

Mid-Western University

**Faculty of Humanities and Social Sciences
Surkhet, Nepal**



Social Work

**Bachelor's Degree
Course of Study
2069
Revised: 2078 (2021)**

1. About Mid-western University

Established under the concept of multi-university system by the Government of Nepal with a Parliament Act on June 17, 2010 A. D. , Mid-western University (MU) is an autonomous and public institution of higher learning with the mission to serve the people of Nepal and enrich the global learning community by extending the advantages of higher education.

In the long run, the University is dedicated to become a Centre of Academic Excellence in learning, teaching and research. Its primary goal is to set up a culture of learning in the country and to extend and spread the benefits of knowledge by providing access to the overall community at large. The University also aims at establishing a community of scholars, students and staff in which understanding and wisdom can expand and flourish.

1.1 University Main Goals

To achieve its mission of pursuing Academic Excellence in teaching, scholarship and research, Mid-western University has identified overarching goals that are enduring and express the long-term commitment of the University towards the people of Nepal and the global learning community.

- ◆ Teaching and scholarship
- ◆ World-class education
- ◆ Holistic development
- ◆ Job oriented programs
- ◆ Research and community service
- ◆ International cooperation and intercultural encounter

1.2 Main Features of MU's Education System

Mid-western University considers students as a key actor agencies and beneficiaries of the overall education interventions. Consistent with this intent, the University pays high attention in the preparation of the curriculum of each academic program and it constantly revises and updates it. For the improvement of the quality of education in the University, the voice of students is definitely the main source.

The curriculum of Mid-western University is the result of a consultative process in which faculties first identifies the characteristics which they believe each graduate should possess and then develop courses designed to assist students in developing these characteristics. Each curriculum is therefore designed in a way that Bachelor's and Master's graduates of Mid-Western University will:

- ◆ Be informed about a variety of political and social systems, and be familiar with the dominant cultures in today's world, with particular emphasis on the Asian and Nepalese context;
- ◆ Be an independent learner, capable of thinking for oneself, having one's own opinion on facts and happenings;
- ◆ Be capable of thinking critically and creatively, focused on analyzing and synthesizing, able to use effectively traditional and modern sources of information;
- ◆ Be an innovative thinker, directed towards the improvement of the quality of life of the society;
- ◆ Be familiar with the principles of leadership and organization and have some experience in a leadership capacity;
- ◆ Have an understanding of the major approaches to knowledge, including scientific, historical, philosophical, literary and artistic.

BACHELOR'S OF ARTS IN SOCIAL WORK

1. Description of the Program

The Bachelor's Degree in Social Work (BSW) is offered at Mid-western University by the Faculty of Humanities and Social Sciences and addresses candidates who strive to work in the social sector to provide professional assistance and support to people in need.

The Academic Program is particularly designed to prepare generalist practitioners for addressing the needs of client systems and operate in various social agencies and service provider institutions, both in the government and private sector.

The BSW is an interdisciplinary Program which draws theoretical concepts from different social sciences and focuses on holistic and integrated methods of practice. The Program, in fact, focuses on a variety of both theoretical and practical aspects of social work and its many specializations, integrating the competences of social work, sociology, Anthropology psychology, educational sciences, methodology, social policy and juridical instruments. Social work education plays also a critical role in shaping students by preparing them to actively operate in our contemporary societies as agents for social change.

The Curriculum of this Bachelor's Program is designed in a way to help learners to understand the role played by the human service professions, to anticipate societal and individuals' responses and to identify the best practices and modalities how to bring about social change. To this purpose, the emphasis of the Curriculum is twofold: to build up solid theoretical basis necessary for the practice of social work and to enhance students' operational skills through field work activities. To pursue this aim, the Curriculum tries to instill students with specific ethical values through various field exposures, professional supervision and constant reflection process in the course work.

The core domains of the Curriculum focus on the relationship between the social, political and economic development of the society, thus it helps the learners to understand various societal realities, different social systems and their dynamics, as well as to implement processes of social change.

Moreover, the humanistic orientation of the Curriculum will provide the learners with a personal satisfying experience and help them to internalize specific values and attitudes of the social work profession. This will also create the conditions for fostering personal growth and effectiveness of the learners, increases their self-awareness and integrity, besides growing as a practitioner.

2. Main Goals of the Program

The main objective of the Bachelor's in Social Work is to prepare and train a new generation of professional social workers who is well equipped with the necessary skills to counter complex social issues of our contemporary societies.

The Bachelor's aims at preparing students for the professional practice of social work administration and counseling and enable them to effectively operate in the Nepali society, tackle social problems and prepare the path for implementing processes of social change.

To pursue these goals, this Academic Programs aims to:

- ◆ Ensure that students acquire and developed the necessary theoretical and ethical principles of social work, as well as master methods of analysis for studying social processes and tackle problems in the social sphere;
- ◆ Support the development of the student's competencies to work as medium-level workers in the field of social work, be independent personal thinkers and social engineers;
- ◆ Orient students about government policies and make them understand the various actors of social work practice and different intervention modalities, by including instructions in social welfare policy, case work planning, social counseling and intervention strategies, administrative procedures and regulations, and so on;
- ◆ Enhance students' communication skills for enabling them to advocate for social equity and social justice, thus achieving goals of their intended intervention activities;
- ◆ Create the conditions for the development of a new generation of professionals with a strong focus on research for effectively working in higher education institutions by developing students' independent research skills for working and carrying out research on contemporary social subjects.

3. The Professional Profile of the Social Worker

Current phenomena such as globalization, market economy and liberalization are raising concerns in our contemporary societies, while urgent human problems are emerging and need to be addressed. In this framework, the Social Work Profession play an important role in

advocating for equity and social justice at large and focusing on the study of organized means of providing support services for vulnerable individuals and groups. By providing assistance, it aims at serving people and helps them to overcome issues and problems they are faced with in their daily life.

The Social Worker is a professional profile that is situated, and operates, in between the policy makers and the service providers. However, it is neither a facilitator nor a service provider or a manager, rather a practitioner. The specific task of the Social Worker is to help the policy-making process and properly implement it.

The Bachelor's in Social Work aims at creating a professional profile which will be able to work in the society at different levels and operate in various fields of interventions. Thus, this Academic Program strives to:

- ◆ Prepare professional social workers with an overall understanding and knowledge of social work and methods of intervention, and enable them to deal with different typologies of problems and social groups;
- ◆ Train professional social workers who are equipped with the necessary conceptual and practical skills for advocating social issues at national, regional and global level;
- ◆ Prepare professional social workers who are able to work in socially-relevant areas, such as: public administration, social welfare, community development, local self-administration, non-profit sector, health care institutions, health system, community health and sanitation, education, industry, counseling, family setting, correctional setting, juvenile justice, social defense, advocacy and social justice, development communication, women, children, disability, and other relevant contemporary social areas, problems and vulnerable groups.

By pursuing a Bachelor's in Social Work students will learn to communicate effectively, enhance their problem-solve skills and sharpen their critical and analytical thinking. These skills and competencies are also highly appreciated and valued in any profession and by employees.

4. Annual Admission Capacity

The maximum number of candidates accepted on yearly basis is set to 40 students per each class.

5. Medium of Instruction

To enable students to cope with the challenges of contemporary societies and meet the requirements of the job market, the Bachelor's Degree in Social Work will be offered through the medium of English.

Course contents will be delivered in English and assessment and evaluations (presentations, assignments, group works, case work, examinations, etc.) will be submitted in English as well.

The University will provide additional English courses alongside the course of study to enable students to reach a good proficiency in English and profit the most from the classes.

6. Eligibility Criteria and Admission Requirements

The entrance examination for the Bachelor's in Social Work will take into consideration different variables, various students' backgrounds and different schooling experiences in order to enable an as larger target of students as possible to join the Academic Program. High emphasis will be also given to the motivation of the students to join the Bachelor's in Social Work.

To be eligible for admission to the Bachelor's Degree of Social Work, candidates shall comply with the General Education Regulations of Mid-western University. For an entry into Bachelor's Program, candidates shall have successfully completed the PCL or HSEB 10+2, or equivalent, in any discipline.

The table below summarizes the stages and weightage of the entrance examination process.

TABLE 1: Entrance Examination Process

Entrance examinations		Percentage
For all students	SLC + 2	30%
	Written entrance examination	25%
	Focus Group	15%
Only shortlisted students	Interviews with the Scientific Committee	30%
TOTAL		100%

The selection for the BSW will be based on a written entrance examination, performance in the focus group discussion and personal interview, besides percentage weightage of the high school leaving certificate. Additional weightage and preference will be given to those students who achieved academic excellence in their previous studies, and demonstrate leadership in extracurricular activities.

Students from remote communities, lower caste and underrepresented ethnic minorities will be given special preference according to the admission rules of Mid-western University.

7. Program Structure of the BSW

The Bachelor's in Social Work is an interdisciplinary Program which integrates the competences of social work, sociology, educational sciences, psychology, methodology, social policy and juridical instruments.

The BSW is a 4-year Program and is structured into 8 semesters. Each academic year is divided into two semesters: Fall Semester and Spring Semester. Consistent with Mid-western University's Credit System, this Bachelor's Degree awards 120 Credit Hours (CH) with field work and camp. One Credit Hour amounts to 16 Learning Hours (LH) while each semester awards either 15 CH. Learning Hours comprise all learning activities, from frontal classes to field activities. The duration of each class is 50 mns.

With exception of the first semester, each semester is made of 6 months, of which 5 months (20 weeks) are allotted for academic activities (frontal classes, field work, others) and the 6th month is dedicated for End-Semester examination and Break. To successfully complete the BSW Program, students will have to earn 120 Credits over a period of 4 years.

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The Bachelor's degree is designed as a full time program, thus it targets full-time students. Classes will be held on daily basis, from Sunday to Friday, from 6 AM to 12 PM. Regular class attendance represents an essential assessment criteria.

With regard to the Curriculum of the Bachelor's in Social Work, the Program focuses on a variety of both theoretical and practical aspects of social work and its many specializations. It combines classroom instruction such as lectures, discussions, student presentations, seminar sessions and others) with field placement in social organizations and government agencies in urban, rural and hill areas.

The main learning components of the Program can be identified in:

- ◆ Frontal classes hold by the teachers;
- ◆ Students' active contribution by means of presentations, group works and other academic activities;
- ◆ Social Work Field Practice.

Academic activities will be structured on weekly basis, from Sunday till Friday. Students will attend classes for 4 days a week and will go for Social Work Field Practice (SWFP) for 2 days a

week. The continuous 2-day weekly SWFP will be arranged by the University in accordance to the office hours of the hosting organizations and government offices .

This structure is inspired by the fact that in the Social Work profession theory and practice have to go side by side. In this way, students will have the opportunity to be confronted immediately with social work issues and practice and have the chance to reflect practical experience in the class room.

Programme Timeline - Bachelor's in Social Work

	FIRST AY 2012-2013						SECOND AY 2013-2014						THIRD AY 2014-2015						FOURTH AY 2015-2016																					
	YEAR - 2012						YEAR - 2013						YEAR - 2014						YEAR - 2015						YEAR - 2016															
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12				
ACTIVITY	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Students' selection and admission																																								
Delivering courses																																								
Internship																																								
Thesis Writing																																								
Thesis Submission																																								
Thesis Discussion & Graduation																																								

Length of the BSW:	4 full years = 8 semesters of academic activities and 40 months of classes
Length of each semester:	6 months: 5 months for classes, 2 weeks for examinations and 2 weeks for pause between the semesters / Exception: the 1st semester is made of 3-month classes only
Examinations sessions:	7 sessions at the end of the classes
Thesis Writing	6 months
Internship	3 months

Bachelor's in Social Work

Programme Timeline - Montly Schedule

Structure of the Semester from the 1st to the 7th Semester

The diagram illustrates the semester structure from July to December. The top section shows the 'FIRST AY 2012-2015' with columns for months 1 through 6. Below this, a 'YEAR - 2012/2013/2014/2015' header spans the months Jul, Aug, Sep, Oct, Nov, and Dec. A grid lists activities: Delivering courses (green bar), Final Examinations (yellow bar), and Semester pause (pink bar). Arrows indicate the flow between these periods.

	Jul	Aug	Sep	Oct	Nov	Dec
Delivering courses	[Green Bar]					
Final Examinations					[Yellow Bar]	
Semester pause						[Pink Bar]

Summary of Periods:

- 5 months of frontal classes (Jul to Nov)
- 2 weeks exams (Nov)
- 2 weeks break (Dec)

The bottom section details 'Montly Activities' with weekly schedules for four consecutive weeks. Each week has columns for days S, M, T, W, T, F, S. Activities include Weekly Classes (blue bars) and Field Work Practice (orange bars). A summary bar at the bottom indicates '48 Hrs of Field Work Practice per month'.

	Montly Activities																											
	Weekly Activities							Weekly Activities							Weekly Activities							Weekly Activities						
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
Weekly Classes	[Blue Bar]							[Blue Bar]							[Blue Bar]							[Blue Bar]						
Field Work Practice																												
Weekly Break																												

Summary of Weekly Activities:

- 4 days classe (Sun to Wed)
- 2 days FWP (Thurs and Fri)
- 48 Hrs of Field Work Practice per month

Legend

Activity	Description
Delivering Academic Activities	In each semester classes will be held for 5 months: from Jul to Nov or from Jan to May
Examinations	Examinations will be at the end of each semester for 2 weeks
Semester Break	Between each semester there will be around 2 weeks break
Weekly classes	Classes will be held 4 days a week (Sun to Wed)
Field Work Practice (FWP)	FWP will take place 2 days a weeks based on the office time of the hosting organization/government office, for a Tot of 12 Hrs a week

7.1 Social Work Field Practice

Social Work Field Practices (SWFP) represent an essential component of social work education as it gives the opportunity to the students to practice social work skills under professional supervision. Thus, it constitutes a crucial requirement component aimed to expose learners to social work issues and train them in dealing with specific problems.

The field education component will take place in a social service setting, thus allowing students to apply in the field the competencies acquired in the classroom and test, apply and integrate all elements of the Curriculum. By carrying out Social Work Field Practices, students will be able to experience and learn to integrate all the components of the social work Curriculum and cope with challenges and issues emerging from the field through the guidance of the field instructor. Social Work education can be thus understood as a circular system where the student is plunged in the field, directly experience the issues of social work profession and immediately reflects it in the class. By this way, the class becomes the place where explicit discussion takes place facilitating the integration of knowledge and practice, before going again into the field.

Social Work Field Practice combines opportunities to work with individuals, families, small groups, organizations and communities for implementing planning of projects, design and coordination of services, visiting other agencies, observing and participating in agency staff meetings.

Social Work Field Practices (SWFP) will take place thorough the Program with regular, periodical and block modalities as outlined below (*see Table IV*):

Regular SWFP: Concurrent Fieldwork

Field work is concurrent with course work. Each semester students will be placed in various organizations operating in different fields of social work, such as Ngos, government offices, community based organizations, welfare organizations, Red Cross, religious organizations, and others.

This activity will start from the first semester and go on till the seventh semester, and it will allow students to continuously transfer theory and conceptual knowledge in relevant practical settings. Under the guidance of a professionally qualified supervisor, students will practice 12 hours per week for each semester, spread over two days within the week, for a total of 48 Hours monthly. Concurrent Fieldwork days are any two-day combination and students must remain in the field placement for the entire semester. Agencies hours and timetable may vary, however students will have to observe the timetable of the organization of placement.

This activity will award 3 Credits each semester. Successful completion of Concurrent Fieldwork in the first semester is mandatory for appearing in the second semester. Similarly, successful completion of the concurrent field work activity in the second semester is mandatory for appearing in third semester and so on.

Periodical SWFP:

In addition to the semester-wise Concurrent Fieldwork, other four specialized and intensive Fieldwork activities falling in the 1st, 3rd, 5th and 7th semester will be also offered, such as *rural camp*, *urban camp*, *study tour*. Through the placement of students in various organizations, the Program aims at enabling students to understand the nature of different kind of social work and related issues, different interventions modalities and approaches of both the organizations and social workers. The Program, in fact, will integrate theories and principles of social work with that of rural development, urban societies, cross countries experiences while providing students with in depth knowledge of the social problems in our contemporary societies. Each of these activities will award 1 Credit which will be added to the 3 Credits awarded by the Concurrent Fieldwork.

a) **Neighborhood Camp**

A 1-week intensive field work activity in a neighborhood community of Mid-western University. This activity will fall in the 1st Semester.

b) **Rural Camp**

A 2-week intensive field work activity in a rural or tribal setting in the 3rd Semester.

c) **Urban camp**

A 2-week intensive field work activity in an urban setting in the 5th Semester.

d) **Cross Country/Country Camp/Study Tour (optional)**

A 2-week intensive field work activity in organizational/community settings located in other countries in the 8th Semester.

- The teaching comitee meeting shall finalize the location of neighbourhood,Rural,Urban Camp and study tour.
- The supervisor shall be responsible to write the proposal for Neighbourhood,Rural , Urban Camp and Study tour in order to secure the budget from the university as well as manging the budeget and producing the clearance letter to the university.
- The Supervisor shall responsible to plannining the camp activity, logistic arrangement, arrangement of major activities in the field, coordination with related stakeholder, expert hiring in the field,guidance for the report writing .

Block Activity: Internship

A 3-month long full-time practice-learning placement in a specialized setting in the 8th Semester. This activity will award 3 CH for a total of 48 contact hours. The successful completion of Internship placement and the submission of the consolidated report along with the certificate of completion of placement from the Agency Supervisor is a requirement for the award of the final degree certificate.

7.1.1 Consideration about SWFP Curriculum

The Curriculum in Social Work Field Practice illustrated in the above paragraph is designed according a sequential order of competencies which progressively require focus on analysis, planning of activities and differentiate use of intervention strategies and techniques. These competencies are interrelated with the course work of the overall Curriculum and directly supported by the content in social work practice and methods.

The variety of the activities proposed aims at creating a framework that allows students to gain an in-depth understanding of the client-system and social services providers, as well as to assess social policies, social services and social actors.

For carrying out Social Work Field Practice students will be supported and guided by the faculty advisor and the field instructor.

The faculty advisor is based at the University, s/he is a full time faculty member who has social work background and will be appointed for one semester. The ratio of supervisors for students in a class will be of 1 supervisor for each 10 students. S/he will operate as a facilitator linking between the University and the Hosting Organizations, communicating the requirements and standards of the University to the Hosting Organizations, besides providing consultancy and support to the students in their learning experience.

Teaching comitee shall decide one of the members of teaching comitee as supervisoe of the concurrent field workand prepare the roaster of the organization

The field instructor is based at the social service setting and provides direct instructions to the student. The field instructor will assigns tasks to the student according to the requirements of the University, educational and experiential level of the student and the educational opportunities at the social service agency.

Social Work Field Practice will provide students with the opportunity to develop reflective, analytic, interpretative and practical skills required to learn action strategies. it will also train them in documenting and reporting, improve their overall writing skills, presentation capacities, research attitude, and so on. In this way, students will have the opportunity to apply directly social work methods and gain deep knowledge in designing social work related activities and awareness programs.

The Curriculum of the BSW has identified the following students' performance outcomes for field education. After completion of the BSW Curriculum, students will be able to:

- Master a variety of intervention methods and techniques to be used in the service delivery with different systems levels, such as individuals, families, small groups, organizations, neighborhoods, communities, and so on;
- Show strong analysis and planning skills, problem-solving abilities, general competencies in social work practice and ability to work with and on behalf of clients.
- The student shall prepare a plan of action of the activities to be carried out in the organizations in consultation with the supervisor as well as representative of organization.
- The supervisor shall conduct orientation visit/ classes at least at five organization before start the concurrent field work.
- The student shall carry out the 23 activities/visit in the organizations/community.
- The student should conduct individual Conference (IC) for six times during his/her association with organization/community. IC refers to the meeting between student and supervisor in order to update the progress of the work of social work trainee.
- The student shall conduct Group Conference (GC) two times during his/her association with the organization /community . GC refers to a conference where the student shares his/her experiences and activities to the supervisor and other colleagues.
- The student shall prepare the report in the note book provided by Department of social work and the note book shall be submitted to the supervisor. The report shall broadly include the following components

Field work report format

- Introduction : Student shall introduce himself /herself and about the agency
- Objective: Student shall mention the objective of the day for field agency or community work.
- Activities made by the Trainee: Students shall discuss what actually they did at the agency, or any field setting with a special focus on those activities which increased their skills and knowledge as a developing social work practitioner.
- Feelings made by the trainee: What kind of personal reaction did the student have to situations they encountered during the week at their agency? Examine both negative and positive reactions.
- Values: Students shall discuss how personal values and professional social work values have impacted on their practice.
- Observation of Socio-cultural Factors: Examine how factors of race, ethnicity, culture, socioeconomic status, age, gender, physical ability, mental ability, etc. impact on clients' interactions with social systems.
- Theory and methods applied : Students shall review the information they have written in their log, and relate this to theories they are learning in their Social Work classes; e.g., ecological theory, social learning theory, strengths perspective, etc.
- Conclusion: Student shall write the conclusion about activities of the day.
- The student collect the recommendation letter from the respective organization.

