

**CURRICULUM**  
**DIPLOMA**  
**Social Work**  
**(Three-year program-semester system)**



**Council for Technical Education and Vocational Training**  
**Curriculum Development and Equivalence Division**  
**Sanothimi, Bhaktapur**

**2010**

**First Revision: 2022**



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## **Introduction**

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

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

## **Rationale of Revision**

Diploma in Social Work curriculum was developed in 2010. This is the first revision after the implementation of its development. The rationales behind its revision are as follows:

- It crossed the 5 years maturity period of its implementation after its first development in 2010 and similarly the implementing agencies/college have requested to revise this curriculum based on their teaching experiences.
- The semester-wise re-adjustments of the existing subjects are felt necessary.
- It is needed to revisit its weightage in both theory and practical marks contents to make it more practical oriented.
- The technologies invented in this field seems necessary to be incorporated.

Furthermore, technicians are projected to grow faster than the average for all occupations. Jobs for Diploma in Social Work are projected to increase at a faster-than-average rate. To cope with the national and international demands, the knowledge and skills of this curricular program should be updated.

## **Curriculum Title**

Diploma in Social Work

## **Aim**

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

## **Objectives**

The curriculum has following objectives:

1. Prepare mid-level competent workforce in the related field.
2. To apply the knowledge and skills of generalist social work practice to intervene with diverse individuals, families, groups, organizations, and communities.
3. To apply critical thinking skills, with individuals, families, groups, organizations, and communities.
4. To practice values and ethics of the social work profession.
5. To understand the nature and dynamics of oppression and discrimination of vulnerable populations.
6. To understand strategies and technique of social change that advance social and economic justice.

7. To demonstrate foundation knowledge of history of social work and social welfare, and an overview of current social welfare policies and service delivery system
8. To demonstrate foundation knowledge and skills in research methods, to evaluate relevant research studies its implications of the findings for social work practice.
9. To demonstrate knowledge about human development and behavior, to assess the biological, psychological, social, and environmental factors, those affect client system.
10. To understand organizational structure and function, and to be able to utilize this knowledge in social welfare and community arena.

### **Group Size**

The group size is maximum of 40.

### **Entry Qualification**

- SLC pass or SEE or equivalent with minimum D+ Grade in Mathematics, Science English and as per the provisions mentioned in the admission guidelines of Office of the Controller of Examinations, CTEVT.
- Pre-diploma in related subject or equivalent with minimum 68.33%.
- Pass entrance examination administered by CTEVT.

### **Duration**

The total duration of this curricular program is three academic years [six semesters]. The program is based on semester system. Moreover, one semester consists of 19.5 academic weeks including evaluation period. Actual teaching learning Hrs. will be not less than 15 weeks in each semester.

### **Medium of Instruction**

The medium of instruction is in English and/or Nepali.

### **Pattern of Attendance**

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

### **Teacher (Instructor) and Student Ratio**

- Overall ratio of teacher and student must be 1:10 (at the institution level)
- 1:40 for theory and tutorial classes
- 1:10 for practical/demonstration
- 75 % of the technical teachers must be full timer

### **Qualification of Instructional Staff**

- The program coordinator should be a master's degree holder in the related subject area.
- The disciplinary subject related teachers should be a bachelor's degree holder in the related subject area.
- The demonstrators should be a bachelor's degree holder or diploma or equivalent with 3 years' work experience in the related subject area.
- The foundational subject related teacher (refer to course codes SH and MG) should be master's degree holder in the related subject area.

## **Instructional Media and Materials**

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

- **Printed media materials:** Assignment sheets, case studies, handouts, performance checklists, textbooks etc.
- **Non-project media materials:** Displays, models, photographs, flipchart, poster, writing board etc.
- **Projected media materials:** Slides, Multimedia Projector.
- **Audio-visual materials:** Audiotapes, films, slide-tapes, videodisc, etc.
- **Computer based instructional materials:** Computer based training, interactive video etc.
- **Web-Based Instructional Materials** (Online learning)
- **Radio/Television/Telephone**
- **Education-focused social media platform**

## **Teaching Learning Methodologies**

The methods of teaching will be a combination of several approaches, such as Illustrated talk, Lecture, Tutorial, Group Discussion, Demonstration, Simulation, Guided practice, Practical experiences, Fieldwork, Report writing, Term paper presentation, Case analysis, Tutoring, Role-playing, Heuristic, Project work and Other Independent learning.

- Theory: Lecture, Discussion, Seminar, Interaction, Assignment, Group work.
- Practical: Demonstration, Observation, Guided practice, Self-practice, Project work.
- Internship: Industrial practice

## **Approach of Learning**

There will be inductive, deductive and learner-centered approaches of learning.

## **Examination and Marking Scheme**

### **A. Internal assessment**

- There will be a fair formative evaluation for each subject both in theory and practical exposure.
- Each subject will have internal assessment (terminal tests) at regular intervals and students will get the feedback after each test.
- Weightage of theory and practical marks are mentioned in course structure.
- Formats for continuous assessment will be developed and applied by the evaluators of the related institute following the CTEVT guidelines.
- Students will be allowed to appear in the final examination only after completing the internal assessment requirements.

### **B. Final summative evaluation**

- Weightage of theory and practical marks are mentioned in course structure.
- Students must pass in all subjects both in theory and practical for certification. If a student does not qualify in any subject for final evaluation, s/he will appear in the re-examination administered by CTEVT.

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

- Instructors of respective subject must evaluate final practical examinations.
- One evaluator in one sitting can evaluate not more than 24 students.

- Practical examination should be administered in actual situation on relevant subject with the provision of at least one internal evaluator from the concerned or affiliating institute led by external evaluator nominated by CTEVT.
- Provision of re-examination will be as per CTEVT examination guidelines.

**D. Final practicum evaluation will be based on:**

- Institutional practicum attendance - 10%
- Logbook/Portfolio/Practicum diary maintain - 10%
- Spot performance (assigned task/practicum performance/identification/arrangement preparation/measurement) - 40%
- Viva-voce:
  - Internal examiner - 20%
  - External examiner - 20%

**E. Pass marks:**

- The students must secure minimum 40% marks in theory and 50% marks in practical in core subjects to pass the exam.
- Moreover, the students must secure minimum pass marks in the internal assessment and in the final examination of each subject to pass the respective subject.

**Provision of Back Paper**

There will be the provision of back paper but a student must pass all the subjects of all year within six years from the enrollment date; however, there should be provision of chance exam for final year students as per CTEVT rules.

**Disciplinary and Ethical Requirements**

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

**Grading system**

The following grading system will be adopted:

<u>Grading</u>	<u>Overall marks</u>
• Distinction:	80% and above
• First division:	65% to below 80%
• Second division:	50% to below 65%
• Pass division:	Pass marks to Below 50%

**Certificate Awarded**

- Students who have passed all the components of all subjects of all six semesters are considered to have successfully completed the course.



- Students who have successfully completed the course will be awarded with a degree of **Diploma in Social Work**.

### **Career Path**

The graduates will be eligible for the position equivalent to non-gazette 1st class/Level 5 (technical) as prescribed by the Public Service Commission of Nepal and other related agencies.

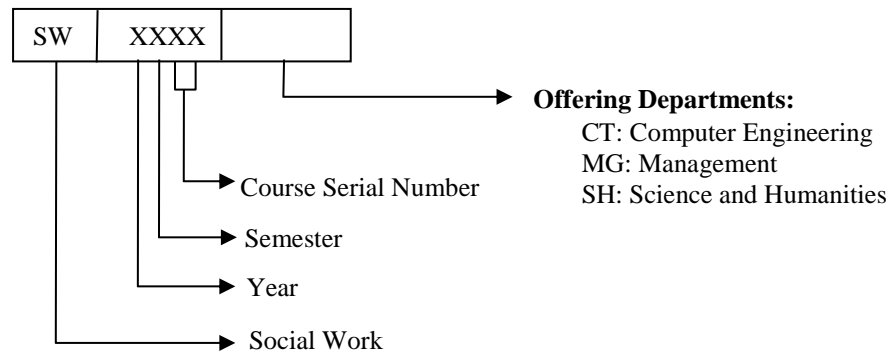
### **General Attitudes Required**

A student should demonstrate following general attitudes for effective and active learning.

Acceptance, Affectionate, Ambitious, Aspiring, Candid, Caring, Change, Cheerful, Considerate, Cooperative, Courageous, Decisive, Determined, Devoted, Embraces, Endurance, Enthusiastic, Expansive, Faith, Flexible, Gloomy, Motivated, Perseverance, Thoughtful, Forgiving, Freedom, Friendly, Focused, Frugal, Generous, Goodwill, Grateful, Hardworking, Honest, Humble, Interested, Involved, Not jealous, Kind, Mature, Open minded, Tolerant, Optimistic, Positive, Practical, Punctual, Realistic, Reliable, Distant, Responsibility, Responsive, Responsible, Self-confident, Self-directed, Self-disciplined, Self-esteem, Self-giving, Self-reliant, Selfless, Sensitive, Serious, Sincere, Social independence, Sympathetic, Accepts others points of view, Thoughtful towards others, Trusting, Unpretentiousness, Unselfish, Willingness and Work-oriented.

### **Subjects Codes**

Each subject is coded with a unique number preceded and followed by certain letters as mentioned in following chart:



## Curriculum Structure Diploma in Social Work

Year: I															Part: I	
S.N.	Code No.	Subject	Teaching Scheme					Examination Scheme					Total Marks	Remarks		
			Mode				Weekly Hours	Credit Hours	Theory			Practical				
			L	T	P	Lab			*Assmt. Marks	Final		*Assmt. Marks			Final	
							Marks	Time (Hrs.)		Marks	Time (Hrs.)					
1	SW1101SH	Nepali I	4				4	4	20	80	3			100	*Continuous assessment	
2	SW1102SH	English I	4				4	4	20	80	3			100		
3	SW1103SH	Foundation of Social Work	4		2		6	5	20	80	3	20	30	3		150
4	SW1104SH	Sociology for Social Work	4		2/2		5	5	20	80	3			100		
5	SW1105SH	Social Case work	3		3		6	5	20	80	3	20	30	3		150
6	SW1106SH	Social Work Field Practicum I			12		12	6				60	90	4		150
<b>Total</b>			<b>20</b>		<b>18</b>		<b>38</b>	<b>30</b>						<b>750</b>		

Year: I															Part: II	
S.N.	Code No.	Subject	Teaching Scheme					Examination Scheme					Total Marks	Remarks		
			Mode				Weekly Hours	Credit Hours	Theory			Practical				
			L	T	P	Lab			*Assmt. Marks	Final		*Assmt. Marks			Final	
							Marks	Time (Hrs.)		Marks	Time (Hrs.)					
1	SW1201SH	Nepali II	4				4	4	20	80	3			100	*Continuous assessment	
2	SW1202SH	English II	4				4	4	20	80	3			100		
3	SW1203SH	Nepali Society and Culture	4		2		6	5	20	80	3	20	30	3		150
4	SW1204SH	Social Group Work	3		3		6	5	20	80	3	20	30	3		150
5	SW1205SH	Psychology for Social Work	3		2/2		4	4	20	80	3			100		
6	SW1201CT	Computer Application	2		2		4	3	10	40	1.5	20	30	3		100
7	SW1206SH	Social Work Field Practicum II			12		12	6				60	90	4		150
<b>Total</b>			<b>20</b>		<b>20</b>		<b>40</b>	<b>31</b>						<b>850</b>		

## Diploma in Social Work

Year: II

Part: I

S.N.	Code No.	Subject	Teaching Scheme						Examination Scheme						Total Marks	Remarks
			Mode				Weekly Hours	Credit Hours	DISTRIBUTION OF MARKS							
			L	T	P	Lab			Theory			Practical				
							*Assmt. Marks	Final		*Assmt. Marks	Final					
Marks	Time (Hrs.)	Marks	Time (Hrs.)													
1	SW2101SH	Health and Environment	4		2		6	5	20	80	3	20	30	3	150	*continuous assessment
2	SW2102SH	Mental Health	4		2		6	5	20	80	3	20	30	3	150	
3	SW2103SH	Social Welfare Policies	3		2/2		4	4	20	80	3				100	
4	SW2104SH	Law and Human Rights	3		2/2		4	4	20	80	3				100	
5	SW2105SH	Cooperative and Micro Finance	3		2/2		4	4	20	80	3				100	
6	SW2106SH	Social Work Field Practicum III			12		12	6				60	90	4	150	
<b>Total</b>			<b>17</b>		<b>19</b>		<b>36</b>	<b>28</b>							<b>750</b>	

Year: II

Part: II

S.N.	Code No.	Subject	Teaching Scheme						Examination Scheme						Total Marks	Remarks
			Mode				Weekly Hours	Credit Hours	DISTRIBUTION OF MARKS							
			L	T	P	Lab			Theory			Practical				
							*Assmt. Marks	Final		*Assmt. Marks	Final					
Marks	Time (Hrs.)	Marks	Time (Hrs.)													
1	SW2201SH	Social Welfare Administration	3		2/2		4	4	20	80	3				100	*continuous assessment
2	SW2202SH	Community Organization	3		2/2		4	4	20	80	3				100	
3	SW2203SH	Community and Social Development	4		2		6	5	20	80	3	20	30	3	150	
4	SW2204SH	Family and Social Work	3		2		5	4	20	80	3	20	30	3	150	
5	SW2205SH	Leadership and Communication	3		2/2		4	4	20	80	3				100	
6	SW2206SH	Gender and Social Inclusion	3		2/2		4	4	20	80	3				100	
7	SW2207SH	Social Work Field Practicum IV			12		12	6				60	90	4	150	
<b>Total</b>			<b>19</b>		<b>20</b>		<b>39</b>	<b>31</b>							<b>850</b>	

## Diploma in Social Work

Year: III

Part: I

S.N.	Code No.	Subject	Teaching Scheme						Examination Scheme						Total Marks	Remarks
			Mode				Weekly Hours	Credit Hours	Theory			Practical				
			L	T	P	Lab			*Assmt. Marks	Final		*Assmt. Marks	Final			
							Marks	Time (Hrs.)		Marks	Time (Hrs.)					
2	SW3101SH	Social Action	3		3		6	5	20	80	3	20	30	3	150	*continuous assessment
3	SW3102SH	Law and Social Work	3		2/2		4	4	20	80	3				100	
4	SW3103SH	Research Method in Social Work	3		2		5	4	20	80	3	20	30	3	150	
5	SW3104SH	Development Studies	3		2/2		4	4	20	80	3				100	
6	SW3105SH	Disaster Risk Reduction and Management	3		2		5	4	20	80	3	20	30		150	
7	SW3106SH	Humanitarian Response Management	3		2		5	4	20	80	3	20	30		150	
8	SW3107SH	Social Work Field Practicum V			10		10	6				60	90	4	150	
		<b>Total</b>	<b>18</b>		<b>23</b>		<b>39</b>	<b>31</b>							<b>950</b>	

Year: III

Part: II

S.N.	Code No.	Subject	Teaching Scheme						Examination Scheme						Total Marks	Remarks
			Mode				Weekly Hours	Credit Hours	Theory			Practical				
			L	T	P	Lab			*Assmt. Marks	Final		*Assmt. Marks	Final			
							Marks	Time (Hrs.)		Marks	Time (Hrs.)					
1	SW3201SH	Contemporary Affairs	4		2/2		5	5	20	80	3				100	*continuous assessment
3	SW3201MG	Entrepreneurship development	3		2		5	4	20	60	3	10	10	2	100	
4	SW3202SH	Training and Development	4		2		6	5	20	80	3	20	30	3	150	
5	SW3203SH	Integrated Social Work Practice	4		2		6	5	20	80	3	20	30	3	150	
6	SW3204SH	Independent Study Paper (IS)			4		4	2				40	60	3	100	
7	SW3205SH	Block Placement	<b>1</b>		13		14	8				80	120	4	200	
		<b>Total</b>	<b>16</b>		<b>26</b>		<b>40</b>	<b>29</b>							<b>800</b>	

