis, Florence. 1964 Social case work – A Psycho social Therapy. New York: Random House.
- Mathew, Grace 1993. Social Case Work Treatment, London: Roulledge and Kegan Paul Ltd.
- Perlman. Helen H. 1979. Relationship: The Heart of Helping, Chicago: University of Chicago Press.
- Parad, Howard J. 1958. Ego Psychology and Dynamic case work New York: Family Service association of America.
- Richmond Mary. 1917. Social diagnosis, The Russel Sage Roundation
- Richmond Mary. 1922. What is Social Case Work, New York: The Russel Sage Foundation

#### **Group work**

- Cartwright, Dorwin. Group Dynamics, New York: Row, Zander, Alwin Peterson & Co.
- Coyel, Grace.L. Group experience and Democratic values, New York: The Women's Press
- Gerrettee Annette. 1958. Interviewing – its principles and methods, Family services Association of America.
- Konopka, Gisela. 1954. Group work in the Institution, New York: Association Pres.
- Konopka Gisela. 1963. Social Work : a helping process, New Jersey : Prentice Hall.
- Northen, Helen.1969. Social Work With Groups. New York: Columbia University Press.
- Liften Walter, M: Working with Groups (New York: John Wiley & Sons ).
- Slavson, SR.1943 An Introduction to Group Therapy.New York: The Commonwealth Fund.
- Toseland, Ronald W and Rivas, Robert F, 1995, An Introduction to Group Work Practice,

# Skills Lab I

**Year I**

**Total: 2 hrs/ w**

**Part I**

**Theory: 0 hrs/ w**

**Semester I**

**Practical: 2 hrs/ w**

## **Course Description:**

This course is designed to help students to equip with knowledge and skills on those practical components at lab setting which they would be performed during the period of social work field practicum. It especially, imparts skills on demonstration and simulation on different practical social work methods before performing real practical work.

## **Course Objectives:**

After completing this course the students will be able to:

1. Understand in bridging the gap between the theory and practical and acquit them to real work situation
2. Percive and internalize skills demonstated by demonstrator related to social work.
3. Demonstrate/simulate various social work skills.

## **Course Contents:**

### **Activities/skills**

1. Demonstrate interview skill --- pair group interview
2. Simulate Communication skills – active listening,
3. Conduct interview in pair
4. Conduct group meeting
5. Identify problems in the groups
6. Demonstrate use of – Games, Street play, puppet show
7. Demonstrate Facilitation skills through – Group meetings and mock training
8. Interviewing skills furthering responses;
9. paraphrasing responses, closed and open-ended responding; seeking concreteness; eliminating
10. Nonverbal barriers to effective communication;
11. Eliminating verbal barriers to effective
12. Communication; gauging the effectiveness of your response.

## **Skill lab practice**

Under this course, each student will have to demonstrate and/or simulate all the above mentioned skills which start from guided practice level and end at overt level

Students should keep their skill lab records (logbook) signed periodically by their teacher.

## **Evaluation procedure**

Under this scheme students will have to demonstrate and/or simulate all the above mentioned skills. The concerned teacher closely evaluates their performance of each skill to the evaluation sheet proposed. The given total of marks of performance of all the skills and skill lab recods (logbook) signed periodically by their teacher will be the criteria for total internal marks. There will be no final practical examination.

*Distribution of marks for evaluation*

S.N	Criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related subject teacher (continuous evaluation of performance)	40			40
2	Related subject teacher (skill lab records/logbook)	10			10
				<b>All total:</b>	<b>50</b>

**Important note:** *Each student must pass with a minimum of 60% marks. This means they must secure 30 marks in all total*

**Text Books:**

*Skill lab manual to be developed*

**References Books:**

Cleak, H. & Wilson, J. (2007) Making the Most of Field Placement, Thomson, Australia.

# Social Work Field Practicum I

**Year I**

**Total: 10 hrs/ w**

**Part I**

**Theory: 0 hrs/ w**

**Semester I**

**Practical: 10 hrs/ w**

## **Course Description:**

This course consists of practical components related to social works which the students have to be performed during the period of field practicum based on the learnt knowledge and skills at classroom and skill lab setting.

## **Course Objectives:**

After completing this course the students will be able to:

1. Develop sensitivity towards the needs and problems of the stakeholders/clints.
2. Build purposefull relationship ingaging individuals, groups, and communities on problem solving process.
3. Aquire basic skills for analyzing simple problem situation and relatedness of agency intervention.
4. Understand basic process of development in society and the development stage of human behavior.
5. Learn skills on report writing and presentation.

## **Course Contents:**

### **Activities/skills**

1. Orientation on Field Placement
2. Why Field Placement
3. Work need to be done in the field
4. Log writing
5. Report writing
6. Orientation on Field Organization
7. Professional Relationship Building
8. Rapport Building – Agency, Personal & client
9. Communicate Empathically
10. Apply norms of Transparncy
11. Apply Social Work Principles
12. Apply Four Practice system of Social Work (How this system applying by the agency)
13. Apply problem solving Method and tools (How agency applying)
14. Apply Intervention Method
15. Understand How the agency addressing social problems
16. Identify Problems/Issues of Client (individuals & Groups)
17. Develop/ facilitate helping process based on Social Work Principles/ Values for individual /family

## **Field work assignment**

*Field work assignments individual and group assignments*

*Assigned as per the setting by the field supervisor*

**Duration:** 10 hrs/wx15 w= 150 hrs

## Field placement

The students are expected to do field work of full working days of the agencies during mentioned placement period to perform above mentioned tasks. Field work supervisors will facilitate to get maximum exposure in practicing above mentioned tasks.

Students should be present in the field at least 90% of the allotted days to be eligible to sit in the final examination. Students will have to perform all assigned tasks under the supervision of field supervisor and may be allowed to perform all the assigned tasks independently if the field practicum supervisor finds them perfect.

Students should keep their practical records (logbook) signed periodically by their field supervisor/instructor and they also prepare field practicum individual reports

## Evaluation procedure

Under this scheme students will have to perform all the assigned tasks. At the end of the term the field supervisor closely evaluates their performance for accuracy according to the evaluation sheet proposed. At the end of the course there will be a final practical examination.

### Distribution of marks for evaluation

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	50			50
2	Related institution supervisor/teacher (continuous evaluation)	50			50
3	CTEVT appointed examiner (at the end of the field practicum) 1. Report 2. Log books 3. Presentation including viva		100	3 hrs	100
<b>All total:</b>					<b>200</b>

**Important note:** Each student must pass in each of the section of the evaluation as presented above with a minimum of 60% marks. This means they must secure 30 each in section 1 and 2 and 60 marks in section 3.

### Text Books:

Social Work Field Practicum Manual to be developed

### References Books:

Munson Carlton E (Ed) 1979. *Social Work Supervision*, The Free Press: New York.

Sheafor, Bradford W, Charles R Horejsi and Gloria A Horejsi (1997) *Techniques and guidelines for field work practice*, 4<sup>th</sup> edition, Allyn and Bacon.

## **Semester II**

1. Nepali II
2. English II
3. Introduction to Nepali Society
4. Social Work Methodology
5. Psychology
6. Computer Application
7. Skill Lab II
8. Social Work Field Practicum II

## नेपाली दोश्रो

वर्ष : प्रथम  
भाग : दोश्रो  
सेमेष्टर : दोश्रो

कक्षा भार : ५ घण्टा/प्रति हप्ता  
सैद्धान्तिक: ५ घण्टा/प्रति हप्ता  
प्रयोगात्मक : ० घण्टा/प्रति हप्ता

### पाठ्यांश परिचय :

यस पाठ्यांश अन्तर्गत विद्यार्थीहरूलाई ज्ञानविज्ञान, प्रविधि संचार, साहित्य आदि विविध विषय र क्षेत्रका नेपाली भाषाका प्रयोगसंग परिचित गराउनाका साथै विभिन्न भाषिक पृष्ठभूमि भएका विद्यार्थीहरूमा स्तरीय कथ्य र लेख्य नेपाली भाषाका दृष्टिले देखिन सक्ने त्रुटिहरूको निराकरण गर्ने र नेपाली भाषाका प्रयोगलाई शुद्ध एवं परिष्कृत तुल्याई व्यावहारिक र मौलिक अभिव्यक्तिको विकास गर्ने तर्फ जोड दिइनेछ । यिनै कुरालाई दृष्टिगत गरी यस पाठ्यांश मुख्यतः पठन र बोध, व्याकरण तथा त्यसको प्रयोगको अभ्यासका साथै लिखित अभिव्यक्ति र रचनाशिल्प सम्बन्धी पाठ्यवस्तुहरू समावेश गरिएका छन् ।

### उद्देश्यहरू :

यो पाठ्यांश पूरा गरेपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् :

- स्तर अनुरूप विभिन्न क्षेत्रमा प्रयोग हुने कथ्य र लेख्य नेपाली भाषा सम्बन्धी बोध र अभिव्यक्ति गर्न,
- नेपाली भाषाका पुस्तक पत्रिका, लेख आदि सामग्री पढी स्तरीय भाषामा बुँदाटिपोट, संक्षेपीकरण, विवेचना र समीक्षा गर्ने,
- व्यावहारिक सन्दर्भका अनुच्छेद, चिठी, सूचना, विज्ञापन, निबन्ध, टिप्पणी, प्रतिवेदन आदि प्रयोगमा देखिएका भाषिक त्रुटिहरूप्रति सचेत भई तिनको निराकरण गर्ने,
- वर्णविन्यास, शब्दभण्डार, व्याकरण र वाक्यतत्व सम्बन्धी स्तरीय भाषामा भाव अभिव्यक्ति गर्न ।

### एकाइ १ : वाक्यतत्व

२० घण्टा

#### क) उद्देश्य र विधेय :

२ घण्टा

अ) उद्देश्य र विधेयको परिचय

आ) उद्देश्य र विधेयको विस्तारको परिचयात्मक ज्ञान र अभ्यास

#### ख) क्रियाको परिचय :

२ घण्टा

अ) अकर्मक, सकर्मक, द्विकर्मक, पूरकापेक्षी तथा मुख्य र सहायक क्रियाको पहिचान

आ) प्रेरणार्थक क्रिया इ) नामधातु ई) सरल र संयुक्त क्रियामा फरक

#### ग) काल :

२ घण्टा

अ) कालको परिचय

आ) कालका प्रकार अन्तर्गत भूत र अभूत कालको परिचय र त्यस सम्बन्धी अभ्यास

#### घ) पक्ष :

२ घण्टा

अ) पक्षको परिचय

आ) काल र पक्षमा फरक

इ) पक्षका प्रकार अन्तर्गत सामान्य, पूर्ण, अपूर्ण, अभ्यस्त अज्ञात सम्बन्धी ज्ञान र अभ्यास

#### ङ) भाव । अर्थ :

२ घण्टा

अ) भाव वा अर्थको परिचय

आ) भावका प्रकार अन्तर्गत सामान्यार्थ, विध्यर्थ (आज्ञार्थ, इच्छार्थ), अनिश्चयार्थ

(सम्भावनार्थ, संकेतार्थ) सम्बन्धी परिचय, ज्ञान र अभ्यास

#### च) वाच्य :

२ घण्टा

अ) वाच्यको परिचय

आ) वाच्यको प्रकार सम्बन्धी ज्ञान

इ) कर्तृवाच्य, कर्मवाच्य र भाववाच्यमा फरक

- छ) संगति : ३ घण्टा  
 अ) संगतिको परिचय  
 आ) लिंग, वचन, पुरुष, आदर आदिका आधारमा कर्ता र समापिका क्रिया बीच संगति  
 इ) वाच्य परिवर्तन र संगति  
 ई) विशेषण विशेष्य तथा भेदक भेद्यका बीच संगति  
 उ) नाम र सर्वनाम बीचको संगति
- ज) कारक र विभक्ति : ३ घण्टा  
 अ) कारकको परिचय, कारक र विभक्तिको सम्बन्ध, कारकका भेद  
 आ) कर्ता, कर्म, करण, सम्प्रदान, अपादान र अधिकारणका साथै सम्बन्ध र पूरकको परिचय सम्बन्धी ज्ञान  
 इ) प्रत्यक्ष र अप्रत्यक्ष कर्ममा फरक  
 ई) सरल र तिर्यक कारक सम्बन्धी ज्ञान  
 उ) विभक्तिको परिचय  
 ऊ) विभक्तिको प्रयोग सम्बन्धी नियम अन्तर्गत (प्रथमा, द्वितीया, तृतीया, चतुर्थी, पञ्चमी, षष्ठी, सप्तमी विभक्तिको ज्ञान)
- झ) पदक्रम : २ घण्टा  
 अ) पदक्रमको परिचय  
 आ) विशेषण विशेष्यको पदक्रम : (भेदक, विशेषण र नाम, क्रियायोगी र क्रियाका बीच)  
 इ) कर्ता र क्रिया : कर्ता र कर्म ( अप्रत्यक्ष र प्रत्यक्ष कर्म ) र क्रिया : कर्ता, कर्म र क्रियायोगीको पदक्रम सम्बन्धी ज्ञान  
 ई) व्याकरणात्मक र आलंकारिक (साहित्यिक) पदक्रम सम्बन्धी परिचय
- एकाई २: वाक्यका प्रकार र वाक्यान्तरण १५ घण्टा
- क) वाक्यका प्रकार : ३ घण्टा  
 अ) सरल, संयुक्त र मिश्र वाक्यको पहिचान र अभ्यास  
 आ) सरल सामान्य वाक्यको उद्देश्य र विधेय तथा तिनको विस्तार चिन्ने अभ्यास
- ख) वाक्यान्तरण : ४ घण्टा  
 अ) वाक्यमा लिंग, वचन, पुरुष, आदरार्थी परिवर्तन  
 आ) वाच्य परिवर्तन : कर्तृ, कर्म वा भाव मध्ये एक वाच्यबाट अर्को वाच्यमा परिवर्तन  
 इ) अप्रेरणार्थकबाट प्रेरणार्थकमा परिवर्तन  
 ई) करणबाट अकरण, अकरण बाट करण र युगल अकरणमा परिवर्तन  
 उ) सामान्यार्थबाट आज्ञार्थक, इच्छार्थक, सम्भावनार्थक, प्रश्नार्थकमा परिवर्तन
- ग) वाक्य विश्लेषण : ३ घण्टा  
 अ) सरल, संयुक्त र मिश्र वाक्यको पहिचान  
 आ) सरल वाक्यको उद्देश्य र विधेय चिन्ने अभ्यास  
 इ) मुख्य र आश्रित उपवाक्यहरू चिन्ने अभ्यास  
 ई) करणबाट अकरण, अकरण बाट करण र युगल अकरणमा परिवर्तन
- घ) वाक्य संश्लेषण : ३ घण्टा  
 अ) सरल वाक्यबाट संयुक्त र मिश्र वाक्यमा वाक्यसंश्लेषण  
 आ) वाक्य संश्लेषण गर्दा कुनै संयोजक, सर्वनाम र असमापिका क्रियाको प्रयोग र विभिन्न पद पदावलीको लोप ।  
 इ) सरल वाक्यको नामीकरण, विशेषणीकरण र क्रियायोगीकरण
- ङ) उक्ति परिवर्तन : २ घण्टा  
 अ) प्रत्यक्ष कथन र अप्रत्यक्ष कथनको पहिचान  
 आ) विभिन्न प्रत्यक्ष कथनका वाक्यहरूलाई अप्रत्यक्ष कथनमा परिवर्तन गर्ने अभ्यास

**एकाइ ३ : बोध तथा प्रयोजनपरक नेपाली****२५ घण्टा**

नेपाली भाषामा बोध क्षमता बढाउने दृष्टिले ज्ञान विज्ञानका विभिन्न क्षेत्रबाट संकलित पाठ्यसामग्रीहरूबाट पठनबोधको अभ्यासका साथै शब्दभण्डार र व्याकरणको समेत अभ्यास गराउने । यस्तो अभ्यास गराउंदा संकायगत विशिष्टता अनुसारका पाठ्यसामग्रीहरूमा जोड दिनु पर्दछ ।

**क) बुंदाटिपोट, संक्षेपीकरण र अनुच्छेदलेखन :****६ घण्टा**

- अ) सुनेका, सोचेका र पढेका विषयवस्तुहरूका मुख्य मुख्य बुंदाहरू ठम्याउने र टिप्ने अभ्यास ।  
आ) विस्तारित र संक्षेपीकृत अभिव्यक्ति पाइने भिन्नताको पहिचानका साथै गद्यांशमा व्यक्त विचारका संक्षेपीकरण गर्ने अभ्यास ।  
इ) विभिन्न किसिमका अनुच्छेदहरूको पहिचान र अभ्यास गराउने ।

**ख) पत्र रचना :****५ घण्टा**

- अ) चिठी, निवेदन, निमन्त्रणा र विज्ञापनको अडग प्रत्यङ्ग सम्बन्धि पहिचान दिने ।  
आ) पत्र लेखनका विभिन्न ढाँचा एवम् तरिकाको ज्ञान र अभ्यास : कार्यालयीय निवेदन, सूचना, निमन्त्रणा पत्र र विज्ञापनको रचना सम्बन्धी ज्ञान र लेखनको अभ्यास

**ग) निबन्ध लेखन :****६ घण्टा**

- अ) निबन्धका प्रकारहरूको परिचय दिने ।  
आ) निबन्ध लेखनको लागि बुंदाहरूको निर्माण गर्न सिकाउने र उक्त बुंदाहरूलाई विभिन्न अनुच्छेदमा प्रस्तुत गर्ने र निबन्ध लेखनका लागि अभ्यास गराउने ।

**घ) प्रतिवेदन लेखन :****८ घण्टा**

- अ) प्रतिवेदन लेखनको परिचय दिने ।  
आ) आफुले देखेसुनेको, भोगेको, अनुभव गरेको र अध्ययन गरेको कुनै सन्दर्भ (घटना, सभा समारोह, चाडपर्व, यात्रा, समस्या वा अन्य विषयका कुरा) र तत्सम्बन्धी आफ्ना अनुभव, विचार आदिको समावेश गरी लेखिने गद्यात्मक लामो अभिव्यक्ति स्वरूप प्रतिवेदन (वर्णन, विवरण वा रिपोर्टाज) लेख्ने तरिकाको ज्ञान र अभ्यास ।

**एकाइ ४ : कृति समीक्षा****१५ घण्टा****क) नाटक :****३ घण्टा**

- अ) विजय मल्ल (बहुलाकाजीको सपना)

**ख) निबन्ध :****४ घण्टा**

- अ) लक्ष्मीप्रसाद देवकोटा (वीरहरू)  
आ) श्यामप्रसाद शर्मा (आइमाई साथी)

**ग) कथा :****८ घण्टा**

- अ) गुरुप्रसाद मैनाली (छिमेकी)  
आ) विश्वेश्वरप्रसाद कोइराला (सिपाही)  
इ) रमेश विकल (मधुमालतीको कथा)

**पाठ्यपुस्तक तथा सहायक पुस्तकहरू :**

- लीलबहादुर क्षेत्री, बसाई, साभा प्रकाशन, काठमाडौं
- गोरखापत्र (सम्पादकीय, टिप्पणी, लेखहरू) गोरखापत्र संस्थान काठमाडौं
- अनिवार्य नेपाली सम्बन्धी अन्य प्रकाशित पाठ्यपुस्तकहरू

# English II

Year I

Total: 5 hrs /w

Part I

Theory: 5 hrs/w

Semester I

Practical: 0 hrs/ w

## Course Description:

This course is a continuation of English I. It is designed to provide knowledge on the use of English grammar in English language so as to have better competency in writing, understanding a text and correct use of English so as to meet the current and future language needs of the students.

## Course Objectives:

On the completion of this course the students will be able to:

1. Get familiar with the basic of writing using the correct forms of tense and other aspects of English grammar
2. Get more exposure to the language in practical life
3. Exploit the potential of learning language through literature and developing creativity
4. Write independently and communicate accurately
5. Write reports and letters
6. Develop complete integrated skills

## Course Contents:

<b>Unit 1</b>	<b>Communication</b>	<b>15 hrs</b>
	1.1 Verbal and non verbal communication	
	1.2 Different forms of non-verbal communication	
	1.3 Effective communication	
	1.4 Barriers to effective communication	
<b>Unit 2</b>	<b>Creative Writing</b>	<b>15 hrs</b>
	2.1 Writing essays:	
	• practice on different forms of essay writing	
	• Article writing on current issues	
	• Book reviews	
	• Formal report and informal reports: reports in the form of memo and letter	
	• Report writing on an event/excursion, newspaper reporting	
	• Writing for giving a talk, and speech	
	2.2 Writing stories / memorable events	
	2.3 Talking and writing on pros and cons of having / not having a thing	
<b>Unit 3</b>	<b>Letter Writing</b>	<b>10 hrs</b>
	3.1 Letter of complaints and letters to the editor on social issues	
	3.2 Sales letters: essence of a sales letter	
	3.3 Practice on sales letter writing	
	3.4 Letter of application for a job	
	3.5 Writing Resume and Curriculum Vitae	
	3.6 Making requests, asking for permission and offer, and giving suggestions/advice	

	3.7	Reply to the requests, permission and offer	
	3.8	Dialogue writing/ telephone conversation	
	3.9	Memo writing	
	3.10	Process Writing	
<b>Unit 4</b>	<b>Grammar</b>		<b>10 hrs</b>
	4.1	Indirect questions	
	4.2	Idioms and phrases	
	4.3	Use of when, after, while, as soon as etc	
	4.4	Making negatives : use of un/dis	
	4.5	Use of be + used to + v5	
	4.6	Use of used to + v1	
	4.7	Structures for expressing probability in predictions :	
	4.8	Adverbs and modals: certainly/ definitely/ probably, may/might/could, I should think....., I expect..... , I doubt if.....	
<b>Unit 5</b>	<b>Joys of reading</b>		<b>25 hrs</b>
	<b>5.1</b>	<b>Stress</b>	<b>5 hrs</b>
		<ul style="list-style-type: none"> <li>• Stress and illness</li> <li>• Coping with stress</li> <li>• Psychology and cancer</li> </ul>	
	<b>5.2</b>	<b>Global Issues</b>	<b>4 hrs</b>
		<ul style="list-style-type: none"> <li>• Population change</li> <li>• Flight to the cities</li> <li>• The environment</li> <li>• Into the future</li> </ul>	
	<b>5.3</b>	<b>Poems</b>	<b>5 hrs</b>
		<ul style="list-style-type: none"> <li>• The Daffodil – William Wordsworth</li> <li>• On the Vanity of Earthly Greatness – Arthur Guiterman</li> </ul>	
	<b>5.4</b>	<b>Speech</b>	<b>4 hrs</b>
		<ul style="list-style-type: none"> <li>• I Have a Dream – Martin Luther King</li> <li>• The Future is now: A Zest for living – Dr Walter F, Stromer</li> </ul>	
	<b>5.5</b>	<b>Play</b>	<b>3 hrs</b>
		<ul style="list-style-type: none"> <li>• The Rising of the Moon – Lady Gregory</li> </ul>	
	<b>5.6</b>	<b>Essay</b>	<b>4 hrs</b>
		<ul style="list-style-type: none"> <li>• Machines and Emotions – Bernard Russell</li> </ul>	

#### Reference Books

- Lohani, S.P. and R. Adhikari, M.K. (1997). The Magic of words, M.K. Publishers.
- Bernard Seal (2006). Academic Encounter, Foundation Books Pvt, New Delhi.
- Brown, Kristine and Hood, Sushan.(2005). Academic Encounter, Cambridge University Press, Foundation Books.
- Neena Kaul and Renu Anand. Chinar I/II An anthology of Pros and poems, Foundation Books, New Delhi.
- Liz and John Soars, New Headway (Intermediate and Upper Intermediate), Oxford University Press.