- For the evaluation , the report of the concurrent field work shall carry 60 marks and the viva-voce of the concurrent field work of student shall carry 40 marks.
- The supervisor shall be responsible for evaluating the report of the concurrent field work . the criteria for evaluating the report shall be as following
 - Feed back from the organization
 - Content of the report
 - Major activities and performance
 - Punctuality
 - Language and format

These performance outcomes will be supported by the contents of the course work and social work field practices.

Programme Timeline - Field Work Activities

ACTIVITY	FIRST AY 2012-2013												SECOND AY 2013-2014												THIRD AY 2014-2015												FOURTH AY 2015-2016											
	YEAR - 2012						YEAR - 2013						YEAR - 2014						YEAR - 2015						YEAR - 2016																							
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12												
Students' selection and admission	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O						
Delivering courses																																																
Thesis Writing																																																
Thesis Submission																																																
Thesis Discussion & Graduation																																																
Periodical Practical Activities																																																
																				</																												

ACTIVITIES	Monthly Activities							Monthly Activities																				
	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities	Weekly Activities														
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
Weekly Classes																												
Field Work Practice																												
Weekly Break																												
Periodical Activities (Working Camp, Rural Camp, Urban Camp, etc.)																												
	4 days classe																											
		2 days FWP																										
	48 Hrs of Field Work Practice per month														15 Days of Practical Activities in the Semester 1-3-5-7													

TABLE: Structure of the 4th Academic Year

FOURTH AY 2015-2016																			
YEAR - 2015												YEAR - 2016							
J	F	M	A	M	Jun	J	A	S	O	N	Dec	J	F	M	Apr	M	J	Jul	A
1	2	3	4	5	6	7	8	9	10	11	12								
Spring Semester - 6						Fall Semester - 7													
Exams						Exams						Exams							
Submission of the thesis proposal						Thesis Proposal						Thesis Proposal							
Internship						Internship						Internship							
Internship report submission & Presentation						Pres Rep						Pres Rep							
Thesis Writing						Thesis Writing						Thesis Writing							
Thesis Submission						Thesis Submission						Thesis Submission							
Thesis Defence & Graduation																			
5 months of frontal classes						5 months of frontal classes						5 months of frontal classes							
2 weeks exams						2 weeks exams						2 weeks exams							
2 weeks break						2 weeks break						2 weeks break							
2 weeks exams						2 weeks exams						2 weeks exams							
2 weeks proposal submission						2 weeks proposal submission						2 weeks proposal submission							
3 months Internship						3 months Internship						3 months Internship							
6 months thesis writing						6 months thesis writing						6 months thesis writing							

Bachelor's in Social Work

Programme Timeline - 4th Academic Year

1st Cohort - AY 2012-2016

8. Assessment Methods and Evaluation Procedures

Patterns of examination will be carried out at the end of the semester and will be calculated in Percentage (out of 100%) and GPA (*see the following section on Grading System*). Students' performance will be evaluated for both theory courses and social work field practice.

The evaluation for each theory course shall cover two aspects as follows:

Continuous Internal Assessment

Students' evaluation shall consist of Continuous Internal Assessment (CIA) carried out by the lecturer and which will be structured into various components, such as tests, research papers, assignments, essays, research projects, specialized Journals reviews, case studies, reports, student presentations, peer appraisals and others. Students will be encouraged to use various technology tools for supporting assignments, group work, reflective essays, research projects, community-based learning projects that will be presented to the class. For CIA the lecturer will assign 50% of the total mark.

End-Semester Examination

The End-Semester Examination (ESE) shall be conducted at the end of each semester, that is in December for the Fall Semester or in June for the Spring Semester.

The mark distribution breakdown for Continuous Internal assessment (CIA) and End-Semester Examination (ESE) of theory courses is illustrated in the table below.

TABLE VI: Mark Distribution for Theory Papers

Components	Percentage	Remarks
End Semester Examination	60%	
Internal Exam / Mid-Semester Examination	20%	
Theory Related Assignment and presentation	10%	
Field Based Report / Assignment	10%	
Unit test/class test Examination	5%	
Class Participation and Attendance	5%	
TOTAL	100%	

As for the evaluation of the students' performance in Social Work Field Practice, the evaluation of Concurrent Fieldwork will be carried out jointly by the University Supervisor for the 80% and the Hosting Organization for 20%. Students are expected to carry out 12 Hrs per week of practical field work. They will be evaluated on the basis of their attendance, application of professional skills in the field and reflection. Students will work under close supervision of faculty/field work supervisors assigned by the University.

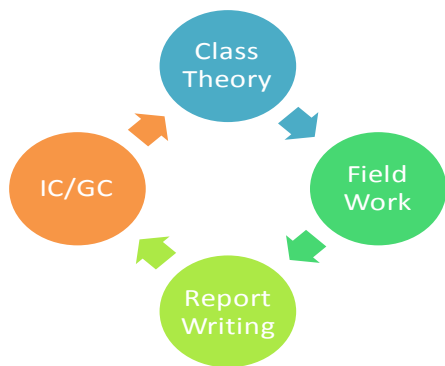
Assessment procedures and requirements are structured in a way that will encourage the active participation of the students, foster their continuous reflection from the field to the class theory and vice versa, make students used to recording and reporting activities, and enable the sharing of experiences through collective and individual conferences.

Student, field instructor and faculty advisor all participate in various ways in the evaluation of the student's work.

The faculty advisor will assign the most suitable assignments and will be also responsible for assigning the grade.

At the beginning of the field placement, the student will prepare the Learning Plan in cooperation with both the faculty advisor and the field instructor, which will be modified later on under their guidance as the student grows in knowledge, skills and professionally.

Students will experience the practice of the client and service-delivery systems in which they are placed. These levels of analysis will be both guided by classroom assignments in each of the curriculum areas. All students are required to maintain ongoing records, which include sessional objectives, practice behaviors, performance outcomes, and evaluation of student behavior and client-system behavior. Following the supervisor's guidelines, students will have to present to the faculty supervisor both a process recording and an analysis of their practice. This will be particularly useful to examine student-client-system interactions, monitor the performance of the student practice, students' awareness of differences in values and viewpoints between the student and the client-system. Together with the field instructor, the faculty advisor will review student's performance and provide clear feedback on student progress, and areas of need improvement.



The weightage breakdown for Social Work Field Practice (Concurrent Fieldwork, Internship, and rural/urban camp) will be distributed as follows:

TABLE VII: Mark Distribution of Field Work Practices

Activity	Percentage	Remarks
Field and organization visiting status	20%	Regularity
External Presentation	20%	<i>Presentation hold in front of external examiners</i>
Regular contact with supervisor	10%	Minimum six times
Summary Recording	10%	Before viva
Weekly recording / field work report	10%	
Individual Conference with the supervisor (IC) / Group Presentation (GC)	10% (5% IC – 5% GC)	<i>The choice between IC and/or GC is up to the teacher</i>
Sub Total UNIVERSITY	80%	
Sub Total ORGANIZATION	20%	
CUMULATIVE GRADE	100%	

TABLE VIII: Mark Distribution for Internship

Activity	Percentage	Remarks
Overall Report	20%	<i>At the end of the internship</i>
Presentation	20%	Presentation hold in front of external examiners
Progress Reporting	10%	
Organization Feedback	50%	
CUMULATIVE GRADE	100%	

MU GENERAL GRADING SYSTEM

1. General Provisions for Grading Procedures

To receive credits for a course, students must be regular in attendance and satisfactorily complete all assignments, securing a passing grade according to the marking system established by Mid-western University.

All courses will be examined at the end of the semester in which they are taken, each course will be marked in percentage, out of 100, and translated into literal grades as indicated in the table below. The pass mark in all courses will be 50%.

Grading scale

Assessment Classification	Range (in percentage)	Grade	Grade Point
Excellent Work (above course expectations)	85-100	A	4.00
	80-84	A -	3.67
Good Work (meets course expectations)	75-79	B	3.33
	70-74	B-	3.00
	65-69	C	2.50
Average Work	60 – 64	C-	2.00
Satisfactory Work	55-59	D	1.50
Fair Work	50-54	D-	1.00
Failing work	Below 50	F	0.00

Other grades may be assigned as specified in the table below:

Grade	Evaluation
I	Incomplete
FW	Failure/ Withdrawal
W	Withdrawal
AU	Audited Coursework
AW	Academic Warning
R	Retake
RR	Re-Retake
DISC	Discontinuation
CA	Course Audit

2. Grade Point System

[Semester Grade-Point Average](#) and [Cumulative Grade-Point Average](#) represent numerically a student's quality of performance. These averages are used to determine if a student qualifies for certain academic actions.

2.1 Grade Point Average

Grade Point Average (GPA) is a mathematical calculation that indicates how well students are doing in their academic studies.

A student's GPA is the weighted mean value of all grade points he/she HAS earned through credit by examination in a semester of attendance at the University. Therefore, the GPA is the average of the grades for only one semester.

2.2 Cumulative Grade Point Average

A student's Cumulative Grade Point Average (CGPA) is a calculation of the average of all the grades a student has earned for all semesters of attendance at University and courses completed up to a given academic term.

The CGPA at the end of the Bachelor's Program is a calculation of the sum of CGPA of each A.Y. divided by 4, which is the number of years.

The table below exemplifies the calculation for GPA and CGPA. All grades are on a 4.0 scale.

Grading scale

Assessment Classification	Range (in percentage)	Grade	Grade Point
Excellent Work (above course expectations)	85-100	A	4.00
	80-84	A -	3.67
Good Work (meets course expectations)	75-79	B	3.33
	70-74	B-	3.00
	65-69	C	2.50
Average Work	60 – 64	C-	2.00
Satisfactory Work	55-59	D	1.50
Fair Work	50-54	D-	1.00
Failing work	Below 50	F	0.00

NOTE:

- ◆ At the end of each A.Y (by June) students should reach a minimum CGPA of 1.50 (a D+ average) for retaining them in the program and 2.00 for scholarship.
- ◆ The minimum requirement for graduation is a CGPA of 2.00 (a C average – ‘Satisfactory’).
- ◆

2.3 Sample Grade-Point Average Calculation

To calculate a Grade Point Average, it is necessary to:

- Determine the grade points earned in each course by multiplying course credits by the appropriate grade-point equivalent;
- Add the grade points earned in each course to calculate a semester total;
- Divide this sum by the number of credits taken to determine the semester grade-point average.

Course	Credits	Grade Earned	Multiplied by	Grade Point	Equivalent	Total
Sociology	3	C	X	2	=	6.00 grade pts.
Methodology	3	F	X	0	=	0.00 grade pts.
Research	3	B+	X	3.5	=	10.50 grade pts.
Social Work	4	B	X	3	=	12.00 grade pts.
Anthropology	2	A	X	4	=	8.00 grade pts.
Total:	15 Credits		X	12.5	=	36.50 grade pts.

In the example above, the GPA will be given by dividing the total grade point for the total credits as follows: $36.50 \text{ grade points} \div 15 \text{ credits} = 2.43 \text{ grade-point average}$.

NOTE: Students will obtain their grade reports at the end of each semester from their Dean of the Faculty.

3. General Procedures for Examination

Changes in grading cannot be done: students may not change a grading system from a Course Audit to a letter grade. In fact, course requirements such as homework, exams and papers are not graded by the instructor for students who are auditing a class.

. COURSE WORK

Students are required to fulfill all assignments, tests, reports, etc. at the time scheduled by the teacher. Major exams will be announced at least 1 week before the scheduled date. Any student conflicts must be brought to the teacher's attention duly in advance.

FINAL EXAMINATION

Schedules are posted about two weeks before the end of each semester. Examinations must be taken at the scheduled times. If a final examination is missed because of a serious illness or other legitimate reason beyond the student's control, satisfactory evidence must be presented to the Office of the Campus Chief of the Faculty who, in consultation with the teacher of the course, will decide whether or not a make-up examination is justified.

RETAKEING COURSES

- Students who fail a required course must repeat it as soon as possible;
- Failed courses when retaken will be graded as those of normal examination units;
- No student will be allowed to retake a course/unit more than twice;
- No student will be allowed to retake failed courses for the purpose of improving the grade.

ACADEMIC WARNING

A student who fails excessively in a semester shall be given an Academic Warning (AW) by the respective Academic Director of the School.

H. PROBATION

Probation indicates that a student is not performing at a minimally acceptable level, and his/her academic performance has fallen below the minimum academic requirements of the University. Thus, s/he is in danger of being dismissed.

A student who fails in three courses in a given semester if taking four courses, or failure in four courses if taking five courses will be put in probation.

A student may be on Probation for a maximum of two consecutive semesters, or for a maximum of two non-consecutive semesters. This means that a student who merits a third consecutive or non-consecutive semester of Probation will be dismissed from the University.

A student will be removed from Probation when s/he returns to the minimum required level of academic performance.

I. INCOMPLETES

This is a temporary grade which indicates that the student has, for an approved reason, been unable to complete the course work by the end of the semester. Instructors may issue a grade of Incomplete only when the final assignment (e.g., medium-term assignment or board exam) is missing. Incomplete grades should be considered only if compelling reasons due to extenuating circumstances exist, such as health or other emergency situations. The student has the possibility to pass the course when all requirements are completed. During careful consultation with the

student, the instructor will determine the deadline for the final assignment. The student is responsible for knowing the deadline and the requirements for course completion. If the work is not completed by next relevant examination sitting, and unless an extension is granted for exceptional reasons approved by the Dean, the "I" grade shall become "FW."

J. WITHDRAWAL

a) W-Grade: Official Withdrawal (without penalty)

In exceptional circumstances approved by the Dean, a student may drop one course from his/her full-time load. This must be done before the end of the eight week of classes. After that time, no official withdrawal from a course can be made.

Students who officially withdraw are NOT guaranteed readmission to the University. Official withdrawal assures only eligibility to reapply. If readmitted, the student will be subject to the regulations in effect at the time of readmission.

b) WF-Grade: Unofficial Withdrawal - Failure

Students who leave the University, but who do not officially withdraw from the University through the Dean of the faculty will receive WF grades in all courses and thus be dismissed from the University. "FW" is computed in the grade point average as an "F."

K. DISCONTINUATION

The following circumstances will warrant Dismissal:

- A student who fails in all units in a semester will be discontinued;
- Failure of a University, a faculty or departmental requirement for a second time;
- Exceeding the maximum number of semesters on Probation.
- Serious violation of academic or disciplinary regulations.
- Non-fulfillment of financial obligations.
- Submitting false information on the Admission application or other official documents.

Appeal against discontinuation shall be addressed to the Campus Chief.

L. GRADUATION

Degrees are awarded at the annual Commencement in summer to all students who have fulfilled all requirements for graduation and satisfied all obligations to the University.

Students who complete the academic requirements before the Commencement session may obtain their certificates and transcripts at that time from the Dean of the Faculty, and participate in the summer ceremony if they wish.

At Graduation, awards of Honors are based on the cumulative GPA. Students with a Cumulative GPA of 3.50 to 4.00 will receive the 'Highest Honors', while Students with a Cumulative GPA of 3.00 to 3.49 will receive the 'Honors'.

4. GRADING PROCEDURES

4.1 Assessing Courses

A course is assessed by 40% internally by the teacher, based on the evaluation of various activities such as class participation, attendance, mid-term, assignment report, presentation, class test and so on. The remaining 60% of the overall mark is awarded by the board exam.

A student will have to reach at least the mark 30 out of 50 both in the internal assessment done by the teacher and in the board exam to qualify for the pass mark 50, thus passing the course with the minimum requirements.

Internal Examination	20 out of 40
End Semester Examination	30 out of 60
Pass mark of the overall course	50%

This means that, if a student does not reach the mark 30 in the internal evaluation done by the teacher, s/he will not be admitted for the board exam. In this case, the student will have to go for a make-up examination. The form of the examination will be agreed with the teacher and could consist in the writing of an assignment or a project.

In a semester a student can fail up to three courses maximum while taking a full load of five courses (concurrent field work activities are not counted). Or, in a semester with a full load of four courses the student can fail up to two courses. By the fourth or the third failure respectively, the student will receive an Academic Warning and put in probation. If the student's performance should not improve and these circumstances should persist, the student will be discontinued.

The leading concept behind this mechanism is to ensure full commitment from students to the academic program and keep a certain quality of the BSW. In fact, while by enrollment to the BSW access shall be granted to as wider candidates as possible, commitment thorough the Program is highly required. This justifies the presence of continuous assessment mechanisms and standards for monitoring and assessing students' performance.

4.2 Assessing concurrent field work activities

Concurrent Field Work can be defined as practical activity to apply ideas, theories, and knowledge acquired in the class room at the community and organization for the essence of the BSW, thus it is a highly important part of the Bachelor.

With this in mind, if a student fails in one semester, s/he will not get the chance to retake it until the completion of the 8th semester. This is due to the fact that each semester foresees concurrent field work activities, thus retaking such a course is not feasible and shall be postponed after the completion of the 8th Semester. This will consequently mean delaying the Graduation to the next year. Retaking this module means that the student will have to be placed again in an organization and produce all the assignments, presentations and other requirements necessary for evaluation.

Shall a student fail for two times consecutive or discontinuously, this will be considered as a prove that the student is not adequate to the profession of Social Worker and lead to his/her dismissal from the Academic Program.

Field instructor

The Field instructor is a staff, preferably the one with educational background in social work, working within the field agency, or contracted by the agency, who provides oversight of the student's learning experience in the field agency.

Faculty supervisor

The Faculty supervisor is a faculty member of the Department of Social Work at Mid-western University, who provides class of concurrent field work, consultation and monitoring for the student and the field instructor. In most cases, the faculty supervisor will also be the student's practice course professor. Students can expect the faculty supervisor to monitor their placements through sites visits (once per semester) email, phone contact, class discussion and in-person meetings.

Section A: Field Work Setting

Methodology and Expectations from the field work students

A. Meeting with the representatives from selected field work agencies

An official meeting with the representatives from selected field work agencies will be organized before the placement of the students in the agencies. This meeting will decide:

- The field supervisor from each agency
- Students' role and responsibilities as the social work trainees at the agency
- Expectations of the agency from the Department and the students
- Expectations of the Department from the agency and the students
- Possibilities of further partnerships for development of professional social work in Nepal

B. Students must complete the following steps for assignment to a field placement:

- Complete a field placement application including a resume. This must be reviewed with the faculty supervisor and signed by the student and the supervisor. The application is submitted to the Director of Field Education.
- Participate in a field interview with the Director of Field Education. During this interview, the field administrators and the student will plan tentative field placements by considering student interests, learning goals, career goals, and setting preferences.
- Set up an interview with the agency under consideration.
- Upon agreement of agency and student and prior to the beginning of the placement, the Director of Field Education must receive a signed field contract between the field agency and the student.

C. In the first week of placement, students must attend a field orientation meeting held at Department of Social Work, Mid-western University. During the first month of placement, students and their Field Instructors will engage in an assessment of student educational needs, and together will develop a Learning Agreement (LA) according to a form provided by the Department. Faculty Supervisors, if needed, are available to assist in developing the LA. The LA should be considered as the overall roadmap for the student's learning experience throughout the semester. It should be reviewed regularly during the field instruction hour by the student and field instructor, and modified as needed.

D. To satisfy course requirements for field setting, students must:

- Complete 173 hours (15 hours per week) of field work in the first semester
- Carry out activities according to Learning Agreement that includes assignments for developing direct practice skills with individuals, families, groups, organizations, and communities and for performing the social work roles.
- Participate in weekly supervisory sessions with the field instructor.
- Perform satisfactorily all activities, responsibilities or assignments from the agency.
- Participate in a formal, final evaluation meeting at the conclusion of the field internship.
- Complete agency and field consultant evaluation field forms.

E. Attendance and Participation

Students are expected to fulfill the required field hours (including weekly supervision), and to complete all forms related to their placements. They should go to their field agencies at least 2 days a week. As part of the development of a professional social worker, students are expected to demonstrate professional behavior in their agency settings and to abide by agency policies within ethical guidelines.

F. Field Work Report

The purpose of this assignment is for students to practice skills of recall and retention of the content of client interviews, and to engage in self-reflection and self-evaluation of their practice. Field work report's format is given below:

F. Field Evaluation: Internal and External Evaluation

At the beginning of each semester, students must provide Field Instructors with a copy of the end-of-semester Student Evaluation. This document should be consulted while the Learning Contract is developed. The student is responsible for making arrangements in a timely manner for the Evaluation to be completed at the end of the semester. The recommended

process is for student and Field Instructor to complete the Evaluation form individually, and then meet together to discuss the results. If there is a Task Instructor who has worked with the student, he or she should have input into the Evaluation, and should sign the form (in addition to the Field Instructor.). Students must make sure that their Evaluation form with original signatures has been turned in to the Faculty Advisor by the end of the semester in order to receive Credit for the course. In addition, students are required to give their final field work presentation on a specified date. The faculty Supervisor and an External Evaluator will evaluate the students' performance for the final grade.