**First Year/ First Part**

नेपाली प्रथम  
(SW1101SH)

वर्ष : प्रथम  
भाग : प्रथम

कक्षा भार : ४ घण्टा/प्रति हप्ता  
सैद्धान्तिक : ४ घण्टा/प्रति हप्ता  
प्रयोगात्मक : घण्टा/प्रति हप्ता

**पाठ्यांश परिचय :**

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

**उद्देश्यहरू :**

यो पाठ्यांश पूरा गरेपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन :

- क) स्तरानुरूप विभिन्न क्षेत्रमा प्रयोग हुने कथ्य र लेख्य नेपाली भाषासम्बन्धी बोध र अभिव्यक्ति क्षमता बढाउन,
- ख) नेपाली भाषाका पुस्तक, पत्रिका, लेख आदि सामग्री पढी स्तरीय भाषामा बुँदाटिपोट, संक्षेपीकरण, विवेचना र समीक्षा गर्ने क्षमता वृद्धि गर्न,
- ग) व्यवहारिक सन्दर्भका अनुच्छेद, चिठी, सूचना, विज्ञापन, निबन्ध, टिप्पणी, प्रतिवेदन आदि प्रयोगमा देखिएका भाषिक त्रुटिहरूप्रति सचेत भई तिनको निराकरण तर्फ उत्मुख हुन,
- घ) वर्णविन्यास, शब्दभण्डार, व्याकरण र वाक्यतत्वसम्बन्धी स्तरीय भाषामा भाव अभिव्यक्ति गर्ने सुभक्त प्राप्त गर्न ।

**एकाइ १: वर्ण र अक्षरको संरचनाको पहिचान**

४ घण्टा

- १.१ नेपाली कथ्य र लेख्य वर्ण (स्वर र व्यञ्जन) वर्णहरूको पहिचान
- १.२ उच्चार्य व्यञ्जन वर्णको पहिचान (उच्चारण स्थान, प्रयत्न, घोषत्व र प्राणत्व)

**एकाइ २ : वर्णविन्यासको पहिचान र प्रयोग तथा लेख्य चिह्नको पहिचान र प्रयोग**

१२ घण्टा

- २.१ वर्णविन्यासको पहिचान र प्रयोग
  - २.१.१ ह्रस्व र दीर्घसम्बन्धी नियम र अपवादहरू
  - २.१.२ श, ष, सको प्रयोग
  - २.१.३ व, वको प्रयोग
  - २.१.४ व, ओ, य, ए, ऋ रि, क्ष छे, क्ष छ्यको प्रयोग
  - २.१.५ ड, ञ, ण, न, म पञ्चम वर्णको प्रयोग
  - २.१.६ शिरबिन्दु र चन्द्रबिन्दुको प्रयोग
  - २.१.७ हलन्त र अजन्तसम्बन्धी नियम र अपवादहरू
  - २.१.८ पदयोग र पद वियोगसम्बन्धी नियमहरू
- २.२ लेख्य चिह्नहरूको पहिचान र प्रयोग

२.२.१ पूर्णविराम, अल्पविराम, अर्धविराम, प्रश्नबोधक, विस्मयसूचक, विकल्पबोधक, छुट चिन्ह, कोष्ठक, निर्देशक, योजक र उद्धरणसम्बन्धी चिन्हहरूको ज्ञान र अभ्यास

### एकाइ ३ : शब्द भण्डार

१५ घण्टा

३.१ स्रोतका आधारमा शब्द (तत्सम, तद्भव र आगन्तुक शब्द) पहिचान र प्रयोग

३.२ बनोटका आधारमा शब्द ( मूल र व्युत्पन्न शब्दको पहिचान र प्रयोग)

३.२.१ पूर्वसर्ग, परसर्ग, समास, द्वित्व र सन्धि प्रक्रिया

(क) उपसर्ग (पूर्वसर्ग) द्वारा शब्दनिर्माण :

(अ) निम्नलिखित उपसर्गहरूको ज्ञान र अभ्यास

अ, अन, कु, वे, वि, बद्, अव, परा, परि, प्र, अप, सम्, अनु, वि, अधि, अति, उत्, उद्, प्रति, परि, उप, सु, निर, दुस्, दुर्

(ख) परसर्गद्वारा शब्द निर्माण :

(अ) निम्नलिखित कृत् प्रत्ययको ज्ञान र अभ्यास

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

(आ) निम्नलिखित तद्धित प्रत्ययको ज्ञान र अभ्यास

ली, आली, आलु, आहा, इया, इयार, इलो, औली, यौली, ए, एली, ले, आइ, आई, याई, पन, पना इक, इत, ई, ईय, ईन, ईण, क, तम, ता, त्व, मय, मान्, वान्, य

(ग) समास प्रक्रियाद्वारा शब्द निर्माण :

(अ) समासका प्रमुख प्रकारहरू र प्रयोग

(आ) तत्पुरुष, कर्मधारय, द्विगु, अव्ययीभाव, बहुव्रीहि, द्वन्द्व समास र तिनका आधारमा समस्त शब्दहरूको निर्माण र विग्रह गर्ने

(घ) द्वित्व प्रक्रियाद्वारा शब्द निर्माण :

(अ) द्वित्व प्रक्रिया ( पूर्ण, आंशिक र आपरिवर्तित) द्वित्व प्रक्रियाद्वारा शब्दनिर्माण गर्ने अभ्यास

(ड) सन्धि :

(अ) नेपाली तत्सम र तद्भव शब्दमा प्रयोग हुने प्रमुख सन्धि नियमको परिचय

(आ) सन्धि भएका शब्दको पहिचान र अभ्यास

३.३ कार्यका आधारमा शब्द

३.३.१ पदवर्ग (नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजक, विस्मयादिवोधक र निपात) को पहिचान र अभ्यास

### एकाइ ४ : शब्द रूपायन

३ घण्टा

४.१ नाम, सर्वनाम र विशेषणको लिंग, वचन, पुरुष र आदरका आधारमा रूपायन र अभ्यास

४.२ लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य र अकरणका आधारमा क्रियापदको रूपायन र अभ्यास

४.३ व्युत्पादन र रूपायनमा भिन्नताको ज्ञान र अभ्यास

### एकाइ ५ : उद्देश्य र विधेयः

२ घण्टा

५.१ उद्देश्य र उद्देश्य विस्तार पहिचान र प्रयोग

५.२ विधेय र विधेय विस्तार पहिचान र प्रयोग

### एकाइ ६ : लेखन सिप ( निमन्त्रणा पत्र, सूचना, चिठी, निवेदन, विज्ञापन, बधाई ज्ञापन)

४ घण्टा

- ६.१ निमन्त्रणा पत्रको ढाँचा र शैलीको अध्ययन र लेखन अभ्यास
- ६.२ सूचनाको ढाँचा र लेखन अभ्यास
- ६.३ चिठीका प्रकार, ढाँचा र लेखन अभ्यास
- ६.४ विज्ञापनको ढाँचा र लेखन अभ्यास
- ६.५ बधाईको ढाँचा र लेखन अभ्यास

### एकाइ ७ : कृति समीक्षा

१८ घण्टा

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

#### ७.१ कविता:

- ७.१.१ लेखनाथ पौड्याल (नैतिक दृष्टान्त)
- ७.१.२ माधव घिमिरे (एउटै तारा ताकेर)
- ७.१.३ गोपालप्रसाद रिमाल (आमाको सपना)
- ७.१.४ भूपि शेरचन (मेरो देश)

#### ७.२ उपन्यास:

- ७.२.१ लीलबहादुर क्षेत्री (बसाइँ)

### सहायक पुस्तिका (सम्बद्ध अंश मात्र)

- शर्मा सोमनाथ, मध्यचन्द्रिका, साभा प्रकाशन, काठमाडौं
- शर्मा मोहनराज, शब्दरचना र वर्णविन्यास, वाक्यतत्व र अभिव्यक्ति काठमाडौं बुक सेन्टर, काठमाडौं
- पराजुलीकृष्णप्रसाद, राम्रो रचना मीठो नेपाली, नेपाली सहयोगी प्रकाशन, काठमाडौं
- अधिकारी हेमाङ्गराज, समसामयिक नेपाली व्याकरण दोस्रो संस्करण : विद्यार्थी पुस्तक भण्डार
- लीलबहादुर क्षेत्री, बसाइँ, साभा प्रकाशन, काठमाडौं
- माधवप्रसाद घिमिरे, किन्नरकिन्नरी, साभा प्रकाशन, काठमाडौं
- गोपालप्रसाद रिमाल, आमाको सपना, साभा प्रकाशन, काठमाडौं
- गोरखापत्र (सम्पादकीय, टिप्पणी, लेखहरू) गोरखापत्र संस्थान काठमाडौं
- अनिवार्य नेपालीसम्बन्धी अन्य प्रकाशित पाठ्यपुस्तकहरू

### विशिष्टीकरण तालिका

एकाइ	शीर्षक	समय	पूर्णाङ्क
१	वर्ण र अक्षरको संरचनाको पहिचान	४ घण्टा	पूणाङ्क (५)
२	वर्णविन्यासको पहिचान र प्रयोग तथा लेख्य चिह्नको पहिचान र प्रयोग	१२ घण्टा	पूर्णाङ्क (१६)
३	शब्द भण्डार	१५ घण्टा	पूर्णाङ्क (२०)
४	शब्द रूपायन	३ घण्टा	पूर्णाङ्क (४)
५	उद्देश्य र विधेय	२ घण्टा	पूर्णाङ्क (३)
६	लेखन सिप ( निमन्त्रणा पत्र, सूचना, चिठी, निवेदन, विज्ञापन, बधाई ज्ञापन)	६ घण्टा	पूर्णाङ्क (८)
७	कृति समीक्षा	१८ घण्टा	पूर्णाङ्क (२४)
	<b>जम्मा</b>	<b>६०</b>	<b>८०</b>



**English I**  
SW1102SH

**Year: I**  
**Part: I**

**Total: 4 hours/week**  
**Lecture: 4 hours/week**  
**Tutorial: hours/week**  
**Practical: hours/week**  
**Lab: hours/week**

**Course Description:**

This course is designed with a view to provide students techniques in using English for academic and communicative purposes, train them in the comprehending varieties of texts, terminologies, grammatical and communicative areas of English language, make them see the relationship between structure and meaning. This guides the students from general to comprehensive understanding of language.

**Course Objectives:**

On completion of the course the students will be enabled to:

1. Construct sensible sentences applying the grammatical structures.
2. Answer the questions given after the comprehension passage.
3. Use terminologies vocabularies to construct sensible sentences.
4. Perform the communicative functions in given situation.
5. Write paragraphs on people, place and events correctly and meaningfully.
6. Analyze the literary texts.

**Course Contents:**

**Theory**

**Section One: Language Development** **[40 Hrs.]**

**Unit 1: Critical thinking** **[4 Hrs.]**

- 1.1. Reading Comprehension: Know Thyself
  - 1.1.1. Terminologies of thinking skills
  - 1.1.2. Question – answer
- 1.2. Writing Email
- 1.3. Question Tag
- 1.4. Dialogue: Expressing disappointment.
- 1.5. Project Work

**Unit 2: Family** **[4 Hrs.]**

- 2.1. Reading Comprehension: Family
  - 2.1.1. Family related terminologies.
  - 2.1.2. Root words and prefixes
  - 2.1.3. Question - answer
- 2.2. Writing Essay
- 2.3. Modal Verbs
- 2.4. Arguing /defending a point
- 2.5. Project Work

**Unit 3: Sports** **[4 Hrs.]**

- 3.1. Reading Comprehension: Euro 2020
  - 3.1.1. Use of sports related terminologies
  - 3.1.2. Pronunciation
  - 3.1.3. Question- answer
- 3.2. Writing a news story
- 3.3. Determiner and Quantifier
- 3.4. Asking for and giving reason
- 3.5. Project Work

**Unit 4: Education**

[4 Hrs.]

- 4.1. Reading Comprehension: A Story of My Childhood
  - 4.1.1. Use of terminologies of Education.
  - 4.1.2. Intonation
  - 4.1.3. Question- answer
- 4.2. Writing a biography
- 4.3. Connectives
- 4.4. Expressing the degrees of Certainty
- 4.5. Project Work

**Unit 5: Humor**

[4 Hrs.]

- 5.1. Reading Comprehension: Why do we laugh inappropriately?
  - 5.1.1. Synonyms and antonyms of verb: 'laugh'
  - 5.1.2. Verbs of emotions
  - 5.1.3. Question -answer
- 5.2. Describing a favorite person
- 5.3. Adverbs of Frequency
- 5.4. Expressing feelings, emotions and attitudes
- 5.5. Project Work

**Unit 6: Hobbies**

[4 Hrs.]

- 6.1. Reading Comprehension: On Walking
  - 6.1.1. Finding meaning in dictionary
  - 6.1.2. Question- answer
- 6.2. Writing an essay
- 6.3. Passive voice
- 6.4. Dialogue on Reminding
- 6.5. Project Work

**Unit 7: Animal World**

[4 Hrs.]

- 7.1. Reading Comprehension: The Medusa and the Snail
  - 7.1.1. Finding meaning in dictionary
  - 7.1.2. Question-answer
- 7.2. Writing Essay
  - 7.2.1. Independence vs. Interdependence.
  - 7.2.2. Increasing individualism in the modern Nepali society.
- 7.3. Passive Voice
- 7.4. Expressing counter arguments
- 7.5. Project Work

**Unit 8: History** [4 Hrs.]

- 8.1. Reading Comprehension: After the World Trade Centre
  - 8.1.1. Definition of Professional words
  - 8.1.2. Question- answer
- 8.2. Description of an event
- 8.3. Preposition
- 8.4. Simple future, future continuous, future perfect and future perfect continuous
- 8.5. Pair work: Speculation
- 8.6. Project Work

**Unit 9: Leisure and Entertainment** [4 Hrs.]

- 9.1. Reading Comprehension passage: A Journey Back in Time
  - 9.1.1. Content Words
  - 9.1.2. Question - answer
- 9.2. Business letter
- 9.3. Miscellaneous agreements
- 9.4. Pair work: Expressing indifference
- 9.5. Project Work

**Unit 10: Fantasy** [4 Hrs.]

- 10.1. Reading Comprehension: The Romance of a Busy Broker
  - 10.1.1. Finding meaning in a dictionary
  - 10.1.2. Terminologies used in the stock market
  - 10.1.3. Question - answer
- 10.2. Writing Summary
- 10.3. Relative Clause
- 10.4. Describing process
- 10.5. Project Work

**Section Two: Literature** [20 Hrs.]

**Unit 1: Short Stories**

- 1.1. Neighbors - Tim Winton
- 1.2. A Respectable Woman - Kate Chopin
- 1.3. A Devoted Son - Anita Desai 189

**Unit 2: Poems**

- 2.1. A Day - Emily Dickinson
- 2.2. Every Morning I Wake - Dylan Thomas
- 2.3. I Was My Own Route - Julia de Burgos

**Unit 3: Essays**

- 3.1. On Libraries - Oliver Sacks
- 3.2. Marriage as a Social Institution - Stephen L. Nock

**References:**

- 1. Panday, Ram Kumar. *Yeti Tells*. SajhaPrakashan.3<sup>rd</sup> edition. Kathmandu, 2050.
- 2. **Ancient Tales**.Ed, Lohani, Shreedhar P, Adhikari Rameshwar P and Subedi, Abhi N. Educational Enterprises Pvt Ltd: Kathmandu,1996.