- L Gartside, (1981). Model Business Letters, Pitman Publishing.
- Adrian, Christopher Jones and Keith Mitchell (1997). Meaning into the Words (Upper Intermediate), Mitchell Cambridge University Press.
- Lesikar, R. V., Pettit, J. D. & et al (2001). *Lesikar's basic business communication* (8<sup>th</sup> ed.), New Delhi, Tata McGraw-Hill.
- Asha Kaul, Business Communication, Modern Economy Edition

# Introduction to Nepali Society

Year I

Total: 4 hrs/ w

Part II

Theory: 4 hrs/ w

Semester II

Practical: 0 hrs/ w

## Course Description:

This course is designed to equip the students with knowledge related to introductory Nepali Society. It deals with composition, characteristics, inequality, conflict social reform and social change of Nepali society

## Course Objectives:

After completing this course the students will be able to:

1. Understand composition and characteristics of Nepali society;
2. Know existing inequality and conflicts in Nepali Society
3. Describe the concept of social movements and the contributions made by social movements in Nepal;
4. State theories and factors of social changes
5. Develop sensitivity to cope social problems and development needs of Nepali society.

## Course Contents:

<b>Unit 1</b>	<b>Introduction:</b>	<b>3 hrs</b>
	1.1 Introduction of Nepali Society	
	1.2 Origin of Nepali society	
	1.3 Characteristics of Nepali society	
	1.4 Nature of Nepali society	
	1.5 Social policies of Nepali society	
<b>Unit 2</b>	<b>Composition and Characteristics of Nepali Society:</b>	<b>20 hrs</b>
	2.1 Socio-cultural composition	
	2.2 Ethnic Groups and Languages: Census Data on Ethnic Groups and Languages,	
	2.3 Recent parameters of categorization Nepali population	
	2.4 Histories of Major Religions: Hindu, Buddha, Islam, Christian	
	2.5 Societal classification, stratification: caste religion and class	
<b>Unit 3</b>	<b>Inequality and conflicts in Nepali Society:</b>	<b>14 hrs</b>
	3.1 Economics and Political inequalities	
	3.2 Caste system in Nepal- A Historical overview: Caste Conflicts today	
	3.3 Lingual and cultural disadvantages in Nepali Society	
	3.4 Gender inequality	
<b>Unit 4</b>	<b>Social Reformation and Transformation:</b>	<b>6 hrs</b>
	4.1 Defining Social reformation, Social change, Social mobility, Transformation and Social movement	
	4.2 Social Reform in different historical periods	
	4.3 Social Reform in different historical periods	
	4.4 Social Movement in different historical periods	
<b>Unit 5</b>	<b>Social Change:</b>	<b>18 hrs</b>

- 5.1 Theories and Factors of Social Change (Evolutionary theory, Cyclic theory and Conflict theory)
- 5.2 Westernization and modernization in Nepal
- 5.3 Impacts of Hill to Plain, Urban to Rural and international migration on Nepali Society
- 5.4 Role of External Assistance in Development Practices

**References Books:**

- Caroline Hodges Persell (1984) *Understanding Society: An Introduction to Sociology*, Harper & Row Publishers, Cambridge.
- Bista D. B. (1991) *Fatalism and Development: Nepal's Struggle for Modernization*, Orient Longman, Calcutta.
- Bista D. B. (1996) *People of Nepal*, Ratna Pustak Bhandar, Nepal.
- Blaikie P.; Cameron J. and David Seddon (2001) *Nepal in Crisis: Growth and Stagnation at the Periphery*, OUP, Delhi.
- Bhattachan K. B. and Mishra C. (Ed) 1997. *Development and Practice in Nepal*, DOSA-TU, Kathmandu.
- Dahal et al (Eds) 1999, *Development Challenges in Nepal*, NEPAS, Kathmandu.
- Dixit et al (Eds) 2002. *State of Nepal*, Himal Books, Kathmandu.
- Gautam, Rajesh and Ashok Thapa (1994) *Tribal Ethnology of Nepal* (Vol. 1 and 2) Book Faith India.
- Gautam Bhaskar et al ed. (2004) *Nepal ma Garibi ko Babas*, Kathmandu: Martin Chautari.
- Geller, D. N., Pfaff-Czanecka J. and Whelpton (Ed) 1996), *Nationalism and Ethnicity in a Hindu Kingdom*, Harvard Academic Publishers.
- Khadka, N (1997) *Foreign Aid Foreign Policy: Major Powers in Nepal*, Vikas Publishing House, New Delhi.
- Hutt, M. (1993) *Nepal in Nineties*, OUP, Oxford.
- Pandey, D. R. (2000) *Nepal's Failed Development: Reflections on the Mission and the Maladies*, NSAC, Kathmandu.
- Malla M.P. (Ed) 1989. *Perspective on Continuity and Change*, CNAS, Kathmandu.
- Regmi, R. K. (1999) *Dimensions of Nepalese Society and Culture*, SANN Research Institute, Kathmandu.
- R. R. Regmi *Dimensions of Nepalese Society*.
- Thapa Deepak (Ed) 2003. *Understanding the Maoist Movement of Nepal*, Kathmandu: Martin Chautari.
- Uprety P. R. (1992) *Political Awakening in Nepal: The Search for a New Identity*, Commonwealth Publishers, New Delhi.

# Social Work Methodology

Year I

Total: 4 hrs/ w

Part II

Theory: 4 hrs/ w

Semester II

Practical: 0 hrs/ w

## Course Description:

This is designed to help the students to impart knowledge and skills methodologies related to social work. It focuses on negotiating, problems solving techniques, planning, resource mobilization, coordination mobilization and termination of work.

## Course Objectives:

After completing this course the students will be able to:

1. Understand the characteristics, applicability and significance of methods of social work with individuals, families, groups, communities and organizations.
2. Learn the problem solving process and develop skills of identifying the problem of injustice faced by individuals, groups and communities.
3. Develop ability to work with communities and formal organization in the context of their power structures, dynamics leadership and problems.

## Course Content:

<b>Unit 1</b>	<b>Negotiating Contract for Work:</b>	<b>8 hrs</b>
	1.1 Goal setting,	
	1.2 Operationalization of goals,	
	1.3 Prioritization of the task,	
	1.4 Use of relationship in engaging the client for problem solving	
	<b>Unit 2 Problem Solving Techniques:</b>	<b>18 hrs</b>
	2.1 Use of program media	
	2.2 Recreational activities	
	2.3 Spiritual practices	
	2.4 Verbal & Non verbal techniques	
	2.4 Use of these techniques with different units of intervention	
<b>Unit 3</b>	<b>Planning:</b>	<b>14 hrs</b>
	3.1 Concept of planning	
	3.2 Nature of planning	
	3.3 Purpose of planning	
	3.4 Steps in planning	
	3.5 Planning Program for Client System: Special reference to preschool and primary school children (Institutional and non institutional)	
<b>Unit 4</b>	<b>Resource Mobilization:</b>	<b>6 hrs</b>
	4.1 Concept of resources	
	4.2 Types of resources	
	• Human resources	
	• Financial resources	
	• Physical resources	
	• Natural resources	
	• Technological resources	

	4.3	Methods and process of Mobilization of Resources:(human resources, financial resources, physical resources, technological resources)	
<b>Unit 5</b>	<b>Coordination:</b>		<b>4 hrs</b>
	5.1	Concept of coordination	
	5.2	Methods of coordination	
	5.3	Coordination skills	
	5.4	Coordination of different Programs	
<b>Unit 6</b>	<b>Evaluation:</b>		<b>6 hrs</b>
	6.1	Comprehensive concept of evaluation	
	6.2	Informal and formal evaluation	
	6.3	Methods:	
		• Formative and summative evaluation	
		• Quantitative and qualitative evaluation	
		• Components of program evaluation	
	6.4	Evaluating problem solving processes	
<b>Unit 7</b>	<b>Termination:</b>		<b>4 hrs</b>
	7.1	Concept of termination	
	7.2	Process of termination	
	7.3	Termination of work with client system	

#### **Text Books:**

- Garvin C. D., Contemporary Group Work, New Jersey, Prentice-Hall Inc., 1981.
- Mathew, G., An Introduction to Social Case Work, Mumbai, Tata Institute of Social Sciences, 1992.
- Ross, M. G., Community Organization: theory and practice, New York, Jarper Brother, 1955.
- Tropman, J. et. (eds), Tactics and Techniques of Community Intervention, Illinois, F.E. Peacock Publishers Inc, 1995.

#### **References Books:**

- Alinsky, S., Rules for Radicals, New York, Random House, 1971.
- Batten J. R., The Non-directive Approach to Group and Community Work, London, Oxford University Press, 1969.
- Bogartz, H. and Dahal, D.R., Development Studies: Self-Help Organizations, Kathmandu, NEFAS, 1996.
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- Desai M., Family Intervention: A Course Compendium, Mumbai, Tata Institute of Social Sciences, 1994.
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- Freire, P., Pedagogy of the Oppressed, Harmonds Worth: Penguin, 1972.
- Himilton, G., Theory and Practice of Social Case Work, New York, Colombia University Press, 1940.

# Psychology

**Year I**

**Total: 4 hrs/ w**

**Part II**

**Theory: 4 hrs/ w**

**Semester II**

**Practical: 0 hrs/ w**

## **Course Description:**

This course intends to impart knowledge on the concepts, types, principles and application of psychology; determinants of individual differences, personality development and life skills. It gives emphasis on life skills in relation to social work professionals.

## **Course Objectives:**

After completion of this entire course, students will be able to:

1. State the significance of psychology and its relevancy in social work
2. Understand basic psychological concept in human behavior
3. Describe the psychological adjustment and mental health
4. Sort different stages of human development
5. Understand individual different determinants and personality
6. Explore idea on the application of life skills with the demands and challenges of human everyday life.

## **Course Contents:**

<b>Unit 1</b>	<b>Introduction:</b>	<b>4 hrs</b>
1.1	Relevance of Psychology in Social Work Practice- <ul style="list-style-type: none"><li>• General Psychology</li><li>• Social Psychology</li><li>• Clinical Psychology</li></ul>	
1.2	Psychological base of behavior: central nervous system, peripheral nervous system and endocrine system	
1.3	Environmental determinants of behavior: family, school and neighborhood	
1.4	Deprivation – nature and effects	
<b>Unit 2</b>	<b>General Psychology (Basic Psychological Concept in Human Behavior):</b>	<b>4 hrs</b>
2.1	Introduction	
2.2	Learning	
2.3	Memory	
2.4	Perception	
2.5	Attitude	
2.6	Motivation	
2.7	Emotion	
2.8	Personality	
2.9	Basic Psychological Concepts In Human Behavior- Introduction, attitude and value, prejudice, learning, memory, perception, stereotypes, motivation	
<b>Unit 3</b>	<b>Developmental Psychology:</b>	<b>10 hrs</b>
3.1	Introduction: <ul style="list-style-type: none"><li>• Definition</li><li>• The life span</li></ul>	

- Happiness and Unhappiness during the life span
- 3.2 Nature and stages of following human development and their major characteristics
- Prenatal Period
  - Infancy
  - Babyhood
  - Early Childhood
  - Late Childhood
  - Adolescent
  - Adulthood
  - Middle age
  - Old Age
- Unit 4 Individual Differences and Personality: 10 hrs**
- 4.1 Individual differences: determinants of individual differences; individual differences in intelligence, aptitudes, interests, and achievement
- 4.2 Personality: concept; approaches to the study of personality; psychoanalytic approach, trait-approach; types of personality (Kretschmer, Sheldon and Jung) factor affecting personality
- Unit 5: Guidance: 6 hrs**
- 5.1 Meaning
- 5.2 Purpose
- 5.3 Process and functions
- 5.4 Types:
- Educational guidance
  - Personal guidance
- 5.5 Guidance services:
- 5.6 Inventory services
- 5.7 Information services
- 5.8 Placement and follow up services
- Unit 6: Counseling: 6 hrs**
- 6.1 Meaning
- 6.2 Purpose and function
- 6.3 Types:
- 6.4 Diagnostic counseling
- 6.5 Therapeutic counseling
- 6.6 Directive and non directive approaches of counseling
- 6.7 Technique:
- 6.8 Individual counseling
- 6.9 Group counseling
- Unit 7 Life Skills (Including subset categories): 20 hrs**
- 7.1 Communication and Interpersonal Skills (10 hrs)**
- **Interpersonal communication skills**
    - Verbal/Nonverbal communication
    - Active listening
    - Expressing feelings; giving feedback (without blaming) and receiving feedback
  - **Negotiation/refusal skills**
    - Negotiation and conflict management

- Assertiveness skills
- Refusal skills
- **Empathy**
  - Ability to listen and understand another's needs and circumstances and express that understanding
- **Cooperation and Teamwork**
  - Expressing respect for others' contributions and different styles
  - Assessing one's own abilities and contributing to the group
- **Advocacy Skills**
  - Influencing skills & persuasion
  - Networking and motivation skills

## 7.2 **Decision-Making and Critical Thinking Skills** (4 hrs)

- **Decision making / problem solving skills**
  - Information gathering skills
  - Evaluating future consequences of present actions for self and others
  - Determining alternative solutions to problems
  - Analysis skills regarding the influence of values and attitudes of self and others on motivation
- **Critical thinking skills**
  - Analyzing peer and media influences
  - Analyzing attitudes, values, social norms and beliefs and factors affecting these
  - Identifying relevant information and information sources

## 7.3 **Coping and Self-Management Skills**(6 hrs)

- **Skills for increasing internal locus of control**
  - Self esteem/confidence building skills
  - Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses
  - Goal setting skills
  - Self evaluation / Self assessment / Self-monitoring skills
- **Skills for managing feelings**
  - Anger management
  - Dealing with grief and anxiety
  - Coping skills for dealing with loss, abuse, trauma
- **Skills for managing stress**
  - Time management
  - Positive thinking
  - Relaxation techniques

**References Books:**

- Clifford T. Morgan (et. al), (Seventh edition, 1993), Introduction to Psychology, Reprinted in India
- Elizabeth B. Hurlock, (fifth edition, 2002), Development Psychology, A Life-Span Approach, India-New Delhi
- Elizabeth B. Hurlock, (six edition, 2005), Child Development, India-New Delhi
- Henry Clay Lindgren, (Second edition, 1991), An Introduction to Social Psychology, India-New Delhi
- James Vadackumchery, John Kattakayam, (1995), Human Behaviour and Law Enforcement, India- New Delhi
- Robert A. Baron, (2008), Psychology, India- New Delhi
- Wikipedia, the free encyclopedia

# Computer Application

**Year: 2**  
**Part: II**  
**Semester: IV**

**Total: 6 hrs/ w**  
**Theory:4 hrs/ w**  
**Practical: 2 hrs/ w**

## Course description:

This course is intended to provide students with the knowledge and skills on computer system and Information Technology. It also deals with the emerging trends in global market of Information Technology.

## Course objectives:

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

1. Understand computer system, computer hardware and software
2. Install and use required Operating System, Application Software and utilities
3. Perform binary, octal and hexa-decimal calculations and conversions
4. Know System Development Life Cycle (SDLC)
5. Configure IP addresses on computers on network
6. Understand concept of internet and e-commerce

## Theory

### Unit 1 Introduction to Computer

3 hrs

- 1.1. Introduction to Computer
- 1.2. History of Computer with generations and types
- 1.3. Characteristics of computer in relation to Accuracy, Speed, Vast Storage, Reliability, Diligence, Automatic, Non-intelligence, Versatility
- 1.4. Applications of computer in various sectors

### Unit 2 Computer System

4 hrs

- 2.1. Components of computers:
  - 2.1.1. Input and Output Devices:  
**Input Devices:** Keyboard, Mouse, Microphone  
**Output Devices:** Monitors, Printers: Impact (Dot Matrix); Non-Impact (Ink-jet and laser printer), Speaker
- 2.2. Central Processing Unit (CPU)
  - 2.2.1. *Control Unit (CU), Arithmetic Logic Unit (ALU) and Registers:*
- 2.3. Classification of storage media
  - 2.3.1. Primary Storage: Cache Memory, Virtual Memory, RAM and ROM and their types
  - 2.3.2. Auxiliary Storage: Magnetic Tape; Magnetic Disks: Hard Disk, Pen Drive, Memory Card, Optical Disk: CD, DVD, Magneto-Optical (MO) devices, The Blue-Ray Technology

<b>Unit 3</b>	<b>Computer Program</b>	<b>8 hrs</b>
	3.1. Computer Software	
	3.1.1. Introduction	
	3.1.2. System Software: Operating System (MS DOS, MS Windows), Utility Software	
	3.1.3. Application Software: Word Processor, Spread Sheet, Presentation Tool	
<b>Unit 4</b>	<b>Number System, Boolean Operations and Logic Gates</b>	<b>3 hrs</b>
	4.1. Decimal, Binary Octal and Hexa-decimal number system	
	4.2. Binary-to-Decimal and Decimal-to-Binary conversion	
	4.3. Binary addition and subtraction	
	4.4. Logic AND, OR and NOT logic gates	
	4.5. Combinational circuit	
<b>Unit 5</b>	<b>Problem Solving Using Computers</b>	<b>2 hrs</b>
	5.1. Algorithm and Flowchart as one of the steps in problem solving	
	5.2. Problem – Solving using computers and Programming Techniques	
	5.3. Machine Language, Assembly Language, High-Level and Low-Level Language	
	5.4. Assemblers, Compilers and Interpreters	
<b>Unit 6</b>	<b>Computer System Analysis and Development</b>	<b>2 hrs</b>
	6.1. Steps in System Development Life Cycle (SDLC)	
	a. Investigation	
	b. System Analysis	
	c. System Design	
	d. Program Development	
	e. Testing/Debugging	
	f. Implementation	
	g. Documentation	
	h. Maintenance	
<b>Unit 7</b>	<b>Multimedia</b>	<b>2 hrs</b>
	7.1. Multimedia and its various uses	
	7.2. Various image file formats: PNG, JPEG, GIF, TIF, etc.	
	7.3. Animation, audio and video files	
<b>Unit 8</b>	<b>Computer Network</b>	<b>2 hrs</b>
	8.1. Introduction to Computer Network	
	8.2. Discuss TCP/IP protocol stack	
	8.3. Types of network: LAN, MAN and WAN	
	8.4. Categorization of networks in terms of Internet and Intranet	
<b>Unit 9</b>	<b>Introduction to the Internet E-Commerce</b>	<b>3 hrs</b>

- 9.1. Client-Server architecture of computer networks
- 9.2. World Wide Web (www)
- 9.3. Static vs. dynamic contents on the web
- 9.4. Electronic mail (e-mail) and its importance
- 9.5. Basic concept of e-commerce
- 9.6. Types of e-commerce
- 9.7. Application of e-commerce

**Unit 11 Societal Issues of Computer**

**1 hr**

- 11.1. Computer Crime in context of various ethical issues in Computing
- 11.2. Cyber Law

**Practical**

**Unit 1 Computer Hardware**

**4 hrs**

- 1.1. Identify various components of computer and acquire knowledge of basic computer parts
- 1.2. Perform computer assembling with device related issues
- 1.3. Use Plug & Play (P & P) devices

**Unit 2 Computer Software**

**4 hrs**

- 2.1. Install Operating System
- 2.2. Install Device Drivers
- 2.3. Create Folders
- 2.4. Create Files (with & without extensions)
- 2.5. Customize Display Settings

**Unit 3 MS DOS**

**4 hrs**

- 3.1. Execute DOS commands
  - 3.1.1. Internal Commands
  - 3.1.2. External Commands

**Unit 4 MS Office**

**14 hrs**

- 4.1. Apply MS Word application to prepare word documents
- 4.2. Apply MS Excel to perform calculations and create charts
- 4.3. Use MS PowerPoint to create presentations

**Unit 5 Computer Network and Internet**

**4 hrs**

- 5.1. View computers on a network
- 5.2. Browse computers on network
- 5.3. Perform sharing of resources on network
- 5.4. Browse the internet using different browsers
- 5.5. Apply knowledge of e-commerce, etc.