Section B: Classroom setting

The Faculty Supervisor or a faculty member for the field education conducts weekly class or seminar for the students in the classroom setting. The weekly classes are purposively for monitoring the progress of the students and help them to enhance their abilities to integrate theoretical knowledge with practice. The students are also encouraged to share their experiences from their field settings. The faculty supervisor facilitates an environment for peer learning and also helps the students to deal with various field situations.

5. Academic Integrity

Academic honesty is essential to the integrity of the educational process. Students are responsible for doing their own work, while academic dishonesty of any kind, acts of plagiarism and cheating will not be tolerated.

In order to safeguard the conditions under which scholarship is performed, measured, and evaluated, the following will serve to define and identify academic dishonesty. In cases involving academic integrity violations, the appropriate action is initiated by the course instructor. If the instructor believes a student has violated the University standards, the following action should be taken:

- Any case of academic dishonesty will be penalized by a failure in the examination, report, etc. In serious and/or repeated cases of academic dishonesty, this will lead to a failure in the course, or potential dismissal;
- A student who is caught involved in any examination irregularity shall be suspended immediately by the Dean of the Faculty upon receipt of instant report;
- On re-admission, the student shall retake all the courses registered for during the semester when the irregularity was committed;
- A student who is involved in an examination irregularity more than once shall be discontinued from studying at the University.

6. Academic Integrity Violations

Academic dishonesty can take a number of forms. It includes, but is not limited to, cheating on a test or examination; claiming the work of another as your own; plagiarizing any paper, research project, or assignment; or falsely submitting material to fulfill course requirements.

Cheating includes unauthorized copying from the work of another student, with or without that student's consent, using notes or other unauthorized material during a test period, and giving or receiving assistance from another when it is expected the student will perform his or her own work.

Falsifying data to show either the process or the product of scholarly examination to be different from what actually occurred is also considered dishonest. This includes falsely reporting attendance or participation in any field-work experience.

<p style="text-align: center;">SYLLABUS Academic Year 2078-2082</p>

1. Main objectives of the Curriculum and Outcomes

The Bachelor's in Social Work is an interdisciplinary Program which integrates the competences of social work, educational sciences, psychology, sociology, methodology, social policy and juridical instruments.

The Curriculum is structured into and covers socially-relevant areas of study and disciplines that range from public administration and social welfare to community development, health system, education, correctional setting, communication and advocacy. Women, children, disability, marginalization are cross cutting topics and are tackled thorough the Curriculum from different perspectives.

The BSW will consist of theory and Social Work Field Practices with final dissertation. All these activities will award 120 Credit Hours (CH). Each semester consists of either four theory courses, besides one practical component. The theory courses are semester-wise distributed and have interdisciplinary approach.

The Curriculum has been designed following a careful sequence where the learning outcomes of prerequisite courses will provide all required inputs for successive courses. Consistent with Mid-western University's methodology of instruction, the BSW is learner-oriented, that is, the student is an active participant in the teaching-learning process and actively participates in the learning experience. The assumptions behind the preparation of the Curriculum take into consideration the following leading and pedagogical principles:

- Social Work is a particular field where theory and field work goes side by side;
- Social Work is a profession where students learn and immediately practice;
- In Social Work theories constantly reflects the practice, that's why the theories and models of the Social Work discipline are always changing and improving,

Curriculum courses focus on a variety of both theoretical and practical aspects of social work and its many specializations. Courses and learning activities contained in the Curriculum aim at promoting the following student' competences and produce the relative outcomes:

- Provide sound knowledge in the main disciplines of Social Work;
- Create conditions for acquiring in-depth knowledge in research methodology and research methods;

- Support the development of theoretical thinking and the exercise for written and oral presentation of research results, critical analysis and reflection and reviewing skills;
- Considers the international development of social work education and new emergent research areas;
- Promotes the development of competencies through critical reflection upon own practice, research and experience;
- Gives inputs and advocate at policy level;
- promotes learning experiences from the field and acquisition of lessons learned;
- identifies areas of social work intervention and planning;

Mid-western University will constantly revise and update the curriculum according to the changes in the society and the feedback survey among students and faculty members;

Goals of the Curriculum	Outcomes
Create conditions for the learner to acquire theoretical approaches in the fields of social work, social policy, mental health, community development, juridical framework and welfare	<ul style="list-style-type: none"> - Student's ability to transfer and apply theoretical knowledge acquired in the class in the field, in practical activities and in research; - Student's ability to transfer professional knowledge in the conceptual and theoretical area of social work and social policy;
Support the development of conditions for acquiring skills and experience in academic communication and presentation of research results.	<ul style="list-style-type: none"> - Student's ability to identify and select relevant scientific literature, link conceptual theories and models, effectively summarize research results and present it to the class; - Student's ability to plan and administer research activities; - Student's ability to present research results in professional communication, use written and oral forms of presentation of research results; - The ability to participate in public and social discussions, to present research results in argued manner and willingness to influence decision-making process in the social welfare field;

BSW Curriculum

FIRST YEAR

	Course Code	Course Title	Course Credits	Total Credits
Semester – I	SW411	Compulsory English I	3	15
	SW412	Compulsory Nepali	3	
	SW413	Introduction to Social Work: History, Philosophy and Methods	3	
	SW414	Case Work: Working with Individuals	3	
	SW415	Field Work I	3	
Semester – II	SW421	Compulsory English II	3	15
	SW422	Group Work: Working with Groups	3	
	SW423	Psychology for Social Work	3	
	SW424	Anthropology for Social Work	3	
	SW425	Field Work II	3	

SECOND YEAR

	Course Code	Course Title	Course Credits	Total Credits
Semester – III	SW431	Community Organization	3	15
	SW432	Social Action and Social Movements	3	
	SW433	Developmental Psychology	3	
	SW434	Field Work Concept, Theory and Practice	3	
	SW435	Field Work III and Rural camp	3	
Semester - IV	SW441	Generalist Social Work Practice	3	15
	SW442	Social Work Administration	3	
	SW443	Theories of Social Work	3	
	SW444	Rural and Urban Community Development for Social Work	3	
	SW445	Field Work IV	3	

THIRD YEAR

	Course Code	Course Title	Course Credits	Total Credits
Semester - V	SW451	Medical & Psychiatric in Social Work	3	15
	SW452	Social Work and Social Development	3	
	SW453	Social Work Problems and Social Work Concern	3	
	SW454	Areas of Social Work I	3	
	SW455	Field Work V	3	
Semester - VI	SW461	Social Policy and Social Legislation	3	15
	SW462	Law in Social Work	3	
	SW463	Human Rights, Social Justice and Social Work	3	
	SW464	Areas of Social Work II	3	
	SW465	Field Work VI	3	

FOURTH YEAR

	Course Code	Course Title	Course Credits	Total Credits
Semester - VII	SW471	Social Work Research	3	15
	SW472	Social Organization Management	3	
	SW473	Sociology for social work	3	
	SW474	Social Mobilization for Community Empowerment	3	
	SW475	Field Work VII	3	
Semester VIII	SW481	Communication for Social Work	3	15
	SW482	Social Work Practice in Nepal	3	
	SW483	Field Work and Internship	3	
	SW484	Research Dissertation	6	
TOTAL CREDITS OF 4 YEAR BACHELOR			120	

Rationale

1 CH	16 Contact Hours
Total Credit Points	120
Total CH per Semester	15 CH
Total CH of frontal classes and short term practical activities	
Internship	3CH
CH of Thesis	6 CH

Detailed Curriculum and Courses Structure

The syllabus (outlines) are intended as a support for the teacher, it gives orientation and guidelines for structuring the course, but last word is with the teacher.

To be done: updated list of books, bibliography to be suggested to the university for buying it.

Mid-western University

BSW Syllabus

Semester -I

C. Eng. 411: Compulsory English I

Credits: 3

General Description: This course introduces the students to the reading of Nepali society and culture through a novel. It also develops grammatical knowledge of the students. The grammar is intended to polish the "grey areas" of grammar.

Course Objectives:

General Objective: The general objective of the course is to make students familiar with psycho-social and economic reality of Nepali society through the reading of the prescribed novel. The course will also remove, to some extent, the grammatical confusions faced by the students at tertiary level.

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

- Develop the understanding of Nepali society
- Develop an empathy with subaltern class
- Learn the literary representation of Nepali social setting
- understand the subtle semantic areas of English grammar
- identify errors committed in English grammar and take steps to remove them
- Improve their knowledge of English grammar
- Analyze grammatical structures

Human Resource produced by the course: The course will produce students who will become sensitive to the psycho-social economic reality of Nepali society, who will also develop an understanding of how the real life situation can be depicted through fiction. They will also be able to understand the push and pull factors of migration and displaced in Nepali Society.

The students studying this course will be fine-tuned to the subtle nuances of English grammar.

Module: I

16 hours

Muglan by Govinda Raj Bhattarai (translated into English by Lekhnath S Pathak)

Module: II

16 hours

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- That's show business
- Put it in writing
- The third age
- Communication
- The English speaking world

Module: III

16 hours

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- Body and Mind
- The natural world
- Here is the news
- Education
- Science and technology

Textbooks

Govinda Raj Bhattarai- *Muglan*, Oriental Publication: Kathmandu, 2012 (English Translation by Lekhnath S Pathak)

Leo Jones- *Cambridge Advanced English*, Cambridge University Press: Cambridge (published in South Asia by Foundation Books, 1998)

Instruction Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

- Lecture
- Demonstration
- Illustration
- Project work
- Individual and group work
- Audio and/ or video
- Use of modern information and communication technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/ campus throughout the semester where the course is delivered, which will carry 40% of weightage. Internal evaluation will be done on the following areas:

Tests: class/ weekly/ monthly/ quarterly

Quiz(es)

Presentation(s)

Assignments: individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/ papers in literary and linguistic journals/ magazines/ books on topics and themes related to this course and submitting as reports/ essays to the course instructor)

Field work

अनिवार्य नेपाली (व्यावहारिक नेपाली)

विषय कोड : C. Nep ४१२

क्रेडिट आवर : ३

विषयको प्रकृति : सैद्धान्तिक

वर्ष : प्रथम

तह : स्नातक

जम्मा पाठ्यघण्टी : ४८

सेमेस्टर : प्रथम

१. पाठ्यांश परिचय

यो पाठ्यांश चारवर्षे स्नातक तहमा अध्ययन गर्ने विद्यार्थीहरूमा नेपाली भाषाको मानक उच्चारण र वर्णविन्यासको पहिचान गर्ने क्षमताका साथै लेख्य नेपालीमा प्रयुक्त विविध रचना कौशलको विकास गर्नका लागि तयार गरिएको हो । यस अन्तर्गत नेपाली भाषाको कथ्य र लेख्य स्वरूप, वाक्यकोटिपरक रचना र वाक्यान्तरण, पत्र रचना तथा व्यावहारिक लेखन, साहित्यिक रचनाको आस्वादन र कृति समीक्षाका विशिष्ट क्षमताको विकास गर्ने पाठ्यवस्तुहरू समावेश गरिएका छन् ।

२. सामान्य उद्देश्य

यस पाठ्यांशका सामान्य उद्देश्यहरू यसप्रकार रहेका छन् :

- (क) कथ्य र लेख्य नेपालीको स्वरूप पहिल्याई त्यसको मानक रूप प्रयोग गर्ने,
- (ख) विभिन्न शैलीमा वाक्यकोटिपरक अनुच्छेद रचना गर्न र तिनको वाक्यान्तरण गर्न,
- (ग) विभिन्न वाक्यमा व्यक्त छोटो सङ्कथनलाई एकल वाक्यमा संश्लेषण गर्न,
- (घ) निर्धारित ढाँचामा विभिन्न प्रकृतिका पत्र रचना र व्यावहारिक लेखन सम्पन्न गर्न,
- (ङ) विभिन्न विधाका फुटकर रचनाहरूको आस्वादनका आधारमा समीक्षा गर्न,
- (च) निर्धारित साहित्यिक कृतिहरूको समीक्षात्मक टिप्पणी गर्न ।

३. पाठ्यवस्तुको विवरण

(क) पाठ्यवस्तुको विवरण

- अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास- ०.४ क्रे.आ.
- आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण- ०.६ क्रे.आ.
- इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण- ०.२ क्रे.आ.

ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन- ०.३ के.आ.

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन- १.५ के.आ.

(ख) पाठ्यांशको रूपरेखा

अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास

क. नेपाली शब्दको अक्षरीकरण

ख. नेपाली शब्दहरूको मानकीकृत वर्णविन्यास

ह्रस्व र दीर्घको प्रयोग, ऋ/रि को प्रयोग, ओ/व को प्रयोग, ब/व को प्रयोग, य/ए को प्रयोग, श/ष/स को प्रयोग, छे/छ्य/क्ष को प्रयोग, ज्ञ/ग्यँ को प्रयोग, शिरविन्दु र चन्द्रविन्दुको प्रयोग, हलन्त र अजन्तको प्रयोग, पदयोग र पदवियोगको प्रयोग, लेख्य चिह्न को प्रयोग

आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण

क. वाक्यकोटिपरक रचना : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र ध्रुवीयताका वाक्य ढाँचामा उपयुक्त सङ्गति मिलाएर वर्णनात्मक अनुच्छेदको रचना ।

ख. वाक्यान्तरण : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र कथन (प्रत्यक्ष, अप्रत्यक्ष) सित सम्बद्ध भई वर्णनात्मक अनुच्छेदहरूको पारस्परिक वाक्यान्तरण ।

इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण

- सरल, मिश्र र संयुक्त वाक्य ।
- विभिन्न वाक्यमा व्यक्त छोटो वर्णनलाई संयोजक र असमापक क्रियाको प्रयोग गरी एकल वाक्यमा संश्लेषण ।

ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन

क. पत्ररचना : चिठी (व्यावहारिक र व्यापारिक), निवेदन, सम्पादकलाई चिठी

ख. विज्ञापन लेखन

ग. शुभकामना, बधाई, श्रद्धाञ्जली/संवेदना

घ. व्यक्तिवृत्त/बायोडाटा

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन

निम्नलिखित फुटकर साहित्यिक रचनाहरूको पठनका आधारमा आस्वादन र कथानक, शीर्षक, भाषा, विचार, चरित्र, शिल्प र शैलीका दृष्टिले समीक्षा

क. कविता/गीत/गजल

भूपी शेरचन : घुम्ने मेचमाथि अन्धो मान्छे (कविता)

वासुदेव पाण्डेय : नेपाली सौन्दर्य (कविता)

दुर्गालाल श्रेष्ठ : फूलको आँखामा फूलै संसार (गीत)

श्रेष्ठ प्रिया पत्थर : मानिस हामी रहने छैनौँ... (गजल)

ख. कथा

विश्वेश्वर प्रसाद कोइराला : पवित्रा

माया ठकुरी : साँघु तरेपछि

महेशविक्रम शाह : छापामारको छोरो

ग. निबन्ध

लक्ष्मीप्रसाद देवकोटा : के नेपाल सानो छ ?

भैरव अर्याल : अन्तर्राष्ट्रिय भ्यागुता सम्मेलन

डा. महेन्द्र कुमार मल्ल : सगरमाथाभै अग्लो बन्नु छ

घ. एकाङ्की/नाटक

खोपीराम लम्साल : मातृभूमिको व्यथा

ड. उपन्यास

पद्मावती सिंह : समानान्तर आकाश

४. शिक्षण प्रक्रिया

यो पाठ्यांश मुख्यतः विद्यार्थीहरूको भाषिक सिपको विकाससित सम्बन्धित भएकाले यसलाई अभ्यासमा केन्द्रित गरी सञ्चालन गरिनुपर्छ । यस क्रममा विभिन्न एकाङ्का पाठ्यवस्तुलाई निम्नानुसार शिक्षण गर्दा प्रभावकारी हुन्छ :

(क) एकाङ्क १ को शिक्षणका क्रममा कथ्य र लेख्य नेपालीको मानक रूपसँग विद्यार्थीलाई परिचित गराउन शिक्षकले नेपाली उच्चार्य र लेख्य वर्णमा पाइने समानता र भिन्नता,

शब्दहरूको अक्षरीकरण र मानकीकृत वर्णविन्यासको प्रदर्शन गर्ने, छलफल र प्रश्नोत्तर गराउने, स्पष्टीकरण दिने गर्नुका साथै अभ्यासमा जोड दिने ।

- (ख) एकाइ २ को वाक्यकोटिपरक रचना र वाक्यान्तरणका लागि वाक्यकोटि अनुसार विभिन्न वाक्य ढाँचाका वर्णनात्मक रचना गर्न विद्यार्थीहरूलाई प्रोत्साहित गर्ने र तिनलाई आवश्यकता अनुसार भिन्न-भिन्न वाक्य ढाँचामा वाक्यान्तरणसमेत गर्न लगाउने ।
- (ग) एकाइ ३ का लागि असंश्लेषित वाक्यहरूमा वर्णित रचनाहरूलाई एकल वाक्यमा संश्लेषण गरी वाक्यान्तरण गर्ने अभ्यास गराउने जसले विद्यार्थीहरूको सङ्क्षेपीकरण गर्न सक्ने भाषिक कौशल बढाउने छ । उल्लिखित कार्यकलाप गराउँदा शिक्षकले पहिले कक्षामा उक्त रचना र तत्सम्बन्धी वाक्यान्तरणका केही नमुनाहरू प्रस्तुत गर्नुपर्छ ।
- (घ) एकाइ ४ मा उल्लिखित पत्ररचना तथा व्यावहारिक कौशल बढाउन तत्सम्बन्धी अभिव्यक्तिहरूको कक्षामा नमुना प्रदर्शन गरी छलफल गराउने र त्यसपछि निर्धारित रचनाहरूका लागि विद्यार्थीहरूलाई सहज हुने शीर्षकहरूको छनोट गरी तिनलाई कक्षाकार्यका रूपमा र गृहकार्यका रूपमा बारम्बार अभ्यास गराउने ।
- (ङ) एकाइ ५ को शिक्षण गर्दा विद्यार्थीहरूलाई निर्धारित विभिन्न विधाका साहित्यिक रचना पठन गर्न लगाई आस्वादन गराउने र आस्वादित रचनालाई अभिव्यक्त विषय, भाव, शीर्षक, पात्र/चरित्र, परिवेश, शैलीगत विशेषता आदिका आधारमा प्रतिक्रियात्मक टिप्पणी लेख्ने अभ्यास गराउने ।

५. मूल्याङ्कन

यस पाठ्यांशको मूल्याङ्कन विद्यार्थीहरूका निम्नलिखित कार्यबाट सम्पन्न गरिनेछ :

- (क) कक्षा प्रस्तुति
- (ख) कक्षाकार्य र सहभागिता
- (ग) समस्या समाधान
- (घ) परियोजना कार्य
- (ङ) मध्यवर्ती परीक्षा
- (च) सत्रान्त

परीक्षा

६. सन्दर्भ सामग्री

अधिकारी, हेमाङ्गराज (२०६७), प्रयोगात्मक नेपाली व्याकरण, ललितपुर : साभा प्रकाशन ।

अनिवार्य नेपाली विषय समिति, त्रि.वि. पाठ्यक्रम विकास केन्द्र (२०६६), अनिवार्य नेपाली शिक्षण निर्देशिका, ललितपुर : साभा प्रकाशन ।

..... (२०६९), नेपाली साहित्यिक रचना, ललितपुर : साभा प्रकाशन ।

आचार्य, ब्रतराज र गौतम देवीप्रसाद (२०६९), विशेष नेपाली : प्रयोजनपरक बोध र लेखन, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

जोशी, खेमराज र जोशी खगेन्द्र (२०७०), साधारण नेपाली रचना, काठमाडौं : वेष्टर्न बुक पब्लिसिङ एण्ड प्रिन्टर्स प्रा.लि. ।

ठकुरी, माया (२०३९), साँघु तरेपछि, ललितपुर : साभा प्रकाशन ।

लम्साल, खोपीराम (२०७२), मातृभूमिको व्यथा, सुर्खेत : आस्था आशिष लम्साल ।

शर्मा, मोहनराज (२०५९), शब्द रचना, वर्णविन्यास, वाक्यतत्त्व, अभिव्यक्ति र पाठहरू, काठमाडौं : नवीन प्रकाशन ।

शेरचन, भूपी (२०२५), घुम्ने मेचमाथिको अन्धो मान्छे, ललितपुर : साभा प्रकाशन ।

श्रेष्ठ, प्रिया पत्थर (२०६७), ओभाएका छैनन् आँखा (गजल सङ्ग्रह), काठमाडौं : अनाम मण्डली ।

सिंह, पद्मावती (२०६२), समानान्तर आकाश, ललितपुर : साभा प्रकाशन ।

SW413 : Introduction to Social Work: History, Philosophy and Methods

Credits: 3

48LH

Course Description

Many discourses are emerging regarding the concept and practice of social work. This course will clarify the concept of social work as profession. It will connect social work practice as a product of evolving from ideology, philosophy and process. This subject will equip students with the basic concepts, theories and methods of social work practice and enable them to apply these concepts and methods in solving practical problems inherent in their own society and culture.