3. **Grade 12 English.** Centre for Curriculum Development, Government of Nepal: Sano Thimi, 2077.
4. Poudel, R.C., A Manual to Communicative English, K.P. Pustak Bhandar, Kathmandu, 1956/57.
5. Shah, B.L., A text book of writing skills in English, First edition Hira Books Enterprises, Kathmandu,
6. Fruehling, R. T. and Oldham N. B., Write to the point, McGraw- Hill, Inc. New York NY 10020
7. Taylor, G., English conversation practice, 1975.
8. Maharjan L. B., A textbook of English sounds and Structures, Vidyarthi Pustak Bhandar, Kathmandu,2000.
9. Blundell, Jon, Higgins, Jonathan & Middlemiss, Nigel, Function of English, Oxford University Press
10. Better English Pronunciation, Cambridge University Press, New edition
11. Link English, Central Department of English, Tribhuvan University
12. References to be selected by the related lecturer(s) from among the texts available in the market that meet the content needs of this subject.
13. The related institute may develop its own textbook and approve from the related authority so as to have a prescribed textbook of this subject.

### Final written exam marking scheme

Units	Title	Hours	Mark distribution*
Language Development			
1.	Critical thinking	4	5
2.	Family	4	5
3.	Sports	4	5
4.	Education	4	5
5.	Humor	4	5
6.	Hobbies	4	5
7.	Animal World	4	5
8.	History	4	5
9.	Leisure and Entertainment	4	4
10.	Fantasy	4	4
Total		40	48
Literature			
1.	Neighbors - Tim Winton	3	7×2
2.	A Respectable Woman - Kate Chopin	3	
3.	A Devoted Son - Anita Desai	3	
4.	A Day - Emily Dickinson	1	6×1
5.	Every Morning I Wake - Dylan Thomas	1	
6.	I Was My Own Route - Julia de Burgos	1	
7.	On Libraries - Oliver Sacks	4	6×2
8.	Marriage as a Social Institution - Stephen L. Nock	4	
Total		20	32

**Foundation of Social Work**  
(SW1103SH)

**Year: I**  
**Part: I**

**Total: 7 hours/week**  
**Lecture: 5 hours/week**  
**Tutorial: hours/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course Description:**

This course has designed historical and practical overview of the social work profession. It integrates knowledge of social work practice, values, ethics and social justice issues. Students will learn how social workers engage in generalist practice and how it is applied with individuals, groups and communities.

**Course Objectives:**

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

1. Describe the concept, historical roots, philosophy and current development of social work theory and practice.
2. Define the mission of social work and its role in producing professional social worker.
3. Illustrate an understanding of the philosophy, knowledge and value, which forms the base for social work practice, social work as a profession, and the roles of the social worker in the modern society.
4. Internalize the social work professional values, ethics, guiding principles and application in the profession.
5. Explain the social work in relation to various settings.
6. Get equipped with the practice skills in different social work-related settings.

**Course Contents:**

**Theory**

**Unit 1: Philosophy of social work** **[5 Hrs.]**

- 1.1. Meaning & concept of philosophy
- 1.2. Basic concepts of Philosophy of Social Work as an art and science
- 1.3. Philosophical base of Social Work in Nepal
- 1.4. Influence of Social Work by religious and ideological forces, changing trends

**Unit 2: Historical Development of Social Work** **[6 Hrs.]**

- 2.1. Historical Development of Social Work In west
- 2.2. Historical Development of Social Work in East
- 2.3. Development of Social Work in Nepal

**Unit 3: Basic Concepts of Social Work** **[6 Hrs.]**

- 3.1. Meaning and definition of social work
- 3.2. Aims & objectives of Social Work
- 3.3. Social work as a profession
- 3.4. Fields of social work practice
- 3.5. Role of social worker

- Unit 4: Relation of Social Work Discipline with Other Social Sciences** [6 Hrs.]
- 4.1. Social Work & Psychology
  - 4.2. Social Work & Political science
  - 4.3. Social Work & Sociology
  - 4.4. Social Work & Human Right
  - 4.5. Social work & Anthropology
- Unit 5: Social Work Principles** [10 Hrs.]
- 5.1. Principle of Self-determination
  - 5.2. Principle of Controlled emotional involvement
  - 5.3. Principle of non-judgmental attitude
  - 5.4. Principle of confidentiality
  - 5.5. Principle of social justice
  - 5.6. Principle of non-violence
  - 5.7. Principle of Human dignity
- Unit 6: Methods of Social Work** [8 Hrs.]
- 6.1. Primary Method
    - 6.1.1. Social Case Work
    - 6.1.2. Social Group Work
    - 6.1.3. Community Organization
  - 6.2. Secondary Method
    - 6.2.1. Social Work Research
    - 6.2.2. Social Welfare administration
    - 6.2.3. Social Action
- Unit 7: Social Work Values & Ethics** [8 Hrs.]
- 7.1. Core Values & Ethics of Social Work
    - 7.1.1. Social Service
    - 7.1.2. Justice
    - 7.1.3. Dignity and worth of the person
    - 7.1.4. Importance of human relationships
    - 7.1.5. Integrity
    - 7.1.6. Competence
  - 7.2. Social Work Ethics
    - 7.2.1. Code of Ethics in Social work (NASW),
    - 7.2.2. Guidelines prepared by social welfare council (SWC)
- Unit 8: Social Work Practice in Nepal** [6 Hrs.]
- 8.1. Institutional practice of social work
  - 8.2. Structure of social work practice
  - 8.3. Social work practice in addressing emerging social problems
- Unit 9: Empowering Processes for Social Work Practice** [5 Hrs.]
- 9.1. Intake/Study Phase

- 9.2. Assessment
- 9.3. Intervention
- 9.4. Evaluation
- 9.5. Termination
- 9.6. Follow-up

**Practical:**

**[30 Hrs.]**

1. Conduct meeting with individual/Groups/Community & prepare a report.
2. Facilitate/plan to conduct workshop.
3. Prepare a report on influence of social work on religion in their respective community.
4. Prepare a report on philosophical base/development of social work in Nepal.
5. Study and list out the structure of social work practice of Nepal.
6. Final evaluation for allocated to the practicum.
  - 6.1. Divide the students in to a number of groups
  - 6.2. Assign them writing report/paper format provided by organization, as project work either based on field work or secondary/archival resources focusing on social work principles, values, ethics, issues, practices in the Nepal/world so on.
  - 6.3. Each group of students will submit an independent research report/paper analyzed through social work perspective.

*Note: The activities given here are just a sample for the experimental exam. The teacher will be able to use other resources as needed, depending on the resources and tools available and time.*

Final written exam evaluation scheme			
Unit	Title	Hours	Marks Distribution*
1	Philosophy of social work	5	7
2	Historical Development of Social Work	6	8
3	Basic Concepts of Social Work	6	8
4	Relation of Social Work Discipline with Other Social Sciences	6	8
5	Social Work Principles	10	12
6	Methods of Social Work	8	11
7	Social Work Values & Ethics	8	11
8	Social Work Practice in Nepal	6	8
9	Empowering Processes for Social Work Practice	5	7
	<b>Total</b>	<b>60</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**

1. Adhikari, D.R. (2001). *An Introduction to Social Work*: Kathmandu. Dilli Ram Adhikari (PP. 146-196)

2. Bhattacharya, Sanjay (2008). *Social Work: An Integrated Approach*. New Delhi: Deep and Deep Publication.
3. Bisno, Herbert. (1952). *The Philosophy of Social Work*. Washington DC: Public Affairs Bureau.
4. Friedlander, Walter A. (ed) 1977. *Concepts and methods of social work*, Prentice Hall of India: New Delhi.
5. Rajbhandari, R.R. (2076). Introduction to social work. Jupiter Printing and Publishing House, Pvt. Kathmandu.
6. Shrestha, S.K. (2013). *Introduction to Social Work*. Taleju Publication Kathmandu.
7. Yadav, R.K. (2012). *Integrated Social Work*. Amistha-Shivanchi Distributers, Kathmandu.



**Sociology for Social Work**  
SW1104SH

**Year: I**  
**Part: I**

**Total: 5 hours/week**  
**Lecture: 4 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

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

**Course Contents:**

**Theory**

**Unit 1: Introduction to Sociology** **[8 Hrs.]**

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

**Unit 2: Introduction to Anthropology** **[10 Hrs.]**

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

**Unit 3: Basic Concept in Anthropology and Sociology** **[18 Hrs.]**

- 3.1. Society: meaning, definition and characteristics
- 3.2. Social System: meaning, definition and characteristics
- 3.3. Community: meaning, definition and characteristics
- 3.4. Culture: meaning, definition and characteristics
- 3.5. Social Norms & Values: meaning, definition and characteristics
- 3.6. Status & Role: meaning, definition and characteristics
- 3.7. Class: meaning, definition and characteristics

- 3.8. Social Group: meaning, definition and characteristics
- 3.9. Social Organization: meaning, definition and characteristics
- 3.10. Caste: meaning, definition and characteristics
- 3.11. Ethnicity: meaning, definition and characteristics

**Unit 4: Social Processes** **[6 Hrs.]**

- 4.1. Meaning and definition of Social Processes
- 4.2. Meaning and definition of: Acculturation, Accommodation, Adaptation, Amalgamation, Assimilation, Competition, Conflict, Cooperation, Integration and socialization

**Unit 5: Social Institutions** **[4 Hrs.]**

- 5.1. Meaning and definition of Social Institution
- 5.2. Family: definition, functions and types (Nuclear & Joint)

**Unit 6: Social Stratification** **[4 Hrs.]**

- 6.1. Meaning and definition of social stratification
- 6.2. Dimensions of social stratification
- 6.3. Class, Caste/ Ethnicity, economy and gender-based stratification

**Unit 7: Social & Cultural Change** **[6 Hrs.]**

- 7.1. Processes of Social & Cultural Change: Discovery, Innovation, Diffusion, Acculturation & Modernization
- 7.2. Factors of social & cultural change (Economy, Technology, Education and demography)
- 7.3. Role of Communication and Media in Social & Cultural Change

**Unit 8: Key Figure in the history of Sociology & Anthropology** **[3 Hrs.]**

- 8.1. Key Figure in the history of Sociology & Anthropology and their selected contributions (Begin with a brief biography of each)

**Unit 9: Relevance of social work with Sociology** **[1 Hrs.]**

- 9.1. Social work and its relevance in sociology

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Introduction to Sociology	8	11
2	Introduction to Anthropology	10	13
3	Basic Concept in Anthropology and Sociology	18	24
4	Social Processes	6	8
5	Social Institutions	4	5
6	Social Stratification	4	5
7	Social & Cultural Change	6	8
8	Key Figure in the history of	3	4

	Sociology & Anthropology		
9	Relevance of social work with Sociology	1	2
	<b>Total</b>	<b>60</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**

- 1 Rao C. N. Shanker (2005), *Sociology*, S. Chand, New Delhi.
- 2 Schaefer, Richard T. and Robert P. Lamm (1999), *Sociology* (6<sup>th</sup> edition), Tata McGraw-Hill, New Delhi.
- 3 Dominelli, Lena (1997), *Sociology for Social Work*, Palgrave, London.
- 4 Berger, Peter (1963) *An Invitation to Sociology*, Anchor Books, New York.
- 5 Beteille, Andre (2002) *Sociology: Essays on approach and Method*, OUP, New Delhi.
- 6 Calhoun, Craig (2002) *Dictionary of Social Sciences*, OUP, Oxford.
- 7 Giddens, Anthony (2001) *Sociology* (4<sup>th</sup> edition), Polity Press, Cambridge.
- 8 Inkeles, Alex (1964) *What is Sociology?* Prentice Hall of India, New Delhi.
- 9 Mills, C. Wright (1959) *The Sociological Imagination*, OUP New York.
- 10 Caroline Hodges Persell (1984) *Understanding Society: An introduction to sociology* Cambridge, Harper and Row Publishers.

**Social Case Work**  
SW1105SH

**Year: I**  
**Part: I**

**Total: 6 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 3 hours/week**  
**Lab: hours/week**

**Course Description:**

The course tries to give a theoretical orientation to guide the practical orientation and skill of students while working with individuals. It enables students to understand basic concepts of casework, its theoretical framework; ethical principles and values, approaches and models to work with individuals and empirical knowledge of process and procedures adopted in helping relationship. Moreover, the course examines the issues related with individual and provides ideas to solve those problems within the field of social casework.

**Course Objectives:**

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

1. Explain the basic concepts of Social Case Work
2. Develop theoretical framework; approaches, model and perspectives while understanding the case.
3. Apply principles, tools and techniques and process of social casework

**Course Contents:**

**Theory**

**Unit 1: Understanding Social Case work** **[6 Hrs.]**

- 1.1. Concept, Definitions, Objective, Assumptions, characteristics, Scope and importance
- 1.2. Principles of case work- Acceptance, Individualization, Confidentiality, Non-Judgmental Attitude, Self-determination, Controlled Emotional Involvement, Purposeful Expression of feelings
- 1.3. Historical Development of Casework with especial focus to Nepali practice

**Unit 2: Components of Casework** **[3 Hrs.]**

- 2.1. Five Components of case work – The Person, The Problem, The Place, The Process, and The Professionalism

**Unit 3: The Process of Casework** **[10 Hrs.]**

- 3.1. Process of Case Work: Intake, Psycho-social Study, Diagnosis/ Assessment, Treatment Plan, Treatment/ Intervention, Evaluation, Termination and Follow up

**Unit 4: Tools and Techniques for Diagnosis/Assessment** **[8 Hrs.]**

- 4.1. Tools: Listening, Observation, Home visit, Interview, Rapport Building,
- 4.2. Techniques: Supportive Techniques and Psycho- social counseling

**Unit 5: Recording in case work** **[8 Hrs.]**

- 5.1. Concept of recording and its purpose in casework

- 5.2. Principle of casework Records
- 5.3. The nature and content of record

**Unit 6: The Casework Relationship and Approaches**

**[10 Hrs.]**

- 6.1. The Purpose of Relationship
- 6.2. Attitude and Emotion
- 6.3. Case worker – Client relationship
- 6.4. Transference and countertransference
- 6.5. Psycho-social Approach in Social Casework

**Practical**

**[45 Hrs.]**

**1. Teach to make Intake Form Practically:**

- 1.1. Show a template of Intake form of any social welfare organization working with individuals
- 1.2. Ask them to make them One by one giving them the basic elements to be included in the intake form like date of admission, code number, General Information of the client; Clients name, age, gender, education, address, Name and address of three generation of the client till applicable, Chief Complain or the problem, Complainants Name, age, gender and relationship to the client, signature of both the party; The authorized person from the organization and the client or the guardian of the client(if are minors or mentally challenged).
- 1.3. Ask them to display read and display in the board.
- 1.4. Locate the differences and similarities and share how as per the purpose, policy and function of the organization the In-Take form can vary too.

**2. Teach students to make bio-psycho social assessment form and report practically**

- 2.1. Show a template of bio-psycho social assessment report any social welfare organization working with individuals and make them to read individually giving the templet's copy to each student.
- 2.2. Ask to make them One by one giving them the basic elements to be included in the assessment form. On the basis of the form they need to make report of the assessment after filling the form which they can do during the exercise 7.3.
- 2.3. They can share the form and report to have better understanding of the form that can be developed in several ways and the way the report has been and can be written.