### Reference Books:

- Norton, Peter, *Introduction to Computers*, Tata McGraw-Hill
- Sinha, P.K., *Computer Fundamentals*, BPB Publication
- Kahate, Atul, *Foundation of IT*, Tata McGraw-Hill

## Skills Lab II

Year I  
Part II  
Semester II

Total: 2 hrs/ w  
Theory: 0 hrs/w  
Practical: 2 hrs/ w

### Course Description:

This course is designed to help students to equip with knowledge and skills on those practical components at lab setting which they would be performed during the period of social work field practicum. It especially, imparts skills on demonstration and simulation on different practical social work methods before performing real practical work.

### Course Objectives:

After completing this course the students will be able to:

1. Understand in bridging the gap between the theory and practical and acquit them to real work situation
2. Percive and internalize skills demonstated by demonstrator related to social work.
3. Demonstrate/simulate various social work skills.

### Course Contents:

#### Activities/skills

1. Conduct river of life exercise to explore own self
2. Prepare and present
3. Modeling; class members will model ethical behavior and identify incentives and obstacles
4. Conduct creative presentation using available resources
5. Conduct Interview in pare group identify problem, formulate planning and present
6. Share personal history ( Life span development)
7. Demonstration on: listening problems and provide counceeling
8. Content: exploring self awareness—understanding, recognizing, maximizing and
9. Practicing effective use of self in social work on all levels.
10. Modeling; class members will model ethical behavior and identify incentives and obstacles
11. Use of self; impact of role and setting

### Skill lab practice

Under this course, each student will have to demonstrate and/or simulate all the above mentioned skills which start from guided practice level and end at overt level

Students should keep their skill lab records (logbook) signed periodically by their teacher.

### Evaluation procedure

Under this scheme students will have to demonstrate and/or simulate all the above mentioned skills. The concerned teacher closely evaluates their performance of each skill to the evaluation sheet proposed. The given total of marks of performance of all the skills and skill lab recods (logbook) signed periodically by their teacher will be the criteria for total internal marks. There will be no final practical examination.

*Distribution of marks for evaluation*

S.N	Criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related subject teacher (continuous evaluation of performance)	40			40
2	Related subject teacher (skill lab records/logbook)	10			10
<b>All total:</b>					<b>50</b>

**Important note:** *Each student must pass with a minimum of 60% marks. This means they must secure 30 marks in all total*

**Text Books:**

*Skill lab manual to be developed*

**References Books:**

Cleak, H. & Wilson, J. (2007) Making the Most of Field Placement, Thomson, Australia.

# Social Work Field Practicum II

Year I  
Part II  
Semester II

Total: 14 hrs/ w  
Theory: 0 hrs/ w  
Practical: 14 hrs/ w

## Course Description:

This course consists of practical components related to social works which the students have to be performed during the period of field practicum based on the learnt knowledge and skills at classroom and skill lab setting.

## Course Objectives:

After completing this course the students will be able to:

1. Develop sensitivity towards the needs and problems of the stakeholders/clints.
2. Build purposefull relationship ingaging individuals, groups, and communities on problem solving process.
3. Aquire basic skills for analyzing simple problem situation and relatedness of agency intervention.
4. Understand basic process of development in society and the development stage of human behavior.
5. Learn skills on report writing and presentation.

## Course Contents:

### Activities/skills

- 1 Orient about Field Placement
  - Why Field Placement
  - Work need to be done in the field
  - Log writing
  - Report writing
  - Orientation on Field Organization
- 2 Build Professional Relationship
- 3 Identify Problems/ Issues of target groups
- 4 Develop Healping Process
  - Negotiating contract for work with clients/groups
  - Goal setting, operationlise of goal
  - Priotization of task
- 5 Provide Care support based on the plan
  - Counseling, meeting, referral etc
- 6 Mobilise the avilabe resources to solve the problems
- 7 Provide Guidance
- 8 Understand and utilize problem solving in human relationships
- 9 Carry out assessment
- 10 Promote the principles of human rights and social justice
- 11 Ensure systems of accountability are in place for their work

## Field work assignment

*Field work assignments individual and group assignments  
Assigned as per the setting by the field supervisor*

**Duration:** 12 hrs/wx15 w= 180 hrs

### Field placement

The students are expected to do field work of full working days of the agencies during mentioned placement period to perform above mentioned tasks. Field work supervisors will facilitate to get maximum exposure in practicing above mentioned tasks.

Students should be present in the field at least 90% of the allotted days to be eligible to sit in the final examination. Students will have to perform all assigned tasks under the supervision of field supervisor and may be allowed to perform all the assigned tasks independently if the field practicum supervisor finds them perfect.

Students should keep their practical records (logbook) signed periodically by their field supervisor/instructor and they also prepare field practicum individual reports

### Evaluation procedure

Under this scheme students will have to perform all the assigned tasks. At the end of the term the field supervisor closely evaluates their performance for accuracy according to the evaluation sheet proposed. At the end of the course there will be a final practical examination.

### Distribution of marks for evaluation

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	50			50
2	Related institution supervisor/teacher (continuous evaluation)	50			50
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"><li>• Report</li><li>• Log books</li><li>• Presentation including viva</li></ul>		100	3 hrs	100
<b>All total:</b>					<b>200</b>

**Important note:** Each student must pass in each of the section of the evaluation as presented above with a minimum of 60% marks. This means they must secure 30 each in section 1 and 2 and 60 marks in section 3.

### Text Books:

- Social Work Field Practicum Manual to be developed

### References Books:

- Munson Carlton E (Ed) 1979. *Social Work Supervision*, The Free Press: New York.
- Sheafor, Bradford W, Charles R Horejsi and Gloria A Horejsi (1997) *Techniques and guidelines for field work practice*, 4<sup>th</sup> edition, Allyn and Bacon.
- Desai, A.S. (1989), *Field Work Objectives for Bachelor Degree in Social Work*, TISS, Mumbai.
- Gordon, Hamilton (1947), *Theory and Practice of Social Case Work*, Columbia University Press, New York.

# Second Year

## **Semester III**

1. Health and Environment
2. Mental Health (Abnormal Psychology)
3. Social Welfare Policies
4. Human Rights
5. Social Work and Professional Development
6. Cooperative and Micro Finance
7. Skill Lab III
8. Social Work Field Practicum III

# Health and Environment

Year: II

Total: 4 hrs/ w

Part I

Theory: 4 hrs/w

Semester: II

Practical: 0 hrs/ w

## Course Description:

This is designed to provide knowledge and skills on health and personal hygiene, environment, sanitation, current health problems, food and nutrition, environmental problems and sustainable development. It also intends to provide knowledge on reproduction, family planning and indigenous health practice.

## Course Objectives:

After completing this course the students will be able to:

1. Understand the concept of health, hygiene, environment and sanitation
2. Know care of babies, physiology of reproduction and family planning services
3. Discuss importance of food and nutrition for human
4. Handle, manage and provide simple first aid and safety education
5. Overview current health scenario of Nepal
6. Explore idea of minimizing environmental problems

## Course Contents:

<b>Unit 1</b>	<b>Concept of Health:</b>	<b>2 hrs</b>
	1.1 Physical,	
	1.2 Mental,	
	1.3 Psychological,	
	1.4 Social and	
	1.5 Spiritual	
<b>Unit 2:</b>	<b>Environmental Sanitation (Environment &amp; Sanitation):</b>	<b>6 hrs</b>
	2.1 Introduction: environment, sanitation, personal hygiene	
	2.2 Factors responsible for polluting the environment	
	2.3 Appropriate technology to protect environment	
	2.4 Causes and effects of poor sanitation	
	2.5 Communicable diseases-airborne diseases, food – and water borne diseases, their preventative and control measures	
	2.6 Solid Waste: Definition of solid waste, sources and types of solid waste, composition of municipal solid wastes in Nepal, hazardous waste, solid wastes management and safe disposal	
<b>Unit 3</b>	<b>Effects of Drugs:</b>	<b>2 hrs</b>
	3.1 Concept of use of drug and alcohol	
	3.2 Effects of drugs and alcohol	
	3.3 Available services for the affected victims	
<b>Unit 4</b>	<b>Care of Babies:</b>	<b>4 hrs</b>
	4.1 Ante-natal, intra-natal & Post natal care of babies	
<b>Unit 5</b>	<b>Reproduction:</b>	<b>4 hrs</b>
	5.1 Concept	
	5.2 Physiology of Reproduction ( male and female)	

<b>Unit 6</b>	<b>Family Planning:</b>	<b>4 hrs</b>
	6.1 Concept	
	6.2 Types	
	6.3 Family planning services (including contraceptives)	
<b>Unit 7</b>	<b>Indigenous Health Practice:</b>	<b>2 hrs</b>
	7.1 Indigenous practices of health in Nepali culture	
	• Traditional Healing	
	• Naturopathy	
	• Yoga	
<b>Unit 8 Food &amp; Nutrition:</b>		<b>4 hrs</b>
8.1	Essential nutrients: sources, functions, daily requirements – Proteins-fats, carbohydrates, Vitamins- minerals	
8.2	Food faddism, adulteration and their effects on health	
8.3	Improper food habits and food –product marketing strategies	
8.4	Individual and consumer responsibilities and education for proper nutrition and food habits	
<b>Unit 9 Nutritive Value of food and diet planning:</b>		<b>8 hrs</b>
Low cost diet		
.9.1	Balanced diet – Introduction and importance	
9.2	Balance Diet and Nutrition for different age groups	
9.3	Recommended Dietary Allowances (RDA) – introduction, RDA for children (1-5 years) and adolescent boys and girls (15-18 years)	
9.4	Food habit of adolescents and nutritional consideration – ways and means to improve nutritional quality of adolescent's diet	
9.5	Meal planning – introduction, factors affection meal planning, meal planning for children (1-5 years) and adolescents (15-18 years)	
9.6	Low cost, nutritious traditional food items and their nutritive value	
9.7	Nutritive value of commonly used food items (carbohydrate, portion, fat, calories, Vitamin A, Vitamin C, iron, calcium, phosphorus)	
<b>Unit 10 Assessment of Nutrition:</b>		<b>2 hrs</b>
10.1	Concept Methods of assessing nutritional status	
<b>Unit 11 First Aid and Safety Education:</b>		<b>5 hrs</b>
11.1	Meaning & Importance of First Aid	
11.2	Procedures of individual and domestic management of the following emergencies, health problems and common ailments: Fever, unconscious, drowning, cuts, bits, nose bleeding, wounds, fractures/dislocations, electric shock, poisoning, dehydration, headache, stomach pain, tooth ache, pink eye, sore throat	
11.3	Preparation and use of first aid box	
<b>Unit 12 Current Health Scenario:</b>		<b>2 hrs</b>
12.1	Overview of current health scenario of Nepal	
<b>Unit 13 Introduction to Environment:</b>		<b>2 hrs</b>
13.1	Meaning and scope of environment	
13.2	Importance of environment	
13.3	Elements of environment	
	• Physical: Land, water, air (atmosphere) and energy	
	• Chemical	
	• Biological: Plants, animals and human beings	

- a. Social and cultural
- Unit 14 Environmental Problems and Sustainable Development in Nepal: 8 hrs**
- 14.1 Interrelationship between development and environment
- 14.2 Principles of sustainable development
- 14.3 Environmental stewardship and sustainable development
- 14.4 Unique features of environment of Nepal-physiographic, climatic and biotic variations
- 14.5 Cultural heritage of Nepal
- 15.5 Major environmental problems in Nepal and their effects
- National policy on environment and environmental education
  - Environment related institutions in Nepal – National institutions & international agencies
  - Relevance of social work in health care system and relating the client system and its need
- Unit 15 Project Work: 5 hrs**
- 15.5 Study and prepare list of different environment related institutions involved in Nepal (including GOs, NGO,s and INGO,s).

**References Books:**

- Plumber, Joy abd Philip Neal, (1994).The Handbook of Enviromental Education, London.
- IUCN, (2050-2053). Batabaran Sikshya shrot Sangalo series, IUCN, Lalitpur.
- Pandit C .N., (2001). Fundamental of Enviromental Education. K.P. Publication, Kathmandu.
- United Nations Environment Program (UNEP) Publications International Center for Integrated Mountain Development,( ICIMOD) Publications
- Pradhan, H.B., (1995.). A textbook of Health Education. Educational Resources for Health,
- Tapaiko Swastha TapaikoHatma, by Aruna Upreti, Ashmita Mahila Prakashass Griha
- Natinoal Medical Standards for Contraceptive Services\_by Family Health Division, DOHS, MOH, Kathmandu, Nepal. Current edition
- First Aid: the Authorised Manual of St. John’s Ambulance Association (current edition)

# Mental Health (Abnormal Psychology)

Year II

Total: 4 hrs/ w

Part I

Theory: 4 hrs/ w

Semester III

Practical: 0 hrs/ w

## Course Description:

This course is designed to provide knowledge on human abnormal psychology with mental health, abnormal behavior and including its patterns, mental disability and methods of treatment of abnormal behavior. It also deals with roles of psychiatric social worker in intervening abnormal behaviour as well.

## Course Objectives:

After completing this course the students will be able to:

1. Understand and differentiate the concept of abnormal psychology and mental health
2. Explain and observe perspectives and patterns of abnormal behaviour
3. Categorize mental disability types
4. Describe different treatment methods and procedure of abnormal behavioral systems
5. Discuss role of psychiatric social worker in the intervention of the abnormal behaviour.

## Course Contents:

<b>Unit 1</b>	<b>Introduction to Abnormal Psychology:</b>	<b>4 hrs</b>
	1.1 Meaning, Definition	
	1.2 Historical Development	
	1.3 Scope of Abnormal Psychology in Social Work	
	1.4 Social Work and Human Behavior	
	1.5 Altruism: Concept, Relationship to Professional Social Work	
<b>Unit 2</b>	<b>Perspective of Abnormal Behavior:</b>	<b>4 hrs</b>
	2.1 Normal Vs Abnormal	
	2.2 Causes of Abnormal Behavior: Biological, Psycho-social, Socio-culture	
<b>Unit 3</b>	<b>Introductions to Mental Health:</b>	<b>4 hrs</b>
	3.1 Definition	
	3.2 Normality vs Abnormality	
	3.3 Scope in social work	
<b>Unit 4</b>	<b>Adjustment &amp; Mental Health:</b>	<b>10 hrs</b>
	4.1 Personal, social & occupational adjustment	
	4.2 Defense mechanisms: rationalization, projection, reaction formation, regression, displacement, fantasy (day dreaming) and sublimation	
	4.3 Developmental disorders: Sppch- Lispering, Slurring, Stammering, Stuttering	
	4.4 Concept of abnormality four major types and symptoms, Psychosis, Mental Retardation, and anti social behaviors	
	4.5 Mental Retardation: Meaning, types, factors affecting, symptoms , causes, management of retardation	
	4.6 Behavioral problems, drug addiction: Juvenile delinquency	
<b>Unit 5</b>	<b>Patterns of abnormal Behaviors (Developmental Deviation):</b>	<b>20 hrs</b>
	5.1 Psychosis: schizophrenia, Manic, Depressive psychosis, Dementia	
	5.2 Neurosis: Anxiety neurosis, Phobia neurosis, Hysterical neurosis	
	5.3 Sexual perversions: Sex diseases and perversion	

- 5.4 Behavioral disorders: Delinquency and psycho-sociopaths
- 5.5 Personality disorder: Paranoid Personality disorder, Schizoid Personality disorder, Dependent Personality disorder
- 5.6 Alcoholism and Drug abuse

**Unit 6 Mental disability: 6 hrs**

- 6.1 Introduction
- 6.2 Mental disability categories: Mild, Moderate, Severe and Profound

**Unit 7 Treatment of Abnormal Behavior: 12 hrs**

Introduction, nature and procedure simulation of the following methods:

- 7.1 Client centered therapy
- 7.2 Psycho-analytical therapy
- 7.3 Group therapy
- 7.4 Family therapy
- 7.5 Psychosocial counseling
- 7.6 Case study presentation

**Unit 8 Psychiatric Social Worker: 2 hrs**

- 8.1 Quality of Psychiatric Social Worker
- 8.2 Function of Psychiatric Social Worker
- 8.3 Roles and responsibilities of Psychiatric Social Worker

**Reference Books:**

- Bartlett H.M 1961. Social Work Practice in the health field. New York: National Association of Social Workers.
- Chalkley A.M 1987. A text book for Health workers, New Delhi: Willey Eastern Ltd.
- Carson, Butcher and Mineka: Abnormal Psychology and Modern Life. Eleventh edition
- Geleman, Specth: The Essential Psychotherapy
- Irwin G. Sarson and Barbara R. Sarason, Abnormal Psychology – The problem of maladaptive behavior, Eight Edition
- S.K. Mangal Abnormal Psychology
- James C. Coleman: Abnormal Psychology and modern life

# Social Welfare Policies

Year II

Part I

Semester III

Total: 4 hrs/ w

Theory: 4 hrs/ w

Practical: 0 hrs/ w

## Course Description:

This intends to provide knowledge related to social welfare policies, program and service delivery system exists in practices in the government line agencies. It also provides concept on unitary and federal republic system

## Course Objectives:

After completing this course the students will be able to:

1. Explain welfare administration and policies at local, district, zonal and national level in Nepal
2. Establish the linkages between developmental issues and social policies; plans and programs.
3. Understand concept and as well as the management of voluntary, welfare and development organizations
4. Know of the administration process of an organization in the context of social work practice
5. Acquire skills in administrative processes for the effective delivery of services

## Course Contents:

<b>Unit 1</b>	<b>Introduction Social Development &amp; Policy:</b>	<b>4 hrs</b>
	1.1 Concept of Social Development and Social Policy	
	1.2 Types of Social Welfare Policies	
<b>Unit 2</b>	<b>Policy Formulation Processes:</b>	<b>4 hrs</b>
	2.1 Legislature	
	2.2 Customary	
<b>Unit 3</b>	<b>Value:</b>	<b>4 hrs</b>
	3.1 Values enshrined in the constitutional provisions	
<b>Unit 4</b>	<b>Social Welfare Program:</b>	<b>6 hrs</b>
	4.1 National level social welfare programs	
<b>Unit 5</b>	<b>MDG: 6 hrs</b>	
	5.1 Millennium Development Goal	
<b>Unit 6</b>	<b>Social Welfare Service System:</b>	<b>10 hrs</b>
	6.1 Nepal as a social welfare state; state and district administrative structures; VDCs/ Metro/Municipality, Wards	
<b>Unit 7</b>	<b>Role of Government and other Institutions:</b>	<b>10 hrs</b>
	7.1 Ministry of social welfare, Social Welfare Council, role of NGOs and civil society in planned development of the nation.	
<b>Unit 8</b>	<b>Service Delivery Systems:</b>	<b>10 hrs</b>
	8.1 Government line agencies --- service delivery system	
<b>Unit 9</b>	<b>Understanding of Unitary and Federal Republic System:</b>	<b>6 hrs</b>
	9.1 Structures, power distribution, allocation of resources	

## Text Books:

1. Gupta N.S. Principal and practice of Management Delhi

# Human Rights

Year II

Total: 4 hrs/ w

Part I

Theory: 4 hrs/ w

Semester III

Practical: 0 hrs/ w

## Course Description:

This course is designed to comprehensive knowledge to the students related to Human Rights (Child Rights, Women Rights) from the view of national and international perspectives. It consists of different rights, laws and issues related to human rights.

## Course Objectives:

After completing this course the students will be able to:

1. Understand the comprehensive concept of human right especially, the child rights and women rights
2. Know the international human right laws and organizations
3. State theories, philosophies and legal issues of human rights
4. Discuss different currently debated human rights

## Course Contents:

<b>Unit 1</b>	<b>Introduction and History:</b>	<b>2 hrs</b>
	1.1 Introduction of Human Right	
	1.2 History of Human Right	
<b>Unit 2</b>	<b>International Law :</b>	<b>4 hrs</b>
	2.1 Universal Declaration of Human Rights	
	2.2 Treaties	
	2.3 Humanitarian Law	
	2.4 Universal Jurisdiction	
<b>Unit 3</b>	<b>International Organizations:</b>	<b>4 hrs</b>
	3.1 United Nations	
	• Human Rights Council	
	• Security Council	
	• Other UN Treaty Bodies	
	3.2 Nongovernmental Organizations	
<b>Unit 4</b>	<b>Regional Human Rights:</b>	<b>8 hrs</b>
	4.1 Africa	
	4.2 Americas	
	4.3 Asia	
	4.4 Europe	
	4.5 Oceania	
<b>Unit 5</b>	<b>Theories and Philosophies:</b>	<b>10 hrs</b>
	5.1 Natural rights	
	5.2 Social contract	
	5.3 Reciprocity	
	5.4 Soviet concept of human rights	
	5.5 Other theories of human rights	
<b>Unit 6</b>	<b>Critiques of Human Rights:</b>	<b>4 hrs</b>

	6.1	Marxist Critique of Human Rights	
<b>Unit 7</b>		<b>Concepts in Human Rights:</b>	<b>8 hrs</b>
	7.1	Indivisibility and categorization Indivisibility Categorization	
	7.2	Universalism vs. cultural relativism	
	7.3	State and non-state actors	
	7.4	Theory of value and property	
<b>Unit 8</b>		<b>Legal Issues: 8 hrs</b>	
	8.1	Human rights vs. national security	
	8.2	Human rights violations	
<b>Unit 9</b>		<b>Currently Debated Rights:</b>	<b>12 hrs</b>
	9.1	Environmental rights	
	9.2	Future generations	
	9.3	Lesbian, Gay, Bisexual, Transgender (LGBT) rights	
	9.4	Trade	
	9.5	Water	
	9.6	Crime and Punishment	
	9.7	Fetal rights	
	9.8	Reproductive rights	
	9.9	Medicine	
	9.10	Food Sovereignty Right	

#### References Books:

- Arnold Caroline, Kaatiwada Chandrika, Jonna Hill, Bartlett Sheridan and Pashupati Sapkota (2000) *Bringing up Children in a Changing World: Whose rights? Conversations with families in Nepal*, Save the Children and UNICEF.
- Bhaskar, M. 1997, 'Child labor: How the law has evolved', *Social Change*, 27 (3-4): 104-114.
- Bajpai Asha (2003) *Child Rights in India: Law, Policy, and Practice*, OUP: New Delhi.
- Boyden, J. 1997. 'Childhood and the policy makers' in James, A. and Prout, A., (Eds), 1997.
- Constructing and Reconstructing Childhood: *Contemporary Issues in the Sociological Study of Childhood*, London: Falmer Press.
- Nikku, Balaraju and Ravi Karkara 2006. *An Annotated Bibliography on Child Rights*, Save the Children Sweden.
- Pradhan, G. 1996. "Ideas for action: Repatriation of Nepali girls." *Child Workers in Asia* 13: 12-15.
- Pradhan, G. 1997. "Nepal NGOs to the forefront against trafficking of Nepali women and girls to India." *Child Workers in Asia* 13: 12-15.
- Pradhan, G. and Dhital, R. 1996. State of the rights of the child in Nepal, 1996.
- Theis Joachim (2004) *Promoting Rights-Based Approaches: Experiences and ideas from Asia and the Pacific*, Save the Children Sweden.