Course Objectives

- To help students understand basic concepts of the social work profession;
- To clarify the origin and historical development of social work in western countries, India and Nepal;
- To understand and motivate students to uphold values, principles and ethics of social work profession and continuous practice in field;
- To describe social work as an art and science;
- To develop students skills to identify problems at multiple level of society and enable them for proper social work intervention.

Course Contents

Unit I: Basic Concept (6LH)

Social work, Social welfare, Social defense, Social development, Social service, Social security, Social policy, Social insurance, Social assistance, Social act, Social justice, Social empowerment.

Unit II: Nature of Social Work (4 LH)

Nature and scope, function, objectives, Philosophy and ideology, Values and code of ethic of social work practice, Attributes of profession.

Unit III: origin and Historical Development (10 LH)

Origin of Industrial revolution and world war, Charity based social work, Influence of religion in early period of social work, History of social work in UK, USA, India and Nepal, Changing trends in social work practice.

Unit IV: Relation of social work with other discipline (4LH)

Sociology, psychology, economics, law, anthropology and others.

Unit V: social work principles (3 LH)

Introduction, types, importance, application, limitations and social workers roles.

Unit VI: social work as an art and science (3LH)

Introduction and components, Importance of skills and knowledge in social work practice.

Unit VII: Four practice system in Social work (6LH)

Introduction to system perspective, Concept of four practice system and its application for social workers, Interchange of four practice elements.

Unit VIII: Social work problem solving process (6 LH)

Concept, functions and principles, Steps in problem solving process, Brief introduction of problem solving process in micro, mezzo and macro level practice.

Unit IX: Contemporary Ideologies of social work (6LH)

Introduction, Influence of contemporary ideology in social workers, Liberalism and neo-liberalism, Globalization, Postmodernism, Feminism, Civil society, Ideologies of Non-government organization.

Reference Books

- ADAMS, R. et al. (2002) *Social work: themes, issues and critical debate*. New York: Palgrave.
- BRADFORD, W. and et al. (1997) *Techniques and Guidelines for Social Work*. 4th ed. London: Allyn and Bacon.
- CHABON, A. et al. (eds.) (1999) *Reading Foucault for Social Work*. New York: Columbia University Press.
- COX, DAVID and PAWAR (2006) *International social work: issues, strategies and programs*. New Delhi: Vistaar Publications.
- DESAI, MURALI (2002) *Ideologies and Social work: Historical and Contemporary Analyses*. Jaipur and New Delhi: Rawat Publications.
- HARDCASTLE, D. et al. (1997) *Community: theories and skills for social workers*. New York: Oxford University Press.
- HEPWORTH DEAN, H. and LARSEN (1986) *Direct Social Work Practice: Theory and Skills*. Belmont California: Wadsworth Publishing Company.
- HUGMAN, R. and SMITH (1995) *Ethical issues in social work*. Routledge.
- KIRST KAREN, K and et al (2009) *Understanding generalist practice*. USA: Brooks/cole, empowerment series.
- PAYNE, MALCOLM (1997) *Modern social work theory*. Great Britain: Creative Print & Design (Ebbw Vale).
- TIMMS, N. and TIMMS, R. (1997) *Perspective in Social Work*. London: Routledge and Kegan Paul.

COURSE TITLE: Case Work: Working with Individual

Credits: 3

48LH

Course Code:SW414

Course Description

Case work is one of the prominent methods in social work practice that enable students to work with individual. This subject will equip students with simple to complex skills and techniques so that they can work with individual with high degree of professionalism.

Course Objectives

- To explore case work as method of social work
- To develop knowledge of social workers to work with individual
- To clarify case work tools, techniques and process for the social workers
- To develop social workers ability to analyze individual problems and design appropriate social intervention

Course Contents

Unit I: Case work as method (7 LH)

Concept and definition, purpose, values, Case work as method of social work practice, Historical development of case work practice, Limitations in the practice of case work, Comparison with counseling.

Unit II: Principles (4 LH)

Definition, meaning, importance, Challenges and roles of social worker

Unit III: Process (4 LH)

Case work process: identification of problem, assessment, intervention, evaluation, follow up and termination.

Unit IV: component of case work (3 LH)

Component of case work: person, place, problem, practitioner, process

Unit V: tools and techniques (7 LH)

Use of verbal and non-verbal communication, Listening and active listening, barriers to listening, Interview, Professional relationship: importance, skills and use of it in helping process, identification of defense mechanism, concept of transference and counter transference, Use of self-disclosure in case work practice, Home visit- advantages and disadvantages, challenges.

Unit VI: Theories and approaches of case work practice (6 LH)

Psychoanalytic approach, Problem solving approach, Family centered approach, Crisis intervention, Psychosocial approach, Behavioral approach, Client centered theory, Eclectic approach.

Unit VII: case work practice in different settings (7LH)

Case work practice in different settings especially focused to Nepal: children, delinquents, mental health, trafficked women, differently able people, mentally and emotionally disturbed people, victims of disaster (man made and natural), Internally displaced people, alcoholic, drugs users, HIV and AIDS and others.

Unit VIII: role of social worker in case work practice (5 LH)

Different roles played by social worker to assist clients in case work.

Unit IX: recording in case work practice(5LH)

Recording: objectives, principles, types, use of genograms and ecomaps in case work

References Books

BARBA, J. G. (1991) *Beyond Case Work*. London: Macmillan.

MATHEW, G. (1992) *An Introduction to Social Case Work*. Bombay: TISS.

PERLMAN, H. H. (1957) *Social Case Work: A Problem Solving Process*. Chicago: The University Of Chicago Press.

PIPPINS, J. A. (1980) *Developing Case Work Skills*. California: Sage Publication.

RICHMOND, M. E. (1922) *What is Social Case Work? An Introduction Description*. New York: Sage Foundation.

UPADHYAY, R. K. (2003) *Social Case Work*. Jaipur: Rawat Publication.

COURSE TITLE: Field Work I

Credits: 3

Course Code:SW415

Course Description

This course is designed to introduce students to the foundations of social work and provide the opportunity to put social work values, principles, skills, methods and knowledge into practice through supervised work in social work agencies. For this course, students are required to apply their social work competences in their field setting, they also have to attend weekly classes and meet their faculty supervisors for weekly one-to-one supervision.

Course Objectives

In the first semester of BSW Program, students are expected to be familiar with social work concepts, principles, skills and knowledge that are applicable in their field work setting. In addition, they are required to learn how to integrate theoretical knowledge acquired from first semester courses with field work experiences. Therefore, field work students are required to involve in following ways .

Field work conducting pattern

First semester of the BSW is introductory course in which students are taught about the basic concepts of Concurrent field work . Field areas are assigned according to the convenience of the student. In a week the fifteen hours should be spent by the social work trainee at the community/agency setting as assigned by the Social Work Department with minimum 23 days (173 Hrs) visit in a semester.

Field work activities

After the intensive orientation of the concurrent field work in the class room. Student will visit selected five social service providing organizations as the orientation visit. After orientation visit student are placed in different organizations according to their convenience, area of interest and related to theory subject. Each student will submit the field visit daily report at least six times in a semester and conduct group conference (GC) three times in the class room setting. In the first semester student will link the concepts from introduction to social work and case work in field setting . The plagiarism is strongly prohibited in writing field work report.

Neighborhood Camp setting

- Neighborhood camp as the compulsory event of concurrent field work shall be conducted to apply the theoretical knowledge in the practice. The main objective of the neighborhood camp is to provide different types of field exposure and experiences through conducting different activities at neighboring marginalized communities.
- In the beginning of the first semester neighborhood camp will be conducted by the Social Work Department for exposing the students with team members and Department.

While conducting the camp different things are considered such as Selection of the issue, developing the camp proposal, pre Camp preparation, Camp activities, after Camp and report writing, report presentation and sharing camp experiences, ethical guidelines during the camp. The neighbourhood camp aims:

- Carry out research to identify the burning problems faced by the local community people and possible solutions to those problems.
- Developing competencies to identify major social problems in the context they are situated.
- Managing and utilizing the service system to solve the problem among those affected people.
- Developing the skills of self-management and team management during the camp

Assessment and Evaluation

Field supervisor will allocate the marks and record the every performances of each student on the basis of IC, GC, Field work report writing, Summary report writing, Camp report writing, Viva Voce and feedback from agency supervisor.

References

Baird, B. N. (2010). (6th ed.). *The Internship, Practicum, and Field Placement Handbook: A Guide for The Helping Professions*. Upper Saddle River, NJ: Prentice Hall.

Chiaferi, R. & Griffin, M. (1997). *Developing Fieldwork Skills: A Guide for Human Services, Counseling, and Social Work Students*. Pacific Grove, CA: Brooks/Cole Publishing.

Garthwait, C.L. (2011). *The Social Work Practicum: A Guide and Workbook for Students*, 5th edition. Boston: Allyn & Bacon.

Horejsi, C. R., & Garthwait, C. L. (2001). (2nd ed.). *The Social Work Practicum: A Guide and Workbook for Students*. Boston, MA: Allyn & Bacon.

HUGMAN, R. and SMITH (1995) *Ethical issues in social work*. Routledge.

Semester-II

C. Eng. 421: Compulsory English II

Credits: 3

General Description: This course introduces students to the different language skills of listening, speaking, reading, writing, study skills and basic concept of research proposal and report writing. On studying this course, the students will be able to perform basic language skills required in daily life.

Course Objectives:

General Objective: The course is designed to develop four skills of language- listening, speaking, reading and writing skills and associated sub-skills among students. They will be able to face and overcome basic language related problems.

Specific Objectives: After the completion of the course, the students will be able to:

- Acquire phonetic aspects of listening and become acquainted with problems associated with listening and learn to improve listening skills
- Develop skills related with speaking and perform speaking related tasks
- Become familiar with mechanics of improving their reading skills
- Enhance study skills by learning to focus on the language aspects to sharpen this skill
- Perform different kinds of writing tasks and prepare documents required in day to day life transactions
- Become familiar with the basic concepts of research proposal and report

Profile of the students: The students who have used different language skills will better their existing skills. They will be able to use language for various practical purposes in their daily lives.

Module I

16 hours

Listening and Speaking Skills

Listening skills: Hearing and listening, phonetic features of listening, purpose of listening, benefits to listening, guidelines for improving listening skills.

Speaking skills: English sound system, accentual pattern of words and sentences, effective speech, the art of conversation, debate, group discussion.

Module II

16 hours

Study and Reading Skills

Study skills: dictionary and its use, prepositions and phrasal verbs, vocabulary extension, effective use of words, effective use of sentences, learning spellings, punctuation, common errors in English.

Reading skills: Introduction to reading skills, mechanics of reading, types of reading, reading speed

Module III

16 hours

Writing and Business Communication Skills

Writing skills: Paraphrase writing and precise writing, note-making and summary writing, paragraph writing, writing an essay

Writing a Research Proposal and Report: Contents of a research proposal and writing a research report

Business communication: Structure and style of business correspondence, various types of letters, and job application

Prescribed Textbooks

English Language Skills by Aruna Koneru, Tata McGraw Hill Pvt. Ltd. New Delhi, 2011.

Research Methodology- A Step-by-Step Guide for Beginners (2nd edition) by Ranjit Kumar, Pearson Education, Dorling Kindersley (India) Pvt.Ltd., 2014.

Instructional Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecturer

Demonstration

Illustration

Project Work

Individual and Group work

Audio and / Video

Use of Modern Information and Communication Technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. The internal evaluation will be done on the following areas.

Tests: Class/Weekly/Monthly/Quarterly

Quiz(es)

Presentations(s)

Assignments: Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journal/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor)

Field work

COURSE TITLE: Group Work: Working with Groups

Credits: 3

48LH

Course Code:SW422

Course Description

In society individual forms groups on the ground of their interest. A group is collection of people who engage them in accomplishment of stated objectives. In recent day a group can be considered as a means which facilitate between individual and community. Therefore, group work for the social worker is very crucial. This course aims to describe the concept of group and group work as a method of social work along with necessary skills and techniques.

Course Objectives

- To demonstrate group work as method of social work practice
- To equip students with group work skills, tools and techniques
- To identify group problems and assist students to learn respective intervention
- To explain group work values, assumption and principles

Course Contents

Unit I: introduction to group work (4LH)

Meaning and concept, Characteristics of group, Purpose of social group.

Unit II: Types of Groups (4 LH)

Types of groups on the basis of objectives, purpose and membership.

Unit III: Values, assumption and principles of group work (5 LH)

Values in social group work practice, Assumption of group work, Principles of group work.

Unit IV: phases and Stages of Group development work (10 LH)

Initial phase, Planning, Implementation, Evaluation and termination, Stage of group development: forming, storming, norming, performing and adjourning.

Unit V: group dynamics (6 LH)

Concept, Importance in group work process, Different group dynamics.

Unit VI: Application of group work (10 LH)

Group work in different setting of social work practice in Nepal: children, correctional setting, school, industries, adolescent groups, youth clubs, mother groups, community based groups, religious groups and others.

Unit VII: role of social worker in group work practice (4 LH)

Social worker roles in process of group work.

Unit VIII: recording in group work (6 LH)

Meaning, objectives, importance, principles of recordings, types of group work recording.

Reference Books

BROWN, A. (1994) *Group Work*. Hampshire: Ashgate.

DAVID, B. (1998) *The Use of Group in Social Practice*.

KONOPKA, G. (1963) *Social Group Work: A Helping Process*. Englewood Cliffs: Prentice.

ROBERTS, W. R. and LALEN N. (1976) *Theories of Social Work with Groups*. New York: Columbia University Press.

TOSELAND, R. W. et al. (1984) *An Introduction to Group Practice*. New York: MacMillian.

TRECKER, H. B. (1970) *Social Group Work: Principle and Practice*.

COURSE TITLE: Psychology for Social Work

Credits: 3

48 LH

Course Code: SW423

Course Description

This subject describes aspects of human beings experiences, behavior and mental process in social and cultural context. It also provides knowledge and understanding of psychology and its application for the social workers. It seeks to train students to analyze psyche of clients and adopt appropriate intervention to deal with them.

Course Objectives

- To help the students to understand the basic concept and understanding of psychology
- To help the students to understand the dynamics of behavior and its determinants
- To describe the components of psychology and its application in problem solving process

Course Contents

Unit I: meaning, concept and application (5LH)

Definition of psychology, understanding of branches of psychology,

Unit II: application of psychology in social work (5LH)

Application of psychology in social work, importance of knowing psychology in problem solving process,

Unit III: psychology function I (5LH)

Perception, learning, theories and approaches of learning, memory process-registration, retention, recall,

Unit IV: psychological function II(10LH)

Cognition- thinking, reasoning and problem solving, intelligence- measurement, aptitude, hereditary and environmental determinants, motivation- meaning and theories of motivation

Unit V: personality(10LH)

Meaning and concept of personality, determinants of personality: heredity and environment, theories of personality, application of understanding personality of client in problem solving process

Unit VI: introduction to social psychology(7LH)

Concept and definition, importance of social psychology in social work, social perception, social cognition, social influence

Unit VII: Psychological test(6LH)

Importance, different psychological test relevant in social work practice,

Reference Books

- ALLPORT, G. W. (1937) *Personality*. New York: Holt, Rinehart and Winston
- COFER, C. N. and et al (1964) *Motivation: Theory and research*. INew York: Wiley
- HILGARD, E. R. and et al (1966) *Theories of learning*. New York: Appleton-century-crofts

COURSE TITLE: Anthropology for Social Work

Credits: 3

48LH

Course Code: SW424

Course Description

This course will clarify about the basic concept of cultural diversity which makes easy for social work study and profession. Anthropology will equip students with the basic concepts about cultural dimensions in society for social work practice and enable them to understand social problems and to solve practical problems inherent in their own society and culture.

Course Objectives

- Orient the students about the basic sociological concepts
- Inculcate among students skills to understand and analyze socio-cultural aspect

Course Contents

Unit I: Introduction to Anthropology (8 LH)

Holistic Study, Organic Model for society and Culture, Culture as a center Concept, Comparative Perspective, Pro-people oriented Paradigm

Unit II: Uniqueness of Anthropology (10 L H)

Ethnography, Thick Description, Cultural Relativism, Emic and Etic Perspective, Reflexivity, Micro-macro Nexus

Unit III: Major Anthropological Perspectives (10LH)

Functionalism (Malinowski), Structuralism (R. Brauwan), Cultural Ecology (Julian Steward), Postmodernism

Unit IV: Some Terms and Conceptual issues in Anthropology (10 LH)

Ethnocentrism, Acculturation, Syncretism, Social Integration, Social Inclusion and Exclusion, Culture Co-existence and harmony

Unit V: Application of Anthropology Knowledge in solving practical problems (10 LH)

Indigenous knowledge system, Indigenism and Ethnicity, Modernity, Subaltern Studies

References

BOHANNAN, P. and GLAZER, M. (1988) *High points in Anthropology*. 2nd ed. New York: Alfred A. Knopf.

DEVKOTA, P. L. (2008) *Anthropological Approach to the Rural Development in Nepal: Interlocking of theory and Practice*. Kathmandu: Academic Book Centre Kirtipur.

DEVKOTA, P. L. (2008) *Discourses on Anthropology and Development in Nepal*. Kathmandu: Academic Book Centre, Kirtipur.

PEACOCK, J. L. (1986) *Anthropological Lens: The Harsh Light soft focus*. Cambridge: University Press.

SCUPIN, R. and DECOURSE, C.R. (2004) *Anthropology: A Global Perspective*. 5th ed. New Delhi: Prentice Hall of India Pvt. Ltd.

SHRIVASTAV, A.R.N. (2005) *Essential of Cultural Anthropology*. New Delhi: Prentice Hall of India Private Limited.

COURSE TITLE: Field Work II

Credits: 3

Course Code: SW425

Course Objectives

This course is designed to introduce students to the foundations of group work and provide the opportunity to put group work values, principles, psychological, and anthropological knowledge into practice through supervised work in social work agencies. Students are required to apply their social work competences in their field setting, they also have to attend weekly classes and meet their faculty supervisors for weekly one-to-one supervision.

Field work Conducting Patterm

In the second semester of BSW Program, students are expected to be familiar with group work concepts, principles, skills and knowledge that are applicable in their field work setting. In addition, they are required to learn how to integrate psychological and anthropological knowledge courses with field work experiences. . Field areas are assigned according to the convenience of the student. In a week the fifteen hours should be spent by the social work trainee at the community/agency setting as assigned by the Social Work Department with minimum 23 days (173 Hrs) visit in a semester.

Field work activities

After the general orientation of the concurrent field work in the class room. Student will visit selected five social service providing oraganizations as the orientation visit. After orientation visit student are placed in different organizations according to their convience, area of interest and relted to theory subject. Each student will submmmit the field visit daily report at least six times in a semester and conduct (IC & GC) in the class room setting. In the first semester student will link the concepts from work in field setting . The plagiarism is strongly prohibited in writing field work report.

Assessment and Evaluarion

Field supervisor will allocate the marks and record the every performances of each student on the basis of IC, GC, field work report, Summary report writing, Viva Voce and feedback from agency supervisor.

References

- Chiaferi, R. & Griffin, M. (1997). *Developing Fieldwork Skills: A Guide for Human Services, Counseling, and Social Work Students*. Pacific Grove, CA: Brooks/Cole Publishing.
- Coggins, K. & Hatchett, B.F. (2002). (2nd ed.). *Field Practicum: Skill Building from a Multicultural Perspective*. Iowa: Eddie Bowers Publishing Co., Inc.
- Garthwait, C.L. (2011). *The Social Work Practicum: A Guide and Workbook for Students*, 5th edition. Boston: Allyn& Bacon.
- Horejsi, C. R., & Garthwait, C. L. (2001). (2nd ed.). *The Social Work Practicum: A Guide and Workbook for Students*. Boston, MA: Allyn& Bacon.
- Rothman, J. C. (2000). *Stepping Out Into the Field: A Field Work Manual for Social Work Students*. Boston, MA: Allyn& Bacon.