**3. Role Play and understand the process of casework**

- 3.1. Divide students into different groups
- 3.2. Provide the cases to the groups
- 3.3. Ask one of them to be the client and another to be the caseworker
- 3.4. Ask them to role play the caseworker client relationship.
- 3.5. Ask them to follow the casework process in helping the client to solve the problem.
- 3.6. While following each process they need to apply the values and principle of casework and the tools and techniques they have learnt.
- 3.7. In every step they need to make recording.
- 3.8. At the end of allow them time for the writing a report what they have felt, did and analyzed

4. **Practical (Field Work Placement and Field Report of Application of casework Practice in Nepal)**

4.1. Students will be placed in different organizations working with individuals in different settings like child welfare setting, medical/ Hospital and psychiatric settings, School Settings, correctional centers etc for 10 days. On the basis of their field placement they will understand the application of social casework in Nepali context and will gain the empirical knowledge about the subject and method. During and after their field work placement they will write a detail report on how casework is being practice including the process and procedures adopted.

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Understanding Social Case work	6	11
2	Components of Casework	3	5
3	The Process of Casework	10	18
4	Tools and Techniques for Diagnosis/Assessment	8	14
5	Recording in case work	8	14
6	The Casework Relationship and Approaches	10	18
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**

1. Banerjee, G.R. Papers on social work – As Indian Perspective.
2. Bhattacharya, S. (2012). *Social Work; An Integrated Approach*. New Delhi: Deep & Deep Publication Pvt. Ltd
3. Biestex Felix, P. 1957. *Case work Relationship*, Chicago: Loyola University Press.
4. Hamilton, G. (1956). *Theory and Practice of Social Work*. New York: Columbia University Press
5. Hollis, F. (1964). *Social case work – A Psycho social Therapy*. New York: Random House.
6. Mathew, G. (1993). *Social Case Work Treatment*. London: Routledge and Kegan Paul Ltd.
7. Misra, P. (1994). *Social Work- Philosophy and Methods*. New Delhi: Inter-India Publications.
8. Perlman. H. H. (1979). *Relationship: The Heart of Helping*. Chicago: University of Chicago Press.
9. Richmond, M. (1922). *What is Social Case Work*. New York: The Russel Sage Foundation
10. Upadhaya, R.K. (2012). *Social Casework*. New Delhi: Rawat Publication.

**Social Work Field Practicum I**  
SW1106SH

**Year: I**  
**Part: I**

**Total: 12 hours/week**  
**Lecture: hours/week**  
**Tutorial: hours/week**  
**Practical: 12 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

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

**Course contents:**

**Unit 1: Introduction to Field Placement**

- 1.1. Field Placement
- 1.2. Work needs to be done in the field
- 1.3. Log writing
- 1.4. Report writing
- 1.5. Orientation on Field Organization

**Unit 2: Process and Producers**

- 2.1. Build Professional Relationship
- 2.2. Apply Social Work Principles and ethics
- 2.3. Conduct study survey/ research
- 2.4. Identify problems/ Issues based on Research
- 2.5. Develop Plan of Action
- 2.6. Implementation plans of action
- 2.7. Mobilization of available resources
- 2.8. Prepare a plan, list out tasks to be done, assign responsibilities, mobilize internal External resources
- 2.9. Prepare Implement plan evaluation plan
- 2.10. Implement the plan
- 2.11. Follow up/monitor implemented activities

**Unit 3: Field work assignment**

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

**Evaluation procedure**

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

**Distribution of marks for evaluation**

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	30			30
2	Related institution supervisor/teacher (continuous evaluation)	30			30
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"> <li>• Report</li> <li>• Log books</li> <li>• Presentation including viva</li> </ul>		90	4 hrs	90
<b>All total:</b>					<b>150</b>

**References Books:**

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



**First Year/ Second Part**

नेपाली दोश्रो  
SW1201SH

वर्ष : प्रथम  
भाग : दोश्रो

कक्षा भार : ४ घण्टा/प्रति हप्ता  
सैद्धान्तिक : ४ घण्टा/प्रति हप्ता  
प्रयोगात्मक : ० घण्टा/प्रति हप्ता

**पाठ्यांश परिचय :**

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

**उद्देश्यहरू :**

यो पाठ्यांश पूरा गरेपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् :

- स्तरानुरूप विभिन्न क्षेत्रमा प्रयोग हुने कथ्य र लेख्य नेपाली भाषासम्बन्धी बोध र अभिव्यक्ति गर्न,
- नेपाली भाषाका पुस्तक, पत्रिका, लेख आदि सामग्री पढी स्तरीय भाषामा बुँदा टिपोट, संक्षेपीकरण, विवेचना र समीक्षा गर्न,
- व्यावहारिक सन्दर्भका अनुच्छेद, चिठी, सूचना, विज्ञापन, निबन्ध, टिप्पणी, प्रतिवेदन आदि प्रयोगमा देखिएका भाषिक त्रुटिहरूप्रति सचेत भई तिनको निराकरण गर्न,
- वर्णविन्यास, शब्दभण्डार, व्याकरण र वाक्यतत्वसम्बन्धी स्तरीय भाषामा भाव अभिव्यक्ति गर्न।

**एकाइ १ : नेपाली अक्षरको पहिचान र उच्चारण अभ्यास**

२ घण्टा

- १.१ नेपाली उच्चरित अक्षरहरूको संरचना (स्वर-व्यञ्जन, व्यञ्जन-स्वर, व्यञ्जन-स्वर-व्यञ्जन, व्यञ्जन-व्यञ्जन-स्वर, व्यञ्जन-व्यञ्जन-स्वर-व्यञ्जन) आदिको शब्दगत अक्षर संरचना र अक्षर संख्या)

**एकाइ २ : वाक्यतत्व**

१६ घण्टा

**२.१ क्रियाको परिचय:**

२.१.१ अकर्मक, सकर्मक, द्विकर्मक, पूरकापेक्षी तथा मुख्य र सहायक क्रियाको पहिचान

२.१.२ प्रेरणार्थक क्रिया, नामधातु, सरल र संयुक्त क्रियामा फरक

**२.२ क्रियाका काल :**

२.२.१ कालको परिचय

२.२.२ कालका प्रकारअन्तर्गत भूत र अभूतकालको परिचय र त्यससम्बन्धी अभ्यास

**२.३ पक्ष :**

२.३.१ पक्षको परिचय

२.३.२ पक्षका प्रकारअन्तर्गत सामान्य, पूर्ण, अपूर्ण, अभ्यस्त, अज्ञातसम्बन्धी ज्ञान र अभ्यास

**२.४ क्रियाका भाव / अर्थ :**

२.४.१ भाव वा अर्थको परिचय

२.४.२ भावका प्रकारअन्तर्गत सामान्यार्थ, विध्यर्थ (आज्ञार्थ, इच्छार्थ), अनिश्चयार्थ (सम्भावनार्थ, संकेतार्थ) सम्बन्धी ज्ञान र अभ्यास

- २.५ वाच्य :
- २.५.१ वाच्यको परिचय
- २.५.२ वाच्यको प्रकार (कर्तृवाच्य, कर्मवाच्य र भाववाच्य) सम्बन्धी ज्ञान र अभ्यास
- २.६ पदसङ्गति :
- २.६.१ सङ्गतिको परिचय र प्रकार
- २.६.२ लिङ्ग, वचन, पुरुष, आदर आदिका आधारमा उद्देश्य र विधेय (कर्ता र क्रिया) विच सङ्गति
- २.६.३ कर्म र क्रियापदका विच सङ्गति
- २.६.४ विशेषण र विशेष्यका विच सङ्गति
- २.६.५ भेदक र भेद्यका विच सङ्गति
- २.६.६ नाम र सर्वनाम विच सङ्गति
- २.७ कारक र विभक्तिको पहिचान र प्रयोग
- २.७.१ कारकको परिचय, कारकका भेद
- २.७.२ कारकका प्रकार (कर्ता, कर्म, करण, सम्प्रदान, अपादान र अधिकारण)
- २.७.३ कारकका सरल र तिर्यक रूपसम्बन्धी ज्ञान
- २.७.४ विभक्तिको परिचय
- २.७.५ कारक र विभक्तिको सम्बन्ध
- २.७.६ विभक्ति (प्रथमा, द्वितीया, तृतीया, चतुर्थी, पञ्चमी, षष्ठी, सप्तमी)को ज्ञान र प्रयोग
- २.८ पदक्रम :
- २.८.१ पदक्रमको परिचय
- २.८.२ विशेषण विशेष्यको पदक्रम : (भेदक, विशेषण र नाम, क्रियायोगी र क्रियाका विच)
- २.८.३ कर्ता र क्रिया : कर्ता र कर्म ( अप्रत्यक्ष र प्रत्यक्ष कर्म ) र क्रिया : कर्ता, कर्म र क्रियायोगीको पदक्रमसम्बन्धी ज्ञान
- २.८.४ व्याकरणात्मक र आलंकारिक (साहित्यिक) पदक्रमसम्बन्धी परिचय

### एकाइ ३ : वाक्यका प्रकार र वाक्यान्तरण

१३ घण्टा

- ३.१ वाक्यका प्रकार:
- ३.१.१ सरल, संयुक्त र मिश्र वाक्यको पहिचान र अभ्यास
- ३.१.२ सरल वाक्यको उद्देश्य र विधेय तथा तिनको विस्तारको ज्ञान र अभ्यास
- ३.२ वाक्यान्तरण:
- ३.२.१ वाक्यमा लिङ्ग, वचन, पुरुष, आदरार्थी परिवर्तन
- ३.२.२ वाच्य परिवर्तन : कर्तृ, कर्म वा भावमध्ये एक वाच्यबाट अर्को वाच्यमा परिवर्तन
- ३.२.३ अप्रेरणार्थकबाट प्रेरणार्थकमा परिवर्तन
- ३.२.४ करणबाट अकरण, अकरणबाट करणमा परिवर्तन
- ३.२.५ सामान्यार्थबाट आज्ञार्थक, इच्छार्थक, सम्भावनार्थक, प्रश्नार्थकमा परिवर्तन
- ३.३ वाक्य विश्लेषण :
- ३.३.१ सरल वाक्यको उद्देश्य र विधेय चिन्ने अभ्यास
- ३.३.२ मुख्य र आश्रित उपवाक्यहरू चिन्ने अभ्यास
- ३.३.३ सरल, संयुक्त र मिश्र वाक्यका वाक्यलाई विश्लेषण गर्ने ज्ञान र अभ्यास

### ३.४ वाक्य संश्लेषण:

- ३.४.१ सरल वाक्यबाट सरल, संयुक्त र मिश्र वाक्यमा वाक्य संश्लेषणको ज्ञान र अभ्यास
- ३.४.२ वाक्य संश्लेषण गर्दा कुनै संयोजक, सर्वनाम र असमापिका क्रियाको प्रयोग र विभिन्न पद पदावलीको लोप ।

### ३.५ उक्ति परिवर्तन:

- ३.५.१ प्रत्यक्ष कथन र अप्रत्यक्ष कथनको पहिचान
- ३.५.२ विभिन्न प्रत्यक्ष कथनका वाक्यहरूलाई अप्रत्यक्ष कथन र अप्रत्यक्ष कथनका वाक्यलाई प्रत्यक्ष कथनमा परिवर्तन गर्ने अभ्यास

## एकाइ ४ : बोध तथा प्रयोजनपरक नेपाली

११ घण्टा

नेपाली भाषामा बोध क्षमता बढाउने दृष्टिले ज्ञान विज्ञानका विभिन्न क्षेत्रबाट संकलित पाठ्यसामग्रीहरूबाट पठनबोधको अभ्यासका साथै शब्दभण्डार र व्याकरणको समेत अभ्यास गराउने । यस्तो अभ्यास गराउँदा सङ्कायगत विशिष्टताअनुसारका पाठ्यसामग्रीहरूमा जोड दिनु पर्दछ ।

### ४.१ बोधको ज्ञान र अभ्यास

- ४.१.१ बोधको परिचय
- ४.२.१ बोध प्रश्नको उत्तर दिने विधि र प्रक्रियाको ज्ञान र अभ्यास

### ४.२ बुँदाटिपोट, सारांश लेखन

- ४.२.१ सुनेका, सोचेका र पढेका विषयवस्तुहरूका मुख्यमुख्य बुँदाहरू ठम्याउने र टिप्ने अभ्यास ।
- ४.२.२ विस्तारित र संक्षेपीकृत अभिव्यक्तिमा पाइने भिन्नताको पहिचानका साथै गद्यांशमा व्यक्त विचारको संक्षेपीकरण गर्ने अभ्यास ।

### ४.३ अनुच्छेद लेखन

- ४.३.१ अनुच्छेदको परिचय
- ४.३.२ अनुच्छेदको संरचनाको ज्ञान र लेखन अभ्यास

### ४.४ निबन्ध लेखन:

- ४.४.१ निबन्धको परिचय
- ४.४.२ निबन्धका प्रकार
- ४.४.३ निबन्धको संरचना
- ४.४.४ निबन्ध लेखनको विधि, प्रक्रिया र लेखन अभ्यास

### ४.५ प्रतिवेदन लेखन:

- ४.५.१ प्रतिवेदनको परिचय
- ४.५.२ प्रतिवेदनका प्रकार
- ४.५.३ आफुले देखेसुनेको, भोगेको, अनुभव गरेको र अध्ययन गरेको कुनै सन्दर्भ (घटना, सभा समारोह, चाडपर्व, यात्रा, समस्या वा अन्य विषयमा प्रतिवेदन लेखनको विधि, प्रक्रिया र लेखन अभ्यास

## एकाइ ५ : कृति समीक्षा

१८ घण्टा

### ५.१ नाटक:

- ५.१.१ विजय मल्ल (कोही किन बरबाद होस्)

५.२ निबन्ध:

- ५.२.१ लक्ष्मीप्रसाद देवकोटा (वीरहरू)  
५.२.२ भैरव अर्याल (महापुरुषको सङ्गत)

५.३ कथा:

- ५.३.१ गुरुप्रसाद मैनाली (कर्तव्य)  
५.३.२ विश्वेश्वरप्रसाद कोइराला (सिपाही)  
५.३.३ रमेश विकल (मधुमालतीको कथा)

पाठ्यपुस्तक तथा सहायक पुस्तकहरू:

- विजय मल्ल, कोही किन बरबाद होस्, साभा प्रकाशन, काठमाडौं
- गुरुप्रसाद मैनाली, नासो, साभा प्रकाशन, काठमाडौं
- भैरव अर्याल, जयभुँडी, साभा प्रकाशन, काठमाडौं
- लक्ष्मीप्रसाद देवकोटा, लक्ष्मी निबन्ध सङ्ग्रह, साभा प्रकाशन, काठमाडौं
- गोरखापत्र(सम्पादकीय, टिप्पणी, लेखहरू) गोरखापत्र संस्थान काठमाडौं
- अनिवार्य नेपालीसम्बन्धी अन्य प्रकाशित पाठ्यपुस्तकहरू

विशिष्टीकरण तालिका

एकाइ	शीर्षक	समय	पूर्णांक
१	नेपाली अक्षरको पहिचान र उच्चारण अभ्यास	२ घण्टा	पूणाङ्क (३)
२	वाक्यतत्व	१६ घण्टा	पूर्णाङ्क (२१)
३	वाक्यका प्रकार र वाक्यान्तरण	१३ घण्टा	पूर्णाङ्क (१७)
४	बोध तथा प्रयोजनपरक नेपाली	११ घण्टा	पूणाङ्क (१५)
५	कृति समीक्षा	१८ घण्टा	पूर्णाङ्क (२४)
	जम्मा	६०	८०

**English II**  
SW1202SH

**Year: I**  
**Part: II**

**Total: 4 hours/week**  
**Lecture: 4 hours/week**  
**Tutorial: hours/week**  
**Practical: hours/week**  
**Lab: hours/week**

**Course Description:**

This course is designed with a view to provide students techniques in using English for academic and communicative purposes, train them in the comprehending varieties of texts, terminologies, grammatical and communicative areas of English language, make them see the relationship between structure and meaning. This guides the students from general to comprehensive understanding of language.