# Social Work and Professional Development

Year II  
Part I  
Semester III

Total: 4 hrs/ w  
Theory: 4 hrs/ w  
Practical: 0 hrs/ w

## Course Description:

This course is designed to impart knowledge to the students on the different aspects of the social work and professional development including value growth and development. It gives emphasis on Social work trends, social work value, professional ethic, qualities of social work education and challenges. It also deals with national and international social work organizations.

## Course Objectives:

After completing this course the students will be able to:

1. Understand the basic concepts of Social Work; principles, methods, and practice
2. Learn the techniques and developing abilities to use of problem solving skills in social work
3. Develop sensitivity; respect to individuals, valuing freedom, justice, equality and fellowship and commitment to profession
4. Grow self-awareness in relation to one's own psychosocial background while responding to problem situations

## Course Contents:

<b>Unit 1</b>	<b>Origin of Social Work In Nepal:</b>	<b>3 hrs</b>
	1.1 Historical Development of Social Work In Nepal	
<b>Unit 2</b>	<b>Trends of Social Work:</b>	<b>3 hrs</b>
	2.1 Changing Trends of Social Work In Nepal	
<b>Unit 3</b>	<b>Development of Professional Social Work:</b>	<b>4 hrs</b>
	3.1 Development of Professional Social Work In Nepal	
	3.2 Social Work Education in Nepal	
<b>Unit 4</b>	<b>Social Work Values:</b>	<b>4 hrs</b>
	4.1 Understanding Professional Values in Social Work	
	4.2 Applying Professional Values in Social Work In Nepali Context	
<b>Unit 5</b>	<b>Professional Ethics:</b>	<b>4 hrs</b>
	5.1 Professional Ethics and Social Work	
<b>Unit 6</b>	<b>Self Awareness:</b>	<b>7 hrs</b>
	6.1 Self	
	6.2 Growth of Worker professional maturation process	
	6.3 Professional use of Self	
<b>Unit 7</b>	<b>Federations:</b>	<b>7 hrs</b>
	7.1 National & International federations,	
	7.2 Associations of Social Workers	
<b>Unit 8</b>	<b>Qualities of Professionalism:</b>	<b>14 hrs</b>
	8.1 Essential Qualities of Effective Helpers: Empathy, Warmth and Respect, Authenticity	
	8.2 Basic Skills of Effective Helpers:	
	• Self- Understanding,	

- Communication,
- Building Relationships,
- Interactional, Group & Strategy Skills

**Unit 9 Challenges for Social Work in Nepal: 7 hrs**

9.1 Professional Social Work and its challenges in Nepal

**Unit 10 Social Work Education: 7 hrs**

10.1 Development of Social Work Colleges and Training Centers to impart Social Work education in Nepal

#### **Text Books**

- Adhikari, Dilli Ram, Samaj Karya Ek Parichaya, Kathmandu, Dilli Ram Adhikari, 2001
- Armando, T.M. and Sheator B.W., Social Work: A Profession of Many Faces, USA, Allyn and Bacon, 1995.
- Friedlander, Walter A. (ed), "Concepts and Methods of Social Work", New Delhi; Prentice Hall of India, 1977.
- K.C., Dipendra and Kailash Uprety. "Introduction to Social Work". Kathmandu: Nepal Book House, 2005.

#### **Reference Books:**

- Fink A. E., Anderson C. W. and Conover M. B., The Field of Social Work, USA, Holt, Rinehart and Winston Inc., 1942.
- Friedlander, Walter A, "Introduction to Social Welfare", New Delhi; Prentice Hall of India, 1967.
- Gilbert, N., Miller H. and Specht, H., An Introduction to Social Work Practice, USA, Prentice-Hall Inc., 1986.
- Government of India, Encyclopedia of Social Work in India, Ministry of Welfare/GOI, 1987.
- NASW, Encyclopedia of Social Work Washington DC, NASW Press, 1995.
- Richmond, M., Social Diagnosis, New York, Russell Sage Foundation, 1917.
- Sheafor, B.W., Horejsi C. R. and Herefsi G. A., Techniques and Guidelines for Social Work Practice, Massachusetts, Allyn and Bacon, 1991.

# Cooperative and Micro Finance

Year II  
Part I  
Semester III

Total: 4 hrs/ w  
Theory: 4 hrs/ w  
Practical: 0 hrs /w

## Course Description:

This course is designed to provide comprehensive concept on cooperative and micro finance management and operation system including legal framework. It also provides knowledge and skills on assessing micro finance needs and process of linking entrepreneur with related institutions

## Course Objectives:

After completing this course the students will be able to:

1. Understand fundamental knowledge on basic principles and practices of cooperative and micro finance in general
2. Learn skills to manage cooperatives and micro finance at grass root level
3. Acquaint with problems and precepts of cooperative in Nepal
4. Assess micro credits needs
5. Help to link micro entrepreneur with financial institutions

## Course Contents:

<b>Unit 1</b>	<b>History of Cooperative:</b>	<b>2 hrs</b>
	1.1 Concept of cooperative	
	1.2 Historical Development of Saving & Credit	
<b>Unit 2</b>	<b>Cooperative Movement:</b>	<b>2 hrs</b>
	2.1 Co-operative Movement with – reference to Nepal	
<b>Unit 3</b>	<b>Savings:</b>	<b>2 hrs</b>
	3.1 Why and How do we save	
	3.2 Types of Saving	
	3.3 Saving & its mobilization	
<b>Unit 4</b>	<b>Operating Principles:</b>	<b>2 hrs</b>
	4.1 Cooperative Operating Principles	
<b>Unit 5</b>	<b>Group Formation:</b>	<b>2 hrs</b>
	5.1 Group formation process	
<b>Unit 6</b>	<b>Forms &amp; Functions of Cooperatives:</b>	<b>3 hrs</b>
	6.1 Consumers' cooperatives: Objectives and functions	
	6.2 Financial cooperatives: Objectives and functions	
	6.3 Producers' cooperatives: Objectives and functions	
	6.4 Marketing cooperatives: Objectives and functions	
	6.5 Agricultural cooperatives: Objectives and functions.	
	6.6 Housing cooperatives: Objectives and functions	
	6.7 Industrial cooperatives: Objectives and function	
	6.8 Multi-purpose Cooperatives	
<b>Unit 7</b>	<b>Legal Framework of Cooperatives in Nepal:</b>	<b>3 hrs</b>
	7.1 Cooperative Act 2048: Introduction, features and major provisions.	
	7.2 Cooperative Rules 2049: Features and major provisions.	

	7.3	Procedures of formation, registration, merging and liquidation of cooperatives.	
<b>Unit 8</b>		<b>Institutional Arrangements of Cooperatives:</b>	<b>4 hrs</b>
	8.1	Department of Cooperatives: Role and functions.	
	8.2	National Cooperative Development Board: Introduction, composition, objectives, role and functions.	
	8.3	Cooperative Bank: Formation, objectives, role and functions.	
	8.4	Unions and federations.	
	8.5	District Cooperative Offices.	
<b>Unit 9</b>		<b>Organizational Management &amp; Structure of Cooperative:</b>	<b>4 hrs</b>
	9.1	General Assembly	
	9.2	Management Committee	
	9.3	Account Committee	
	9.4	Sub Committees	
	9.5	Human Resource Management/development	
	9.6	General members	
<b>Unit 10</b>		<b>Account Cycle:</b>	<b>4 hrs</b>
	10.1	Cooperative Accounting System	
<b>Unit 11</b>		<b>Financial Records Keeping Procedures:</b>	<b>6 hrs</b>
	11.1	Receipt & other supporting documents	
	11.2	Vouching	
	11.3	Book Keeping	
	11.4	Pass Book	
	11.5	Inventory	
	11.6	Trial Balance, profit & loss and Balance Sheet	
	11.7	Surplus Distribution	
	11.8	Financial Reporting	
<b>Unit 12</b>		<b>Introduction of Micro Finance:</b>	<b>4 hrs</b>
	12.1	Definition of:	
		<ul style="list-style-type: none"> <li>• Micro Finance</li> <li>• Credit</li> <li>• Loan disbursement process</li> <li>• Microfinance</li> </ul>	
	12.2	Assesment of Micro credit needs in groups	
	12.3	Micro credits in Nepal	
	12.4	Existing policies, acts, rules and regulations of government on micro finance and micro credit	
<b>Unit 13</b>		<b>Micro finance institutions (MFIs):</b>	<b>8 hrs</b>
	13.1	Concept of macro financial Banks, companies, institutes and cooperative in development programs in Nepal	
	13.2	Micro credit and micro credit /financial services	
	13.3	Roles and responsibilities of MFIs in development programs	
	13.4	Strengths, weaknesses, opportunities, limitations and strengths of MFIs- working capital, staff, branch offices, area coverage, formation of board/management, policies, rules and regulations and good wills	
	13.5	Capital fund sources/donors of MFIs	

- 13.6 Types and categorizations of MFIs- Governments, semi-governments and private -Banks, Cooperative, FINGOs (Financial Institutes NGOs), 13.7 Group savings, Private money lenders of Nepal

**Unite 14 Credit lending procedures:**

**6 hrs**

- 14.1 Principles of C-GAP  
14.2 Credit lending procedures of MFIs- types of loan, Amounts of loan , duration of repayment, installments/non-installment of loan, rules and regulations of repayment, insurance, collaterals and non collateral, interest rates, lending approaches- Group or individuals, default charge rate, gender specific loans and non financial services of MFIs

**Unite 15 Linking micro entrepreneurs with financial institutes:**

**8 hrs**

- 15.1 Concepts of MFIs and cooperatives in enterprises development in Nepal  
15.2 Roles and importance of MFIs in micro entrepreneurs as well as enterprises creation and development in Nepal  
15.3 Identification of local MFIs  
15.4 Selection of potential MFIs of the locality for linkages for micro credit to entrepreneurs  
15.5 Credit needed identification process of entrepreneurs- individual, groups, associations, cooperatives  
15.6 Credit need identification basis – the business plan, equity of entrepreneurs (demand side)  
15.7 Analysis of MFIs- credit lending capacity of MFIs/cooperatives (supply side)

**References Books:**

- Bedi, RD, Theory History & Practice of cooperation, 1981
- Cooperative Act 2048 and Rules 2049 (With Amendments)
- Hazela, T.N., Principles problem and practice of Cooperation, 1996
- Shakya, SR Cooperative Movements in Nepal 1984
- Kamat, SS, New Damnation of cooperative management 2002
- Saradha,V, The Theory of cooperation 1986
- बडाल केशव, सहकारी सिद्धान्त र प्रयोग, २०६३, प्रकाशक, सहकारी सहयोग समूह
- ढकाल लेखनाथ र शिवाकोटी अशोक: आधुनिकीकरण र सहकारीता २०६४, प्रशान्ति प्रकाशन
- ठकुरी चन्द्र बहादुर,; नेपालमा सहकारी व्यवसाय व्यवस्थापन: २०६४, उपकार प्रकाशन
- राष्ट्रिय सहकारी संघ लि., सहकारी विकाशको ५० वर्षे ग्रन्थ, राष्ट्रिय सहकारी संघ लि. २०६६
- राष्ट्रिय सहकारी संघ लि., जापानमा कृषि सहकारी, राष्ट्रिय सहकारी संघ लि, २०६५

## Skill Lab III

Year II  
Part I  
Semester III

Total: 2 hrs  
Theory: 0 hrs/ w  
Practical: 2 hrs/ w

### Course Description:

This course is designed to help students to equip with knowledge and skills on those practical components at lab setting which they would be performed during the period of social work field practicum. It especially, imparts skills on demonstration and simulation on different practical social work methods before performing real practical work.

### Course Objectives:

After completing this course the students will be able to:

1. Understand in bridging the gap between the theory and practical and acquit them to real work situation
2. Percive and internalize skills demonstated by demonstrator related to social work.
3. Demonstrate/simulate various social work skills.

### Course Contents:

#### Activities/skills

1. Demonstration on Verbal & None verbal communication through interview and group discussion
2. Demonstrate technics to control psycharistic patience
3. Demonstrate teaching to mental retarded students

#### Basic Interpersonal skills:

1. Introduction of self, role delineation with various client types: child, adult, community group, board in order to establish rapport and parameters of the relationship, expectation of the client and social worker, articulating limits

### Skill lab practice

Under this course, each student will have to demonstrate and/or simulate all the above mentioned skills which start from guided practice level and end at overt level

Students should keep their skill lab records (logbook) signed periodically by their teacher.

### Evaluation procedure

Under this scheme students will have to demonstrate and/or simulate all the above mentioned skills. The concerned teacher closely evaluates their performance of each skill to the evaluation sheet proposed. The given total of marks of performance of all the skills and skill lab recods (logbook) signed periodically by their teacher will be the criteria for total internal marks. There will be no final practical examination.

*Distribution of marks for evaluation*

S.N	Criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related subject teacher (continuous evaluation of performance)	40			40
2	Related subject teacher (skill lab records/logbook)	10			10
<b>All total:</b>					<b>50</b>

**Important note:** *Each student must pass with a minimum of 60% marks. This means they must secure 30 marks in all total*

**Text Books:**

*Skill lab manual to be developed*

**References Books:**

Cleak, H. & Wilson, J. (2007) Making the Most of Field Placement, Thomson, Australia.

# Social Work Field Practicum III

Year II  
Part I  
Semester III

Total: 14 hrs  
Theory: 0 hrs/ w  
Practical: 14 hrs/ w

## Course Description:

This course consists of practical components related to social works which the students have to be performed during the period of field practicum based on the learnt knowledge and skills at classroom and skill lab setting.

## Course Objectives:

After completing this course the students will be able to:

1. Develop sensitivity towards the needs and problems of the stakeholders/clints
2. Build purposefull relationship ingaging individuals, groups, and communities on problem solving process
3. Aquire basic skills for analyzing simple problem situation and relatedness of agency intervention
4. Understand basic process of development in society and the development stage of human behavior
5. Learn skills on report writing and presentation

## Course Contents:

### Activities/skills

1. Orient about field placement
  - Why field placement
  - Work need to be done in the field
  - Log writing
  - Report writing
  - Orientation on field organization
2. Apply social work principles & ethics
3. Build professional relationship
4. Identify problems & issues
5. Develop plan of action
6. Facilitate to link with existing network at local level
7. Coordinate
8. Provide care support
9. Conduct facilitate meeting/workshop with stake holders
10. Expose to different complex social realities of Nepal:  
Poverty, illiteracy, unemployment, migration, urbanization, corruption, conflict, caste class conflict, political instability, women, child, trafficking, drugs and its effects on youth

## Field work assignment

*Field work assignments individual and group assignments*

*Assigned as per the setting by the field supervisor*

**Duration:** 14 hrs/wx15 w= 210 hrs

## Field placement

The students are expected to do field work of full working days of the agencies during mentioned placement period to perform above mentioned tasks. Field work supervisors will facilitate to get maximum exposure in practicing above mentioned tasks.

Students should be present in the field at least 90% of the allotted days to be eligible to sit in the final examination. Students will have to perform all assigned tasks under the supervision of field supervisor and may be allowed to perform all the assigned tasks independently if the field practicum supervisor finds them perfect.

Students should keep their practical records (logbook) signed periodically by their field supervisor/instructor and they also prepare field practicum individual reports

## Evaluation procedure

Under this scheme students will have to perform all the assigned tasks. At the end of the term the field supervisor closely evaluates their performance for accuracy according to the evaluation sheet proposed. At the end of the course there will be a final practical examination.

### *Distribution of marks for evaluation*

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	50			50
2	Related institution supervisor/teacher (continuous evaluation)	50			50
3	CTEVT appointed examiner (at the end of the field practicum) 1. Report 2. Log books 3. Presentation including viva		100	3 hrs	100
				<b>All total:</b>	<b>200</b>

**Important note:** Each student must pass in each of the section of the evaluation as presented above with a minimum of 60% marks. This means they must secure 30 each in section 1 and 2 and 60 marks in section 3.

### Text Books:

- Social Work Field Practicum Manual to be developed

### References Books:

- Munson Carlton E (Ed) 1979. *Social Work Supervision*, The Free Press: New York.
- Sheafor, Bradford W, Charles R Horejsi and Gloria A Horejsi (1997) *Techniques and guidelines for field work practice*, 4<sup>th</sup> edition, Allyn and Bacon.
- Desai, A.S. (1989), *Field Work Objectives for Bachelor Degree in Social Work*, TISS, Mumbai.
- Gordon, Hamilton (1947), *Theory and Practice of Social Case Work*, Columbia University Press, New York

## **Semester IV**

1. Social Welfare Administration
2. Community Organization
3. Community Development (Rural, Urban)
4. Family and Social Work
5. Development Communication
6. Gender and Social Inclusion
7. Skills Lab IV
8. Social Work Field Practicum IV

# Social Welfare Administration

Year II  
Part II  
Semester IV

Total: 4 hrs/ w  
Theory: 4 hrs/ w  
Practical: 0 hrs/ w

## Course Description:

This course is designed to introduce the basic concepts and function of social welfare. It deals with range and variety of social services exist in Nepal including family services, youth centers, outreaching services, school social work, community development, rehabilitation, elderly services, probation and correctional services.

## Course Objectives:

After completing this course the students will be able to:

1. Explore the philosophies, organization, techniques and development of social welfare provisions in Nepal
2. Assess problems faced by individuals, families groups, and communities
3. Understand social policy; issues of social security, youth policy, woman status, child care, the care of the elderly people, the physically and mentally handicapped and professional people

## Course Contents:

<b>Unit 1</b>	<b>Social Welfare Administration:</b>	<b>4 hrs</b>
	1.1 Concept of Social Welfare Administration	
	1.2 Evolution of Social Welfare Administration	
	1.3 Philosophy of Social Welfare Administration	
	1.4 Principles and values of Social Welfare Administration	
<b>Unit 2</b>	<b>Tasks of Welfare Administration:</b>	<b>6 hrs</b>
	2.1 Program Management	
	2.1 Human Resource Management	
	2.3 Financial Management	
	2.4 Public Relation	
<b>Unit 3</b>	<b>Organizational Management:</b>	<b>10 hrs</b>
	3.1 Concept of Management	
	3.2 Functions of Management	
	3.3 Program Management:	
	• Needs assessment	
	• Program planning and developing	
	• Proposal writing	
	• Organizing	
	• Conflict and stress management	
	• Program implementation	
	• Program evaluation	
<b>Unit 4</b>	<b>Project Cycle:</b>	<b>14 hrs</b>
	4.1 Components of project management	
	4.2 Project Management Cycle	
<b>Unit 5</b>	<b>Financial Management:</b>	<b>6 hrs</b>

	5.1	Concept of accounting	
	5.2	Budgeting	
	5.3	Auditing.	
<b>Unit 6</b>	<b>Human Resource Management:</b>		<b>8 hrs</b>
	6.1	Concept of staff policies	
	6.2	Performance appraisal	
	6.3	Recruitment	
	6.4	Training	
	6.5	Promotion	
	6.6	Incentives	
	6.7	Reward and punishment	
	6.8	Coaching & Mentoring.	
	6.9	Supervising	
<b>Unit 7</b>	<b>Organization Development:</b>		<b>12 hrs</b>
	7.1	Concepts of organization development and capacity building.	

**References Books:**

- Arora and Sharma (1992) *Comparative and Development Administration, Ideas and Action*, Arihant Publishers, Jaipur.
- Chowdry, Paul D., *Social Welfare Administration*: Delhi, Athram & Sons.
- *Nepalese law and regulation related to social welfare policies (local governance act etc)*.
- Gupta, Dipankar. 1991. *Social Stratification*, Oxford University Press, Delhi.
- Goel and Jain, 1998, *Social Welfare Administration*, Vol. I and II Deep and Deep Publication: New Delhi.
- Hardy, Charles, *Understanding Voluntary Organizations*, London, Penguin Books.
- Jaganathan U, *Administration and Social Change*, Delhi: Uppal Publishing House.
- Kulkarni, P. D., *Social Policy and Social Development*, Madras: ASSWI.
- Madan G. R. (1972) *Welfare State and problem of democratic planning*, Allied Publishers: Calcutta.
- Mishra, Ramesh, *Society and Policy: Theoretical Perspective on Welfare*, London: Macmillan press.
- Pincus, Allen, Mianha, *Social Work Practice, Model and Method*, Itasca: F. E. Peacock Publishers.
- S. N. Dubey, *Administration of /social Welfare Programmes in India*; Samiya Publications.