Semester -III

COURSE TITLE: Community Organization

Credits: 3

48LH

Course Code:SW431

Course Description

Community organization is one of the important methods in social work practice. It has vital importance for those practitioners who are going to work with the community and seeks to bring change in power equation. This course will equip students with concepts, principles and modalities to work with marginalized and vulnerable sections of the community. It will also help students to design program of action for broader change in the community.

Course Objectives

- To familiarize students with the concept of community organization, its history and objectives
- To describe components of community organization
- To enable students with the ideas of community organization strategies and approaches

Course Contents

Unit I: Meaning and Concept of community (6LH)

Meaning and concept of community, characteristics of community, types of community especial focused to Nepal, structure and functions of community.

Unit II: Community organization (6LH)

Definition and concept of community organization, community organization as method of social work practice, historical development of community organization, difference between community organization and community development.

Unit III: Values and Principles (3LH)

Community organization values, principles and ethical issues.

Unit IV: Models of community organization (6LH)

Rothman, Saul Alinsky, Paulo Friere and Gandhian model of community organization and its application, types of community organizations in Nepal, and their functions.

Module V: Systematic marginalization and community empowerment process (8LH)

Concept of systematic marginalization, different types of marginalization in the society, concept of power and empowerment, empowerment process and barriers to empowerment, social workers efforts in empowerment of indigenous and marginalized people in Nepal.

Unit VI: Community organization process, techniques and strategies of community organization (7LH)

Concept of community organization process, steps in community organization process, Mobilization of people, protest, demonstration and campaign, planning, monitoring and evaluation, public interest litigation and its process

Unit VII: Current debates in community organization (6LH)

Emerging issues, millennium development goals, impact of donor agencies in community organization process, sustainability of community organization process.

Unit VIII: Roles of community organizer (6LH)

Different roles of community organizer, skills needed for community organizer, conflict resolution, and documentation in community organization.

Reference Books

LANE ROBERT, *The Field of Community Organization*, Quoted, Ibid,

LINDEMAN, E.C. (1951) *The Community – A Introduction to The Study of Community Leadership and Organization*, Association Press, New York,

Mc NEIL, C.F. (1951, 1954) *Community Organization for Social Welfare*, Social Work Year Book,

ROSS, M.G. (1955), *Community Organization: Theory and Principles*, Harper and Brothers, New York,

KRAMER, RALF M. and SPECHT, HARRY (1969), *Reading in Community Organization Practice*, Englewood Cliffs, Prentice Hall

SANDERSON, D. and POLSON R.A. *Rural Community Organization*, John Wiley and Sons, New York

SUBJECT TITLE: Social Action and Social Movement

Credits: 3

48LH

Course Code:SW432

Course Description

Many discourses are emerging regarding the Social Action and Movements. This course will clarify the concept of social work as profession. This subject will familiarize with conceptual issues in defining social Action and social legislation and role of social organization, social workers and social leadership in social action for the social work students. This subject will equip students with the basic concepts, theories and perspectives of social Action and Movements which enable them to apply these perspectives and knowledge in solving practical problems inherent in their own society.

Course Objectives

- Familiarizes with conceptual issues in defining social action and social legislation and role of social organization, social workers and social leaderships in social action.
- Provide an over view of evolution of social action as method in social work.
- Acquaint students with various theoretical perspectives on social movement and social change.

Course Contents

Unit I: Understanding Social Action (10 LH)

Social action: definition, Concept, meaning, scope and strategies, Types of social actions, legislation (constitution of (2019, 2046, and revised Muluki Ain 2072) and social action, Social policy and social development, Social action and social change, role of religion in social change, Role of pressure groups, civil society organizations, NGOs, voluntary organizations, voluntary workers, Social leadership, religious leadership and their role in social action, Democratic Movement- (2007, 2017, 2036, 2046, 2062/63) , Scope of Social Action in Nepal, Case Study preparation and presentation.

Unit II: Social Work and Social Action(9LH)

History of and use of social action in Social Work Practice, Critical Social work and Structural Social Work practice, Models of social action: legislative action, sanction, direct physical model, Popular social action: conscientization, dialectical model, direct mobilization, Principles: credibility building, legitimization, dramatization, multiple strategies, dual approach, and manifold programs, Social action and community mobilization, community empowerment and capacities building, Techniques use in social action and mobilization;

Unit III: Perspectives of Social Action(11LH)

Social advocacy, concept, purpose, objectives, Prerequisite of social advocacy, strategy, policy environment, techniques and tools for social advocacy and planning process in social policy advocacy, Stages: developing awareness, organizing people, development of strategies and action, Strategies: education strategy, persuasive strategy, facilitative strategy and power strategy, Thoughts of Karl Marx, Paulo Freire, Saul Alinsky and others in social action, Paulo Freire and Saul Alinsky's, Gandhian Movement, Chipko Movement of India's contribution to Social Action.

Unit IV: Social Movements and Social Change(8LH)

Social Movements: Definition, Concept, nature and Components of social movement, Classification of Social Movements, cultural movement, legal perspective of social movement, Role of social organizations in social movement, social movement and social change, norms and structure of social movement.

Unit V: Social Movement in Nepal(10LH)

Overview of Social Movements in Nepal, Political movement in Nepal and its impact in Social Movement, Characteristics of Social Movements, tools and techniques of social movement, Land reform and Peasant Movements, small farmers programme and social movement, Labor movements, women's movements, Dalit movements, Janajati movements, Environmental Movements, Kamayia Movement Leadership and social movement and Role of Social Worker in Social Action,

Reference Books

ALINSKY, S. (1972) *Rules for Radicals*. New York: Random House.

BAILEY, R and BRAKE, M. (1975) *Radical Social Work*, London: Edward Arnold. (Unit II)

FREIRE, P. (1972) *Pedagogy of the Oppressed*. Penguin Books: Harmondsworth.

GANDHI, P.K.(ed) (1985) *Social Action through Law: Partnership through Law*. New Delhi: Concept.

HARPER, E. B. and DUNHAM, A. (1959) *Community Organization and Action*. Association Press: New York.

KHINDUKA, S.K and COUGHLIN, B.J. (1975) A Conceptualization of Social Action. *The Social Review*, 49 (1) pp. 1-14. (Unit I)

LAIRD, S 2007, *Anti-Oppressive Social Work*. New Delhi: Sage. (Unit II)

LANGAN, M. and LEE, P. (Eds) (1989) *Radical Social Work Today*. Boston: Unwin Hyman. (Unit II)

MULLALY, R.P. and MULLALY, B. (1998) *Structural Social Work: Ideology, Theory, and Practice*. New York: Oxford University press. (Unit II)

- PAYNE, M. (1995) *Social Work and Community Care*. London: Chapman & Hall.
- POWELL, F. (2001) *The Politics of Social Work*. London: Sage Publications. (Unit II)
- REISCH, M and ANDREWS, J. (2002) *The Road Not Taken: A History of Radical Social Work in The United States*. New York: Brunner-Routledge (Unit II)
- SIDDIQUI, H. Y. (1997) *Analysis of Literature of Social Action*. Indian Journal of Social Work, 58 (2), pp. 212-232. (Unit II & III)
- SIDDIQUE, H. Y. (1984) *Social Work and Social Action*. New Delhi: Harnam Publications. (Unit I, II & III)
- SIDDIQUI, H.Y (1997) *Working with Communities*. New Delhi: Hira Publications.
- SHAH, G. (2002) *Social Movements and the State*. New Delhi: Sage. (Unit IV).
- SINGH, R. (2001) *Social Movements, Old and New: A Post- Modernist Critique*. New Delhi: Sage. (Unit IV & V)
- SHAH, G (2004) *Social Movements in India: A Review of Literature*. New Delhi: Sage Publication. (Unit IV & V)

COURSE TITLE: Developmental Psychology

Credits: 3

48LH

Course Code: SW433

Course Description

Development Psychology will provide insights to understand adolescence, development personality and problems in early adulthood. This subject will equip students with the basic concepts of early adulthood, its problems and adjustments. It will focus on the role of social workers in the subject of Developmental Psychology in order to enable students to apply this knowledge in solving practical problems inherent in their own society and in the psychological fields.

Course Objectives

- To introducing the students about the concept of developmental psychology, principles of child development, and role of social workers;
- To create understanding of student about adolescence, development, personality and problems, and roles of social workers.
- To create understanding of students on concept of early adulthoods, their problems, adjustment and role of social workers.
- To create understanding of student old age, changes, adjustment, problems, development tasks and role of social workers.

Unit I: Introduction (6 LH)

Meaning, definition, history of developmental psychology, Method and principles of child psychology, Child development: prenatal development of child, new born child, early childhood, sensory and motor development, language development, moral development, stages of child development, Role of social workers.

Unit II: Adolescence (10 LH)

Meaning and characteristic of adolescence, Problems nature and types in adolescence, Development tasks in adolescence, physical changes in adolescence, emotionality during adolescence, Social change, peer group influence, new social grouping, values in social acceptance, types of interests, Family relationships during adolescence and family friction, Personality changes, problems in adolescence, Role of social workers.

Unit III: Early adulthood personal and social adjustment (10 LH)

Meaning, characteristics, developmental tasks of early adulthood, Changes in interest and types of interest, Social participation and problems, Role of social workers.

Unit IV: Vocational adjustment (12 LH)

Meaning, characteristics, common working attitudes, Factors influencing vocational satisfaction, Factors and types influencing adjustment, Common problems, middle age, meaning, changes, types of adjustment, types of problems, Role of social workers.

Unit V: Old age (10 LH)

Meaning, changes, problems, Development task of old age, types of changes in old age, Interest of old age, mobility and old age, Social security and old age, Role of social workers in helping old age

Reference List

HURLOCK, E. B. (1981) *Developmental psychology, A life-span approach*. New Delhi: Tata McGraw-Hill Publishing Company Limited.

COURSE TITLE: Field Work: Concept, Theory and Practice

Credits: 3

48LH

Course Code:SW434

Course Description

Social work is unique discipline where in the theory and practice go side by side. A social worker learns about the problems, its nature and proper intervention to deal with it in classroom and has to demonstrate same skills while working in society. Therefore, knowledge of field work is crucial for the social work students. The overall objective of this course is to equip students with skills to translate theories into practice in addressing issues inherent in a given society.

Course Objectives

- To familiarize students with the concept of field work
- To enable students to apply concept and theories of social work in addressing issues inherent with the society and culture
- To equip students with the field work practice

Course Contents

Unit I: field work (5 LH)

Concept, objectives and importance, Linkage of theory and field work.

Unit II: Process (6 LH)

Introduction to concurrent field work, Camp objectives, Importance and methods: working camp, rural camp and urban camp, block placement, internship.

Unit III: Field work tools and techniques (8 LH)

Communication, Rapport building, Analyzing issues, Conflict recognition and management in field work agencies.

Unit IV: Field work settings (8 LH)

Government, Non-government and International non-government organizations, Community based organization.

Unit V: Field work supervision (7LH)

Introduction, components, roles of academic social workers and supervisors.

Unit VI: ethics in field work (10LH)

Concept of ethics in field work, Code of conduct and its importance for the social workers, Introduction of ethical dilemma

Unit VII: Recording (5 LH)

Introduction, Types, principles, Techniques in effective recording.

Reference Books

DOEL, M. et al. (2011) *Contemporary Field Social Work: Integrating Field and Classroom experience*. Sage Publications: Thousand Oaks.

KERSON, T. S. (1995) *Field Instruction in Social Work Settings*. Routledge.

MOORTHY, M. V. and RAO, S. N. (1970) *Field Work in Social Work*. Waltair.

WATTS, T. D. (1995) *International Handbook on Social Work Education*. Westport, Conn: Greenwood Press.

COURSE TITLE: Field Work III and Rural Camp

Credits: 3

Course Code:SW435

Course objective

The field work is designed to introduce students to link with the community organization as the method of social work practice, Social action and concepts of Developmental psychology knowledge into practice through supervised work in social work agencies. It will also help students to design program of action for broader change in the community. For this course, students are required to apply their social work competences in their field setting, they also have to attend weekly classes and meet their faculty supervisors for weekly one-to-one supervision.

Field work conducting pattern

In the third semester of BSW Program, students are expected to be familiar with community organization and social action as the methods of social work practice. Methods, techniques, principles, skills and knowledge that are applicable in their field work setting. In addition, they are required to learn how to integrate knowledge of these courses with field work experiences. Field areas are assigned according to nature of subject and the convenience of the student. In a week the fifteen hours should be spent by the social work trainee at the community/agency setting as assigned by the Social Work Department with minimum 23 days (173 Hrs) visit in a semester except time of rural camp.

Field work activities

After the general orientation of the concurrent field work in the class room. Student will visit selected five social service providing organizations/rural community as the orientation visit. After orientation visit student are placed in different organizations according to their convenience, area of interest and related to theory subject. Each student will submit the field visit daily report at least six times as individual conference in a semester and conduct group conference (GC) three times in the class room setting. In the third semester student will link the theoretical concepts in field work report writing. The plagiarism is strongly prohibited in writing field work report.

Rural Camp

Rural camp as the compulsory event of concurrent field work shall be conducted to apply the theoretical knowledge in the practice. The main objective of the rural camp is to provide different types of rural exposure and experiences through conducting different activities at rural marginalized communities. The rural camp aims:

- Carry out research to identify the burning problems faced by the local community people and possible solutions to those problems.
- Developing competencies to identify major social problems in the context they are situated.
- Managing and utilizing the service system to solve the problem among those affected people.

- Developing the skills of self-management and team management during the camp
- Role play
- Campaigning
- Fund raising activities
- Rapport building

Activities of the Rural Camp

- Selection of the appropriate community
- Selection of the issue
- Developing the camp proposal
- Pre Camp preparation
- Camp activities
- After Camp and report writing
- Report presentation and sharing camp experiences
- Ethical guidelines during the camp

Assessment and Evaluation

Field supervisor will allocate the marks and record the every performances of each student on the basis of IC,GC, Summary report writing,Rural camp report writing,Viva Voce and feedback from agency supervisor.

References

- Chiaferi, R. & Griffin, M. (1997).Developing Fieldwork Skills: A Guide for Human Services, Counseling, and Social Work Students. Pacific Grove, CA: Brooks/Cole Publishing.
- Coggins, K. & Hatchett, B.F. (2002). (2nd ed.). Field Practicum: Skill Building from a Multicultural Perspective. Iowa: Eddie Bowers Publishing Co., Inc.
- Dolgoft, R. (2005). An Introduction to Supervisory Practice in Human Services. Boston, MA: Pearson Education, Inc.
- Garthwait, C.L. (2011). The Social Work Practicum: A Guide and Workbook for Students, 5th edition. Boston: Allyn& Bacon.

Semester-IV

COURSE TITLE: Generalist Social Work Practice in Nepal

Credits: 3

48LH

Course Code:SW441

Course Description

Many discourses are emerging regarding the Generalist Social Work Practice in Nepal. This course will clarify the social work tradition in the context of Nepal and provide general understanding of social welfare concept, interrelationship of social work, underlying concept, and philosophy of traditional social welfare. This subject will equip students for understanding about social service, social work and social problems and its contribution in modern social work development in Nepal.

Course Objectives

- Introducing students to History and Evolution of Social service, social Work in Nepal;
- Create understanding of students on general social welfare practice, its emergence, growth in Nepal.;
- Create general understanding of social welfare concept, interrelationship of social work, underlying concept, philosophy of traditional social welfare, social service and social work;
- Create understanding of students about relationship of social work with other social sciences;
- To create understanding of student on social service, social work and social problems and its contribution in modern social work development in Nepal.

Course Content

Unit I: Social Service Tradition and Reforms in Nepal (9 LH)

Social Service Tradition in Nepal, Development of Nepali society, meaning of social service, definition, type of tradition, Concept of Charity in Ancient and Medieval Nepal: Dana-dharma, guthi, dhikur, mutual aid, guthi, dhikuri, bheja, Parma, kinship, religious institutions, Rana period, shah period, and modern Nepal reformers and Reform Movements in Nepal, Emergence of voluntarism and History of Social Work Profession in Nepal, NGOs and social service, social welfare council and social work

Unit II: Relationship of social work with other social sciences (5 LH)

Social work and sociology, Social work and economics , Social work and political science, Social work and psychology, Social work and anthropology, Social work and philosophy, Social work and culture, Social work and Nepali social system.

Unit III: Social Welfare Service (10LH)

Service Tradition: emergence and concept of social service in Rana period, shah period, institution registration Act 2034, 2046, regulation 2046, and after 2046, constitutions of Nepal

2046, decentralization Act 1999, and regulation and social work, Five years plan and social welfare provision, Social service national coordination council, social welfare council and its structure, Role in social work development and social organization, Social welfare concept, meaning, definition, nature of social service, Social welfare planning, social legislations, Social welfare services type and achievement, social policy.

Unit IV: Development trends of social work in Nepal (12 LH)

Origin of Social Work in USA, UK, India, and East Asia, Beginning of social work education in Nepal, Origin of voluntary organizations, social welfare and voluntary organizations, role of voluntary organizations in social welfare, Integrated approach to social work practice and generalist social work practice, Contemporary debates and sites of practice: settings and interventions, impact of globalization on social work education and practice in Nepal.

Unit V: Understanding Social Problems (12 Hrs)

Social Problems: Concept and Nature, Types of Social Problems, Social Work response to social problems, Understanding Gender and discrimination, Gender based violence types, nature and legal aid, Street and Working Children, Minorities, janajatis, Differently Abled people, and senior citizen, Social work with marginalized groups, poverty, Empowerment of marginalized and vulnerable groups, Role of professional social worker.

References

ADHIKARI, D. R. (2001) *An introduction to Social Work*. Writer own publication.

ADHIKARI, D. R. (2005) *Development, Civil Society and Good Governance*. Kathmandu: Center for Good Governance and Development.

BANERJEE, G. R. (2000) *Papers on Social Work*. Mumbai: T.I.S.S.

BHATTACHARYA, S. (2003) *Social Work, An Integrated Approach*, Deep and Deep Publication. New Delhi: Pvt. Ltd.

CHAND, D. (2004) *Road Map of Development of Nepal*. Kathmandu: Chandani Publication.

CHAND, D. (1999) *Views and Visions of Non-governmental organizations*. Kathmandu: Association of Development Agency (ADAN).

COMPTON, B.R. (1979) *Social Work Processes*. Illinois: The Dorsey Press.

DOMINELLI, L. (20004) *Social Work: Theory and Practice for a Changing Profession*. UK: Polity, 2004.

GORE, M.S. (1965) *Social Work and Social Work Education*. New Delhi: Asia Publishing House

HEALY, K. (2000) *Social Work Practices*. London: Sage Publications, 2000.

JACOB, K.K. (2000) *Social Work Education in India*. New Delhi: Himanshu Publications.

NAIR, T.K. (1981) *Social Work Education and Social Work Practice in India*. Madras: Association of Schools of Social Work.

WADIA, A.R. (Eds.) (1968) *History and Philosophy of Social Work in India*. Mumbai: Allied Publisher Private Ltd.

WOODROOFE, K. (2000) *From Charity to Social Work: In England and the United States*. London: Routledge & Kegan Paul.

COURSE TITLE: Social Work Administration

Credits: 3
48LH

Course Code:SW442

Course description

Social workers deal with the phenomena of agency along with the programs organized for the clientele group. Social work administration is one of the fundamental methods which will equip the student to learn about the agencies, its wide ranges of the programs and how to manage them. Further this course will prepare students to use their creativity to run any organization in effective ways.

Course Objectives

- To describe the concept of social work and social welfare administration
- To briefly discuss the historical development of social work administration and its scope for the social work students
- To define and analyze the process of social work administration

Course Contents:

Unit I: introduction to social work administration (8LH)

Introduction, definition, scope and importance of social work administration, , characteristics common to social work agencies, position of social work administrator, Historical development, changing patterns in social work administration and current issues in social work administration

Unit II: Principles of social welfare administration (6LH)

Understanding of principles and its application in social work practice

Unit III: process of social welfare administration (6 LH)

Process in social welfare administration, Nepal as welfare state: features and comments, Administrative structure of government of Nepal for social welfare, social welfare council: objectives, activities, roles, structure, monitoring and evaluation of NGOs and INGOs, history and challenges, ministry of women, child and social welfare

Unit IV: Administration of Non-Profit organization (10LH)

Concept of non-profit organization, philosophy, activities, tools to manage non-government organization, skills for managing organizations, fund raising and its methods, challenges

Unit V: development of project (3 LH)

Statement of objectives, Understanding beneficiaries groups and their needs, Interventions, Supervisory methods, monitoring and evaluation, components of project proposal.

Unit VI: resource mobilization and capacity building (3 LH)

Concept and identification of resources, Types of resources, Utilizing committee, professional, media, volunteers, fund as resources, Capacity building: meaning, strategies in capacity building. Explanation of various roles in administration

Unit VII: Conflict management in social welfare administration (6LH)

Concept of conflict management for social work administrator, techniques, methods

Unit VIII: organizational change and development(6LH)

Concept, models and challenges for the social worker

References

AMBROSINO, R. et al. (2012) *Social Work and Social Welfare: An Introduction*. Belmont, CA: Brooks/Cole.