**Course Objectives:**

On completion of the course the students will be enabled to:

1. Construct sensible sentences applying the grammatical structures.
2. Answer the questions given after the comprehension passage.
3. Use terminologies vocabularies to construct sensible sentences.
4. Perform the communicative functions in given situation.
5. Write paragraphs on people, place and events correctly and meaningfully.
6. Analyze the literary texts.

**Course Contents:**

**Theory**

**Section One: Language Development**

**[40 Hrs.]**

**Unit 1: Technology**

**[4 Hrs.]**

- 1.1. Reading comprehension: Hyper loop
  - 1.1.1. Use of technological terms
  - 1.1.2. Use of prefixes
  - 1.1.3. Question- answer
- 1.2. Issuing a press release
- 1.3. Subject Verb agreement
- 1.4. Summarizing
- 1.5. Project Work

**Unit 2: Money and Economy**

**[4 Hrs.]**

- 2.1. Reading comprehension: QR Code
  - 2.1.1. Use of terminologies
  - 2.1.2. Abbreviations
  - 2.1.3. Vowel sounds
  - 2.1.4. Question- Answer
- 2.2. Writing a news article
- 2.3. Questions:
  - 2.3.1. Yes/no questions
  - 2.3.2. Wh - questions
  - 2.3.3. Indirect and direct questions
- 2.4. Expressing necessity

- 2.5. Project Work
- Unit 3: Human Culture** [4 Hrs.]
- 3.1. Reading Comprehension: Land of Plenty  
 3.1.1. Word Formation: Root, Prefixes and prefixes  
 3.1.2. Question-answer
- 3.2. Writing:  
 3.2.1. Paragraph  
 3.2.2. Letter to the editor
- 3.3. Adjectives and Adverbs
- 3.4. Making comparison and contrast
- 3.5. Project Work
- Unit 4: Ecology and Environment** [4 Hrs.]
- 4.1. Reading Comprehension: Living in a Redwood Tree  
 4.1.1. Terminologies used in ecology  
 4.1.2. Compound words  
 4.1.3. Question - answer
- 4.2. Writing a book/film review
- 4.3. Reported Speech
- 4.4. Reporting
- 4.5. Project Work
- Unit 5: Career Opportunities** [4 Hrs.]
- 5.1. Reading Comprehension: Presenting Yourself  
 5.1.1. Employment-related terminologies  
 5.1.2. Answering questions
- 5.2. Writing job application with CV
- 5.3. Conditional Sentences
- 5.4. Clarifying
- 5.5. Project Work
- Unit 6: Human Rights** [4 Hrs.]
- 6.1. Reading Comprehension: “I am Sorry”- The Hardest Three Words to Say  
 6.1.1. Word formation  
 6.1.2. Question-answer
- 6.2. Writing Paragraphs on Steps on making education equal
- 6.3. Connectives
- 6.4. Group work: Criticizing
- 6.5. Project Work
- Unit 7: War and Peace** [4 Hrs.]
- 7.1. Reading comprehension: Train to Pakistan  
 7.1.1. Terminologies  
 7.1.2. Question -answer  
 7.1.3. Vowels: Monophthongs and diphthongs
- 7.2. Describing People, place or event
- 7.3. Past simple, Past continuous, Past perfect, Past perfect continuous tense

- 7.4. Group work: Making Announcements
- 7.5. Project Work

**Unit 8: Music and Creation** [4 Hrs.]

- 8.1. Reading Comprehension: A Life of Sound and Silence
  - 8.1.1. Terminologies used in music
  - 8.1.2. Word Stress
  - 8.1.3. Question -answer
- 8.2. Writing a bibliography.
- 8.3. Preposition of time
- 8.4. Group work: Predicting
- 8.5. Project Work

**Unit 9: Migration and Diaspora** [4 Hrs.]

- 9.1. Reading Comprehension: Dediaporization: Homeland and Hostland
  - 9.1.1. Consonants: Voiced and voiceless sounds
  - 9.1.2. Stressed an unstressed syllable
  - 9.1.3. Question - answer
- 9.2. Interpreting data in charts and graphs
- 9.3. Would/ Used to
- 9.4. Narrating past events
- 9.5. Project Work

**Unit 10: Power and Politics** [4 Hrs.]

- 10.1. Reading Comprehension: An Open Letter to Mary Daly
  - 10.1.1. Terminologies used in politics
  - 10.1.2. Consonant cluster
  - 10.1.3. Question- answer
- 10.2. Writing an article for a newspaper
- 10.3. Adjective order
- 10.4. Pair work: Denying
- 10.5. Project Work

**Section Two: Literature** [20 Hrs.]

**Unit 1: Short Stories**

- 1.1. The Treasure in the Forest - H. G. Wells
- 1.2. My Old Home - Lu Xun
- 1.3. The Half-closed Eyes of the Buddha and the Slowly Sinking Sun -Shankar Lamichhane
- 1.4. A Very Old Man with Enormous Wings - Gabriel Garcia Marquez

**Unit 2: Poems**

- 2.1. The Awakening Age - Ben Okri
- 2.2. Soft Storm – Abhi Subedi

**Unit 3: Essays**

- 3.1. Knowledge and Wisdom - Bertrand Russell



- 3.2. Humility - Yuval Noah Harari
- 3.3. Human Rights and the Age of Inequality - Samuel Moyn

**References:**

1. Panday, Ram Kumar. *Yeti Tells*. SajhaPrakashan.3<sup>rd</sup> edition. Kathmandu, 2050.
2. **Ancient Tales**.Ed, Lohani, Shreedhar P, Adhikari Rameshwar P and Subedi, Abhi N. Educational Enterprises Pvt Ltd: Kathmandu,1996.
3. **Grade 12 English**. Centre for Curriculum Development, Government of Nepal: Sano Thimi, 2077.
4. Poudel, R.C., A Manual to Communicative English, K.P. Pustak Bhandar, Kathmandu, 1956/57.
5. Shah, B.L., A text book of writing skills in English, First edition Hira Books Enterprises, Kathmandu,
6. Fruehling, R. T. and Oldham N. B., Write to the point, McGraw- Hill, Inc. New York NY 10020
7. Tayior, G., English conversation practice, 1975.
8. Maharjan L. B., A textbook of English sounds and Structures, Vidyarthi Pustak Bhandar, Kathmandu,2000.
9. Blundell, Jon, Higgins, Jonathan & Middlemiss, Nigel, Function of English, Oxford University Press
10. Better English Pronunciation, Cambridge University Press, New edition
11. Link English, Central Department of English, Tribhuvan University
12. References to be selected by the related lecturer(s) from among the texts available in the market that meet the content needs of this subject.
13. The related institute may develop its own textbook and approve from the related authority so as to have a prescribed textbook of this subject.

**Final Written Exam Marks Evaluation Scheme**

Units	Title	Hours	Mark distribution
<b>Language Development</b>			
1.	Technology	4	5
2.	Money and Economy	4	5
3.	Human Culture	4	5
4.	Ecology and Environment	4	5
5.	Career Opportunities	4	5
6.	Human Rights	4	5
7.	War and Peace	4	5
8.	Music and Creation	4	5
9.	Migration and Diaspora	4	4
10.	Power and Politics	4	4
<b>Total</b>		<b>40</b>	<b>48</b>
<b>Literature</b>			
1.	The Treasure in the Forest - H. G. Wells	3	7×2
2.	My Old Home - Lu Xun	3	

3.	The Half-closed Eyes of the Buddha and the Slowly Sinking Sun -Shankar Lamichhane	3	
4.	A Very Old Man with Enormous Wings - Gabriel Garcia Marquez	3	
5.	The Awakening Age - Ben Okri	1	6×1
6.	Soft Storm – Abhi Subedi	1	
7.	Knowledge and Wisdom - Bertrand Russell	2	6×2
8.	Humility - Yuval Noah Harari	2	
9.	Human Rights and the Age of Inequality - Samuel Moyn	2	
<b>Total</b>		<b>20</b>	<b>32</b>

**Nepali Society and Culture**  
SW1203SH

**Year: I**  
**Part: II**

**Total: 6 hours/week**  
**Lecture: 4 hours/week**  
**Tutorial: hours/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course Description:**

This course is designed to equip the students with knowledge related to introductory Nepali Society & Culture. It deals with composition, characteristics, inequality, conflict social reform and social change of Nepali society. The socio-religious and cultural diversity of Nepal is included as a subject in the curriculum. The purpose of this lesson is also to impart knowledge and skills about the importance of Nepali motor and intangible cultural heritage to the students in a simple and easy way.

**Course Objectives:**

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

1. Assist in the preservation of historical and cultural resource materials by realizing the significance of history and culture and its resources.
2. Describe composition and characteristics of Nepali society & culture.
3. Identify the exemplary aspects of different religions and religious life prevalent in Nepal and to behave accordingly.
4. Make a comparative analysis of Nepali cultural life on the basis of important festivals celebrated in Nepal.
5. Describe the concept of social movements, social reformation, social mobility, Transformation and the contributions made by social movements in Nepal.
6. State policies on the Protection of Cultural heritage and factors of social changes.
7. Develop sensitivity to cope social problems and development needs of Nepali society.

**Course Contents:**

**Theory**

**Unit 1: Nepali Society** **[5 Hrs.]**

- 1.1. Introduction of Nepali Society
- 1.2. Origin of Nepali society
- 1.3. Characteristics of Nepali society
- 1.4. Nature of Nepali society

**Unit 2: Nepali Culture** **[6 Hrs.]**

- 2.1. Meaning & Characteristics of Culture
- 2.2. Elements of Culture
- 2.3. Basic Characteristics of Nepali Culture
- 2.4. Cultural Diversity:
  - 2.4.1. Elements of cultural diversity
  - 2.4.2. Ethnicity
  - 2.4.3. Languages
  - 2.4.4. Tradition & customs

2.5. Role of Geography in shaping Nepali Culture

**Unit 3: Resources for Nepali Society & Culture** [7 Hrs.]

- 3.1. Introduction
- 3.2. Identification of tangible and intangible culture
- 3.3. Archaeological sources: Records, Ancient Currency & Art and Objects
- 3.4. Literary Sources: Genealogy, Legend, Puranas, Government & Brief introduction and significance of other documents
- 3.5. Social policies of Nepali society
- 3.6. Foreign Narratives: Description of Indians & Chinese in ancient times

**Unit 4: Policies on the Protection of Cultural heritage** [4 Hrs.]

- 4.1. Main features of UNESCO Convention on Tangible Culture Heritage (1972) & Intangible Cultural Heritage (2003)
- 4.2. Main features Cultural Policy on Nepal 2010

**Unit 5: Social Change** [8 Hrs.]

- 5.1. Introduction
- 5.2. Factors of Social & Cultural Change in Nepal
  - 5.2.1. Environmental or Geographical factor
  - 5.2.2. Technological & Scientific factors
  - 5.2.3. Political factors
  - 5.2.4. Education
  - 5.2.5. Population
- 5.3. Processes or Mechanisms of Social & Cultural change in Nepal
  - 5.3.1. Modernization
  - 5.3.2. Westernization
  - 5.3.3. Sanskritization
  - 5.3.4. Industrialization
  - 5.3.5. Hinduization
  - 5.3.6. Diffusion
- 5.4. Impacts of Hill to Plain, Urban to Rural and international migration on Nepali Society

**Unit 6: Composition & Features of Nepali Society** [16 Hrs.]

- 6.1. Socio Cultural Composition
- 6.2. Ethnic Groups & Languages: Census data on Ethnic Groups & Languages
- 6.3. Recent parameters of categorization Nepali population
- 6.4. Societal Classification, Stratification: Caste, Religions & Class
- 6.5. Religious Motor Prevalent in Nepal:
  - 6.5.1. Hinduism: Brief Introduction of Shaivite & Vaishnava Sects
  - 6.5.2. Buddhism: Biography & Teachings of Gautam Buddha, Identification of Hinayana, Mahayana & Bajrayana Sects & their influences in Nepali Society & Culture
  - 6.5.3. Other Religious Faiths: Brief Information about Jainism, Kirant, Islam & Christianity

- 6.5.4. Meaning & significations of Secularism & Religions Tolerance.
- 6.6. Major Festivals Celebrated in Nepal
  - 6.6.1. Meaning Purpose & importance of the Festivals
  - 6.6.2. Festivals of Nepal: Dashain/Tihar, Chhat, Buddha Jayanti, Gaura Parba, Eid, Christmas, Udhauli/Uvhauli

**Unit 7: Inequality and conflicts in Nepali Society [8 Hrs.]**

- 7.1. Economics and Political inequalities
- 7.2. Caste system in Nepal- A Historical overview: Caste Conflicts
- 7.3. Lingual and cultural disadvantages in Nepali Society
- 7.4. Gender inequality

**Unit 8: Social Reformation and Transformation [6 Hrs.]**

- 8.1. Defining Social reformation, social mobility, Transformation and Social movement
- 8.2. Social Reform in different historical periods
- 8.3. Social Movement in different historical periods
- 8.4. Social Mobility & Transformation in different historical periods

**Practical [30 Hrs.]**

1. To conduct observation and study tour of intangible cultural heritage area and activities. Then prepare and present a report based on the headings given below:
  - 1.1. Title and introduction
  - 1.2. The purpose of the study
  - 1.3. Method and method of collecting facts
  - 1.4. The historicity of the subject
  - 1.5. Description of the subject
  - 1.6. Conclusions and suggestions
2. Ask students to compile a comparative analysis of the religions prevalent in their communities and their religious activities, prepare a report, and present it to the class.
3. Have a list of the major festivals celebrated in your community or region. Then prepare a report on the food and hospitality to be worn for the festival and present it to the class.
4. To study the incident in one of the contemporary issues of the local community in case of caste discrimination or gender discrimination and submit a report including the cause, effect and impact.
5. Asking local experts to prepare a sample questionnaire. Then Interview with local experts and make a note of the changes that have taken place in your society over the last 20 years.

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Nepali Society	5	7
2	Nepali Culture	6	8
3	Resources for Nepali Society & Culture	7	9
4	Policies on the Protection of Cultural	4	5

	heritage		
5	Social Change	8	11
6	Composition & Features of Nepali Society	16	21
7	Inequality and conflicts in Nepali Society	8	11
8	Social Reformation and Transformation	6	8
	<b>Total</b>	<b>60</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

### References:

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2. Bista D. B. (1996) *People of Nepal*, Ratna Pustak Bhandar, Kathmandu, Nepal.
3. Caroline H. P. (1984) *Understanding Society: An Introduction to Sociology*, Harper & Row Publishers, Cambridge.
4. Dahal P.. & Khatiwada S. (2057). *Nepali Samaj and Sanskriti*, Kathmandu: MK Publishers.
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**Social Group Work**  
SW1204SH

**Year: I**  
**Part: II**

**Total: 6 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 3 hours/week**  
**Lab: hours/week**

**Course Description:**

This course aims at developing knowledge and skills of students on the concept of social group work, techniques, its process, skills, and group mobilization. It enables students to understand basic concepts and dynamics of group work, its theoretical framework; ethical principles, approaches to work with groups and empirical knowledge of group formation, and procedures adopted in this method.