# Community Organization

Year II  
Part II  
Semester IV

Total: 4 hrs/ w  
Theory: 4 hrs/ w  
Practical: 0 hrs/ w

## Course Description:

This course intends to provide knowledge on basis, principle, approaches and models of community organizations. It also provides knowledge and skills stake holder case analysis and studying different cases.

## Course Objectives:

After completing this course the students will be able to:

1. Understand geographic and functional communities as units of intervention.
2. Explain different approaches to community organization and the strategies involved.
3. Describe the process of analyzing stakeholders
4. Learn skills on conducting cases study

## Course Contents:

<b>Unit 1</b>	<b>Working with communities (Community Organization):</b>	<b>2 hrs</b>
	1.1 Community: Concept,	
	1.2 Types of Community,	
	1.3 Characteristics and features of Community	
<b>Unit 2</b>	<b>Characteristics of community Organization:</b>	<b>4 hrs</b>
	2.1 Concept of Community Organization	
	2.2 Objectives of Community Organization	
	2.3 Characteristics of community organization.	
	2.4 Phase of community organization	
<b>Unit 3</b>	<b>Basis of Community Organization:</b>	<b>4 hrs</b>
	3.1 Basis on community organization in Nepal: -indigenous organization (caste, ethnicity, geographical proximity)	
<b>Unit 4</b>	<b>Principles and Approaches:</b>	<b>4 hrs</b>
	4.1 Principles of community organization, directive and non-directive approach.	
<b>Unit 5</b>	<b>Models:</b>	<b>6 hrs</b>
	5.1 Models of community organization.	
<b>Unit 6</b>	<b>Problem Solving:</b>	<b>5 hrs</b>
	6.1 Community problem solving process.	
<b>Unit 7</b>	<b>Stake Holder Analysis:</b>	<b>10 hrs</b>
	7.1 Stakeholders' analysis: basic concepts of participation, empowerment, leadership, power dynamics, conflict and its mitigation, globalization, gender issues	
<b>Unit 8</b>	<b>Case Study:</b>	<b>10 hrs</b>
	8.1 Selected cases of community organization in Nepal-community forestry, mothers groups, saving and credit groups, guthi, dhikur, Rodi, Parma, Bheja.	
<b>Unit 9</b>	<b>Project work:</b>	<b>15 hrs</b>

- 9.1 Individual and Group Assignment (Planning, Preparedness, Training and awareness)
- 9.2 Project work assignment for various stake holder analysis and cases study
- 7.3 Field Visit and observation
- 7.4 Paper presentation

**References Books:**

- Batten T. R. (1960). *Community and their Development*, London: Oxford University Press.
- Biklen, Douglas P. 1983. *Community Organizing*, Prentice Hall: New York.
- Cox, M. Fred et al. (1974). *Strategies of Community Organization*, F. E. Peacock Publishers, Inc. Itasca.
- Gurin, Arnold (1970) *Community Organization Curriculum for Graduate Social Work*, Council on Social Work Education: New York.
- Kramer, R. M. et al (Ed) 1969. *Readings in Community Organization Practice*, Prentice-Hall Inc.: New Jersey.
- Kramer and Specht. 1975. *Readings in community organization practice*, Prentice-Hall Inc. New Jersey.
- Rivera, Felix G. and John L. Erlich (1998) *Community Organization in a Diverse Society*, Allyn and Bacon: London.
- Ross M. G. (1955). *Community Organization: theory and practice*, Jarper Brothers, New York.
- Rothman Jack et al (1970) *Strategies of Community Intervention, Macro Practice*, F. E. Peacock, Publishers Inc. Illinois.
- Rubin, Herbert J. and Irene S. Rubin (1992) *Community Organization Practice*, Macmillan Publishing: New York.
- Tropman J. et al (Eds) 1995. *Tactics and Techniques of Community Intervention*, F. E. Peacock Publishers Inc. Illinois.
- Warren, R. L. 1965. *Study Your Community*, Russel Sage Foundation, New York.

# Community Development

Year II  
Part II  
Semester IV

Total: 4 hrs/ w  
Theory: 4 hrs/ w  
Practical: 0 hrs/ w

## Course Description:

This course is designed to equip students with comprehensive knowledge on concept, principles and approaches of rural and community development. It also deals with integrated rural development techniques.

## Course Objectives:

After completing this course the students will be able to:

1. Understand the concept, principles and approach of rural and urban community development
2. Acquaint with government, planning, programs, policies and strategies related to the communities development concerns
3. Learn skills to work with diverse community groups.

## Course Contents:

<b>Unit 1</b>	<b>Rural Community Development:</b>	<b>15 hrs</b>
	1.1 Concept of rural , semi rural and urban setting	
	1.2 Rural Sociology: Nature and characteristics of Rural Society- Physical, Social, Economic & Political aspects.	
	1.3 Rural Community Development- Definition, Concept, Objective.	
	1.4 Scope of Rural Community Development, Approach of Rural Community Development	
<b>Unit 2</b>	<b>Rural Community Development:</b>	<b>15 hrs</b>
	2.1 Principle of Rural community development	
	2.2 Role of Community Development Worker	
	2.3 Rural Development programs and government policy	
	3.4 Rural Community Problems	
<b>Unit 3</b>	<b>Integrated Rural Community Development:</b>	<b>15 hrs</b>
	3.1 Objective, characteristics, Strategies & Administration	
	3.2 Rural Micro Level Planning	
	3.3 PRA	
	3.4 Role of Voluntary agency: Cooperatives, Industries, NGOs, CBOs, FUG, MG, Users Groups etc	
<b>Unit 4</b>	<b>Urban Community Development:</b>	<b>15 hrs</b>
	4.1 Urbanization- Concept, Causes, characteristics of Urban communities, Consequences of Rapid Urbanization	
	4.2 Role of Cities in National Development	
	4.3 Problems of Urban Community: Problem of Housing, Unemployment, Migration, Slum, Squatters, Waste management etc.	
	4.4 Role of NGOs/ GOs & Voluntary Organization	

## References Books:

- Chowdhary, AD.Paul.1990. Voluntary Efforts in Social Welfare and Development. Siddhartha Publications, New Delhi.

- Flora, C.B, Flora J; Spears. J.D and Swanson, L.E.1992. Rural Communities: Legacy and Change, Westview Press, Boulder CO.
- Long, Normann 1984, Introduction to the sociology of development. Tavistock ; London
- Singh, K 1986, Rural Development: Principles, Policies and Management. Sage Publications, New Delhi,
- Lal, R amashray & Srivatava R.K. 1986. Dialogue on Development. Sage Publications, London Sharma, SK & Malhotra, SL. Integrated Rural Development: Approach, strategies and perspectives. Abhinav, New Delhi.
- Quinn James, Urban Sociology, Eurasia Publication House, New Delhi.

# Family and Social Work

**Year II**  
**Part II**  
**Semester IV**

**Total: 4 hrs/ w**  
**Theory: 4 hrs/ w**  
**Practical: 0 hrs/ w**

## **Course Description:**

This course intends to provide knowledge related to concept of family, family structure, marriages, family dynamic and family as and social work. It also deals with impact of social, economic and political change on the family

## **Course Objectives:**

After completing this course the students will be able to:

1. Understand the family as a social institution and a context for individual development
2. Study the plurality of family forms in Nepal and its social consequences
3. Analyze the structural and functional dimensions of family, kinship, marriage in relation to individual members
4. Assess the impact and outcome of social, economic and political change on the family and social work intervention
5. Discuss social work in relation to family

## **Course Contents:**

<b>Unit 1</b>	<b>Introduction to Family:</b>	<b>10 hrs</b>
	1.1 Families in Nepal	
	1.2 Defining Key Concept: Family, Types of Family, Roles of Family, Functions, House Hold	
	1.3 Understanding families using the 4-R model	
<b>Unit 2</b>	<b>Changing Trained in Family Structure:</b>	<b>10 hrs</b>
	2.1 More living together before marriage	
	2.2 Marrying at a later age	
	2.3 Fewer children	
	2.4 Wives employed outside the home	
	2.5 Higher rates of divorce and separation	
	2.6 Single-parent families more prevalent	
	2.7 Remarriage rates declining, specially for women	
	2.8 Teenage Pregnancy	
	2.9 Current influences on families	
<b>Unit 3</b>	<b>Marriage in Nepal:</b>	<b>10 hrs</b>
	3.1 Marriage: definition, functions and types (On the basis of number of spouses: monogamy and polygamy, on the basis of rules: exogamy and endogamy, on the basis of process arrange & love marriage, Issues of Dowry & Bride burning	
	3.2 Cultural Practices in Nepal relating to Marriage	
	3.3 Kinship: definition, functions and types: Consanguinal and affinal	
<b>Unit 4</b>	<b>Family Dynamics &amp; Roles:</b>	<b>10 hrs</b>
	4.1 Family Power, Decision Making, Parent Children Relationship, Socialization in Families	
<b>Unit 5</b>	<b>Family &amp; Social Work:</b>	<b>10 hrs</b>

- 5.1 Family & social Work
- 5.2 Family as a social system
- 5.3 Needs satisfaction
- 5.4 Family boundaries
- 5.5 Family welbeings
- 5.6 Strong & healthy families

**Unit 6 Elderly:**

**10 hrs**

- 6.1 Introduction
- 6.2 Characteristics of Ageing
- 6.3 Demographic trends
- 6.4 Myths & Misconception about Aged
  - Myths & Misconceptions
  - Aged and Misconceptions
  - Types of Misconceptions
- 6.5 Ageing process
- 6.6 Theories of Ageing
  - Biological Ageing
  - Sociological Ageing
  - Psychological Ageing
- 6.7 Prejudices and disceminatiuon against elderly
- 6.8 Eldery Abuse
  - Concept of elder abuse
  - Extent of Abuse
  - Interventions for prevention of abuse

**References Books:**

- Bell, M and E.F Vogel, (1968): A modern introduction to the family, New York Free Press
- Desai, M (Ed) (1994) Enhancing the role of the family as an agent for social charge and economic development. Bombay: Tata institute of Social Sciences
- Hartman and Laird (1983) Family- Centered Social Work Practice. The Free Press, New York
- White and Klein (2002) Family Theories. Sage publication, California

# Development Communication

Year II  
Part II  
Semester IV

Total: 4 hrs/ w  
Theory: 4 Hrs/ w  
Practical: 0 hrs/ w

## Course Description:

This course is designed to provide knowledge and skills to the students on different aspects and the mode of communication. It also deals with street theater and workshop facilitation technique..

## Course Objectives:

After completing this course the students will be able to:

1. Obtain a comprehensive understanding about the nature and scope of effective communication while working with people.
2. Understand and internalize the principles and components of democratic communication methods,
3. Gain insight about the importance and use of programmed media as a facilitative tool for effective communication
4. Develop competency in preparation and appropriate utilization of media strategies to promote effective and goal-oriented communication in groups.
5. Learn the facilitating discussion in a group with the aid of media strategies.

## Course Contents:

<b>Unit 1</b>	<b>Meaning &amp; Scope:</b>	<b>2 hrs</b>
	1.1 Communication process-meaning, importance and scope	
<b>Unit 2</b>	<b>Nature &amp; Models of Communication:</b>	<b>5 hrs</b>
	2.1 Nature of communication, means of communication	
	2.2 Models of communication	
	2.3 Types of communication-verbal, written, gestures, hidden,	
	2.4 Mass communication versus interpersonal communication,	
	2.5 One way communication and two way communication styles,	
	2.6 Concepts of participatory communication,	
	2.7 Barriers to effective communication	
<b>Unit 3</b>	<b>Skills of Communication:</b>	<b>14 hrs</b>
	3.1 Communication skills :Effective listening and responding, understanding and using body language, using program media strategies as a tool for promoting healthy communication patterns	
<b>Unit 4</b>	<b>Participatory Communication:</b>	<b>14 hrs</b>
	4.1 Facilitation skills effective techniques of addressing a group, management of group, dynamics for realization of groups, goals and growth, methods of facilitating a participatory discussion within a group to take it forward into concrete action, Role of communication in Development	
<b>Unit 5</b>	<b>Street Theater and Workshop:</b>	<b>25 hrs</b>
	5.1 Elements of street theater, script writing, choreography for development	
	5.2 Media aid and strategies	

**References Books:**

- Doctor A and Chaze F (1998). Mass Communication. Mumbai: Sheth Publishers
- Gandhi V.P (1995). Medial and Communication Today. New Delhi: Kaniska publishers
- Mody B (1991). Designing Message for Development Communication. New Delhi: Sage
- Onta Pratyush et al (2004) Radio Nepalko Samajik Itihas. Kathamandu: Martin Chautari
- Onta Pratyush et al (2005) Radio Patrakarita: FM ma Samachar ra Samvad. Kathmandu: Martin Chautari

# Gender and Social Inclusion

Year II  
Part II  
Semester IV

Total: 4 hrs/ w  
Theory: 4 hrs/ w  
Practical: 0 hrs/ w

## Course Description:

This course intends to equip the students with the knowledge on concept of gender, socialization, gender and development, status of women, women rights, and government policies for the inclusion. It also deals with racism and governance.

## Course Objectives:

After completing this course the students will be able to:

1. Understand the comprehensive concept of gender and social inclusion
2. Explain the relation of socialization and gender development
3. Discuss national policies related to social inclusion and gender issues
4. Analyze status of women & women's Right in the context of Nepal

## Course Contents:

<b>Unit 1</b>	<b>Concept of Gender:</b>	<b>8 hrs</b>
	1.1 Basic concept of sex and gender	
	1.2 Terminologies used in gender	
	1.3 Gender discrimination	
	1.4 Gender subordination	
	1.5 Gender power relations	
	1.6 Gender equity	
	1.7 Gender equality	
	1.8 Gender based violence	
	1.9 Gender discrimination in the context of Nepal	
	1.10 Changing Gender Roles	
<b>Unit 2</b>	<b>Socialization and Gender:</b>	<b>8 hrs</b>
	2.1 Concept of socialization and gendered socialization	
	2.2 Agencies of socialization	
	• Family	
	• Community	
	• School	
	• State	
	• Religion	
	• Market	
	• Media	
	2.3 Modes of gender socialization	
	• Coercive	
	2.4 Motivation/Encouragement	
	2.5 Patriarchy and gender socialization	
	2.6 Feminism: response to Patriarchy	

<b>Unit 3</b>	<b>Gender and Development:</b>	<b>12 hrs</b>
	3.1 Basic concept of Development, and gender and development	
	3.2 Indicators of Development	
	<ul style="list-style-type: none"> <li>• Physical quality of life index (PQLI)</li> <li>• Human Development Index (HDI)</li> <li>• Human Poverty Index (HDI)</li> </ul>	
	3.3 Concept of Women Empowerment	
	3.4 Gender related development index (GDI)	
	3.5 Gender empowerment measure (GME)	
	3.6 Multiple roles of women in development	
	3.7 Reproductive role	
	3.8 Productive Role	
	3.9 Community/ Social role	
	3.10 Constituency role	
	3.11 Gender Mainstreaming in development	
	3.12 Concept	
	3.13 Tools	
	3.14 Third gender as ad emerging issues	
<b>Unit 4</b>	<b>Status of Women &amp; Women's Right:</b>	<b>10 hrs</b>
	a. Status of Women in Nepal	
	<ul style="list-style-type: none"> <li>• Cultural</li> <li>• Social</li> <li>• Economic</li> <li>• Political</li> <li>• Legal</li> </ul>	
	b. Challenges to the Nepalese women	
	<ul style="list-style-type: none"> <li>• Violence against women (VAW): definition and forms of VAW in Nepalies law and constitution</li> <li>• Women/ Girls trafficking: issues and extent, Legal measures</li> </ul>	
	c. Concept of Women's Right	
	<ul style="list-style-type: none"> <li>• Education</li> <li>• Employment</li> <li>• Property</li> <li>• Marriage and divorce</li> <li>• Abortion</li> <li>• Health and reproductive rights</li> <li>• Citizenship</li> </ul>	
	d. Decision making and policy making	
<b>Unit 5</b>	<b>Gender and Development policy initiatives:</b>	<b>10 hrs</b>
	5.1 National policies and programmes for gender equality and empowerment of women: National periodic plans, sectoral policies and plans	
	5.2 International year of women and conferences on Women: UN year of Women – 1975, First world conference on women – Mexico City 1975, Second World Conference on Women – Copenhagen 1980, Third World Conference on women – Nairobi 1985, Forth World Conference on Women – Beijing 1995	
	5.3 International Conventions and Declarations for women's rights and gender equality: Convention on the elimination of all forms of discrimination against	

women (CEDAW), Beijing platform for actions (BPFA), Millennium development goals (MDG)

<b>Unit 6</b>	<b>Social Inclusion:</b>	<b>3 hrs</b>
6.1	Introduction of Social Inclusion & Social Exclusion	
6.2	Origen & Development of concept	
6.3	MDG and Social INclusion	
<b>Unit 7</b>	<b>Social Exclusion:</b>	<b>2 hrs</b>
7.4	Definitions of social exclusion	
7.5	Kinds & Domens of Exclusion	
<b>Unit 8</b>	<b>Racism:</b>	<b>2 hrs</b>
8.1	Racism:	
	<ul style="list-style-type: none"><li>• Privilege and power, perceptions, discrimination, racism, moving forward</li></ul>	
<b>Unit 9</b>	<b>Governance:</b>	<b>3 hrs</b>
1.1	Transforming Governance:	
	<ul style="list-style-type: none"><li>• Defining government, Key Problems for citizens to overcome, Budget Priorities and redistribution, developing community – government partnerships, the fine art of lobbying</li></ul>	

**References Books:**

1. Acharya, M (2007); Gender Equality and Empowerment of Women: An updated, Kathmandu, UNFPA

## Skills Lab IV

Year II

Total: 2 hrs/ w

Part II

Theory: 0 hrs/ w

Semester IV

Practical: 2 hrs/ w

### Course Description:

This course is designed to help students to equip with knowledge and skills on those practical components at lab setting which they would be performed during the period of social work field practicum. It especially, imparts skills on demonstration and simulation on different practical social work methods before performing real practical work.

### Course Objectives:

After completing this course the students will be able to:

1. Understand in bridging the gap between the theory and practical and acquit them to real work situation
2. Percive and internalize skills demonstated by demonstrator related to social work.
3. Demonstrate/simulate various social work skills.

### Course Contents:

#### Activities/skills

1. Demonstrate community meetings
2. Prepare community action plan and present
3. Demonstrate/Role play family meeting
4. Demonstrate/ Role play family counseling
5. Demonstrate/ Role play different roles in family
6. **Use of skills in larger setting:**  
Processing and discussion of content and application to social work and the development of a professional social worker
7. **Case activities and role plays:**  
Use of skills in larger setting  
Processing and discussion of content and application to social work and the development of a professional social worker

### Skill lab practice

Under this course, each student will have to demonstrate and/or simulate all the above mentioned skills which start from guided practice level and end at overt level

Students should keep their skill lab records (logbook) signed periodically by their teacher.

### Evaluation procedure

Under this scheme students will have to demonstrate and/or simulate all the above mentioned skills. The concerned teacher closely evaluates their performance of each skill to the evaluation sheet proposed. The given total of marks of performance of all the skills and skill lab records (logbook) signed periodically by their teacher will be the criteria for total internal marks. There will be no final practical examination.

*Distribution of marks for evaluation*

S.N	Criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related subject teacher (continuous evaluation of performance)	40			40
2	Related subject teacher (skill lab records/logbook)	10			10
<b>All total:</b>					<b>50</b>

**Important note:** *Each student must pass with a minimum of 60% marks. This means they must secure 30 marks in all total*

**Text Books:**

*Skill lab manual to be developed*

**References Books:**

Cleak, H. & Wilson, J. (2007) Making the Most of Field Placement, Thomson, Australia.

# Social Work Field Practicum IV

Year II

Total: 14 hrs

Part II

Theory: 0 hrs/ w

Semester IV

Practical: 14 hrs/ w

## Course Description:

This year the students are expected to apply the knowledge, skills and techniques of social work in their respective fieldwork agency. The attitudes, which they have developed in their first year, will enhance them to carry out fieldwork tasks more effectively.

The professional socialization of social work has also begun. They know the social work values by now through the theory course. Above all, they would have come to know the immense opportunities to help people and change people's life through social work. Social work can change lives for the better

## Course Objectives:

After completing this course the students will be able to:

1. Develop sensitivity towards the needs and problems of the stakeholders/clints.
2. Build purposefull relationship ingaging individuals, groups, and communities on problem solving process.
3. Aquire basic skills for analyzing simple problem situation and relatedness of agency intervention.
4. Understand basic process of development in society and the development stage of human behavior.
5. Learn skills on report writing and presentation.

## Course Contents:

### Activities/skills

1. Orientation on Field Placement
  - a. Why Field Placement
  - b. Work need to be done in the field
  - c. Log writing
  - d. Report writing
  - e. Orientation on Field Organization
2. Apply Social Work Principles & Ethics
3. Collect Data Information
4. Identify problems/ Issues of community and groups and families
5. Develop plan of action in participatory manner
6. Impliment plan of action according to planning
7. Use tools of communication
8. Mobilization available resources
9. Provide care support
10. Exposure to different complex social realities of Nepal:
  - a. poverty, illiteracy, unemployment, migration, urbanization, corruption, conflict, caste class conflict, political instability, women, child, trafficking, drugs and its effects on youth

## Field work assignment

*Field work assignments individual and group assignments*

*Assigned as per the setting by the field supervisor*

**Duration:** 14 hrs/wx15 w= 210 hrs

### Field placement

The students are expected to do field work of full working days of the agencies during mentioned placement period to perform above mentioned tasks. Field work supervisors will facilitate to get maximum exposure in practicing above mentioned tasks.