ATWATER, P. (1940) *Problems of Administration in Social Work*. St. Paul Minn.: McClain & Hedman co.

BARNARD, C. I. (1938) *The Function of the Executives*. Boston: Harvard University.

CHAUDHARY, P. D. (1983) *Social Welfare administration*. New Delhi: Atmaram & Sons.

KIRST, K. K. (2010) *Introduction to Social Work and Social Welfare: Critical Thinking Perspective*. Belmont, Calif: Brooks/Cole, Cengage Learning.

MIZRAHI, T. and MORRISON, J. D. (1993) *Community Organization and Social Administration: Advances, Trends and Emerging Principles*. New York: The Haworth Press Inc.

PATTI, R. J. (1983) *Social Welfare Administration: Managing Social Programs in Developmental Context*. Prentice-Hall: Englewood Cliffs.

SLAVIN, S. (1985) *Social Administration: An Introduction to Human Service Management*. New York: The Haworth Press. Inc.

SCHATZ, H. A. (1970) *Social Work Administration: A Resource Book*. New York: Council on Social Work Education.

SKIDMORE, R. A. (1994) *Social Work Administration: Dynamic Management and Human Relationship*. Prentice Hall: Englewood Cliffs.

TRECKER, H. B. (1977) *Social Work Administration: Principles and practices*. New York: Association Press.

WARHAM, J. (1975) *An Introduction to Administration for Social Workers*. London: Routledge.

REED, E. W. (1961) *Social Welfare Administration*. New York: Columbia University Press.

ZASTROW, C. (2010) *Introduction to Social Work and Social Welfare: Empowering People*. Belmont, CA: Thomson/Brooks/Cole.

COURSE TITLE: Theories of Social Work

Credits: 3

48LH

Course Code:SW443

Course Description

This course seeks to provide knowledge on social work theories. Social workers are applying wide ranges of theoretical perspective into the practice. Theoretical knowledge guides the professional to work properly with the target section. This course will prepare students to be able to understand these theories and its proper selection during intervention.

Course Objectives

- To define and clarify different social work theories
- To prepare students to learn how to select social work theories as per need of intervention
- To enable students to learn analysis of social work theories

Course Contents

Unit I: introduction to social work theory (5 LH)

Construction of social work theory, practice theories, Social construction of welfare, Social work and practice theories, Social work theory: modern or postmodern

Unit II: utilizing social work theory in practice (3 LH)

Range of theories: selection or eclecticism, process knowledge, reflective, reflexive, critical thinking

Unit III: social work practice theory (4 LH)

Debate on social work theory/methods, Analysis on social work theories- case work, group work, community organization, Effectiveness of social work theories

Unit IV: system and ecological perspectives (4 LH)

Concept, perspective, System idea and their application, life model, Eco social approach.

Unit V: Humanism and existentialism (6 LH)

Concept, definition, Relation with social work, Politics of humanism, humanism contribution in social work, Existentialism and politics of existentialism

Unit VI: cultural and ethnic sensitive social work (6 LH)

Concept, Need of ethnic sensitive social work practice in developing and underdeveloped nations, Comparison between indigenous and indigenization social work practice.

Unit VII: radical and feminist social work perspective (8 LH)

Radical social work- Introduction, definition, Shift from radical to critical perspective, Understanding of feminist social work practice, Feminist and critical practice theory, Feminism and post modernism, Politics of radical shift to critical and feminist perspective

Unit VIII: Psycho-dynamique perspective (6 LH)

Concept, definition and application in social work practice, Early psychodynamic theory, Ego psychology.

Unit IX: advocacy and empowerment (6 LH)

Theory of advocacy, Forms of social work advocacy, Social workers views on empowerment, Source of empowerment, Self-help groups, Participation as key of empowerment and advocacy.

Reference Book

GERMAIN. C. B. and GITTERMAN, A. (1996) *The Life Model of Social Work Practice: Advances in Theory and Practice*. New York: Columbia University Press.

GOLDSTEIN, E. G. (1995) *Ego Psychology and Social Work Practice*. New York: Free Press.

JOKINEN, A. and et al. (1999) *Constructing Social Work Practice*. Asldershot: Ashgate.

MULLAY, R. P. (2003) *Structural Social Work: Ideology, Theory and Practice*. Ontario: Oxford University Press.

PAYNE, M. 92005) *Modern Social Work Theory*. New York: Palgrave MACMILLAN.

THOMPSON, N. (1992) *Existentialism and Social Work*. Asdershot: Avebury.

COURSE TITLE: Rural and Urban Community Development for Social Work

Credits: 3

48LH

Course Code:SW444

Course Description

Rural and Urban Community development strategy has been adapted as a tool to alleviate poverty in the Developing societies. Community development is complex but offers vast scope for social work practice. This subject focuses on multi facts of development i.e. both rural and urban community development. The knowledge this subject on theoretical concepts and implementation This subject will equip students with a sound theoretical knowledge about rural development concerns and urban communities in different geographical settings and Will support them to develop skills and insights in to working with diverse rural community groups.

Course Objectives

- Familiarizes with conceptual issues in defining about rural and urban development;
- Provide an over view of evolution of social action as method in social work;
- Acquaint students with various theoretical perspectives on rural development.

Course Contents

Unit I: Understanding about Rural and Urban communities (7 LH)

Rural sociology: Nature and characteristics of rural society, Physical, social, economic and political aspects. Rural community development, Definition, concept, objectives. Scope of rural community development, Approaches to rural community development, Distinct Characteristics of Rural and Urban communities.

Unit II: Dynamics in Rural and Urban Community (7 LH)

Dynamics in rural society - caste, class, gender relations, Concept of cooperation: nature, forms, values and principles, Changing patterns of Rural and Urban Communities- Family, kinship, marriage, caste and religion.

Unit III: Rural Community Development (4LH)

Principle of rural community development, Role of community development worker, Rural development programs and Government policies, Rural community problems.

Unit IV: Integrated Rural Development (10LH)

Integrated rural development- objectives, characteristics, strategies, and administration, Rural micro level planning, Participatory rural appraisal, Communication and education- types and use in empowering rural poor, Role of voluntary agencies: Rural banks, industries and other non-governmental bodies in rural community development.

Unit V: Urban Community Development (7LH)

Urbanization: concept and causes, Characteristics of urban community, Consequences of rapid urbanization, Role of cities in national development.

Unit V: Urban Community Development (8 LH)

Concept of urban planning, urban development and urban community development, Urban community development: need and scope, policies related to urban community development.

Unit VI: Issues and Challenges(7LH)

Economic issues: Poverty, unemployment and inequality in resources, Environmental problems of housing, unemployment, migration etc, Slum as an emerging problem.

Reference Books

CHOWDHARY, D.P. (1990) *Voluntary Efforts in Social Welfare and Development*. New Delhi: Siddhartha Publications.

FLORA, C. B. et al. (1992) *Rural Communities: Legacy and Change*. Westview Press Boulder CO.

LAL, R. *Community Development: Principles, practice and problems*. Calcutta: Book Land.

LONG, N. (1984) *Introduction to the sociology of development*. London: Tavistock.

QUINN, J. *Urban Sociology*. New Delhi: Eurasia Publication House.

ROY, R. and SRIVASTAVA R.K. (1986) *Dialogue on Development*. London: Sage Publications.

SHARMA, S. K. and MALHOTRA, S. L. *Integrated Rural Development: Approach, strategies and perspectives*, New Delhi: Abhinav.

SINGH, K. (1986) *Rural Development: Principles, Policies and Management*, New Delhi: Sage Publications.

COURSE TITLE: Field Work IV

Credits: 3

Course Code:SW445

Course Objective

This course is designed to introduce students to the social work administration as the method of social work practice, Theories of social work and Rural and urban community development knowledge into practice through supervised work in social work agencies and assigned community. It will also help students to design program for understanding about social service, social work and social problems and its contribution in modern social work development in Nepal. For this course, students are required to apply their social work competences in their administration and field setting, they also have to attend weekly classes and meet their faculty supervisors for weekly one-to-one supervision.

Field work conducting pattern

In the fourth semester of BSW Program, students are expected to be familiar with social work administration, tradition of social work practice in Nepal, application in different theories of social work in practice and conceptual issues in defining about rural and urban development which are applicable in their field work setting. Field areas are assigned according to nature of subject and the convenience of the student. In a week the fifteen hours should be spent by the social work trainee at the community/agency setting as assigned by the Social Work Department with minimum 23 days (173 Hrs) visit in a semester except time of rural camp. Therefore, field work students are required to place at related agency and community to achieve the course objective.

Field work activities

After the general orientation of the concurrent field work in the class room. Student will visit selected five social service providing organizations regarding to administration process and other related issues as the orientation visit. After orientation visit student are placed in different organizations according to their convenience, interest and related to theory subject. Each student will submit the field visit daily report at least six times as individual conference in a semester and conduct group conference (GC) three times in the class room setting. In the third semester student will link the theoretical concepts in field work report writing. The plagiarism is strongly prohibited in writing field work report.

Assessment and Evaluation

Field supervisor will allocate the marks and record the every performances of each student on the basis of IC, GC, Summary report writing, report writing, Viva Voce and feedback from agency supervisor.

References

Garthwait, C.L. (2011). *The Social Work Practicum: A Guide and Workbook for Students*, 5th edition. Boston: Allyn& Bacon.

Rothman, J. C. (2000). *Stepping Out Into the Field: A Field Work Manual for Social Work Students*. Boston, MA: Allyn& Bacon.

Russell-Chapin, L. A. & Ivey, A. E. (2004). *Your Supervised Practicum and Internship*. Belmont, CA: Brooks/Cole Publishing.

Ward, K. & Mama, R.S. (2010). (2nd ed.). *Breaking Out of the Box: Adventure-Based Field Instruction*. Illinois: Lyceum Books, Inc.

Semester V

COURSE TITLE: Medical and Psychiatric Social Work

Credits: 3

48LH

Course Code:SW451

Course Description

At this juncture medical and psychiatric fields are becoming major areas for social workers. This paper deals with the basic understanding of medical and psychiatric social work along with required techniques, skills and knowledge for the social workers. It also introduces different settings in medical and psychiatric social work practice and roles of social workers while delivering their services for the people.

Course Objectives

- To explain the concept of medical and psychiatric social work practice
- To introduce social workers with this new area of social work practice in Nepal
- To describe techniques and knowledge for the social work students to deal with in medical and psychiatric fields

Course Contents

Unit I: concept of health and medical social work (6 LH)

Concept and definition of health, WHO definition, Health care and approaches, Concept of disease, formal and informal factors affecting health, Concept of medical social work and its development, need and scope of medical social work in Nepal.

Unit II: Impacts of illness (3 LH)

Responses of patient, family and society towards illness and disability, Social, economic and psychological impact of illness.

Unit III: Rehabilitation and reintegration (6 LH)

Understanding, planning and process of rehabilitation of disable people, Therapies used in rehabilitation of disable people-physiotherapy: speech therapy, occupational therapy, music therapy, recreational therapy and others

Unit IV: social workers in health setting (6 LH)

Medical social work in hospitals, Identifying need of medical social work in inpatient and outpatient department, emergency care, hospice, community health centers and others, Role of social workers in health settings

Unit V: psychiatric social work (5 LH)

Concept, definition, historical development, scope, Perspectives in psychiatric social work practice, Mental health and its status in Nepal.

Unit VI: mental and behavioral disorder (10 LH)

Understanding and identification, Mental and behavioral disorder: schizophrenia, schizotypal and delusion disorder, mood disorder, stress related and somatoform disorders, Behavioral syndromes associated with physiological factors, mental retardation, Disorders of psychological development, Behavioral and emotional disorders.

Unit VII: management of psychiatric illness (8 LH)

Psychiatric assessment: history taking, examination, multidimensional assessment, Treatment intervention: counseling, psycho-education, psychodrama, therapeutic community, recreational therapy, Psychosocial approaches and techniques in social work practice.

Unit IX: roles of psychiatric social workers (4 LH)

Different roles of psychiatric social workers

Reference Books

ABOUD, F. E. (1998) *Health Psychology in Global Perspective*. USA: Sage Publication.

AHUJA, N. (2002) *A Short Textbook of Psychiatry*. New Delhi: Jaypee Brothers Medical Publishers (p) Ltd.

BENTLEY, K. J. (2002) *Social Work Practice in Mental Health: Contemporary Roles, Tasks and Techniques*. USA: Brooks/Cole.

CARSON, B. and MINEKA (2004) *Abnormal Psychology and Modern Life*. India: Pearson Education.

WORLD HEALTH ORGANIZATION (1992) *The ICD-10 Classification of Mental and Behavioral Disorders, Clinical Description and Diagnostic Guideline*. Oxford University Press.

COURSE TITLE: Social Work and Social Development

Credits: 3

48LH

Course Code:SW452

Course Description

This subject will provide a chance for students for general understanding about basic concepts of social development and link with different social issues/problems. The knowledge of this subject will equip to think critically in scientific ways and make them able for identifying the causes of these social problems which supports to lead for the solution.

Course Objectives

- To understand basic concepts of social development;
- To link social development with social work, social problems/needs/issues of local communities with national social development policy and program;
- To understand application and relevance of community problems, needs and issues social work agencies and government departments and social organizations.

Course Contents

Unit 1: Understanding social development and concepts and history in Nepal (11LH)

Meaning, definition, components of social development, Different approaches in social development, Brief history of developmental planning in Nepal.

Unit 2: Social change, modernization and development (10LH)

Concept and theories of social changes and society in developing societies, Social changes and development, Social and economic systems.

Unit 3: Significant development issues (12 LH)

Contribution of national and international social organizations in social development and social work (U.N. Agencies, INGO, and NGOs), Social and economic implications of globalization and liberalization in Nepal in reference to social work and social development.

Unit 4: Role, scope and functions of social work practitioner in social development (5 LH)

Module 5: Term paper and Class Presentations (10 LH)

References

ANDRA, C. (1975) *On Capitalist Underdevelopment*. Bombay: Oxford University Press.

BATEILLE, A. (ed) (1969) *Social Inequality*. Harmondsworth: PenguinFrank.

BONDON, R. (1986) *Social Change: A critical Appraisal*. Cambridge: Polity Press.

HILORST, J. G. H and KALATTAR (eds) (1985) *Social development in the Third World: Level of Living indicators and Social planning*. London: Croon Helm.

KULKARNI, P. D. & NANAVATI, M. C. U. (1997) *Social Issues in Development*. New Delhi: Publishing House.

KULKARNI, P. D. *Social Policy and Social Development*. Madras: ASSWI.

MISHRA, R. *Society and policy: Theoretical Perspective on Welfare*. London: Macmillar Press.

COURSE TITLE: Social Work Problems and Social Work Concern

Credits: 3

48LH

Course Code:SW453

Course Description

Social Concerns and Social Problems as prominent subject in the field of social work supports to investigate different social issues and social problems from different perspectives using different social methods. This subject will provide a chance for students for general understanding of the different social problems. The knowledge of this subject will equip to think critically in scientific ways and make them able for identifying the causes of these social problems which supports to lead for the solution.

Course Objectives

- Understand contemporary social concerns and social problems;
- Develop an understanding in dealing with social concerns and problems

Course Contents

Unit I: Understanding Social Concerns and Social Problems (8 LH)

Social Problems: Concept and Nature, Types of Social Problems, Criminal behavior, Suicide, old age, and over population, Social Work response to social problems.

Unit II: Gender and Related concerns (13 LH)

Concept, Definition and historical construction of Gender, Practice, Legal provision: Muluki ain, Constitution of 2047,63 and interim constitution, Domestic Violence, Women trafficking and prostitution situation in Nepal, Child Abuse (street children ,and child labour exploitation), Legal provision of child right protection and child wealfare activities, Social work practice and child welfare in Nepal

Unit III: Vulnerable Groups and Social Concern (10 LH)

Malnutrition, Rural and Urban poverty, Minorities Groups: Mushahar, Raute, Chepang, Kusanda, Differently Abled, Role of social workers

Unit IV: Health Concerns and Problems (10 LH)

Reproductive and Child Health, Drug Abuse, HIV/ AIDS/ T V/ Cancer, Stress and Mental Health, Disability

Unit V: Environment Disasters and Society (7 LH)

Climate Change, Global Warming, Disaster

Reference Books

AHUJA, R. (1997) *Social Problem in India*. Jaipur: Rawat Publication. (Unit I)

BECKER, H. S. (1966) *Social Problems: A Modern Approach*. New York: John Wiley & Sons (Unit I)

CHANDRA, S. *Sociology of Deviation in India*. New Delhi: Allied Publisher. (Unit I)

MADAN, G. R. (1981) *Indian Social Problems*. New Delhi: Allied Publisher. (Unit II, III & IV)

MERTON, R. K. and NISBET, R. A. (1971) *Contemporary Social Problems*. New York: Harcourt Brace Jovanovich. (Unit III, IV & V).

RAO, M. S. A. (1980) *Urban Sociology*. New Delhi: Manohar Publication. (Unit IV & V)

COURSE TITLE: Areas of Social Work I

Credits: 3

48LH

Course Code:SW454

Course Description

Social work is multidisciplinary course which deals with a variety of social areas. It is need for the social workers to understand a problem from micro to macro level and design relevant interventions. This course will equip students with skills to deal several social work areas.

Course Objectives

- To aware students to identify areas of social work practice, To equip students with skills and techniques in social work areas.

Course Contents

Unit I: Concept of social work areas (7 LH)

Identification of social work areas in Nepal, Social workers perspectives on areas of social work in connection to problems, Working approach and strategies need to identify new problems in the society in context of Nepal.

Unit II: social work with children (8 LH)

Magnitude of vulnerable children in Nepal, Forms of marginalized children, Social workers approaches working with children, Policies and laws in child sectors and social worker's comment on it, Case studies from child related NGOs, INGOs and GOs

Unit III: social work with women and third gender (10LH)

Women in Nepalese society, Different forms of violence against women in Nepalese society, Laws and policies regarding welfare of women, National women commission and its roles, Status of third gender, Stigma and discrimination against third gender in the society, Laws and policies related to third gender in Nepal, Case studies from women and third gender related NGOs, INGOs and GOs

Unit IV: social work with old aged people (10 LH)

Concept of old aged as vulnerable groups, Need of social work working with old aged, Problems faced by old aged people in Nepal, Analyzing old aged home (government and private) for betterment of old aged people, Laws and policies related to old aged, Social workers intervention with old aged people, Case studies from NGOs, INGOs and GOs working with old aged people.

Unit V: social work with internally displaced people (71 LH)

Concept of internal displacement, Magnitude and status of internal displacement in the world and in Nepal, Causes of internal displacement, Challenges faced by internal displaced people, Social

work intervention with internal displaced people, Laws and policies regarding internally displaced people.

Unit VI: Social work with people living with HIV and AIDS (6LH)

Status of HIV and AIDS at globe and in the context of Nepal, Existing programs for the survivors of HIV and AIDS, Law and policies in this sector, social work intervention, Case studies from NGOs, INGOs and GOs

Reference Book

GREENE, R. R. (2008) *Social Work with the Aged and Their Families*. USA: Library of Congress.

LANGAN, M. and DAY, L (1992) *Women Oppression and Social Work: Issues in Anti-Discriminatory Practice*. New York: Routledge.

NETTING, F. E. (2010) *Women and Macro Social Work Practice*. Oxford Bibliographies Online Research Guide. Virginia Commonwealth University.

PECORA, P. et al. (2000) *The Child Welfare Challenge: Policy, Practice and Research*. New York: Aldine de Gruyter.

RAPP, L. A. et al. (2003) *Handbook of Prevention Intervention for Children and Adolescent*. New York: John Wiley & Sons.

SAMNTA, R. K. (2005) *Rural Women: Issues, Opportunities and Approaches*. World of Books.

COURSE TITLE: Field Work V

Credits: 3

Course Code:SW455

Course Objective

This course is designed to introduce students to the medical psychiatric, Social change and development, social problems and social work concern and areas of social work as fundamental issues of the society which need to make familiarize the knowledge into practice through supervised work in social work agencies and assigned community. For this course, students are required to apply their social work competences in their administration and field setting, they also have to attend weekly classes and meet their faculty supervisors for weekly one-to-one supervision.

Field work conducting pattern

In the fifth semester of BSW, fieldwork students will involve in field work orientation, organization orientation visit, urban camp, conducting IC and GC as well as expected to be familiar with health issues, social development, the concerns issues of social work in Nepal and exploring the areas of social work which are applicable in their field work setting through field work supervision. Field areas are assigned according to nature of subject and the convenience of the student. In a week the fifteen hours should be spent by the social work trainee at the community/agency setting as assigned by the Social Work Department with minimum 23 days (173 Hrs) visit in this semester except time of urban camp. Therefore, field work students are required to place at related agency and community to achieve the course objective.