**Course Objectives:**

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

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

**Course Contents:**

**Theory**

**Unit 1: Understanding Social Group Work** **[10 Hrs.]**

- 1.1. Group, Team, Group Work and Team Work
- 1.2. Social Group Work: Concept, Definition, Objectives, Characteristics, Types of group work, Scope
- 1.3. Principles of Social Group Work
- 1.4. Historical development of social group work practice

**Unit 2: Group formation, and Group Dynamics** **[10 Hrs.]**

- 2.1. Factor for group formation
- 2.2. Development of group work & its model.
- 2.3. Group Dynamics
- 2.4. Concept of Leadership in the Social Group Work

**Unit 3: Phases of Social Group Work and its Practice** **[7 Hrs.]**

- 3.1. Phases of Group Work - Initial Phase, Middle Phase, Termination/ Ending Phase
- 3.2. Recording in Social Group Work: Its types and importance

**Unit 4: Theoretical orientation in Social Group Work** **[12 Hrs.]**

- 4.1. Systems Theory, Social Learning theory, Conflict theory
- 4.2. Models of Group work: Remedial, Mediating, Developmental and Social goal model

**Unit 5: Skill and Role of group worker** [3 Hrs.]

- 5.1. Roles of Group worker: Facilitator, Leader, Moderator, Manager, Administrator, Enabler, Therapist, Helper, Resource mobilizer and Evaluator
- 5.2. Skills of group worker

**Unit 6: Use of Program Media in Group Work** [3 Hrs.]

- 6.1. Program planning and program media, Role Play, Story Telling, Puppet shows, Camping, Street Play/ drama, use of ICT

**Practical:** [45 Hrs.]

1. The students will be asked to form a Self -help group, Elderly group, children's group, women's group. The student will have to understand the group formation process, phases of group, group dynamics and the termination phase of the group practically and write their report based on their experience.
2. Using one of the program media group of students need to practice group work to understand their individual personality development and the achievement of group common goals.
3. Practical (Field Work Placement and Field Report of Application of social group work Practice in Nepal)
4. Students will be placed in different organizations working with group in different settings like child welfare setting, community organizations, School Settings, correctional centers, self-help groups, and Cooperatives institutions etc for 10 days. On the basis of their field placement they will understand the application of social group work in Nepali context and will gain the empirical knowledge about the subject and method. During and after their field work placement they will write a detail report on how group work is being practiceD including the process and procedures adopted.

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Understanding Social Group Work	10	18
2	Group formation, and Group Dynamics	10	18
3	Phases of Social Group Work and its Practice	7	12
4	Theoretical orientation in Social Group Work	12	22
5	Skill and Role of group worker	3	5
6	Use of Program Media in Group Work	3	5
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**



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

**Psychology for Social Work**  
SW1205SH

**Year: I**  
**Part: II**

**Total: 4 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

This course intends to provide a basic and introductory understanding of the relevance of psychology to social work practice together with a definition of Psychology. Further, you will be acquainted with social work and human behavior; personality development, determinants of individual differences, and life skills. It gives emphasis on life skills in relation to social work professionals.

**Course Objectives:**

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

1. State the significance of psychology and its relevancy in social work
2. Analyze the human behavior and attitude with psychological perspective
3. Sort different stages of human development
4. Illustrate the different determinants of personality.
5. State the socialization process and its determinants.
6. Apply counseling and guidance skills in social work.

**Course Contents:**

	<b>Theory</b>	
<b>Unit 1: Introduction to psychology</b>		<b>[5 Hrs.]</b>
1.1. definition of psychology		
1.2. Areas of psychology		
1.2.1. General Psychology		
1.2.2. Social Psychology		
1.2.3. Clinical Psychology		
1.2.4. Developmental psychology		
1.2.5. Guidance & counseling psychology		
<b>Unit 2: Introduction to General Psychology</b>		<b>[5 Hrs.]</b>
2.1. Learning		
2.2. Perception		
2.3. Attitude		
2.4. Motivation		
<b>Unit 3: Developmental Psychology</b>		<b>[5 Hrs.]</b>
3.1. Definition		
3.2. Stages of psychological development of human behavior and major characteristics		
3.2.1. Prenatal Period		
3.2.2. Infancy		
3.2.3. Babyhood		
3.2.4. Early Childhood		

- 3.2.5. Late Childhood
- 3.2.6. Adolescent
- 3.2.7. Adulthood
- 3.2.8. Middle age
- 3.2.9. Old Age

**Unit 4: Personality and human behavior** **[10 Hrs.]**

- 4.1. Definition and theories of personality and human behavior.
- 4.2. Determinants of personality (biological & social).
- 4.3. Types of personality
- 4.4. Intelligence and Individual differences: determinants of individual differences; individual differences in intelligence, aptitudes, interests, and achievement
- 4.5. Technique of Personality Test; Behavior studies, Self Reporting and socio-metric test.

**Unit 5: Social psychology** **[10 Hrs.]**

- 5.1. Definition of social psychology
- 5.2. Social cognition and socialization
- 5.3. Social influence in human behavior; Rumors, prejudice & stereotypes, war or conflict, distress environment.
- 5.4. Study of social psychology; case study, psychosocial approach, and Observation method.

**Unit 6: Guidance and Counseling Psychology** **[10 Hrs.]**

- 6.1. Definition, purpose and function
- 6.2. differences between counseling and guidance
- 6.3. different approaches of counseling
- 6.4. Types:
  - 6.4.1. Educational counseling and guidance
  - 6.4.2. Personal / Individual counseling and guidance
  - 6.4.3. Family counseling
  - 6.4.4. Group counseling
- 6.5. Process of Counseling and Guidance services
- 6.6. Skills and tools of counseling

**Practical:** **[15 Hrs.]**

- 1. Conduct a session of counselling in pairs.
- 2. Use the case study to analyze human behaviour.
- 3. Use the psychosocial method to find out social behaviour.
- 4. Use the self reporting test to find out personality.
- 5. Use the observation method to find out social behaviour.
- 6. Use the socio- metric tools to analyze social behaviour.

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>

1	Introduction to psychology	5	8
2	Introduction to General Psychology	5	9
3	Developmental Psychology	5	9
4	Personality and human behavior	10	18
5	Social psychology	10	18
6	Guidance and Counseling Psychology	10	18
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

### References:

1. Woodworth, R.S. & Scholberg (1954), Experimental Psychology, Rinehart and Winston, New York.
2. Hilgard, E.R. & Atkinson R.I. (1975), Introduction to Psychology, H.B. & I World Inc. New York.
3. Boring, E.G. & others (1960), Foundation of Psychology, Asia Publication House, New Delhi.
4. Skinner, B.F. (1953), Science and Human Behaviour. Macmillan New York.
5. Clifford T. Morgan, 1978, A brief Introduction to psychology, second edition, Tata McGraw- Hill Publishing Company, Limited, New Delhi.
6. Counseling & Guidance, Second edition, S Nearayana Rao, 1991, Tata McGraw- Hill Publishing Company, Limited, New Delhi.

**Computer Application**  
SW1201CT

**Year: I**  
**Part: II**

**Total: 4 hours /week**  
**Lecture: 2 hours/week**  
**Tutorial: hour/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course description:**

This course deals with the history of computer development, hardware components, Systems software, Application packages, Utility software, Computer networks and Internet. Students will learn classifications of computers, its architecture and software application installations, Peripheral devices installation, computer networks, internet and their use in various purposes.

**Course objectives:**

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

1. Explain the basic architecture of Computer.
2. Identify major components of computer and their role.
3. Familiarize with the different Operating Systems like MS-DOS, Windows etc.
4. Use the different Software applications.
5. Apply the basic networking concept.
6. Apply internet for different purposes.

**Course Contents:**

**Theory**

**Unit 1: Introduction to Computers** **[2 Hrs.]**

- 1.1. History of computers
- 1.2. Generation of computer
- 1.3. Types of computer
- 1.4. Computer hardware and software

**Unit 2: Hardware Components** **[6 Hrs.]**

- 2.1. Major blocks of a digital computer
- 2.2. Input devices: keyboard, mouse, joystick, scanner, light pen etc.
- 2.3. Output devices: monitor, printer, plotter, speaker etc.
- 2.4. Central Processing Unit
- 2.5. Memory Unit
  - 2.5.1. Primary Memory (RAM and ROM)
  - 2.5.2. Secondary Memory
    - Magnetic storage like floppy disk, hard disk, magnetic tape etc.
    - Optical storage like CD, DVD etc.
    - Solid state storage like Pen drive, flash memory card etc.
  - 2.5.3. Cache Memory

**Unit 3: System Software** **[6 Hrs.]**

- 3.1. Importance of Operating Systems (OS)
- 3.2. Types of Operating System
- 3.3. Functions of Operating System

- 3.3.1. Memory management
- 3.3.2. Device management
- 3.3.3. File management
- 3.3.4. Processor management
- 3.3.5. Security
- 3.4. MS-DOS
  - 3.4.1. System files: io.sys, msdos.sys, command.com, config.sys, autoexec.bat
  - 3.4.2. MS-DOS internal and external commands
- 3.5. Windows Operating System
  - 3.5.1. Graphical User Interface and windows environment, file/folder management
- 3.6. Linux: GNU open source operating system
- 3.7. Device driver

**Unit 4: Application Packages** **[7 Hrs.]**

- 4.1. Word Processing Software: Microsoft Word
- 4.2. Spreadsheet Software: Microsoft Excel
  - 4.2.1. Entering data
  - 4.2.2. Using formula
  - 4.2.3. Basic calculations
  - 4.2.4. Financial calculations
  - 4.2.5. Charts
- 4.3. Presentation Software: Microsoft PowerPoint
- 4.4. Concept of Database management system
- 4.5. Database management package: Microsoft Access

**Unit 5: Utility Programs** **[2 Hrs.]**

- 5.1. Computer virus and its removal (antivirus programs)
- 5.2. File management and backup tools

**Unit 6: Networks and Internet** **[7 Hrs.]**

- 6.1. Introduction and advantages of computer networks
- 6.2. LAN, MAN and WAN
- 6.3. LAN Topologies: Bus, Ring, Star, Mesh, Tree and Hybrid
- 6.4. Transmission media: Guided and Unguided media
- 6.5. Network components: Hub, Switch, NIC, Router, Bridge etc.
- 6.6. Network Architecture: Peer to peer and Client-server network
- 6.7. Hardware and file sharing
- 6.8. Email/Internet
  - 6.8.1. World Wide Web (WWW)
  - 6.8.2. ISP
  - 6.8.3. Search Engines
  - 6.8.4. Web browsers: Internet Explorer, Netscape Navigator, Mozilla Firefox etc.,
  - 6.8.5. Webpage and Website
  - 6.8.6. Email

**Practical:** **[30 Hrs.]**

1. Identification of major components of computer and familiarization with keyboard and mouse.
2. Internal and External DOS commands
3. Familiarization with Windows Graphical User Interface and file/folder management
4. Microsoft Word
  - a. Editing text
  - b. Formatting document
  - c. Creating tables
  - d. Creating graphics and word art
5. Microsoft Excel
  - a. Editing worksheet
  - b. Data formatting and manipulation
  - c. Analysis of data (use of functions for calculation)
  - d. Charts/Data presentation
  - e. Import/Export data
6. Microsoft PowerPoint
  - a. Creating slides
  - b. Designing and formatting slides
  - c. Adding animation and control
7. Microsoft Access
  - a. Creating and manipulating data tables
  - b. Query
  - c. Forms/Reports
8. Using Internet/Email
9. Project Work

The students will be assigned (individually or in group) a project work based on Microsoft Excel/Microsoft Access. The students are required to prepare a short report in MS Word and prepare a short presentation in PowerPoint.

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Introduction to Computers	2	3
2	Hardware Components	6	8
3	System Software	6	8
4	Application Packages	7	9
5	Utility Programs	2	3
6	Networks and Internet	7	9
	<b>Total</b>	<b>30</b>	<b>40</b>

\* There may be minor deviation in marks distribution.

**References:**

1. Rajaraman, “*Fundamentals of Computers*”, Prentice-Hall of India
2. B Ram, “*Computer Fundamentals*”, Willey Eastern Publishers
3. S Saxena, “*A First Course in Computers*”, Vikash Publishing
4. Winn Rosch, “*Hardware Bible*”

5. Noel Kalicharan, "Introduction to computer Studies", Cambridge Low Price Edition
6. P.K Sinha, "Computer Fundamentals"



**Social Work Field Practicum II**  
SW1206SH

**Year: I**  
**Part: II**

**Total: 12 hours/week**  
**Lecture: hours/week**  
**Tutorial: hours/week**  
**Practical: 12 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

6. Develop sensitivity towards the needs and problems of the stakeholders/clients.
7. Build purposeful relationship engaging individuals, groups, and communities on problem solving process.
8. Acquire basic skills for analyzing simple problem situation and relatedness of agency intervention.
9. Learn basic process of development in society and the development stage of human behavior.
10. Learn skills on report writing and presentation.

**Course contents:**

**Unit 4: Introduction to Field Placement**

- 4.1. Field Placement
- 4.2. Work need to be done in the field
- 4.3. Log writing
- 4.4. Report writing
- 4.5. Orientation on Field Organization

**Unit 5: Process and Producers**

- 5.1. Build Professional Relationship
- 5.2. Apply Social Work Principles and ethics
- 5.3. Conduct study survey/ research
- 5.4. Identify problems/ Issues based on Research
- 5.5. Develop Plan of Action
- 5.6. Implementation plans of action
- 5.7. Mobilization of available resources
- 5.8. Prepare a plan, list out tasks to be done, assign responsibilities, mobilize internal External resources
- 5.9. Prepare Implement plan evaluation plan
- 5.10. Implement the plan
- 5.11. Follow up/monitor implemented activities

**Unit 6: Field work assignment**

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

**Evaluation procedure**

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

**Distribution of marks for evaluation**

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	30			30
2	Related institution supervisor/teacher (continuous evaluation)	30			30
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"> <li>• Report</li> <li>• Log books</li> <li>• Presentation including viva</li> </ul>		90	4 hrs	90
<b>All total:</b>					<b>150</b>

**References Books:**

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

**Second Year/ First Part**

## Health and Environment

SW2101SH

**Year: II**

**Part: I**

**Total: 6 hours/week**

**Lecture: 4 hours/week**

**Tutorial: hours/week**

**Practical: 2 hours/week**

**Lab: hours/week**

### **Course Description:**

This course is designed to provide comprehensive knowledge about the interrelationship between health and environment. It intends to provide an extensive knowledge and skills on health and personal hygiene, environment, sanitation, current health system & problems, food and nutrition, environmental problems and sustainable development. Students will learn phenomena about health and disease and take necessary actions to keep themselves healthy and help communities to achieve healthier livings. They will also able to develop the potential human resources which are well aware of environmental issues and their underlying cause, measures to minimize environmental degradation to take necessary actions to protect the environment.

### **Course Objectives:**

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

1. Explain the concept of health, hygiene, environment and sanitation.
2. Discuss & apply the importance of food and nutrition for human.
3. Demonstrate & explain, how to handle, manage and provide simple first aid and safety education.
4. Define & apply the healthy lifestyle.
5. Overview current health scenario of Nepal.
6. Explain the causes & effects of environmental degradation & describe the mitigation measures to protect environmental degradation.
7. Explore ideas of minimizing environmental problems for sustainable development.
8. To develop a basic concept of different types of natural disasters & analyze their impacts on health.