Students should be present in the field at least 90% of the allotted days to be eligible to sit in the final examination. Students will have to perform all assigned tasks under the supervision of field supervisor and may be allowed to perform all the assigned tasks independently if the field practicum supervisor finds them perfect.

Students should keep their practical records (logbook) signed periodically by their field supervisor/instructor and they also prepare field practicum individual reports

### Evaluation procedure

Under this scheme students will have to perform all the assigned tasks. At the end of the term the field supervisor closely evaluates their performance for accuracy according to the evaluation sheet proposed. At the end of the course there will be a final practical examination.

### Distribution of marks for evaluation

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	50			50
2	Related institution supervisor/teacher (continuous evaluation)	50			50
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"><li>• Report</li><li>• Log books</li><li>• Presentation including viva</li></ul>		100	3 hrs	100
<b>All total:</b>					<b>200</b>

**Important note:** Each student must pass in each of the section of the evaluation as presented above with a minimum of 60% marks. This means they must secure 30 each in section 1 and 2 and 60 marks in section 3.

### Text Books:

- Social Work Field Practicum Manual to be developed

### References Books:

- Munson Carlton E (Ed) 1979. *Social Work Supervision*, The Free Press: New York.
- Sheafor, Bradford W, Charles R Horejsi and Gloria A Horejsi (1997) *Techniques and guidelines for field work practice*, 4<sup>th</sup> edition, Allyn and Bacon.
- Desai, A.S. (1989), *Field Work Objectives for Bachelor Degree in Social Work*, TISS, Mumbai.
- Gordon, Hamilton (1947), *Theory and Practice of Social Case Work*, Columbia University Press, New York

# Third Year

## **Semester V**

1. Social Development
2. Social Action
3. Law and Social Work
4. Research Method in Social Work
5. Development Management
6. Humanitarian Crisis and Disaster Management
7. Skills Lab V
8. Social Work Field Practicum V

# Social Development

Year III  
Part I  
Semester V

Total: 4 hrs/ w  
Theory: 4 hrs/ w  
Practical: 0 hrs/ w

## Course Description:

This course intends to provide comprehensive knowledge of social development, social change, modernization and development, development issues and social development practices.

## Course Objectives:

After completing this course the students will be able to:

1. Understand comprehensive concepts of social development
2. Explain Meaning theories of social change, modernization and development
3. Discuss significant development issues
4. Describe the role and scope of social work Practitioners in the social development.

## Course Contents:

<b>Unit 1</b>	<b>Concept of social Development:</b>	<b>15 hrs</b>
	1.1 Understanding social development and concepts:	
	1.2 Components of social development,	
	1.3 Different approaches to Development.	
	1.4 Brief History of Developmental Planning in Nepal	
<b>Unit 2</b>	<b>Social Change, Modernization &amp; Development:</b>	<b>15 hrs</b>
	2.1 Social Change	
	2.2 Modernization and Development: Concept	
	2.3 Development Theories	
	• Moderanization Theory	
	• Depandency Theory	
	• World System Theory	
	• State Theury	
	2.4 Social Change and Third World Countries	
<b>Unit 3</b>	<b>Significant Development Issues:</b>	<b>15 hrs</b>
	3.1 Review of International Bodies & Role UN Agencies	
	3.2 Understanding Social & Economic Implication of Globalization & Liberalization	
<b>Unit 4</b>	<b>Practice of Social Development:</b>	<b>15 hrs</b>
	4.1 Role & Scope of Social Work Practitioners in Social Development	

## References Books:

- Bondon, Raymond (1986) Social Change: A critical Appraisal, Cambridge, Polity Press.
- Bateille, A (ed) (1969) Social Inequality. Harmondsworth, Penguin Frank, Andra
- Connder(1975) On Capitalist Underdevelopment, Bombay, Oxford University Press
- Hilorst. J.G.H&Kalattar ed (1985): Social development in the Third World: Level of Living indicators and Social planning, London, Croon Helm.
- Kulkarni, P.D.& Nanavati, Mehar C. Uppal (1997) Social Issues in Development. Publishing House New Delhi
- Mishra Ramesh, Society and policy: Theoretical Perspective on welfare: London, Macmillar Press.
- Kulkarni P.D., Social Policy and Social Development: Madras: ASSWI

# Social Action

Year III

Total: 4 hrs/ w

Part I

Theory: 4 hrs/ w

Semester V

Practical: 0 hrs/ w

## Course Description:

This is designed to provide knowledge social action process, model and advocacy of social action and contemporary social action. It also imparts knowledge different philosophies and social advocacy related to social action.

## Course Objectives:

After completing this course the students will be able to:

1. Describe process of social action
2. Distinguish models of social action
3. Discuss contemporary social issues
4. Interpret different action philosophies and strategies

## Course Contents:

<b>Unit 1</b>	<b>Introduction:</b>	<b>2 hrs</b>
	1.1 Concept and objectives	
<b>Unit 2</b>	<b>Processes of Social Action:</b>	<b>10 hrs</b>
	2.1 Principles, methods and strategies	
	2.2 Social action for social reform	
	2.3 Social action and social movement	
	2.4 Social action and social change	
	2.5 Social action for social development	
<b>Unit 3</b>	<b>Model of Social Action:</b>	<b>12 hrs</b>
	3.1 Models of social action: program advocacy, legislative advocacy, campaigns and litigation.	
	3.2 Advocacy and outcomes- Awareness Raising, Organizing, Networking	
<b>Unit 4</b>	<b>Contemporary Social Action:</b>	<b>10 hrs</b>
	4.1 Case study in Nepal (Democracy Movement 1990 and 2006, Janajati movement, Kamaya Movement, Haliya Movement) and India ( Gandhian Movement, )	
	4.2 Scope of social action in Nepal	
<b>Unit 5</b>	<b>Philosophy and Strategies:</b>	<b>12 hrs</b>
	5.1 Karl Marx,	
	5.2 Paulo Friece,	
	5.3 Saul Alensky	
<b>Unit 6</b>	<b>Social Advocacy:</b>	<b>8 hrs</b>
	6.1 Concepts,	
	6.2 Types and strategies	

**Unit 7     Role:**

**6 hrs**

7.1     Role of social worker in social action

**References Books:**

- Gandhi, P. K. (Ed) (1985), *Social Action through Law: Partnership through Law*, Concept: New Delhi.
- Harper, E. b. and Dunham Arthur (1959), *Community Organization and Action*, Association Press: New York.
- Payne, Malcom (1995) *Social Work and Community Care*, London: Chapman & Hall.
- Paulo Freiere (1972) *Pedagogy of the Oppressed*, Penguin Books: Harmonds Worth.
- Sidiqi, H. Y. (1984) *Social Work and Social Action*, New Delhi: Harmam Publishers.
- Sidiqi, H. Y. (1997) *Working with Communities*, New Delhi: Hira Publications.

# Law and Social Work

Year III

Total: 4 hrs/ w

Part I

Theory: 4 hrs/ w

Semester V

Practical: 0 hrs/ w

## Course Description:

This is designed to impart knowledge on Law, Crime, Justice Criminal/Juvenile Justice system in relation to and Social Work. It also deals with Crime Management and Prevention and court related, private and commercial documents.

## Course Objectives:

After completion of this entire course, students will be able to:

1. Understand Laws, Crime, Criminal and civil cases
2. Know the relevant criminal laws and procedures
3. Understand the criminal justice system and its components
4. State basic idea of crime investigation and treatment of offenders
5. Develop/apply the crime prevention approaches
6. Be familiar with court related , commercial and private documents

## Course Contents:

<b>Unit 1</b>	<b>Introduction:</b>	<b>6 hrs</b>
1.1	Laws:(Constitution/Civil/Criminal/Substantive/Procedural)/ elements/Criminal liability Environment/	
1.2	Definition of Crime and Types	
1.3	Crime and criminal Investigation	
1.4	Criminal / Juvenile Justice/ System	
1.5	Victim Justice	
1.6	Crime Prevention (Approaches)	
<b>Unit 2</b>	<b>Laws:</b>	<b>6 hrs</b>
2.1	Interim constitution of Nepal, 2063(2007)	
2.2	Fundamental Rights, Citizenship and Directive Principles	
2.3	Substantive Criminal Laws: (Civil Code and Special Statutes on Selected Cases e.g. Crime against Property: Theft, Robbery, Cheating, Public Nuisance; Crime against Person: Murder, Sexual Offenses; Marriage Registration, Birth and Death Registration etc.)	
2.4	Procedural Law (Criminal and Civil): Government Cases Act and Regulation, Civil Code (Muluki Ain)	
<b>Unit 3:</b>	<b>Criminology and Criminal Psychology:</b>	<b>6 hrs</b>
3.1	Criminal & Forensic Psychology (Psychological, Biological, Genetically & Sociological)	
3.2	Transnational Organized Crimes (White Collar, Cyber, Drugs, Human Trafficking, Illegal Arms, Terrorism, Corruption, Environmental Crimes, etc.)	
3.3	Impact and Cost of the Crime (Financial/Physical) in Family, Society, 3.4 Organization and Nations.	
3.5	Understanding Youth and Crime (peer. group character, etc.)	
<b>Unit 4:</b>	<b>Criminal/Juvenile Justice and Security System:</b>	<b>8 hrs</b>

- 4.1 Components of Criminal Justice System: (Police, Attorney and Defense/Private Lawyers, Forensic-lab, Court, Prison and welfare home)
- 4.2 Police, Armed Police, Nepal Army, National Investigation department, concerned ministries, Local Administration and other Service organization
- 4.3 Commissions of Crime (Sources/First Information Report)
- 4.4 Scene of Crime and Preliminary Investigation
- 4.5 Treatment of Offenders/Juvenile (Penology)
- 4.6 Victim Support Management (Victimology)
- 4.7 Court System (Civil/Criminal/Special/Juvenile/Quasi Judicial)
- 4.8 Prison Administration/ Correction and Welfare Home
- Unit 5: Crime Management, Prevention and Social Work: 6 hrs**
- 5.1 Reactive Method (Investigation/Detection/Legal Actions/Punishment etc.)
- 5.2 Proactive Method:
- Conventional: Collection of Information/ Surveillance/ Patrolling/ Arrest/ Prosecution etc.
  - Modern: Community Alliance, Community Policing, Demographic Study and Crime Pattern Analysis, Prevention of Delinquency (youth crime) Crime prevention, Awareness Program.
- Unit 6: Court Related Documents: 12 hrs**
- 6.1 Model of Law suit (complaint)
- 6.2 Model of FIR
- 6.3 Model of Charge sheet
- 6.4 Model of Defense/ Reply (Rejoinder)
- 6.5 Power of Attorney (Warishnama)
- 6.6 Authorized Power of Attorney
- 6.7 Application (Petition)
- 6.8 Probate (Letter of Agreement)
- Unit 7: Private Documents: 8 hrs**
- 7.1 Usufruct Mortgage Deed (भोग बन्धकी तमसुक)
- 7.2 A Deed of Mortgage in the sight of Assets (दृष्टि बन्धकी तमसुक)
- 7.3 Re- Mortgage Deed (लख बन्धकी तमसुक)
- 7.4 Deed of Bail ( Hostage) (जमानी लिखत)
- 7.5 Deed of Will (बकस पत्र लिखत)
- 7.6 Receipt (भर्पाइ)
- 7.7 Loan Deed (कपाली तमसुक)
- Unit 8: Commercial Documents: 8 hrs**
- 8.1 Contract Paper (करारनामा)
- 8.2 Act of Paying Advance (बैनाबदटा)
- 8.3 Exchange Deed (दटापदटा लिखत)
- 8.4 Sale Deed ( राजीनामा)

**References Books:**

- Contemporary cases related to public and private enterprises (case study)
- Ahmad Siddique, 1999, (Reprint), **Criminology: Problems and Perspectives**, Lucknow-Eastern Book Company
- Chuda Bahadur Shrestha (Ph.D.) et. al, (2064 2007), **Nepal ko Antarim Sambidhan Ra Sambidhan Sabha** (Interim Constitution of Nepal and Constituent Assembly), Kathmandu-Sampurna Publications Pvt.

- Chuda Bahadur Shrestha, 2004, **Nepal coping with Maoist Insurgency; Conflict Analysis and Resolution**, Kathmandu- Chetana Lokshum
- Criminal Code 9 (*Muluki Ain*), 1920, Kanoon Kitab Company, Babarmahal
- David E. Brandt (Ph.D) and S. Jack Ziolnick (Ph.D), (1988), **The Psychology and Treatment of the Youthful Offender**, USA-Charles C Thomos
- Dipankar Banerjee,(ed), 2000, **South Asia At Gun Point**, Sri-Lanka-Regional Centre for Strategic Studies
- Donald O. Schultz 1991, (Reprinted), **Criminal Investigation Techniques**, India-S.S. Chhabra for Surjeet Publications
- Donna Pence Charles Wilson 1994, **Team Investigation of Child Sexual Abuse**, New Delhi-Sage Publications
- George J. Dudycha, (no date), **Psychology for Law Enforcement Officers**, USA-Charles C Thomas
- Ian Loader (1996), **Youth, Policing and Democracy**, London-MACMILLAN PRESS LTD
- James Vadackumchery & John Kattakayam, (1995), **Human Behaviour and Law Enforcement**, New Delhi- S.B. Nangia
- John E. Conklin, **Criminology**, Macmillan Publishing Co., Fourth Edition, 1992
- **Juvenile Justice System in Nepal**, (2003), Nepal- Kathmandu School of Law, Bhaktapur
- K.D. Gaur (ed)(2003), **Criminal Law and Criminology**, New Delhi-Deep & Deep Publications Pvt. Ltd.
- K.N. Chandrasekharan Pillai (Ph.D), (2<sup>nd</sup> ed.), (2005), **General Principal of Criminal Law**, Lucknow-Eastern Book Company
- Lora Lumpe, (ed), (2000), **Running Guns**, *The Global Black Market in Small Arms*, London-Zed Books
- Mark Warr (2002), **Companions in Crime :The Social Aspects of Criminal Conduct**, USA-Cambridge University Press
- Michael J. Palmiotto, (1994), **Criminal Investigation**, Chicago-Nelson-Hall Publishers
- NyayaDeep, **Paujdari Nyaya Bisheshanka** (2062, 2005) (Special Issues on Criminal Justice), Kathmandu-Sarakari Wokil Samaj (Society of Govt. Attorneys)
- **Phaujdhari Karyabidhi Digdarshan** (Criminal Procedures Guidelines), (2058, 2000), Kathmandu-CeLRRd

# Research Method in Social Work

Year III

Total: 6 hrs/ w

Part I

Theory: 3 hrs/ w

Semester V

Practical: 3 hrs/ w

## Course Description:

This course intends to provide opportunity students to take a close look and come out with a general understanding of the different research orientations taken by social science researchers. After taking the course, students will be more knowledgeable and equipped to understand general research findings in social sciences, and other disciplines alike. Emphasis will be to help students develop scientific ways of thinking for critical analysis and evaluation of research evidences that they may encounter in future studies and daily experiences.

## Course Objectives:

After completing this course the students will be able to:

1. State the concept and purpose and basic types of research designs of social work research
2. Understand the uses and importance of different kinds of methods and tools in research
3. State basic concept and use of simple statistics
4. Apply basic statistics for research and other purposes
5. Analyze and interpret statistics data
6. Prepare a simple social survey or research proposal on any social problem or issue related topic
7. Conduct social survey or research study based on prepared proposal following whole research processes including writing up research report and disseminating the research results

## Course Contents:

### Theory

<b>Unit 1 Concept of Research:</b>	<b>4 hrs</b>
1.1. Definition and purpose of research in social science	
1.2. Quantitative and qualitative research	
1.3. Statement of problem and hypothesis	
1.4. Sampling (Random sampling)	
<b>Unit 2 Research Design:</b>	<b>2 hrs</b>
2.1. Concept and types of research design	
<b>Unit 3 Methods and Tools for Data Collection:</b>	<b>4 hrs</b>
3.1 Interview schedule	
3.2 Observation	
3.3 Survey	
3.4 Case study	
3.5 Questionnaire	
3.6 Checklist	
3.7 FGD	
3.8 Formative dialogue method (concept only)	
3.9 Opinionnaire/galloppoll (concept only)	
3.10 Rating scale (concept only)	
<b>Unit 4 Chart and Graph:</b>	<b>3 hrs</b>
4.1. Pie chart	

4.2.	Single bar diagram	
4.3.	Multiple bar diagram	
<b>Unit 5 Introduction of Statistics:</b>		<b>4 hrs</b>
5.1.	Meaning and uses of statistics	
5.2.	Population and sampling	
5.3.	Variable: Continuous and discrete	
5.4.	Measurement: nominal, ordinal, interval, and ratio	
<b>Unit 6 Measure of Disperion:</b>		<b>5 hrs</b>
6.1.	Range	
6.2.	Variation	
6.3.	Mean	
6.4.	Measure of dispersion	
6.5.	Standard deviation	
<b>Unit 7 Measure of Relative Position:</b>		<b>2 hrs</b>
7.1.	Percentile rank	
7.2.	Quartile rank	
<b>Unit 8 Analysis and Presentation of Data:</b>		<b>6 hrs</b>
8.1.	Use & significance of data analysis	
8.2.	Classification, tabulation and graphic presentation	
8.3.	Computation of percentage	
8.4.	Statistical methods: measures of Central Tendency: (mean, median, and measure of dispersion, standard deviation)	
<b>Unit 9 Study/Research Proposal:</b>		<b>8 hrs</b>
9.1.	Statement of the problem	
9.2.	Significance of the problem	
9.3.	Definition, assumption, limitation and delimitation	
9.4.	Review of related literature	
9.5.	Hypothesis (concept only)	
9.6.	Methods: sampling, data collection procedure (instruments, tools and manpower), data analysis and interpretation	
9.7.	Time schedule	
9.8.	Budget	
<b>Unit 10 Study/Research Report Format:</b>		<b>7 hrs</b>

*Executive summary*

**Chapter I: Introduction**

- Background
- Statement of the problem
- Significance of the study
- Objectives of the study
- Limitation of the study
- Definition of appropriate terms

**Chapter II: Review of Related Literature**

- Theoretical framework of the study

### **Chapter III Methodology**

- Research design
- Population and sampling
- Instrumentation
- Data collection and analysis procedures

### **Chapter IV: Analysis and Interpretation of Data**

### **Chapter V: Summary, Conclusion and Recommendations**

- Summary
- Conclusion
- Recommendations

### **Chapter VI: Selected References and Annexes**

## **Practical**

### **Study Proposal Preparation, Study Conduction, Report Preparation and Documentation**

**45 hrs.**

#### **Assignment:**

Study Proposal Preparation, Study Conduction, Report Preparation and Documentation

#### **Requirements:**

1. The institute based Departmental Research Committee (DRC) will seek study proposals from the each students, approve the proposal and designate the guides for the students
2. The students should prepare and submit a brief study proposal to the Departmental Research Committee on the chosen area of the study as per the format
3. The students should undertake the study under the guidance and supervision of the guide designated by the DRC
4. The study reports should be prepared as per the format mentioned above (Unit 9 Study/Research Report Format) as suggested.

#### **Evaluation of the Study Report:**

##### **1. Internal Evaluation (DRC designated guide): 30 marks**

Proposal development 10 marks

Field work 10 marks

##### **2. External Evaluation ((DRC): 20 marks**

Report quality and documentation 10 marks

Report Presentation and viva 20 marks

#### **Text Books**

- Kothari, C. R., Research Methodology: Methods and Techniques, New Delhi, Wishwa Prakashan, 1996.
- Rubin, Allen, Babbie, E, research Methods for Social Work, USA, Brooks/Cole Publishing Co.

### **References Books:**

- Denzin, N.K., Strategies of Qualitative Inquiry, Sage Publications, USA, 1999.
- Good and Hatt, Methods in Social Research, New York, Mc Graw Hill 1952.
- Gupta S. P., Statistical methods, New Delhi, S Chand and Co., 1987.
- Kerlinger, F., Foundation of Behavioral Research, New York, Princhart and Wiston, 1973.
- Newman, W.L., Research Methods-Quantitative and Qualitative Approaches, USA, Allyn and Bacon, 1997.
- Stake, Robert E., The Art of Case Study Research, Sage Publications, New Delhi, 1995.
- Whyte, W. (ed), Participatory Action Research, New Delhi, Sage Publications, 1991.
- Young, P.V., Scientific Social Survey and Research, New Delhi, Prentice Hall of India, 1968.

# Development Management

Year III

Total: 4 hrs/ w

Part I

Theory: 4 hrs/ w

Semester V

Practical: 0 hrs/ w

## Course Description:

This is designed to impart brief knowledge on developmental theories, poverty, basic needs, human development, people participation, and economic development. It also deals with rural structures. .