Field work activities

After the orientation of the concurrent field work in the class room. Student will visit selected five social service providing organizations and urban community regarding to related issues as the orientation visit. After orientation visit student are placed in different organizations/urban community according to their convenience, interest and related to theory subject. Each student will submit the field visit daily report at least six times as individual conference in a semester and conduct group conference (GC) three times in the class room setting. In the fifth semester student will link the theoretical concepts in field work report writing. The plagiarism is strongly prohibited in writing field work report.

Urban Camp

Urban camp as the compulsory event of concurrent field work shall be conducted to apply the theoretical knowledge in the practice. The main objective of the urban camp is to provide different types of urban exposure and experiences through conducting different activities at Urban areas. The rural camp aims:

- Carry out research to identify the burning urban problems faced by the people and possible solutions to those problems.

- Developing competencies to identify major social problems in the context they are situated.
- Developing the skills of self-management and team management during the camp
- Role play
- Meeting the social workers
- Visiting social work related Universities/Campuses
- Campaigning
- Fund raising activities
- Rapport building

Activities of the Urban Camp

- Selection of the appropriate urban area
- Selection of the issue
- Developing the camp proposal
- Pre Camp preparation
- Camp activities
- After Camp and report writing
- Report presentation and sharing camp experiences
- Ethical guidelines during the camp

Assessment and Evaluation

Field supervisor will allocate the marks and record the every performances of each student on the basis of IC,GC, Summary report writing, urban camp report writing, field work report writing,Viva Voce and feedback from agency supervisor.

References

- Chiaferi, R. & Griffin, M. (1997). *Developing Fieldwork Skills: A Guide for Human Services, Counseling, and Social Work Students*. Pacific Grove, CA: Brooks/Cole Publishing.
- Coggins, K. & Hatchett, B.F. (2002). (2nd ed.). *Field Practicum: Skill Building from a Multicultural Perspective*. Iowa: Eddie Bowers Publishing Co., Inc.
- Garthwait, C.L. (2011). *The Social Work Practicum: A Guide and Workbook for Students*, 5th edition. Boston: Allyn& Bacon.
- Horejsi, C. R., & Garthwait, C. L. (2001). (2nd ed.). *The Social Work Practicum: A Guide and Workbook for Students*. Boston, MA: Allyn& Bacon.
- Rothman, J. C. (2000). *Stepping Out Into the Field: A Field Work Manual for Social Work Students*. Boston, MA: Allyn& Bacon.

Semester -VI

COURSE TITLE: Social Policy and Social Legislation

Credits: 3

48 LH

Course Code:SW461

Course Description

This course will prepare students to learn about social policy and legislation of the nation. The students will be able to relate social work practice with social policy and social legislation so that target group can be connected with legal treatment.

Course Objectives

- To help students to understand social policy and social legislation
- To relate social work practice with social policy and social legislation
- To equip students with skills in analysis and interpretation of social policy and social legislation

Course Contents

Unit I: Social policy (8 LH)

Concept of social policy, Social planning, social welfare policy, sources, Social policy and social development, Contribution of ideologies in framing social policy

Unit II: Social policy and social work (4 LH)

Need of understanding social policy, Social workers contribution in framing social policy and its implementation

Unit III: Process of social policy (5 LH)

Approaches and models of social policy, Steps in social policy making, Stake holders involved in social policy making.

Unit IV: Government policies on different sectors (7 LH)

National policy of Nepal government, Policies related to physical infrastructure, health, education, housing, local development, weaker section of the society

Unit V: Planning in Nepal (7LH)

Mechanism of planning in Nepal, Implementation bodies, Introduction of five year planning, Monitoring and evaluation in planning, Need of people participation in planning.

Unit VI: Understanding of social legislation (6 LH)

Concept and understanding of social legislation, Concept of social justice and rights, Introduction of judiciary in Nepal, PIL

Unit VII: Legislation related to social issues and problems (11 LH)

Legislation related to child and women, Dowry, Domestic violence, Women trafficking, Caste based discrimination, Child abuse and child labor, Rape and attempt to rape, Polygamy and others.

Reference Books

BARUSCH, A. S. (2009) *Foundation of Social Policy: Social Justice in Human Perspective*. Belmont, CA: Brooks/Cole.

CHAPIN, R. K. (2011) *Social Policy for Effective Practice: A Strength Approach* (New Directions in Social Work). New York: Routledge.

MORONEY, R. and KRYSIK, JUDY (1998) *Social Policy and Social Work: Critical Essay on the Welfare State*. New York: A de Gruyter.

PONSON, J. A. (ed) (1962) *Social Welfare Policy*. Hague: Monton & Co.

POUDEL, J.(eds) *National Policies of Nepal Government*. Kathmandu: Permissible Research.

COURSE TITLE: Law in Social Work

Credits: 3

48LH

Course Code :SW462

Course Description

This course will cover the legal regulation of social work: professional liability, ethical issues and sanctions, liability of social workers, and social workers' involvement in the legal process. The course will cover the substantive law affecting social work practice in selected areas such as juvenile justice system, criminal law, privacy and confidentiality issues, domestic abuse and legal research.

Course Objectives

Enable students to understand laws in relation to social values and social policy in Nepal.

Course Contents

Unit 1: Constitutional provisions for furthering social justice (10 LH)

Directive principles: 2015 Constitution, 2047, interim constitution 2063, 2072 New constitution ,

Unit 2: Legislation process (10 LH)

General structure of courts and judicial procedures, Police organization and administration, Labor law, child law, women laws, marriage law, revised Muluki Ain, local government act, criminal law, social welfare act, child adoption act, juvenile court, its structure, procedures, health and communicable diseases related law.

Unit 3: Intersecting Law with Social Work Practice (5 LH)

Unit 4: Legislation in furtherance of social justice (10 LH)

Role of the social workers in promoting social legislations, Review of legislation pertaining to children, Children Act, Child marriage, mental illness, juvenile delinquency, immoral traffic, Laws, Acts and Rules related to Disability, Ethnicity, Minority Rights, Indigenous Rights and Women Rights, Environmental laws:

Unit 4: Case studies (5LH)

Unit 5: Critical Themes and Debates (8LH)

Reference Books

ADAMS, R. et.al. (2002) (ed.) *Social Work: Themes, Issues, and Critical Debates*. Palgrave in Association with The Open University.

CULL, L. A and ROCHE, J (eds) (2001) *The Law and Social Work: Contemporary Issues for Practice*. Basingstoke: Palgrave.

DONNELLY, J. (1989) *Universal Human Rights in Theory and Practice*. Cornell Paperbacks, Cornell University Press.

National social welfare laws and regulations. Nepal: HMG.

The Constitution of the Kingdom of Nepal (2047) *Fundamental Rights and Directive Principles of the Constitution*

COURSE TITLE: Human Rights, Social justice and Social Work

Credits: 3

Course Code:SW463

48LH

Course Description

Human rights, Social justice and social Work will support to develop the insights into the history and evolution of human rights discourses. This subject will support for maintaining understanding legislative provisions in the context of Nepal. This subject will equip students with the basic concepts of human rights, Social Justice and social work which enable them to apply this knowledge in solving practical problems inherent in their own society related to human rights.

Course Objectives

- Develop insights into the history and evolution of human rights discourse;
- Understand legislative provisions involved in establishing and maintaining human rights in Nepal;
- Delineate the role of professional social workers in legal aid, legal assistance, social justice and social advocacy.

Course Contents

Unit I: Understanding Human Rights (8LH)

Human Rights: Introduction historical background, nature of Human rights, UN human rights, human rights and modern world, Three Generations of Human Rights: Positioning Social Work, Human rights in Nepal, constitutional provision, social legislation and human rights, social security and human rights, Social Movements & Human Rights in Nepal, Social ideals of Nepal Constitution: Fundamental rights and duties.

Unit II: Social Justice and Human Rights (10 LH)

Approaches to Social Justice (Marx), Human Rights and Social Justice Concerns in Nepali Society, Universal Human Rights: Covenant on Civil, Political, Economic, Social and Cultural Right and ethnical, women, child, senior citizen, disabled, property, social security, education, personal duties, slave trade, labor right, elimination of racial discrimination, human right in Hindu-Buddhism prospective, Rights of Migrant workers and Refugees.

Unit III: Social Legislation and Social Change (9LH)

Social Legislation, Nature and Scope, human rights and constitutions of Nepal 1990, Law, Society and Social Change, Emerging Issues and concerns of lesbians, gays, bi-sexual, trans-gendered (LGBT), Legal and public advocacy, legal literacy, free legal aid.

Unit IV: Legal Provisions-I (14 LH)

Legal Provision for women regarding marriage, dowry, and domestic violence, tracking, divorce, abortion, property rights, citizenships, Legal provision for marginalized groups in the Nepali society: Janajatis and Minorities people and Dalit community, Legal Provision for disable and elderly people, children, and commercial sex workers, Statutory bodies-National Human Rights Commission, National Commission for Women, National Commission for Minorities, National Commission for indigenous or Janajatis, constitution of 1990.

Unit V: Mechanism and Strategies of Social Work practice (7 LH)

Human Rights perspective in social work practice: ethnic sensitive practice, feminist practice, social work with diverse groups, janajatis, bounded labor, child labor, street children, juvenile court, Laws and social advocacy, Human rights activism and civil society organizations initiatives in Nepal.

Reference Books

Informal Service Center (INSECT) *Human Right Year Book*. Yearly publication, INSECT, 2008, 2009, 2010, 2011, 2012

PATHAK, B. (2005) *Politics of people's war and human rights in Nepal*. Kathmandu: BIMIPA Publication.

COURSE TITLE: Areas of Social Work II

Credits: 3

Course Code: SW464

Course Description

This paper has been framed to provide information to the social work students on new fields. This will equip students with understanding of these areas and required skills. Students will learn how to design intervention strategies in these areas too.

Course Objectives

- To provide about the information of different areas of society
- To provide the about post conflict reconstruction and social work practice

Course Contents

Unit I: social work and disaster management (8 LH)

Concept of disaster, types of disaster- natural and manmade, Impacts of disaster on individual and community, Disaster management understanding, Stakeholders in disaster management, Existing policies and plan in disaster management, Role of social workers in disaster management, Case studies- Koshi flood, Pokhara avalanche, major earthquakes and others

Unit II: social work and poverty (9 LH)

Concept and definition of poverty, Characteristics of rural and urban poverty, Integrated perspectives and approach on poverty, Poverty and development process, Poverty alleviation context in Nepal, Programs and strategies for poverty reduction, Existing programs and policies regarding poverty reduction, Roles of social worker in poverty reduction programs, Case studies from NGOs, INGOs and GOs

Unit III: field of conflict and post conflict reconstruction and social work practice (10 LH)

Concept and definition of conflict, Extent and nature of modern conflict, Types of conflict, Brief understanding of Maoist conflict and its impacts in Nepal, Post conflict situation and peace process, Role of UN, Civil Society, NGOs, INGOs and international communities, Social work during and in post conflict situations, Delivering psychological and social programs, Rebuilding communities, securing and maintaining peace and promoting reconciliation, Roles of social worker during and in post conflict situations.

Unit IV: social work in industry setting (6 LH)

Concept of social work in industry setting, Concept of labor welfare, personal management, human resource management, occupational social work, Concept of trade union and its contribution for labor rights and welfare, Social work methods in industry settings, Role of social worker in industry.

Unit V: social work and juvenile justice system (7 LH)

Concept and meaning of juvenile justice system, Development of juvenile justice system in Nepal, Judicial process of juvenile justice in Nepal, Institutional mechanism, Roles of social workers in juvenile justice system

Reference Books

COPPOLA, D. P. (2011) *Introduction to International Disaster Management*. China: Elsevier Inc.

DOWLING, M. (1999) *Social Work and Poverty*. USA: Ashgate.

ROBERTS, A. R. and SPRINGER, D. W. (2007) *Social Work in Juvenile and Criminal Justice Settings*. Springfield III.

SINGH, R. R. (ed.) (1980) *Social Work Perspective on Poverty*. Delhi: Gupta Composing Company.

STRANSER, S. L. A. (1990) *Occupational Social Work*. New York: Haworth Press (Unity I).

STREETER, C. L. and MURTY, S. A. (1996) *Research on Social Work and Disaster*. USA: Haworth Press Inc.

COURSE TITLE:SW 465: Field Work VI

Credits: 3

Course Code: SW465

Course Objective

This course is designed to introduce students to the medical psychiatric, Social change and development, social problems and social work concern and areas of social work as fundamental issues of the society which need to make familiarize the knowledge into practice through supervised work in social work agencies and assigned community. For this course, students are required to apply their social work competences in their administration and field setting, they also have to attend weekly classes and meet their faculty supervisors for weekly one-to-one supervision.

Field Work Conducting Pattern

In the sixth semester of BSW Program, students will involve in orientation, organization visit, IC,GC, daily report writing, summary report writing, viva voce etc . In the sixth semester students are expected to be familiar with legal provision and issues , social policy, law in social work, human rights and social justice with different areas of social work through field work supervision. Field areas are assigned according to nature of subject and the convenience of the student. In a week the fifteen hours should be spent by the social work trainee at the community/agency setting as assigned by the Social Work Department with minimum 23 days (173 Hrs) visit in this semester except time of urban camp. Therefore, field work students are required to place at related agency and community to achieve the course objective.

Field work activities

After the orientation of the concurrent field work in the class room. Student will visit selected five social service providing organizations and course related activities regarding to related issues as the orientation visit. Students are placed in different organizations/ community according to their convenience , interest and related to theory subject. Each student will submit the field visit daily report considering the legal dimensions of social work practice at least six times as individual conference in a semester and conduct group conference (GC) three times in the class room setting. Especially students are focused to observe the professional social work practice from the perspective of law .In the seventh semester student will link the theoretical concepts in field work report writing . The plagiarism is strongly prohibited in writing field work report.

Assessment and Evaluation

Field supervisor will allocate the marks and record the every performances of each student on the basis of IC,GC, Summary report writing, field work report writing,Viva Voce and feedback from agency supervisor.

References

- Chiaferi, R. & Griffin, M. (1997).Developing Fieldwork Skills: A Guide for Human Services, Counseling, and Social Work Students. Pacific Grove, CA: Brooks/Cole Publishing.
- Coggins, K. &Hatchett, B.F. (2002). (2nd ed.). Field Practicum: Skill Building from a Multicultural Perspective. Iowa: Eddie Bowers Publishing Co., Inc.
- Dolgoft, R. (2005). An Introduction to Supervisory Practice in Human Services. Boston, MA: Pearson Education, Inc.
- Garthwait, C.L. (2011). The Social Work Practicum: A Guide and Workbook for Students, 5th edition. Boston: Allyn& Bacon
- Rothman, J. C. (2000). Stepping Out Into the Field: A Field Work Manual for Social Work Students. Boston, MA: Allyn& Bacon.
- Ward, K. & Mama, R.S. (2010). (2nd ed.). Breaking Out of the Box: Adventure-Based Field Instruction. Illinois: Lyceum Books, Inc.

COURSE TITLE: Social Work Research

Credits: 3

Course Code:SW471

Course Description

Social work research is prominent subject in social work which support to investigate social phenomena from different perspectives using different research methodologies. Social work Research will provide a chance for students for general understanding of the different research orientations. The concepts and methods of social work research will enable students to think critically in scientific ways and make them able for of research evidences.

Course Objectives

- Develop understanding of the students about the whole process from problem identification to report writing of research;
- Make able to think critically in scientific ways about the social problems.

Course Contents

Unit I: Introduction to social Research (4 LH)

Social science research: Concept and practice, Social work research : concept, characteristics and practices

Unit II: Forms of Research in social work (6 LH)

Barefoot research, Baseline survey, Participatory action research, Anthropological/Ethnographical research, Evaluation research, Feminist research, Social emersion and cultural sock

Unit III: Research Methodology (5LH)

Understanding the concept of Methodology, methods, tools and techniques, Approaches to social work research: Diachronic and Synchronic , Emic and Etic , and Overt and Covert perspectives, Ethical Issues of Social work Research: Code of ethics, Protection of Subjects/Respondents, Ethics in Academic writings, Ethical dilemma in field Research

Unit IV: Research Proposal and its Components (4LH)

Getting Started: Mind storming, Choosing a Topic, Literature Review, Thinking about Methods,

Unit V: The Research cycle (5 L H)

Identification of research Problems, Formulation of Objective, Research Design, Identification of variables, Formulation of Hypothesis, Sampling Design, Data Collection, Data Processing, Data Analysis, Report Writing, Presentation, Finishing Off

Unit VI: Statistical Methods (4 L H)

Measures of Central Tendency, Measures of Dispersion, Correlation, Chi-square Test

Unit VII: Thesis and Dissertation (2 L H)

Elements of Thesis, Citation and References

Reference Books

BAKER, T. L. (1994) *Doing Social Research*. New York: McGraw.

BLAXTER, L. et al. (2010) *How to Research*. India: Tata McGraw Hill.

GODDE, W. J. and HALT, P. K. (1952) *Methods of Social Research*. New York: McGraw Hill Inc.

GUPTA, S. P. (1987) *Statistical Methods*. New Delhi: S. Chand and Co.

KOTHARI, C. R. (2011) *Research Methodology: Methods and Techniques*. (2nd ed) New Delhi: New Age International Publishers.

RUBBIN, A. and BABBIE, E. (n.d.) *Research Methods for Social Work*. USA: Brooks/Cole Publishing Co.

WOLFF, H. L. and PREM, R. P. (2000) *Social Science Research and Thesis Writing*. Kathmandu: Buddha Academic Publishers.

YOUNG, P. V. (1982) *Scientific Social Survey and Research*. New Delhi: Prentice Hall of India.

SUBJECT TITLE: Social Organizations Management

Credits: 3

Course Code :SW472

Course Description

This course provides an understanding of the concepts of Voluntary Action, Voluntary Organizations and Non- Governmental organizations, and the process of historical development of voluntary organizations in Nepal. This provides their expertise in government and non-government organizations. It is important for them to understand not only the organization related vision and mission but also how do they function. Therefore, this course outline is concerned with the each and every activities of these organizations. Study of this course will equip the student to understand social organization in detail.

Course Objectives

- To provide an understanding of the concepts of Voluntary Action, Voluntary Organizations and Non- Governmental organizations, and the process of historical development of voluntary organizations in Nepal.
- To understand and conceptualize the contribution and the increasing importance of social organizations, goals, functions and partnership of voluntary Organizations in social work practice and development process.

Course Contents

Unit 1: Conceptual Framework (5 LH)

Meaning, concept, philosophy, values, history of social organizations, Characteristics of social service organizations and their social welfare programme, policy, Voluntary Action of Voluntary organizations, Role of social organization in social development, Changing concepts of Voluntary Action for social change, Prospect and retrospect of social organization in Nepal.

Unit 2: Organizational structure of social organizations (7 LH)

Meaning, types, and characteristic and guiding principles of social organizational and their structure, History and growth, movement, and policy regarding social organizations, Laws and policy governing social organization, Registration of social organizations, constitution, memorandum of association, Voluntary action and ethnicity in Nepal, Challenges and limitation of social organizations in social development, Standards of social organizations, Code of conduct and values of social organizations.

Unit 3: Planning and Management (7 LH)

Definition and meaning of planning, Type of planning, authority, leadership- styles and functions of social organizations, Significance of social organizations on planning, purpose, steps and procedure, Project cycle: planning, project selection, formulation, and implementation, monitoring and evaluation, Financial Planning: Budgeting, budgetary control, accounting,

monitoring, and evaluation, Role of people in planning, coordination and linkage with government agencies in planning.

Unit 4: Organization management skills and leadership (6 LH)

Meaning and concept of human resource management, leadership, conflict resolution, Resource mobilization for social development, Recording keeping, public relations, organization of meetings, workshops, Development of proposal and facilitation.

Unit 5: Case studies on NGO/INGO (3 LH)

Unit 6: Class Presentation (2 LH)

Reference Books

ADHIKARI, D. R. (2061) *Development, Civil Society and Good Governance*. Kathmandu, Nepal: Center for Good Governance and Development.

BHATTACHAND, K. B. et al. (2001) *NGO, Civil Society and Government in Nepal*, Central Department of Sociology and Anthropology, Tribhuval University and Friedrich-Ebert-Stiftung.

CHAND, D. (1999) *View and Vision of Non-governmental Organizations*. Thapathali, Kathmandu: Association of Development Agencies of Nepal (ADAN).

DHAKAL, T. N. (2006) *NGOs in Livelihood Improvement*. New Delhi: ADROIT Publishers, Dariagunj.