### **Course Contents:**

#### **Theory**

#### **Unit 1: Introduction to health [4 Hrs.]**

- 1.1. Meaning of health (Physical, Mental, Psychological, Social and Spiritual)
- 1.2. Determinants of health
- 1.3. Overview of current health scenario of Nepal

#### **Unit 2: Environmental Health & Sanitation (Environment & Sanitation) [11 Hrs.]**

- 2.1. Introduction: environment, sanitation, personal hygiene
- 2.2. Factors responsible for polluting the environment
- 2.3. Appropriate technology to protect environment
- 2.4. Causes and effects of poor sanitation
- 2.5. Need for individual and community education for environment health and sanitation
- 2.6. Communicable diseases-airborne diseases, food – and water borne diseases, their preventative and control measures

- 2.7. Solid Waste: Definition of solid waste, Methods of solid waste management
- 2.8. Need for hazardous waste and sewage waste
- 2.9. Domestic & community responsibilities of solid, hazardous and sewage waste management

**Unit 3: Food & Nutrition** **[11 Hrs.]**

- 3.1. Essential nutrients: sources, functions, daily requirements – Protein's fats, carbohydrates, Vitamins- minerals
- 3.2. Food faddism, adulteration and their effects on health
- 3.3. Improper food habits and food –product marketing strategies
- 3.4. Individual and consumer responsibilities and education for proper nutrition and food habits
- 3.5. Balanced diet – Introduction and importance, Dietary recommendations for children, adolescents and adults
- 3.6. Preparations of balance diet from locally available foods
- 3.7. Assessment of Nutrition: Concept, Methods of assessing nutritional status

**Unit 4: Healthy Lifestyle** **[5 Hrs.]**

- 4.1. Concept of healthy lifestyle
- 4.2. Components of healthy lifestyle
- 4.3. Determinants of healthy lives

**Unit 5: First Aid and Safety Education** **[7 Hrs.]**

- 5.1. Meaning & Importance of First Aid
- 5.2. Procedures of individual and domestic management of the following emergencies, health problems and common ailments: Fever, unconscious, drowning, cuts, bits, nose bleeding, wounds, fractures/dislocations, electric shock, poisoning, dehydration, headache, stomach pain, tooth ache, pink eye, sore throat
- 5.3. Preparation and use of first aid box

**Unit 6: Environment** **[4 Hrs.]**

- 6.1. Meaning and scope of environment
- 6.2. Importance of environment
- 6.3. Elements of environment
  - 6.3.1. Physical: Land, water, air (atmosphere) and energy
  - 6.3.2. Chemical
  - 6.3.3. Biological: Plants, animals and human beings
  - 6.3.4. Social and culture

**Unit 7: Environmental Problems and Sustainable Development in Nepal** **[10 Hrs.]**

- 7.1. Features of environment of Nepal-physiographic, climatic and biotic variations
- 7.2. Environmental stewardship and sustainable development
- 7.3. Principles of sustainable development
- 7.4. Concept & importance of environmental degradation & mitigation measures
- 7.5. Major environmental problems and their effects in Nepal.
  - 7.5.1. Use and consequences of chemical and pesticides.

- 7.5.2. Cause & Effect of Climate Change.
- 7.5.3. Basic concept of GMO (Genetically Modified Organism) and monoculture

**Unit 8: Disaster & their Impacts on Health** **[8 Hrs.]**

- 8.1. Concept of natural disaster
- 8.2. Types of natural disaster their effects on health
  - 8.2.1. Earthquake
  - 8.2.2. Landslide
  - 8.2.3. Flood
- 8.3. Concept of disaster risk reduction
- 8.4. Disaster risk reduction management cycle

**Practical** **[30 Hrs.]**

1. Report presentation in the classroom about the impact of socio-economic, biological, physical and environmental determinants on health of community.
2. Search and Prepare report mentioning the method of making balanced food from locally available food items.
3. Conduct awareness programme, street drama & workshops in community to Preparation and use of first aid box.
4. Prepare report on major environmental problems and their effects in Nepal.
5. Study and prepare list of different environment related institutions involved in Nepal (including GOs, NGO, s and INGO, s).
6. Final evaluation for allocated to the practicum
  - Divide the students in to a number of groups
  - Assign them writing report/paper format provided by organization, as project work either based on field work or secondary/archival resources focusing on health and environment in the Nepal so on. Each group of students will submit an independent research report/paper.

*Note: The activities given here are just a sample for the experimental exam. The teacher will be able to use other resources as needed, depending on the resources and tools available and time.*

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Introduction to health	4	5
2	Environmental Health & Sanitation (Environment & Sanitation)	11	15
3	Food & Nutrition	11	15
4	Healthy Lifestyle	5	7
5	First Aid and Safety Education	7	9
6	Environment	4	5
7	Environmental Problems and Sustainable Development in Nepal	10	13
8	Disaster & their Impacts on Health	8	11

	<b>Total</b>	<b>60</b>	<b>80</b>
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\* There may be minor deviation in marks distribution.

**References:**

1. Budhathoki, C.B. Wagle, B.P., Bhandari, K. and Acharya, D. (2007). *Foundation of health*, Kathmandu: Pinnacle Publication.
2. Dhakal, S.B. (2063 B.S.) *Foundation of health*, Kathmandu: Ratna Pustak Bhandar.
3. Giri, S. and Bohora, G.B. (2065 B.S.) *Environmental Education*. Kathmandu: Vidyarthi Pustak Bhandar.
4. Pradhan, H.B. (1995). *A textbook of health education philosophy and principles (4<sup>th</sup> edition)*. Kathmandu: Education Publishing House.
5. Panda, S. (2008). *Environment and ecology (second edition)*. Orissa: Vrinda Publication.
6. Subedi, B.P. (1995). *Population, environment relations in the context of sustainable development in Nepal*. Kathmandu: Central Bureau of Statistics.
7. Singh, S. (1991). *Environmental geography*. Allahabad: Pragati Pustak Sadan.
8. Sharma, R.C. (1988). *Population, resource, environment and quality of life*. Delhi: Dhanpat Rai & Sons.
9. UNFPA (1995). *Population, resources and environment*. New York: United Nations Population Fund.

**Mental Health**  
SW2102SH

**Year: II**  
**Part: I**

**Total: 6 hours/week**  
**Lecture: 4 hours/week**  
**Tutorial: hours/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course Description:**

The course is designed to provide the essential foundation of mental health. It covers the basic knowledge and skills needed to give the confidence to work in the institutional and community setting. There are five units that cover concept and definition of mental health and illness, classification of mental illness, culture and mental health, assessing mental ill through simple diagnostic tools, different modes of treatments and psychiatric Social Worker.

**Course Objectives:**

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

1. Illustrate mental health and illness.
2. Assess the mental ill and behavior disordered.
3. Categorize mental illness.
4. Make a treatment plan and implementing the plan with holistic approach.
5. Provide the therapeutic services such as group therapy, family therapy and work therapy.
6. Connecting client with resources and support system.
7. Advocate for the client in need.

**Course Contents:**

**Theory**

- |  |                  |
|--|------------------|
| <b>Unit 1: Overview of mental health</b>                     | <b>[5 Hrs.]</b>  |
| 1.1. Definition of mental health and illness.                |                  |
| 1.2. Scenario of mental health (globally)                    |                  |
| 1.3. Mental health in the context of Neapl                   |                  |
| <br>   |                  |
| <b>Unit 2: Classification and symptoms of mental illness</b> | <b>[5 Hrs.]</b>  |
| 2.1. Common mental disordered; Depression and Anxiety        |                  |
| 2.2. Severe mental disordered; psychosis                     |                  |
| 2.3. Mental Retardation                                      |                  |
| 2.4. Mental health problem in old age.                       |                  |
| 2.5. Mental health problem in children.                      |                  |
| <br>   |                  |
| <b>Unit 3: Behaviors that concerns with mental health</b>    | <b>[10 Hrs.]</b> |
| 3.1. Aggressive and violence                                 |                  |
| 3.2. Confused or agitated                                    |                  |
| 3.3. Suicidal thought and tendency                           |                  |
| 3.4. Loneliness and isolation                                |                  |
| 3.5. Seizures or fits (Epilepsy)                             |                  |
| 3.6. Multiple physical complaints (psychosomatic problem)    |                  |



3.7. Drugs and alcohol problem

**Unit 4: Assessing the mental illness** [10 Hrs.]

- 4.1. Assessment accordingly features of illness.
- 4.2. Assessment through bio-psychosocial model.
- 4.3. Interview: empathetic listening & open-ended questions.
- 4.4. Observation: behavior, personal hygiene, dressed up, eye movement, facial expression, gesture & posture.
- 4.5. Use of different diagnostic tools

**Unit 5: Treatments of Mental Problems** [15 Hrs.]

- 5.1. Introduction of different mode of Treatment
  - 5.1.1. Community based Treatment
  - 5.1.2. Institutional / hospital-based Treatment
- 5.2. Approaches / methods of Treatment
  - 5.2.1. Bio psychosocial model
  - 5.2.2. Holistic approach
  - 5.2.3. Psychosocial counseling
  - 5.2.4. Psychoanalytic approach
  - 5.2.5. Cognitive behavior therapy

**Unit 6: Rehabilitation** [5 Hrs.]

- 6.1. Concept of rehabilitation
- 6.2. Family counseling during rehabilitation
- 6.3. Group counseling
- 6.4. Work therapy
- 6.5. Occupational therapy
- 6.6. Formation of self-help group

**Unit 7: promoting the rights of people with a mental illness** [3 Hrs.]

- 7.1. Human rights and mental illness.
- 7.2. Referral and connecting the client with existing resources.

**Unit 8: Mental health promotion and advocacy** [5 Hrs.]

- 8.1. Support groups for mental health
- 8.2. The prevention of mental health in community
- 8.3. Mental health promotion in schools
  - 8.3.1. Promoting school mental health
  - 8.3.2. child drops out of school
- 8.4. Nutrition and mental health

**Unit 9: Psychiatric Social Worker** [2 Hrs.]

- 9.1. Quality of Psychiatric Social Worker
- 9.2. Function of Psychiatric Social Worker
- 9.3. Roles and responsibilities of Psychiatric Social Worker

**Practical:****[30 Hrs.]**

1. Demonstrate the interview with the client.
2. Use the different diagnostic tool to assess the mental health
3. Assess the client with Bio-psychosocial model.
4. Use the observation checklist to analyze the client's behavior
5. Make the treatment plan for the people with mental problems (given case) and connect them to service providers.
6. Make the program for prevention of mental ill.
7. Form the self-help group and facilitate the group.

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Overview of mental health	5	7
2	Classification and symptoms of mental illness	5	7
3	Behaviors that concerns with mental health	10	13
4	Assessing the mental illness	10	13
5	Treatments of Mental Problems	15	19
6	Rehabilitation	5	7
7	promoting the rights of people with a mental illness	3	4
8	Mental health promotion and advocacy	5	7
9	Psychiatric Social Worker	2	3
	<b>Total</b>	<b>60</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**Reference:**

1. Kaplan & Sadock's: Synopsis of Psychiatry, ninth edition- 2002
2. behavioral Sciences/ clinical psychiatry, ninth Edition
3. James C. Coleman: Abnormal Psychology and modern life, 1988, published by Russi J. Taraporevala for D.B. Taraporevala Sons & Co. Private Ltd., 210 Dr Dadabhai Naoroji Road, Bombay 400 001.
4. Vikram Patel: Where there is no psychiatrist, published by the Royal College of Psychiatrists 17 Belgrave Square, London SW1X 8PG. 2003.

**Social Welfare Policies**  
SW2103SH

**Year: II**  
**Part: I**

**Total: 4 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

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

**Course Contents:**

**Theory**

- |   |                 |
|---|-----------------|
| <b>Unit 1: Introduction of Social welfare, Social Development &amp; Social Policy</b> | <b>[4 Hrs.]</b> |
| 1.1. Concept of social welfare, social development and social policy                  |                 |
| 1.2. Types of Social Welfare Policies   |                 |
| 1.3. Areas of Social Welfare  |                 |
| 1.4. Social Welfare and Social Works  |                 |
| <b>Unit 2: Policy Formulation Processes</b>   | <b>[4 Hrs.]</b> |
| 2.1. Policy formulation concept and steps   |                 |
| 2.2. Agencies involved in Policy Formulation  |                 |
| 2.3. Role of Social Worker in Policy Formulation                                      |                 |
| <b>Unit 3: Value</b>  | <b>[3 Hrs.]</b> |
| 3.1. Values enshrined in the constitutional provisions                                |                 |
| <b>Unit 4: Social Welfare Policy and Program</b>                                      | <b>[6 Hrs.]</b> |
| 4.1. Concept of social welfare policy   |                 |
| 4.2. Social welfare policies at national level in Nepal                               |                 |
| 4.3. Social Welfare Act, 2049   |                 |
| 4.4. National level social welfare programs   |                 |
| <b>Unit 5: MDG and SDG</b>  | <b>[3 Hrs.]</b> |

- 5.1. Brief overview of Millennium Development Goal
- 5.2. Concept of Sustainable Development Goals

**Unit 6: Social Welfare Service System** **[8 Hrs.]**

- 6.1. Nepal as a social welfare state
- 6.2. Social welfare administrative structures
- 6.3. Service delivery system in Nepal

**Unit 7: Role of Government and other Institutions** **[9 Hrs.]**

- 7.1. Concept of the Ministry of Social Welfare, Ministry of Women, Children and Senior Citizens
- 7.2. Definition of Social Welfare Council, functions, duties and power of council and its roles
- 7.3. Concept of NGOs and civil society and their roles in planned development of the nation.

**Unit 8: Service Delivery Systems** **[3 Hrs.]**

- 8.1. Service delivery system of Government line agencies
- 8.2. Service delivery system of NGOs

**Unit 9: Understanding of Unitary and Federal Republic System** **[5 Hrs.]**

- 9.1. Concept of Unitary System and Federal Republic System
- 9.2. Key differences between Unitary System and Federal Republic System of Government
- 9.3. Structures, power distribution, allocation of resources

**Practical:** **[ 15 Hrs.]**

- 1. Develop policy formulation agencies structure
- 2. Prepare social welfare administration structures

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Introduction of Social welfare, Social Welfare Policy and Program	4	7
2	Policy Formulation Processes	4	7
3	Value	3	5
4	Development & Social Policy	6	12
5	MDG and SDG	3	5
6	Social Welfare Service System	8	14
7	Role of Government and other Institutions	9	16
8	Service Delivery Systems	3	5
9	Understanding of Unitary and Federal Republic System	5	9

	<b>Total</b>	<b>45</b>	<b>80</b>
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\* There may be minor deviation in marks distribution.

**References:**

1. Gupta N.S. Principal and practice of Management Delhi
2. Saurav Kiran Shrestha Social Work and Social Welfare Administration

**Law and Human Rights**  
SW2104SH

**Year: II**  
**Part: I**

**Total: 4 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

1. Explain the basic concept of human right (especially the child, elder and women rights)
2. Discuss the international law, human rights and organizations
3. State theories, philosophies and legal issues of human rights
4. Discuss different currently debated human rights

**Course Contents:**

**Theory**

<b>Unit 1: Human Right</b>	<b>[6 Hrs.]</b>
1.1. Introduction of Human Right	
1.2. History of Human Right	
1.3. Theories and Philosophies	
<b>Unit 2: Introduction</b>	<b>[6 Hrs.]</b>
2.1. UDHR	
2.2. Treaties	
2.3. International Law	
<b>Unit 3: Organizations</b>	<b>[8 Hrs.]</b>
3.1. Introduction of UN	
3.2. Human Rights Council	
3.3. Security Council	
3.4. Other Bodies	
3.5. Other Organizations	
<b>Unit 4: Regional</b>	<b>[8 Hrs.]</b>
4.1. Asia	
4.2. Europe	
4.3. Africa	
4.4. Europe	
4.5. Others	
<b>Unit 5: Related Rights and Voilation</b>	<b>[6 Hrs.]</b>
5.1. Natural Rights	

- 5.2. Human Right Voilation
- 5.3. Humanity
- 5.4. Value and Property

**Unit 6: Current Issues**

[11 Hrs.]