## Course Objectives:

After completing this course the students will be able to:

1. Describe the meaning of development
2. State the trend of development theories
3. Assess discursion and practical strategy of basic human needs
4. Understand concept of participation development
5. Explain economy and its relation to development

## Course Contents:

<b>Unit 1</b>	<b>Meaning of Development:</b>	<b>8 hrs</b>
	1.1 Historical Definitions of Development	
	1.2 Historically Specific Conception of Development	
	1.3 On Improvements in concept of Development	
	1.4 Development as opportunity or as achievement	
<b>Unit 2</b>	<b>The trend of Development Theories:</b>	<b>8 hrs</b>
	2.1 Development Theories	
	2.2 Trends of development theories	
<b>Unit 3</b>	<b>Concept of Poverty:</b>	<b>4 hrs</b>
	3.1 Poverty is Multidimensional	
	3.2 Material Well-beings	
	3.3 Psychological Well-beings	
	3.4 State-provided Infrastructure	
	3.5 The Assets of Poor	
<b>Unit 4</b>	<b>Needs and Basic Needs:</b>	<b>4 hrs</b>
	4.1 The Language of Need	
	4.2 The Discursion and Practical strategy of Basic Human Needs	
<b>Unit 5</b>	<b>Human Development:</b>	<b>4 hrs</b>
	5.1 Concept of human development	
	5.2 Needs of human development	
<b>Unit 6</b>	<b>Understanding Participation:</b>	<b>6 hrs</b>
	6.1 The nature of Participation	
	6.2 The Challenges of Participation	
	6.3 Obstacles of Participation	
	6.4 Issues of Participation	
<b>Unit 7</b>	<b>The Mixed-economy route to Development:</b>	<b>8 hrs</b>

	7.1	Mixed Economy	
	7.2	Free market and efficiency	
	7.3	Third Sector	
<b>Unit 8</b>	<b>Local Economic Development:</b>		<b>8 hrs</b>
	8.1	Concept of Local Economic Growth and Development	
<b>Unit 9</b>	<b>Rural Economy and Rural Structure:</b>		<b>10 hrs</b>
	9.1	Concept of rural economy	
	9.2	Rural structure	
	9.3	Rural development	

**References Books:**

- Gasper, D. (2004), The Ethics of Development, New Delhi: Vistaar Publications
- Blakely, E.J. and Brandshaw, T.K. (2003), Planning Local Economic Development : Theory and Practice, New Delhi: Vistaar Publications
- Naqvi, S.N.H. (2002), Development Economics- Nature and Significance, New delhi: sage Publication
- Pieterse, J. N. ( 2001), Development Theories: Deconstruction/ Reconstructions, New Delhi: Vistaar Publications
- Oakley, P. et.al. 1991), Projects with People , New Delhi: Oxford and IBH Publishing Ltd.
- Narayan, D. (2000), Voices of the Poor , U.S.A.: Oxford University Press
- Riley, J.M. (2002), Stakeholders in Rural Development: Critical Collaboration in state- NGO Partnership, New Delhi: Sage Publications India Ltd.

# Humanitarian Crisis and Disaster Management

Year III  
Part I  
Semester V

Total: 4 hrs  
Theory: 4 hrs/ w  
Practical; 0 hrs/ w

## Course Description:

This course focuses on familiarization of fundamental concepts in Humanitarian Crisis and Disaster Management.

## Course Objectives:

After completing this course the students will be able to:

- 1 Understand the nature and forms of humanitarian crisis and disasters
- 2 Assess vulnerabilities, risks, hazards and disasters
- 3 Develop/prepare contingency and mitigation plan for managing disasters and incidents

## Course Contents:

<b>Unit 1</b>	<b>Introduction:</b>	<b>3 hrs</b>
	1.1. Natural calamities, Disasters Terminology	
	1.2. Risks, Vulnerabilities, Hazards and Disasters	
	1.3. Threat assessment of Humanitarian Crisis, Risk and Disaster	
<b>Unit 2</b>	<b>Environmental/Natural Hazards and Disasters:</b>	<b>6 hrs</b>
	2.1 Geological Hazards	
	• Earthquakes	
	• Tsunami	
	• Volcanoes	
	• Landslides	
	2.2 Climatic Hazards	
	• Tropical cyclones	
	• Floods	
	• Droughts'	
	2.3 Environmental Hazards	
	• Environmental pollution	
	• Fire/Deforestation	
	• Desertification	
	• Pest Infestation	
	2.4 Epidemics	
	• Epidemics	
	2.5 Chemical, industrial and other accidents	
<b>Unit 3</b>	<b>Causative factors of compound and complex disasters (Global, Regional and Local):</b>	<b>9 hrs</b>
	3.1 Population	
	• Population pressure, low and high fertility	
	• Gender issues	
	• Youth and unemployment	
	• Ageing and social security	

- 3.2 Environment/Natural resources scarcity
- Crop Land
  - Forests
  - Biodiversity
  - Fresh water
  - Food
  - Coastal and marine areas, etc.)
- 3.3 Socio-economic and ethno- political
- Poverty/Socio economic disparities and disharmony
  - Political violence and armed conflict
  - Terrorism and transnational organized crime
  - Other transnational non-state actors
- Unit 4 Impacts of natural calamities and complex disasters: 6 hrs**
- 4.1 Humanitarian crisis
- Casualities
  - Migration
  - Displaced and Refugees
  - Psychosocial impacts
- 4.2 Economic and infrastructure destruction
- 4.3 Obstruction of essential service deliveries
- Unit 5 Stages of Humanitarian Crisis and Disasters Management: 9 hrs**
- 5.1 Disaster preparedness and Prevention
- 5.2 Resource management (logistics, financial, human, materials, equipments, etc)
- 5.2 Response/rescue
- 5.3 Logistics
- 5.4 Rescue and Recovery
- 5.5 Relocation/ Rehabilitation
- 5.6 Repair/Re-construction
- 5.7 Disaster Mitigation
- 5.8 Training/awareness
- Unit 6 Disaster Management and Humanitarian Crisis Supports: 12 hrs**
- 6.1 United Nations system and International Collaboration (preparedness to implementation)
- 6.2 National Disasters Management law and policies (national to local)
- 6.3 National Implementing agencies (governmental organizations)
- 6.4 INGOs/NGOs
- 6.5 Human Resource/community participation
- 6.6 Support and service deliveries
- Medical
  - Psychosocial
  - Food, water, shelter
  - Safety and security
- 6.7 Recovery, rehabilitation, resettlement, etc
- 6.8 Sustainable livelihood strategies and development

- 7.1 Individual and Group Assignment (Planning Preparedness, Training and awareness)
- 7.2 Project work assignment for various stages of Humanitarian Crisis and Disaster Management
- 7.3 Field visit and observation
- 7.4 Paper presentation

**Reference Books:**

- Barash, P. David & Webel P. Charles (2002). Peace and Conflict Studies. New Delhi: Sage publication
- Carter, W Nick: Disaster Management: A Disaster Manager's Handbook ADB, 1991. Singh/Dewan: Safety security and Risk Management
- (Module Prepared by), Sheila, B Reed (1992). Introduction to Hazards (1<sup>st</sup> edition), Disaster management Training Program (UNDP/UNDRO)
- Module prepared by Kent, Randolph, (1992) Disaster Preparedness,(1<sup>st</sup> edition) Disaster management Training Program (UNDP/UNDRO)
- No writer, (1992) An overview of Disaster Management; (2<sup>nd</sup> edition) Disaster management Training Program (UNDP/UNDRO)
- National Laws and regulations (Disaster management/government policies)

## Skills Lab V

Year III  
Part I  
Semester V

Total: 2 hrs/ w  
Theory: 0 hrs/ w  
Practical: 2 hrs/ w

### Course Description:

This course is designed to help students to equip with knowledge and skills on those practical components at lab setting which they would be performed during the period of social work field practicum. It especially, imparts skills on demonstration and simulation on different practical social work methods before performing real practical work.

### Course Objectives:

After completing this course the students will be able to:

1. Understand in bridging the gap between the theory and practical and acquit them to real work situation
2. Percive and internalize skills demonstated by demonstrator related to social work.
3. Demonstrate/simulate various social work skills.

### Course Contents:

#### Activities/skills

1. Prepare and present private documents
  - Model of Law suit
  - Model of FIR
  - Model of Defence/ Reply
  - Power of Attorney
  - Authorized Power of Attorney
  - Application ( Petition)
  - Usufruct Mortgage Deed
  - Probate ( Letter of Agreement)
2. Prepare and demonstrate private documents:
  - Usufruct Mortgage Deed
  - A Deed of Mortgage in the sight of Assets
  - RE-Mortagage Deed
  - Deed of Will
  - Receipt
  - Loan Deed
3. Prepare and Present commercial documents
  - Contract Paper
  - Act of Paying Advance
  - Exchange Deed
  - Sale Deed
4. **Social policy and social justice:**
  - Observe the setting and prepare a case study, share them with the group
  - Social policy and social justice
  - Observe the setting and prepare a case study, share them with the group

**Skill lab practice**

Under this course, each student will have to demonstrate and/or simulate all the above mentioned skills which start from guided practice level and end at overt level

Students should keep their skill lab records (logbook) signed periodically by their teacher.

**Evaluation procedure**

Under this scheme students will have to demonstrate and/or simulate all the above mentioned skills. The concerned teacher closely evaluates their performance of each skill to the evaluation sheet proposed. The given total of marks of performance of all the skills and skill lab records (logbook) signed periodically by their teacher will be the criteria for total internal marks. There will be no final practical examination.

**Distribution of marks for evaluation**

S.N	Criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related subject teacher (continuous evaluation of performance)	40			40
2	Related subject teacher (skill lab records/logbook)	10			10
<b>All total:</b>					<b>50</b>

**Important note:** *Each student must pass with a minimum of 60% marks. This means they must secure 30 marks in all total*

**Text Books:**

*Skill lab manual to be developed*

**References Books:**

Cleak, H. & Wilson, J. (2007) Making the Most of Field Placement, Thomson, Australia.

# Social Work Field Practicum V

**Year III**  
**Part I**  
**Semester V**

**Total: 12 hrs/ w**  
**Theory: 0 hrs/w**  
**Practical: 12 hrs/ w**

## **Course Description:**

This course consists of practical components related to social works which the students have to be performed during the period of field practicum based on the learnt knowledge and skills at classroom and skill lab setting.

## **Course Objectives:**

After completing this course the students will be able to:

1. Develop sensitivity towards the needs and problems of the stakeholders/clints.
2. Build purposefull relationship ingaging individuals, groups, and communities on problem solving process.
3. Aquire basic skills for analyzing simple problem situation and relatedness of agency intervention.
4. Understand basic process of development in society and the development stage of human behavior.
5. Learn skills on report writing and presentation.

## **Course Contents:**

### **Activities/skills**

1. Orientation on Field Placement
  - Why Field Placement
  - Work need to be done in the field
  - Log writing
  - Report writing
  - Orientation on Field Organization
2. Build Professonal Relationship
3. Apply Social Work Principles and ethics
4. Conduct study survey/ resarch
5. Identify problems/ Issues based on Resarch
6. Develop Plan of Action
7. Implimentaion plans of action
8. Mobilization of available resources
9. Prepare a plan, list out tasks to be done, assign responsibilities, mobilize internal and external resources
10. Prepare Implement plan evaluation plan
11. Implement the plan
12. Follow up/monitor implemented activities

## **Field work assignment**

*Field work assignments individual and group assignments  
Assigned as per the setting by the field supervisor*

**Duration:** 12hrs/wx15 w= 180 hrs

## **Field placement**

The students are expected to do field work of full working days of the agencies during mentioned placement period to perform above mentioned tasks. Field work supervisors will facilitate to get maximum exposure in practicing above mentioned tasks.

Students should be present in the field at least 90% of the allotted days to be eligible to sit in the final examination. Students will have to perform all assigned tasks under the supervision of field supervisor and may be allowed to perform all the assigned tasks independently if the field practicum supervisor finds them perfect.

Students should keep their practical records (logbook) signed periodically by their field supervisor/instructor and they also prepare field practicum individual reports

### **Evaluation procedure**

Under this scheme students will have to perform all the assigned tasks. At the end of the term the field supervisor closely evaluates their performance for accuracy according to the evaluation sheet proposed. At the end of the course there will be a final practical examination.

### ***Distribution of marks for evaluation***

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	50			50
2	Related institution supervisor/teacher (continuous evaluation)	50			50
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"> <li>• Report</li> <li>• Log books</li> <li>• Presentation including viva</li> </ul>		100	3 hrs	100
<b>All total:</b>					<b>200</b>

**Important note:** Each student must pass in each of the section of the evaluation as presented above with a minimum of 60% marks. This means they must secure 30 each in section 1 and 2 and 60 marks in section 3.

### **Text Books:**

- Social Work Field Practicum Manual to be developed

### **References Books:**

1. Munson Carlton E (Ed) 1979. *Social Work Supervision*, The Free Press: New York.
2. Sheafor, Bradford W, Charles R Horejsi and Gloria A Horejsi (1997) *Techniques and guidelines for field work practice*, 4<sup>th</sup> edition, Allyn and Bacon.
3. Desai, A.S. (1989), *Field Work Objectives for Bachelor Degree in Social Work*, TISS, Mumbai.
4. Gordon, Hamilton (1947), *Theory and Practice of Social Case Work*, Columbia University Press, New York

## **Semester VI**

1. Contemporary Affairs: Peace development & Human security
2. Management of Voluntary Organizations
3. Entrepreneurship development
4. Social Work Education and Training (Facilitation , TOT, REFLECT,)
5. Integrated Social Work Practice
6. Independent Study Paper (IS)
7. Block Placement

# Contemporary Affairs: Peace, Development and Human Security

Year III

Part II

Semester VI

Total: 4 hrs/ w

Theory: 4 hrs/ w

Practical: 0 hrs/ w

## Course Description:

This course is designed to provide information and knowledge on various types of conflict, peace processes, and development with various dimensions of human security in local to global prospective related to social work.

## Course Objectives:

After completing this course the students will be able to:

1. Describe conflict, peace, development and human security
2. Assess reasons of conflict and its impact on peace, development and human security
3. Design peace building processes from individual, family, group to national level
4. Work on various aspects of human security, rehabilitation processes

## Course Contents:

- Unit 1: Introduction: 12 hrs**
- 1.1 Contemporary affairs: Peace, Development and Human Security
  - 1.2 Definition and theory of conflict (reasons/causes, types, stages/levels, impacts and management)
  - 1.3 Definition and theory of peace, types and peace building processes
  - 1.4 Definition of development and human security (types and areas of human security services)
- Unit 2: Conflict Management and Resolution: 12 hrs**
- 2.1 Understanding the Power, Politics and Conflict Management: (dealing from individual, intra/inter personal to family, group, organization, community, society, national and international relations)
  - 2.2 Role of culture, power and gender in conflict transformation
  - 2.3 Conflict mitigation and Crisis Prevention (introduction and various methodologies)
  - 2.4 Skill of Conflict Management: peace talk, mediation, negotiation, agreements and implementation
- Unit 3: Peace Building: 12 hrs**
- 3.1 Theory of Peace Building/Stable peace (components and tasks of peace building)
  - 3.3 Demobilization, Disarmament, Rehabilitation and Reintegration-DDR and Security Sector Reform- SSR)
  - 3.4 State reform and Restructuring State
  - 3.5 Constitution and Institutional reform
  - 3.6 Media and Peace education
- Unit 4: Political Economy, Investment and Sustainable Development: 12 hrs**
- 4.1 Third world poverty
  - 4.2 Development and war economic recovery

- 4.3 Aid Agencies for Reconstruction (various approaches)
- 4.4 Recovery and Rehabilitation: dealing with the
- 4.5 Psychological (trauma), physical, social, economical etc.
- 4.6 Nepalese situation: development and conflict recovery
- Unit 5: Human and National Security: 12 hrs**
- 5.1 Population: demographic change and security
- 5.2 Essential needs and security: food, nutrition, water, health, education and housing security
- 5.3 Poverty alleviation, employment and income security
- 5.4 Vulnerable group security: (victims, internally displaced, persons, forceful migration and refugees, children, women, senior citizen, underprivileged, marginalized and differently able groups)
- 5.5 Personal, community, global environment and national security
- 5.6 Security situation of third world countries and Nepal

**Reference Books:**

- Alex Austin, Martina Fisher and Norbert Ropers (eds.), (2004), *Transforming Ethnopolitical Conflict*, Germany-VS VERLAG
- Ananda P Shrestha (et al.), (2003), *Conflict Resolution & Governance in Nepal*, NEFAS, FES, Nepal
- Chuda Bahadur Shrestha (Ph.D.) et. al, (2064 2007), *Nepal ko Antarim Sambidhan Ra Sambidhan Sabha* (Interim Constitution of Nepal and Constituent Assembly), Kathmandu-Sampurna Publications Pvt.
- Chuda Bahadur Shrestha (Ph.D.), (2004), *Nepal coping with maoist insurgency*; conflict analysis and resolution, Kathmandu- Chetana Lokshum
- David P Barash and Charles P. Webel, (2002), *Peace and Conflict Studies*, New Delhi- Saga Publications
- Dipankar Banerjee,(ed), (2000), *South Asia At Gun Point*, Sri-Lanka-Regional Centre for Strategic Studies
- Edward Newman and Joanne van Selm, (2004), *Refugees and Forced Displacement*; International Security, Human Vulnerability and the State, New Delhi- Manas Publication in collaboration United Nations University Press
- Ho-Won Jeong, (2006), *PeaceBuilding in PostConflict Societies*; Strategies and Process, New Delhi- Viva Publication,
- James Vadackumchery & John Kattakayam, (1995), *Human Behaviour and Law E* Lincoln Chen, Sakiko Fukuda-Parr and Ellen Seidensticker (Ed), (2005), *Human Insecurity in a Global World*, India-Viva Books Private Limited
- Muthiah Alagappa and Takashi Inoguchi, (2004), *International Security Management and the United Nations*, The United Nations System in the 21<sup>st</sup> Century, New Delhi-Manas Publications with collaboration United Nations University Press
- Peter Wallensteen, (2004) (reprinted), *Understanding Conflict Resolution*; War, Peace and the Global System, New Delhi-Saga Publications
- Peter Harris and Ben Reily, (ed), (1998), *Democracy and Deep-Rooted Conflict*: Options for Negotiators, Sweden-International IDEA
- S. Mahendra, Dev, Piush Antony and R.P. Mamgain (Ed), (2001), *Social and Economic Security in India*, New-Delhi Institute For Human Development
- Viotti R paul, Kauppi V.Mark; 2007; (third edition) *International relations and world politics*; New Delhi, Pashupati printers
- Publication from government enterprises of Nepal,

# Management of Voluntary Organizations

Year III

Total: 2 hrs/ w

Part II

Theory: 2 hrs/ w

Semester VI

Practical: 0 hrs/ w

## Course Description:

This course intends to provide brief knowledge on conceptual framework, organizational design structure, planning and management of Voluntary organizations. It also imparts skills on the manage skills related to voluntary organization.

## Course Objectives:

After completing this course the students will be able to:

1. Understand the concepts and structure of voluntary action, voluntary organizations and non-governmental organizations,
2. Discuss the increasing of importance, goals, functions, role and partnership of VOs in the process of development.

## Course Contents:

<b>Unit 1</b>	<b>Conceptual Framework:</b>	<b>6 hrs</b>
	1.1 Characteristics of Human Service Organizations & Social Welfare organizations	
	1.2 Voluntary Actions and Voluntary Organizations	
	1.3 Changing Concept of Voluntary Actions and Voluntary Organizations	
<b>Unit 2</b>	<b>Organizational Design &amp; Structure:</b>	<b>8 hrs</b>
	2.1 Types of Organizational Structure	
	2.2 Laws governing Organization	
	2.3 Registration of Organization, Constitution, Memorandum of association	
<b>Unit 3</b>	<b>Planning &amp; Management:</b>	<b>10 hrs</b>
	3.1 Definition: Principle, Policies, Planning, Authority	
	3.2 Concept, Leadership, Styles and functions	
	3.3 Planning: Definition & Significance, Purpose, Steps & Procedures Project Cycle	
	3.4 Financial Planning: Budgeting, Budgetary Control, Accounting	
<b>Unit 4</b>	<b>Skills of Management:</b>	<b>6 hrs</b>
	4.1 Skills: Human Resource Management, Resource Mobilization, Public Relation, Organizing of workshop & Meetings, Resolving Conflict, Understanding NGOs & INGOs	

## References Books:

- Dunham, A rthur, 1958. Community Welfare Organization: principles and practice, Thomas Y. Crowell Company, New York.
- Chaudhary,D Social welfare administration through voluntary agencies, Atmaram and Sons, Delhi.
- Tremer, H. 1971. Social work administration, priorities and practices, Association Press, New York.
- Scidemere, R, 1995. Social work administration, Boston Allyn and Bocan.
- Ranade, S.N 1974j. Voluntary Action and Social Welfare in India, Voluntary Action Research, Zexinton Books: London
- Drucker Peter 1993. Managing the NGO: Principles and Practices, Macmillan: New Delhi.
- Mukherjee, K.K and Mukherjee Sutapa 1989. Guide Book strengthening Voluntary Organisation.
- Gram Niyojan Kendra : Ghaziabad.

# Entrepreneurship development

Year II

Total: 4 hrs/ w

Part I

Theory: 4 hrs/ w

Semester VI

Practical; 0 hrs/ w

## Course Description:

This course will provide an insight into Entrepreneurship in terms of skills, culture, challenges and information required to take up Entrepreneurship as a career. This course is designed to create awareness, amongst students, on the opportunities of pursuing Entrepreneurship as a career when they complete their diploma.