DAHALI, D. R. and TIMSINA, T. P. (2005) *Civil Society in Nepal. Kathmandu, Nepal: Searching for a Viable Role*, Institute of cultural Affaires.

KORTEN, D. C. (1990) *Getting to the 21st Century, Voluntary Action and the Global Agenda*. Hardford Connecticut, USA: Kumarian Press Inc.

MASKAY, B. K. (1998) *Non Governmental Organization in Development, Search for a new vision*. Kathmandu, Nepal: Center for Development and Research.

VARTOLA, J. et al. (2000) *Development NGOs Facing the 21st Century, Perspectives from South Asia*. Kathmandu: Institute for Social Development.

SUBJECT TITLE: Sociology for Social Work

Credits: 3

Course Code :SW473

Course Discription

48LH

This course will clarify about the basic concept of society which makes easy for social work study and profession. Sociology will equip students with the basic concepts of society for social work practice and enable them to understand social problems and to solve practical problems inherent in their own society and culture.

Course Objectives

- Orient the students about the basic concept society
- Inculcate among students skills to understand and analyze social structure.

Course Contents

Unit I: Understanding Sociology (7LH)

Sociology defined: Web of relationships, Sociological Imagination, Career in Sociology, Sociology: relationship with some other social sciences, Sociology and Social work, Sociology, Psychology and Psychiatry

Unit II: Basic Sociological Concepts (5 LH)

Society: Meaning and Characteristics, Community: Meaning and Characteristics, Association and institutionalization: Accept, Obey, Internalized and Sanction, Social Structure: Role & Status, Norms, Values and Culture: Meaning and Relationship with individual and society

Unit III: Development of Sociology (8 LH)

August Comte (Positivism), Herbert Spencer (Organic Analogy), Emile Durkheim (Division of labour), Max Weber (Formal organization), Karl Marx (Conflict)

Unit IV: Major Theoretical Perspective (10 LH)

Functionalist Perspective, Conflict Perspective, Integrationist Perspective

Unit V: Social Processes (8 LH)

Assimilation, Integration, Cooperation, Competition and Conflict, Socialization: Meaning and Agencies, Social Control: Formal and Informal means of social control

Unit VI: Applied Sociology (10LH)

What is applied Sociology, Social Policy, Social Planning, Social Mobilization, Social Empowerment, Social Stratification, Caste Class and Gender, Ethnicity and Identity, Nationalism

Reference Books

- BERGER, P.L. (1963) *An invitation to Sociology: An Humanistic Perspective*. Harmondsworth, Penguin. (Unit I)
- BOTTOMMORE, T.B. (1971) *Sociology: A Guide to Problem and Literature*. Bombay: George Allen and Unwin. (Unit-II)
- DAVIS, K. (1969) *Human Society*. New York: Macmillan.
- GIDDENS, A. (1999) *Sociology*. Cambridge: Polity Press. (Unit II & III)
- GUPTA, D. (ed.) (1997) *Social Stratification*. Delhi: Oxford University Press.
- INKELES, A. (1997) *What is Sociology: An Introduction to the Discipline and Profession*. India: Prentice Hall of India Private Limited.
- RAO, S. N. (2008) *Sociology: Principles of Sociology with an Introduction to social Thought*. S. Chanda and Company L.T.D (Chapter 1,2,8,9,11,16,18,46,59). (reprint)
- REGMI RISHI, K. R. (1999) *The Essential of Sociology*. Katmandu: Sann Research Institute.
- SEHEAFER, R. T. (2006) *Sociology: A brief Introduction*. Tata Macgraw Hill (Unit 1,4&8).
- THIO, A. (1989) *Introduction to Sociology*. New York: Harper & Row Publishers (Unit I & II)
- TURNER, J. (1987) *Social Theory Today*. Cambridge: Polity Press. (Unit II & IV)
- WRIGHT, M.C. (1959) *The Sociological Imagination*. New York: Oxford University Press.

COURSE TITLE: Social Mobilization for Community Empowerment

Credits: 3

Course Code :SW474

Course Description

This course will provide the detail knowledge about on social mobilization to empower the community. Social workers are connected with social mobilization programs and empowerment activities in the society. Therefore, this subject will equip on social students with micro-macro skills to understand, analyze and implement social mobilization mechanism for the empowerment of people for over all development of the community.

Course Objective

- To create understanding of student on concept of social mobilization and empowerment of disempowered people in Nepal;
- To create understanding on legal provision on social mobilization and empowerment in Nepal;
- To create understanding of students on concept of self-help, self-help group, its history, group function, stages of group development and growth of institutions.

Course Contents

Unit 1: Concept of social mobilization and community empowerment (6LH)

Meaning and concept of social mobilization, Objective of social mobilization, Brief history of social mobilization concept in Nepal, principles, steps of social mobilization, process of social mobilization, Empowerment: Meaning, concept, conceptual framework, empowerment index, gender, women, Human empowerment, socio-cultural, economic, political minority empowerment, Empowerment and social justice in Nepal, Self-help group: definition, history of self-help group in Nepal, Types of self-help group, stages of self-help group development, Focus group: definition and concept, application of the concept, use of focus group.

Unit 2: Legal provision for social mobilization and community empowerment (4 LH)

Resource Analysis and identification, Fund raising and mobilization, Human resource management, Groups formation process, process and steps, types of groups, Legal provision of group formation: Institution registration Act 2034, Cooperative registration Act 2048, Financial Company Act 2042, Development Bank Act 2032, Local self Governance Act 2056, Community Forestry Act 2055, Renewal provision, resource sharing, fund raising, and voluntarism in the groups functioning

Unit 3: Group operation and mobilization (5 LHs)

Theoretical views of leadership in group and meanings, Group behavior, leadership types, participatory decision making process, Group dynamics and group culture, Group conflict,

development of problems, problems solving methods and techniques, Process, steps in conflict resolution process, and techniques, Recording of minute, implementation of decision, role of leaders, members, Communication in groups, motivational and human resource management skills, Resource mobilization, resource generation, planning process and implementation.

Unit 4: Function of groups (4 LH)

Group goal setting, mission goal and objective, Meetings, record keeping, renewal of groups, Task description preparation, action plan preparation, task division, Monitoring, reporting, institutional capacity assessment, Policy, procedures and manual development, Planning, account, auditing, Performance evaluation of group members, proposal development, social auditing.

Unit 5: Stages of Group Development (7 LH)

Meaning, concept and process and stages of group development, Brief history of group development in Nepal, Types and nature of groups, significance of groups in social development, Development group as social organization, Group management, group norms, types of norms, conflict in groups, Stages of group development, role of group members, leaders, Empowerment: Meaning and concept of empowerment, group role in community empowerment, gender empowerment, ethnic community empowerment.

Unit 6: Institutional growth of groups (4 LH)

Significant of social mobilization in social development and social work, CBOs role in community awareness, capacity building, NGOs role on social mobilization, Social development and capacity building of community, local resource mobilization, Promotion of voluntarism, collaboration in community, Relationship of CBOs/NGOs with government organization and role of social workers in social mobilization, Quality and characteristic of social workers in social mobilization, Community capacity building and institutional development of self-help groups and sustainability.

Reference Books

ADHIKARI, D. R. (2061) *Development, civil society and Good Governance*. Baneshwor, Kathmandu, Nepal: Center for Good Governance and Development.

RODNEY, W. N. and MATTI, K. G. (1996) *Groups Theory and Experience*. New Delhi: A.I.T.B.S. Publishers and Distributors, Krishnanagar.

COURSE TITLE: Field Work VII

Credits: 3

Course Code :SW475

Course Objective

This course is designed to introduce students to the investigate social phenomena from different perspectives using different research methodologies. Social work Research will provide a chance for students for general understanding of the different research orientations. Similarly social organization management, social mobilization and empowerment as well as basic concepts of sociology which need to make familiarize the knowledge into practice through supervised work in social work agencies and assigned community. For this course, students are required to apply their social work competences in their administration and field setting, they also have to attend weekly classes and meet their faculty supervisors for weekly one-to-one supervision.

Field work conducting pattern

In the seventh semester of BSW Program, students will involve in orientation visit of organization/community. The students of this semester are expected to be familiar with research, organization management, sociology, and social mobilization and community empowerment of social work in practically. Field areas are assigned according to nature of subject and the convenience of the student. In a week the fifteen hours should be spent by the social work trainee at the community/agency setting as assigned by the Social Work Department with minimum 23 days (173 Hrs) visit in this semester. Therefore, field work students are required to place at related agency and community to achieve the course objective.

Field work activities

After the orientation of the concurrent field work in the class room. Student will visit selected five social service providing organizations and research related activities regarding to related issues as the orientation visit. After orientation visit student are placed in different organizations/ community according to their convenience, interest and related to theory subject. Each student will submit the field visit daily report at least six times as individual conference in a semester and conduct group conference (GC) three times in the class room setting. Especially students are focused to project related activities during the agency visit. In the seventh semester student will link the theoretical concepts in field work report writing. The plagiarism is strongly prohibited in writing field work report.

Assessment and Evaluation

Field supervisor will evaluate and allocate marks through recording the every performances of each student on the basis of IC, GC, Summary report writing, field work report writing, Viva Voce and feedback from agency supervisor.

References

- Chiaferi, R. & Griffin, M. (1997). *Developing Fieldwork Skills: A Guide for Human Services, Counseling, and Social Work Students*. Pacific Grove, CA: Brooks/Cole Publishing.
- Coggins, K. & Hatchett, B.F. (2002). (2nd ed.). *Field Practicum: Skill Building from a Multicultural Perspective*. Iowa: Eddie Bowers Publishing Co., Inc.
- Cournoyer, B. (2010). (6th ed.). *The Social Work Skills Workbook*. Belmont, CA: Brooks/Cole Publishing.
- Garthwait, C.L. (2011). *The Social Work Practicum: A Guide and Workbook for Students*, 5th edition. Boston: Allyn& Bacon.
- Horejsi, C. R., & Garthwait, C. L. (2001). (2nd ed.). *The Social Work Practicum: A Guide and Workbook for Students*. Boston, MA: Allyn& Bacon.
- Rothman, J. C. (2000). *Stepping Out Into the Field: A Field Work Manual for Social Work Students*. Boston, MA: Allyn& Bacon.

Semester VIII

COURSE TITLE: Communication for Social Work

Credits: 3

48LH

Course Code:SW481

Course Description

In this course, focus is given on theory and principles of communication and different types of communication. The hand on experience is also provided in which students are expected to participate actively and learn the basic communication skills. In addition to Skill Workshop classroom teaching is also provided.

Course Objectives:

- To create understanding on meaning, perspective of communication, historical background, modern communication technology, and dimension of non-verbal communication;
- Obtain a comprehensive understanding about the nature and scope of effective downward and upwards communication while working with people and social organizations;
- Be able to understand and internalize the components of democratic communication methods approach, strategies, media, drama, mass communication to develop the art of facilitating discussion in a group with the aid of media strategies.

Course Contents

Unit 1: Communication Process and Nature (8 LH)

Meaning, objectives, importance, role of communication, Models and types of communication: verbal, written, gestures, hidden communication, Mass communication versus interpersonal communication, One-way and two-way communication, communication styles, Modern perspective of communication, concept of democratic communication, Barriers to effective, interpersonal communication, Recording, thesis and report writing, presentation.

Unit 2: Approach and principle of development communication (8 LH)

Pre-requisites for practicing effective communication, Communicator attitudes, values and beliefs, principles of effective communication, Communication technology, management information system (MIS), telecommunication, TV, approaches, strategies, GIS, internet, Community radio, media, digital media, newspapers, Case study, research, workshop, seminar, training, Dialogues, small group discussion, research, posters, magazine, journal, advertisement, documentation, planning and professional report writing.

Unit 3: Communication Skills (10 LH)

Effective listening and responding, Understanding and using body language appropriately, Using program media strategies as a communication tool for promoting healthy communication

patterns and interpersonal communication, Upward and downward communication and variable, Interactive communication in an organization purpose.

Unit 4: Facilitation Skills (6LH)

Effective techniques of addressing a group, management of groups, Dynamics for realization of group goals and growth, Methods of facilitating a participatory discussion within a group to take it forward into concrete action, Skills of facilitation, recording, reporting, and professional writing.

Unit 5: Media communication and Strategies: (7 LH)

Types of media communication: printed visual communication, audio-visual communication, Preparation and appropriate application of media, Strategies to aid communication while working with people.

Unit 6: Skill of organizing Workshop (5 LH)

Visual design: introduction to elements of design, such as layout, typography, use of color and shape, design of effective posters and logos for campaigns.

Unit 7: Street theatre workshop (4 LH)

Elements of street theatre, script writing, choreography for development.

Reference Books

DOCTOR, A and CHAZE, F. (1998) *Mass Communication*. Mumbai: Sheth Publishers.

GANDHI, V. P (1995) *Media and Communication Today* (vol1,2&3). New Delhi: Kaniska publishers.

LUTHANS, F et al. (1998) *Organizational Behavior*. 8th ed. Thomson Press Ltd.

MODY, B (1991). *Designing Message for Development Communication*. New Delhi: Sage Onta.

ONTA. P. et al (2005) *Radio Patrakarita: FM ma Samachar ra Samvad*. Kathmandu: Martin Chautari.

PRATYUSH et al. (2004) *Radio Nepalko Samajik Itihas*. Kathmandu: Martin Chautari.

SUBJECT TITLE: Social Work Practice in Nepal

Credits: 3

48LH

Course Code:SW482

Course Description

Social work practice in Nepal will introduce students on History and Evolution of Social service in the context of Nepal. The knowledge of this subject provides understanding of students on indigenous social service and social work practice and its growth in Nepal.

It supports students for understanding on concept of social services, interrelationship of social work, philosophy of traditional social welfare, social service and social work. This subject enables students to understand about on social structure of Nepali society, social values, underlying philosophy of social service in Hinduism, Buddhism, and other religions.

Course Objectives

- Introducing students on History and Evolution of Social service in Nepal;
- Create understanding of students on indigenous social service and social work practice and its growth in Nepal;
- Create general understanding of student on concept of social services, interrelationship of social work, philosophy of traditional social welfare, social service and social work;

Unit I: Understanding of social service (10 LH)

Ethnic groups and languages, census data on ethnic groups and languages, History of the major religions: Hinduism, Buddhism, Christianity, Islam and social work, Societal classification, stratification-caste, religion, class, Practice of social service and social work in Hindu society, Characteristics, ethic, social reform, social change, Social service concept, definition, objective, philosophy, history of social service in Nepal.

Unit II: History of social service (10 LH)

Emergence of social service in Nepal, philosophy, types of services, Hinduism and social service practice, Cultural traditional social service practice, Social service practice in ancient Nepali society, Rana period, shah period, and modern era, emergence of modern social work concept, Social welfare council and its role in social service and social work, Social policy, strategy and plan.

Unit III: Nepali society and social system (12 LH)

Structure of the Nepalese society and culture, Social norms and values, caste system and Nepali society, Social life and economy, voluntarism, new intervention in social service, Evolution of cooperatives, problem and challenges to voluntary and human service organizations in Nepal,

Volunteers, their leadership and role in social change and social policy change, Origins of social work education in Nepal

Unit IV: Traditional Social work practice (12 LH)

Origin of guthi, concept, types, functions, Arya samaj, religious organizations and their functions, Social welfare council, institution registration Act 2034, 2046, and regulation, Role of social welfare council, Local self governance Act 1999 and regulation, Social institutions, types, nature, and their function, Role in promoting social service and social work in Nepal, UN, agencies (UNICEF, WHO, UNDP, FAO, INGO/NGOs and their role in social development and social work, and critiques on traditional social service, welfare activities, social security, charity funds.

Unit V: Present Scenario of social work practice in Nepal 4LH

Development of professional social work, Emergence of social work education (TU, KU and MU experience)

SUBJECT TITLE: Field Work VIII and Internship

Credits: 3

Course Code:SW483

Course Objective

This course is the continuation of Concurrent Field Work VIII. It is designed to enhance the competencies of the students so that they can smoothly transit from being students to professional social worker. In the last month of the semester, students get an opportunity to go for the block placement that will allow them to demonstrate their professional skills at their areas of interest.

For this course, students are required to apply their social work competences in their field setting, they also have to attend weekly classes and meet their faculty supervisors for weekly one-to-one supervision

Conducting Field work

In the eighth semester of BSW Program, students are expected to demonstrate their professional social work communication skills, and knowledge as social workers. In addition, they are expected to integrate theoretical knowledge acquired from BSW courses with field work experiences. Field work conducting pattern

. The students of this semester are expected to be familiar with social issues, communication strategies and social mobilization and community empowerment of social work in practically. Field areas are assigned according to nature of subject and the convenience of the student. In a week the fifteen hours should be spent by the social work trainee at the community/agency setting as assigned by the Social Work Department with minimum 23 days (173 Hrs) visit in this semester and involving one month internship in organization in the last month of the semester. Therefore, students are required to place at job prospects related agency.

Field work activities

After the orientation of the concurrent field work in the class room. Student will visit selected organizations regarding to related issues as the orientation visit. After orientation visit student are placed in different organizations/ community according to their interest and competencies for internship. Each student will submit the field visit daily report at least six times as individual conference in a semester and conduct group conference (GC) three times and one month regular internship report in the class room setting. Educational tour will be conducted to expose the students in different national and international organizations in urban setting. Especially students are focused to internship related activities during the last month of agency visit. In the eighth semester student will link the theoretical concepts in field work report writing and internship writing. The plagiarism is strongly prohibited in writing field work report

Internship

The students are required to complete regular one month of block placement in a chosen agency where they can enhance their independent practice competencies. It is an internship to facilitate the transition from academic to work life. Students can choose organization with job prospects in their areas of interest or specialization. Students can also develop their own individual and group projects as part of the block placement.

Particularly, in this final semester, the Faculty Advisor will only play the role of facilitator by assigning all the students to conduct peer supervision seminar class. The responsibilities of the student facilitating the seminar are:

- The student acting as facilitator for each class will come prepared with a minimum of two questions for discussion by the fellow peers
- Issues, questions, problems, and concerns from the field setting should be the focus of one's questions
- Each student is expected to respond to questions during the course of the class
- Additionally, each student facilitator must complete a "PEER SUPERVISION FORM", which will be distributed in class. This should be submitted following the week of the facilitation.

Assessment and Evaluation

Field supervisor will evaluate and allocate marks through recording the every performances of each student on the basis of IC,GC, Internship report writing, field work report writing, Summary report writing, Viva Voce and feedback from agency supervisor.

References

Baird, B. N. (2010). (6th ed.). *The Internship, Practicum, and Field Placement Handbook: A Guide for The Helping Professions*. Upper Saddle River, NJ: Prentice Hall.

Chiaferi, R. & Griffin, M. (1997). *Developing Fieldwork Skills: A Guide for Human Services, Counseling, and Social Work Students*. Pacific Grove, CA: Brooks/Cole Publishing.

Coggins, K. & Hatchett, B.F. (2002). (2nd ed.). *Field Practicum: Skill Building from a Multicultural Perspective*. Iowa: Eddie Bowers Publishing Co., Inc.

Cournoyer, B. (2010). (6th ed.). *The Social Work Skills Workbook*. Belmont, CA: Brooks/Cole Publishing.

Russell-Chapin, L. A. & Ivey, A. E. (2004). *Your Supervised Practicum and Internship*. Belmont, CA: Brooks/Cole Publishing.

SUBECT TITLE: Research Dissertation

Course Code:SW484

Credit: 6

In the eighth and last semester, students are expected to carry out an independent research in the areas of their interest under the close supervision of a faculty research supervisor.

The final thesis is an independent research work, where a Bachelor's Student presents a relevant research problem and original research results in the field of social work, social welfare, health protection and other relevant topics of the social work profession.

The objective of the final thesis work is to create conditions for acquiring the highest professional qualifications in the field of social work through scientific approach to research problems and ability to present research results. By this way, students will gain the necessary skills and abilities to develop an understanding of different perspectives of social work and will be able to:

- Conducting research in the field of social work;
- Critically analyze and evaluate research results;
- Presenting research results in professional scientific communication and willingness to influence decision-making process;
- Deep knowledge in selected fields of research.

The final thesis work will award 6 CH for last semester .

At the end of the academic program, students will be awarded the Bachelor's Degree in Social Work.

APPENDIX

Definitions

Course: It means a course of instruction leading to the acquisition of specific disciplinary theoretical concepts and practical skills, and which will award a fixed number of credits as defined in the syllabus.

Credit Hour: It means the weightage assigned to each course relative to the total study load. The number of credits is indicative of the contact hours and/or study time associated with the course on a weekly basis.

Paper: It means one or more of the following tests: a theoretical examination paper, a practical examination paper, an assessment of field practice, a thesis and other assignments as prescribed in the syllabus of the course leading to it.

Prerequisite: It means a course, which candidates must have completed, or completed successfully before being permitted to take another course as specified in the syllabus.