## Course Objectives:

After completing this course the students will be able to:

1. Overview the importance of taking entrepreneurship as career.
2. Discuss opportunities and challenges in business starting and acquiring new ventures.
3. Explain financial, administrative, and legal requirements for setting up an enterprise in Nepal

## Course Contents:

<b>Unit 1. Overview of Entrepreneurship:</b>	<b>8 hrs</b>
1.1 Enterprise and Entrepreneurship	
1.2 Types and Companies	
• Partnership	
• Private	
• Public	
1.3 Entrepreneurship opportunities and challenges	
1.4 Role of Entrepreneurship in economic development	
1.5 Factors affecting Entrepreneurship growth	
<b>Unit 2. Financing and Organizing of new ventures:</b>	<b>10 hrs</b>
2.1 Source of funding	
2.2 Finance planning and cash flow	
2.3 Budgeting and profit planning	
2.4 Patents, trademarks and copyright	
2.5 Choice of technology, plant and equipment	
2.6 Energy requirement and utilization	
<b>Unit 3. Human Resource Management:</b>	<b>8 hrs</b>
3.1 Introduction to HR management	
3.2 Aspects of HR Management	
• Acquisition	
• Development	
• Utilization	
• Maintenance	
3.3 Human resource planning	
3.4 Training	
3.5 Motivation	

<b>Unit 4. Marketing:</b>	<b>6 hrs</b>
4.1 Components of Marketing	
• Product	
• Price	
• Place	
• Promotion	
4.2 Marketing functions and strategies	
4.3 Marketing research for new ventures	
<b>Unit 5. Project Appraisal Techniques:</b>	<b>8 hrs</b>
5.1 Concept of project appraisal	
5.2 Method of project appraisal	
5.3 Structure of Project Report	
5.4 Techno-economic feasibility assessment	
5.5 Environmental constraints and facilities	
<b>Unit 6. Entrepreneurship in Nepal:</b>	<b>8 hrs</b>
6.1 Growth of entrepreneurship in Nepal	
6.2 Nepal company laws, government agencies, company registration	
6.3 Draft of company regulation, laws and by-laws	
6.4 Institutional support for entrepreneurship in Nepal	
6.5 Industrial estates	
<b>Unit 7. Value Chain Development:</b>	<b>12 hrs</b>
7.1 Introduction	
7.2 Important and need	
7.3 Important elements	
7.4 National and international value chain development	
7.5 Value chains market research	
7.6 Value chains market research tools	
7.7 Marketing strategies	
7.8 Standards and certification systems	

**Reference Books:**

- Khanna S.S., Entrepreneurship Development, S. Chand & Co. New Delhi
- David H. Holt, Entrepreneurship: New Venture Creation, Prentice Hall India
- Mohanty Sangram Keshari, Fundamentals of Entrepreneurship, Prentice Hall India

# Social Work Education and Training

## (Facilitation, TOT & REFLECT,)

<b>Year III</b>	<b>Total: 6 hrs/ w</b>
<b>Part II</b>	<b>Theory: 4 hrs/ w</b>
<b>Semester VI</b>	<b>Practical: 2 hrs/ w</b>

### Course Description:

This course is designed to provide knowledge and skills on pedagogy related to education, training of trainer, facilitation and reflection.

### Course Objectives:

After completing this course the students will be able to:

1. Assess needs of social work education and training
2. Learn pedagogy of education, training of trainer, facilitation and reflection

### Course Contents:

<b>Unit 1</b>	<b>Training of Trainers:</b>	<b>20 hrs</b>
	1.1 Knowhow about training	
	1.2 Training Philosophy	
	1.3 Ice Breakers and Energizers	
	1.4 The training Cycle	
	1.5 Identifying learning needs	
	1.6 Setting aims and learning objective	
	1.7 Planning the content	
	1.8 How adult learns	
	1.9 Learning styles	
	1.10 Training Methods	
	1.11 Audio visual Training aids	
	1.12 Use of Practice & Feedbacks	
	1.13 Communication Skills	
	1.14 Role of Trainers	
	1.15 Training Monitoring & Evaluation	
	1.16 Training management	
	1.17 Designing training curriculum and manual	
	1.18 Personal Learning Plan	
	1.19 Performance Checklist	
<b>Unit 2</b>	<b>Non formal Education:</b>	<b>10 hrs</b>
	2.1 Functional Education	
	2.2 REFLECT (Regeneratic Theory and Literacy through Empowering Community Facilitation Technics)	
<b>Unit 3</b>	<b>Facilitation and Moderation:</b>	<b>20 hrs</b>
	3.1 Sessions Moderatation: Warming up	
	3.2 Sessions Moderatation: Document Moderations Events	
	3.3 Sessions Moderatation: A process for Facilitation Teamwork	
	3.4 Sessions Moderatation: Visualizing discussions	
	3.5 Sessions Moderatation: Paraphrasing	

- 3.6 Sessions Moderation: Get an Agreement
- 3.7 Sessions Moderation: Manage workshop Groups
  - Use of Mind Mapping
  - Use of flip Charts
  - Use of flash Cards
- 3.8 Sessions Moderation: Selecting Topics
- 3.9 Sessions Moderation: Analyzing Topics
  - Use of Basic Platforms skills
- 3.10 Sessions Moderation: winding up
  - Use of Brainstorming

<b>Unit 4 Street Play:</b>	<b>10 hrs</b>
4.1 Concept	
4.2 Approaches	

### **Practical**

<b>Unit 1 Street Play:</b>	<b>10 hrs</b>
<b>Unit 2 TOT:</b>	<b>10 hrs</b>
<b>Unit 3 NFE/REFLECT:</b>	<b>10 hrs</b>

#### **Reference Books:**

Training manual to be developed

# Integrated Social Work Practice

Year III

Total: 6 hrs/ w

Part II

Theory: 4 hrs/ w

Semester VI

Practical: 2 hrs/ w

## Course Description:

This course is designed to provide knowledge and skills on holistic approaches and integrated social work practice methods.

## Course Objectives:

After completing this course the students will be able to:

1. Understand and appreciate the holistic and integrated practice of social work and selective use of methods.
2. Understand the utilization of the tools of social analysis at micro and macro levels in relation to a specific target group facing a problem/issue.
3. Develop the concept of values of justice on commitment to the development, welfare and empowerment of the marginal groups in Nepali society
4. Learn skills to carryout integrated social work.

## Course Contents:

### Theory

<b>Unit 1</b>	<b>Changing Trends:</b>	<b>8 hrs</b>
	1.1 Changing trends in social work practice: Indigenous practices in Nepal and induced models, welfare, development, radical practice for empowerment.	
<b>Unit 2</b>	<b>Social Work Practice:</b>	<b>4 hrs</b>
	2.1 Frame of reference for social work practice.	
<b>Unit 3</b>	<b>Understanding different vulnerable groups:</b>	<b>8 hrs</b>
	3.1 Understanding systematic marginalization of vulnerable groups (sexism, racism, ethnocentrism, classism, casteism, ageism etc)	
<b>Unit 4</b>	<b>Analysis:</b>	<b>6 hrs</b>
	4.1 Basic tools of analysis of different systems	
<b>Unit 5</b>	<b>Social Work Practice:</b>	<b>10 hrs</b>
	5.1 Integrated social work practice-micro, mezzo, macro	
<b>Unit 6</b>	<b>Problem Solving:</b>	<b>8 hrs</b>
	6.1 Perspectives for problem solving: different approaches existing in the field, efforts of government and voluntary groups/organizations-national/international (policies, legislation, international treaties, etc.).	
<b>Unit 7</b>	<b>Crisis Intervention:</b>	<b>8 hrs</b>
	7.1 Concept of Crisis Intervention and Management.	
<b>Unit 8</b>	<b>Self</b>	<b>4 hrs</b>
	8.1 Use of 'Self' in social work practice.	
<b>Unit 9</b>	<b>Intervention Strategies:</b>	<b>4 hrs</b>
	9.1 Concept of designing social work intervention strategies.	

## Practical

1. Prepare & presentation on Case work plan
2. Prepare & Presentation on Community development Project
3. Prepare & Presentation community empowerment plan

### Text Books:

- Johnson, Louise C., Social Work Practice: A Generalist Approach, Massachusetts, Allyn and Bacon, 1983.
- Skidmore R.A. (et. al), Introduction to Social Work, New Jersey, Prentice Hall Inc., 1988.

### References Books:

- Gambrill, E. and Pruger, R. (eds), Controversial Issues in Social Works, USA, Allyn and Bacon, 1992. Roberts R. W. and Nee R. H. (ed), Theories of Social Casework, Chicago, University of Chicago Press, 1970.
- Gilliland B.E. and James R.K., Crisis intervention Strategies, USA, Brooks/Cole Publishing Company, 1997.
- Krist-Ashman and Hull, Understanding Generalist Practice, Chicago Nelson-Hall Publishers, 1993.
- Manor, J., Power Poverty and poison: Disaster and Response in an Indian City, New Delhi, Sage Publications, 1993.
- Parad, H. A., Crisis Intervention, New York, Family Services Association of America, 1965.
- Roberts R.W. and Nee R. H. (ed), Theories of Social Casework, Chicago, University of Chicago Press, 1970.

# Independent Study Paper (IS)

**Year III**  
**Part II**  
**Semester VI**

**Total: 2 hrs/ w**  
**Theory: hrs/w**  
**Practical: 2 hrs/w**

## **Course Description:**

This course provides opportunity to the students on comprehensive independent study. This course helps students in empowering and associating learning knowledge and skills of different subjects in holistic approach.

## **Course Objectives:**

After completing this course the students will be able to:

1. Build confidence in competencies and self reflect contextualization and association
2. Apply learned knowledge and skills of different subjects in real life situation
3. Prepare independent study report on social problems & issues

## **Course Contents:**

### **Independent study guidelines**

All participants are required to be involved in an independent study project in areas of their interest in social or development work. The candidates will be asked to present this paper towards the end of the year. Each participant will be appointed a guidance counselor to help the student with this project. The objective of Independent study is as follows:

- Orientation to research techniques and process.
- Develop knowledge in the areas of interest of social or development work.
- Develop writing skills and knowledge.
- Find ways to tap information sources available within Nepal.

This handout is a guide to your Independent study, not a set of rigid rules. You and your advisor will be responsible for adapting this overview to fit your specific situation.

The Independent study may be either problem orientated or research oriented. If you choose another approach you should do so only after careful discussion with your advisor.

1. Your advisor (along with the director) is your authority in terms of developing your Independent study.
2. Length: Approximately 15 – 20 pages.
3. The study should be written in Nepali.
4. Studies may be hand written if easily readable and photocopiable for giving one readable copy to the institution for the library. All other copies are your responsibility.
5. Include tables, graphs, diagrams, Photos, etc as they help you clarify your ideas and plans.
6. The study must be your own ideas and thought; applications of experiences and knowledge gained through the block Placement, field placement and SWI classes.
7. Basically, your Independent study should have ten sections and should address the following point in chronological order –
  - Cover Design
  - Acknowledgement
  - Background
  - A brief introduction of the Topic.
  - Statistical Tables

- Detail Analysis of the Problem situation.

In this section you should provide a detailed description of the following:

- Participating Group (s)
- Who they are in terms of numbers,
- Gender, age, caste, class, ethnicity etc.
- Describe the larger structural factors (Historical, economic, political, cultural, etc), which affect the participating group and how they are affected.
- Describe local factors (local economy, land and resources, leadership etc.), which affect the participating group and how they are affected.

The outcome of this section will be a description of the problem situation, which will be dealt with in this Independent study.

- Identification of the possible situation and recommendation.
- Conclusion
- Bibliography

# Block Placement

Year III  
Semester VI

**Total: 16 hrs**  
**Theory: 0 hrs**  
**Practical: 10 hrs**

## Course Description:

Block placement is a time when the participants of our nine-month social work training programmed are sent to organization working in the rural areas of Nepal. They are expected to spend about forty-five days with the organizations they are assigned to by the institute to fulfill the criteria outline in our curriculum. The primary objective is to expose the participants to various developmental activities and problems faced in community development field. This exposure will help the participants to develop as a professional social worker as well as create a situation for them to integrate certain theories learned at the institute with practice.

## Block-placement Objectives:

1. Study and understand the functioning of community development agencies focusing on the following areas:
  - Structure
  - Objectives
  - Approaches
  - Service systems
  - Future plans
2. Make accountable towards; decision making, leadership taking, developing communication skills and working with team
3. Assess and analyze the community situation
4. Apply knowledge and skills for analyzing simple problem situation and relatedness of agency intervention.

## Duties and Tasks for Block Placement

*(Instruction: Each student will have to perform following duties and tasks during the job placement. However, the duties and tasks which have already performed in the previous Social Work Field Practicum Subjects could be wave in this Block Placement)*

### Develop Professional Relationship(s)

- Build Rapport (Greeting, attending, respect local culture tradition etc.)
- Communicate Empathetically
- Communicate Genuinely
- Communicate Warmly
- Apply norms of Transparency and Counter Transparency
- Maintain Transparency levels

### Identify Problems/Issues

- Be familiar with larger social Issues (Political instability, migration, displacement, poluplation growth, Poverty, unemplyment, climate change etc)
- Be familiar with MDG, Earth decleration,
- Identify problems related to social issues
- Identify problems in
  - related to children
  - Related to women
  - related to elderly

- related to disability
- related to youths
- related to sexual minority
- Related to marginalized groups/community
- Victims/Survivor of Crime/Conflict/Disaster
- Identify problems in correctional setting
- Identify organizational/Institutional problems
- Conduct Social Investigation
- Carry out Assessment

#### **Develop (Facilitate) helping processes**

- Develop Intervention plan
- Carry out Intervention (Multi-disciplinary approach)
- Arrange/ Make Referral
- Carry out Monitoring/Evaluation
- Terminate helping process
- Follow up Cases

#### **Motivate individuals/ groups/ community**

- Create awareness
- Conduct meeting/workshop/seminar/ training.
- Provide counseling
- Project positive role model
- Provide support (mentoring/coaching)
- Enhance participation
- Reinforce involvement (Acknowledge/appreciate/reward activities)

#### **Develop plan of action**

- Prepare community profile
- Prepare concept paper
- Prepare proposal
- Develop format of plan of action
- Prepare plan of action
- Prepare GNNAT(daily/ monthly/ weekly action plan) chart

#### **Conduct / Facilitate/ Meeting/ Workshops/ Training**

- Conduct meetings with Individual/Groups/ Community
- Facilitate/ Conduct workshops
- Facilitate Organization to conduct seminars/ workshops/ trainings
- Carry out Training Need Assessment (TNA)
- Develop Training Program package
- Outsource the training
- Conduct training on:
  - HIV Aids; Domestic Violence;
  - life skills; first aid; leadership; vocational
  - Reproductive Health; family planning; child rights; organization management
  - Mental Retardation; Self Help Groups (SHG); Youth, women, men, children, disabled groups etc
- Evaluate/ Monitor the training/training outcomes
- Follow up the training/training outcomes (Mentoring/coaching /enhance/ support)
- Prepare training reports

**Provide/ Established Referral services/ Networking**

- Create Local/ National/ Global Network
- Facilitate to link with existing networks at local/ regional /national / global
- Develop coordination
- Develop pressure groups
- Develop Task groups
- Develop alliances

**Mobilize resources**

- Mobilize human Resources (Community, Political Leaders, religious leaders)
- Mobilize local resources (Water, Forest, Land)
- Tap/ Mobilize VDC/ DDC funds
- Coordinate with government line agencies
- Mobilize saving & credit / Groups
- Mobilize external resources (International donor agencies, individual)

**Provide Care/ Support**

- Provide counseling service
- Identify and create environment/opportunities to provide moral support
- Assist Medical/ Treatment support
- Seek financial Support
- Assist for nursing support
- Assist for nutrition support
- Provide skills for livelihood
- Provide information on Human Rights
- Assist for legal Support
- Assist for spiritual Support
- Assist to access social/ family/ state support
- Assist in rehabilitation process

**Facilitate to Reintegrate/ Relocate/ Rehabilitate/Reconstruct/ Reconcile clients**

- Identify IDPs/ refugees/ survivors/victims
- Identify location/ Family/ Society/ Institutions
- Determine causative factor/s
- Facilitate to prepare plan for reintegration, relocation, rehabilitation, reconstruction, reconciliation.
- Facilitate to reintegrate/ Replace/ Rehabilitate the Client as per the plan
- Sensitize the host community/ family/ institution
- Prepare MOU with host and recipients

**Provide Guidance**

- Provide paralegal support
- Provide referral services for legal assistance
- Provide Health Guidance
- Provide guidance for adolescents
- Provide guidance on reproductive health.
- Provide Marital Guidance
- Provide Career/ Education Guidance
- Provide guidance for institutional development
- Provide for resource mobilization

**Provide Counseling**

- Carry out counseling for emotional/ well beings
- Carry out Psychosocial Counseling
- Carry out counseling for stress management
- Carry out pediatric/Chronic illness counseling
- Carry out Geriatric Counseling
- Carry out counseling for Pain Management
- Carry out oncological Counseling
- Carry out counseling for mental illness
- Carry out Counseling for Trauma/ Disaster/ Sexual Abuse
- Carry out Family Planning Counseling
- Carry out Traditional Counseling
- Carry out Youth, HIV & Aids, Inmates, Counseling
- Carry out Career Counseling
- Carry out Counseling for Behavior Modification

#### **Support for Advocacy**

- Conduct Advocacy Campaign/ Litigation/ Legislation
- Conduct Advocacy for Human Right Violence
- Conduct Advocacy for Racial Discrimination
- Conduct Advocacy for Social Inclusion
- Conduct Advocacy for Environment Protection
- Conduct Advocacy for Land Right
- Conduct Advocacy for Ethnic Rights
- Conduct Advocacy for Animal Rights
- Conduct Advocacy for Laborer's Rights
- Conduct Advocacy for Human Rights
- Conduct Advocacy for Voting Rights
- Conduct Advocacy for Property Rights
- Conduct Advocacy for Child Rights
- Conduct Advocacy for Temporary Migrant's Rights
- Conduct Advocacy for Traditional Occupational Priority Rights ( AGRA ADHIKAR)
- Conduct advocacy for Food Sovereignty
- Conduct advocacy for Priority rights
- Create/ Conduct Awareness/ Program
- Organize Campaign

#### **Empower individuals/ Groups/ Empower/Strengthen individuals/ Groups/ Communities**

- Empower stakeholders through trainings/ Counseling/ Discussions/ Interactions
- Empower stake holders through educations
- Empower stake holders through Delegating responsibility
- Empower stake holders through participation
- Empower stake holders through promoting sense/ feel of ownership
- Empower stake holders through leadership development
- Empower stake holders through resourcing
- Empower stake holders through income generation
- Facilitate to concretize community
- Empower stake holders through conducting activities of Action- Reflection Cycle (ARC)
- Empower stake holders through exposure visits

#### **Promote corporate/ industrial/ environmental responsibility**

- Promote local resources
- Promote rights of indigenous groups/ indigenous community
- Promote / preserve bio-diversity
- Be familiar with national/international labor related laws/policies/procedures
- Promote corporate social responsibility
  - Create demand
  - Act as a mediator

#### **Promote/ preserve indigenous practices/ Culture/ Traditions/ Methods**

- Identify the indigenous Culture/ practices/ Traditions
- Document Indigenous Culture/ Practices/ Traditional methods
- Form network of individuals
- Facilitate to organize indigenous Fares
- Facilitate to Market Cultural products/ Skills

#### **Manage/Risk/ hazard/ Conflicts**

- Be familiar with risk/ hazard/ conflicts.
- Be familiar with causative factors/ reasons of risk/ hazard/ conflicts.
- Be familiar with the early warning system.
- Approach for managing risk/ hazard/ conflicts.
  - Micro/ mezzo/ macro
- Providing opportunities, respect
- Mediating
- Counseling
- Providing appropriate space/ Environment
- Discussion & Meetings: Giving Example; Compromising; Minuting

#### **Communicate with others**

- Develop interpersonal communication skills/ tools
- Develop group/ community communication skills
- Develop mass communication skills
- Develop participatory communication
  - Collect feedback
  - Promote community Radio
  - Prevent semantic barriers
- Apply means of communication
  - telephone/ emails /internet/fax/ mobile
- Mobilize means of mass communication (radio/tv/newspaper)
- Handle office equipments (photocopy machine, fax, scanning, computer)
- Write official correspondence ( letters/ Memos/bio-data/ profile)
- Communicate with seniors/ Juniors/ Peers
- Communicate with Clients/ Stakeholders

## Block Placement Assignment

*Block placement assignments individual and group assignments*

*Assigned as per the setting by the field supervisor*

**Duration:** 16 hrs/wx15 w= 240 hrs

### Block placement

The students are expected to do field work of full working days of the agencies during mentioned placement period to perform above mentioned tasks. Field work supervisors will facilitate to get maximum exposure in practicing above mentioned tasks.

Students should be present in the field at least 90% of the allotted days to be eligible to sit in the final examination. Students will have to perform all assigned tasks under the supervision of field supervisor and may be allowed to perform all the assigned tasks independently if the field practicum supervisor finds them perfect.

Students should keep their practical records (logbook) signed periodically by their field supervisor/instructor and they also prepare field practicum individual reports

### Evaluation procedure

Under this scheme students will have to perform all the assigned tasks. At the end of the term the field supervisor closely evaluates their performance for accuracy according to the evaluation sheet proposed. At the end of the course there will be a final practical examination.

### Distribution of marks for evaluation

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	60			60
2	Related institution supervisor/teacher (continuous evaluation)	60			60
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"><li>• Report</li><li>• Log books</li><li>• Report presentation including viva</li></ul>		180	3 hrs	180
<b>All total:</b>					<b>300</b>

**Important note:** *Each student must pass in each of the section of the evaluation as presented above with a minimum of 60% marks. This means they must secure 36 marks each in section 1 and 2 and 108 marks in section 3.*

### References Books:

- Munson Carlton E (Ed) 1979. *Social Work Supervision*, The Free Press: New York.
- Sheafor, Bradford W, Charles R Horejsi and Gloria A Horejsi (1997) *Techniques and guidelines for field work practice*, 4<sup>th</sup> edition, Allyn and Bacon.
- Desai, A.S. (1989), *Field Work Objectives for Bachelor Degree in Social Work*, TISS, Mumbai.
- Gordon, Hamilton (1947), *Theory and Practice of Social Case Work*, Columbia University Press, New York

## Experts Involved

CTEVT would like to extend its heartfelt thanks to the following experts who contributed in the process of developing the curriculum entitled **Diploma in Social Work (DSW)**.

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