- 6.1. Environment
- 6.2. Lesbian, Gay, Bisexual, LGBT Rights
- 6.3. Trade
- 6.4. Water
- 6.5. Reproductive Rights
- 6.6. Medicine
- 6.7. Food

**Practical:**

[15 Hrs.]

1. Report (Issue of Child, Women and Eielder) Drafting UDHR Declaration

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Human Right	6	11
2	Introduction	6	11
3	Organizations	8	14
4	Regional	8	14
5	Related Rights and Voilation	6	11
6	Current Issues	11	19
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References Books:**

1. Karna Bahadur Thapa, 2021, An Introduction to Law of International Institutions, Legal Insight, Bijulibazar.
2. M.R. Upadhyaya, 2015, International Institutions & Human Rights, Pratyush Publication, Exhibition Road.
3. Dr Gopal Sharma, 2075, International Institutions, Human Rights and Humanitarian Law, Pairavi Prakasan.
4. Dr D.N. Parajuli, 2077, An Introduction to International Organizations and Human Rights, Lumbini Prakashan. Bagbazar.
5. Dr H.O. Agrawal, 2019, International Law & Human Rights, Central Law Publication, Delhi
6. Pradhan, G. 1996. "Ideas for action: Repatriation of Nepali girls." *Child Workers in Asia* 13: 12-15.
7. Pradhan, G. 1997. "Nepal NGOs to the forefront against trafficking of Nepali women and girls to India." *Child Workers in Asia* 13: 12-15.
8. Pradhan, G. and Dhital, R. 1996. State of the rights of the child in Nepal, 1996.
9. Theis Joachim (2004) Promoting Rights-Based Approaches: Experiences and ideas from Asia and the Pacific, Save the Children Sweden.

**Cooperative and Micro Finance**  
SW2105SH

**Year: II**  
**Part: I**

**Total: 4 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

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

**Course Contents:**

**Theory**

- |   |                 |
|---|-----------------|
| <b>Unit 1: History of Cooperative and its movement</b>    | <b>[2 Hrs.]</b> |
| 1.1. Concept of cooperative                               |                 |
| 1.2. Historical Development of Saving & Credit            |                 |
| 1.3. Co-operative Movement with – reference to Nepal      |                 |
| <br>  |                 |
| <b>Unit 2: Savings</b>                                    | <b>[2 Hrs.]</b> |
| 2.1. Why and how do we save                               |                 |
| 2.2. Types of Saving                                      |                 |
| 2.3. Saving & its mobilization                            |                 |
| 2.4. Operating Principles                                 |                 |
| <br>  |                 |
| <b>Unit 3: Forms &amp; Functions of Cooperatives</b>      | <b>[5 Hrs.]</b> |
| 3.1. Consumers' cooperatives: Objectives and functions    |                 |
| 3.2. Financial cooperatives: Objectives and functions     |                 |
| 3.3. Producers' cooperatives: Objectives and functions    |                 |
| 3.4. Marketing cooperatives: Objectives and functions     |                 |
| 3.5. Agricultural cooperatives: Objectives and functions. |                 |
| 3.6. Housing cooperatives: Objectives and functions       |                 |
| 3.7. Industrial cooperatives: Objectives and function     |                 |
| 3.8. Multi-purpose Cooperatives                           |                 |
| <br>  |                 |
| <b>Unit 4: Operating Principal</b>                        | <b>[1 Hrs.]</b> |
| 4.1. Cooperative Operating Principal                      |                 |



- Unit 5: Group Formation** [2 Hrs.]  
5.1. Group formation and its processes
- Unit 6: Legal Framework of Cooperatives in Nepal** [2 Hrs.]  
6.1. Cooperative Act 2048 and act 2074 Introduction, features and major provisions.  
6.2. Cooperative Rules 2049: Features and major provisions.  
6.3. Procedures of formation, registration, merging and liquidation of cooperatives.
- Unit 7: Institutional Arrangements of Cooperatives** [3 Hrs.]  
7.1. Department of Cooperatives: Role and functions.  
7.2. National Cooperative Development Board: Introduction, composition, objectives, role and functions.  
7.3. Cooperative Bank: Formation, objectives, role and functions.  
7.4. Unions and federations.  
7.5. District Cooperative Offices.
- Unit 8: Organizational Management & Structure** [4 Hrs.]  
8.1. General Assembly  
8.2. Management Committee  
8.3. Account Committee  
8.4. Sub Committees  
8.5. Human Resource Management/development  
8.6. General members
- Unit 9: Account Cycle: Financial Records Keeping Procedures** [6 Hrs.]  
9.1. Cooperative Accounting System and cycle  
9.2. Receipt & other supporting documents  
9.3. Vouching  
9.4. Book Keeping  
9.5. Pass Book  
9.6. Inventory  
9.7. Trial Balance, profit & loss and Balance Sheet  
9.8. Surplus Distribution  
9.9. Financial Reporting
- Unit 10: Introduction of Micro Finance** [2 Hrs.]  
10.1. What, why and how  
10.2. Assessment of Micro credit needs in Community  
10.3. Micro credits in Nepal  
10.4. Existing policies, acts, rules and regulations of government on micro finance and micro credit
- Unit 11: Micro finance institutions (MFIs)** [6 Hrs.]  
11.1. Concept of macro financial Banks, companies, institutes and cooperative in development programs in Nepal  
11.2. Micro credit and micro credit /financial services

- 11.3. Roles and responsibilities of MFIs in development programs
- 11.4. Strengths, weaknesses, opportunities, limitations and strengths of MFIs- working capital, staff, branch offices, area coverage, formation of board/management, policies, rules and regulations and good wills
- 11.5. Capital fund sources/donors of MFIs
- 11.6. Types and categorizations of MFIs- Governments, semi-governments and private - Banks, Cooperative, FINGOs (Financial Institutes NGOs), 13.7 Group savings, Private money lenders of Nepal

**Unit 12: Credit lending procedures: (How Micro credit works with its members [5 Hrs.]**

- 12.1. Principles of C-GAP
- 12.2. Credit lending procedures of MFIs- types of loan, Amounts of loan, duration of repayment, installments/non-installment of loan, rules and regulations of repayment, insurance, collaterals and non collateral, interest rates, lending approaches- Group or individuals, default charge rate, gender specific loans and non financial services of MFIs
- 12.3. Constraints and its mitigation measures.

**Unit 13: Linking micro entrepreneurs with financial institutes [5 Hrs.]**

- 13.1. Concepts of MFIs and cooperatives in enterprises development in Nepal
- 13.2. Roles and importance of MFIs in micro entrepreneurs as well as enterprises creation and development in Nepal
- 13.3. Identification of local MFIs
- 13.4. Selection of potential MFIs of the locality for linkages for micro credit to entrepreneurs
- 13.5. Credit needed identification process of entrepreneurs- individual, groups, associations, cooperatives
- 13.6. Credit need identification basis – the business plan, equity of entrepreneurs (demand side)
- 13.7. Analysis of MFIs- credit lending capacity of MFIs/cooperatives (supply side)

**Practical: [15 Hrs.]**

- 1. Group formation and its process
- 2. Financial record keeping procedure
- 3. introduction and assurance of micro credit need in country
- 4. Micro Finance institution - its Role and Responsibility and its Services and Category of MFI's
- 5. How Micro Credit work with its members - credit landing procedure constrains and mitigation measure
- 6. Linking with financial institute and business plan

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	History of Cooperative and its movement	2	4

2	Savings	2	4
3	Forms & Functions of Cooperatives	5	9
4	Operating Principal	1	2
5	Group Formation	2	4
6	Legal Framework of Cooperatives in Nepal	2	4
7	Institutional Arrangements of Cooperatives	3	5
8	Organizational Management & Structure	4	6
9	Account Cycle: Financial Records Keeping Procedures	6	10
10	Introduction of Micro Finance	2	4
11	Micro finance institutions (MFIs)	6	10
12	Credit lending procedures: (How Micro credit works with its members)	5	9
13	Linking micro entrepreneurs with financial institutes	5	9
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

#### References:

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

## **Social Work Field Practicum III**

SW2106SH

**Year: II**

**Part: I**

**Total: 12 hours/week**

**Lecture: hours/week**

**Tutorial: hours/week**

**Practical: 12 hours/week**

**Lab: hours/week**

### **Course Description:**

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

### **Course Objectives:**

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

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

### **Course contents:**

#### **Unit 7: Introduction to Field Placement**

- 7.1. Field Placement
- 7.2. Work needs to be done in the field
- 7.3. Log writing
- 7.4. Report writing
- 7.5. Orientation on Field Organization

#### **Unit 8: Process and Producers**

- 8.1. Build Professional Relationship
- 8.2. Apply Social Work Principles and ethics
- 8.3. Conduct study survey/ research
- 8.4. Identify problems/ Issues based on Research
- 8.5. Develop Plan of Action
- 8.6. Implementation plans of action
- 8.7. Mobilization of available resources
- 8.8. Prepare a plan, list out tasks to be done, assign responsibilities, mobilize internal External resources
- 8.9. Prepare Implement plan evaluation plan
- 8.10. Implement the plan
- 8.11. Follow up/monitor implemented activities

#### **Unit 9: Field work assignment**

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

**Evaluation procedure**

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

**Distribution of marks for evaluation**

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	30			30
2	Related institution supervisor/teacher (continuous evaluation)	30			30
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"> <li>• Report</li> <li>• Log books</li> <li>• Presentation including viva</li> </ul>		90	4 hrs	90
<b>All total:</b>					<b>150</b>

**References Books:**

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

**Second Year/ Second Part**

## Social Welfare Administration

SW2201SH

**Year: II**

**Part: II**

**Total: 4 hours/week**

**Lecture: 3 hours/week**

**Tutorial: hours/week**

**Practical: 2/2 hours/week**

**Lab: hours/week**

### **Course Description:**

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

### **Course Objectives:**

1. After completing this course, the students will be able to:
2. Explore the philosophies, organization, techniques and development of social welfare provisions in Nepal
3. Assess problems faced by individuals, family's groups, and communities
4. Categorize social policy; issues of social security, youth policy, woman status, child care, the care of the elderly people, the physically and mentally handicapped and professional people

### **Course Contents:**

#### **Theory**

#### **Unit 1: Social Welfare Administration [4 Hrs.]**

- 1.1. Concept of Social Welfare Administration
- 1.2. Evolution of Social Welfare Administration
- 1.3. Philosophy of Social Welfare Administration
- 1.4. Principles and values of Social Welfare Administration

#### **Unit 2: Functions of Welfare Administration [3 Hrs.]**

- 2.1. Program Management
- 2.2. Human Resource Management
- 2.3. Financial Management
- 2.4. Public Relation

#### **Unit 3: Organizational Management [8 Hrs.]**

- 3.1. Concept of organization and management
- 3.2. Functions of Management
- 3.3. Program Management and its process
  - 3.3.1. Needs assessment
  - 3.3.2. Program planning and developing
  - 3.3.3. Proposal writing
  - 3.3.4. Organizing
  - 3.3.5. Conflict and stress management
  - 3.3.6. Program implementation
  - 3.3.7. Program evaluation

**Unit 4: Project Cycle** [8 Hrs.]

- 4.1. Definition of Program, Project and Project Management
- 4.2. Components of project management
- 4.3. The Project Management Cycle
- 4.4. Differences between project management and program management

**Unit 5: Financial Management** [8 Hrs.]

- 5.1. Meaning, objectives and functions of Financial Management
- 5.2. Financial management cycle: planning, budgeting, action, administration, reporting, accountability etc.
- 5.3. Concept of Accounting
- 5.4. Concept of Budgeting
- 5.5. Concept of Auditing and its objectives

**Unit 6: Human Resource Management** [8 Hrs.]

- 6.1. Meaning, concept and objectives of Human Resource Management
- 6.2. Functions of HRM: Managerial function, Operative function and procurement function
- 6.3. Concept of Staff Policies
- 6.4. Process of staffing
  - 6.4.1. Manpower planning
  - 6.4.2. Recruitment
  - 6.4.3. Training
  - 6.4.4. Performance Appraisal
  - 6.4.5. Promotion
  - 6.4.6. Incentives
  - 6.4.7. Reward and punishment
  - 6.4.8. Coaching & Mentoring
  - 6.4.9. Supervising

**Unit 7: Organization Development** [3 Hrs.]

- 7.1. Definition and objectives of organization development
- 7.2. Concept of capacity building

**Unit 8: Good Governance** [3 Hrs.]

- 8.1. Concept and principles of good governance
- 8.2. Good governance in Nepal

**Practical** [15 Hrs.]

- 1. Conduct Proposal writing class

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Social Welfare Administration	4	7
2	Functions of Welfare Administration	3	5



3	Organizational Management	8	14
4	Project Cycle	8	14
5	Financial Management	8	14
6	Human Resource Management	8	14
7	Organization Development	3	6
8	Good Governance	3	6
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

### References:

1. Arora and Sharma (1992) Comparative and Development Administration, Ideas and Action, Arihant Publishers, Jaipur.
2. Chowdry, Paul D., Social Welfare Administration: Delhi, Athram & Sons.
3. Nepalese law and regulation related to social welfare policies (local governance act etc).
4. Gupta, Dipankar. 1991. Social Stratification, Oxford University Press, Delhi.
5. Goel and Jain, 1998, Social Welfare Administration, Vol. I and II Deep and Deep Publication: New Delhi.
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8. Kulkarni, P. D., Social Policy and Social Development, Madras: ASSWI.
9. Madan G. R. (1972) Welfare State and problem of democratic planning, Allied Publishers: Calcutta.
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11. Pincus, Allen, Mianha, Social Work Practice, Model and Method, Itasca: F. E. Peacock Publishers.
12. S. N. Dubey, Administration of /social Welfare Programmes in India; Samiya Publications
13. Saurav kiran Shrestha; Social Work and Social Welfare Administration

**Community Organization**  
SW2202SH

**Year: II**  
**Part: II**

**Total: 4 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

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

**Course Contents:**

	<b>Theory</b>	
<b>Unit 1: Introduction to Community</b>		<b>[2 Hrs.]</b>
1.1. Concept of Community		
1.2. Types of Community		
1.3. Characteristics and features of Community		
<b>Unit 2: Characteristics of community Organization</b>		<b>[4 Hrs.]</b>
2.1. Concept of Community Organization		
2.2. Objectives of Community Organization		
2.3. Characteristics of community organization.		
2.4. Phase of community organization		
<b>Unit 3: Basis of Community Organization</b>		<b>[4 Hrs.]</b>
3.1. Basis on community organization in Nepal:		
3.2. Indigenous organization (caste, ethnicity, geographical proximity)		
<b>Unit 4: Principles and Approaches and Models of Community Organization</b>		<b>[5 Hrs.]</b>
4.1. Principles of community organization,		
4.2. Directive and non-directive approach.		
4.3. Models of community organization.		
<b>Unit 5: Problem Solving</b>		<b>[5 Hrs.]</b>
5.1. Community problem solving process.		
<b>Unit 6: Stake Holder Analysis</b>		<b>[5 Hrs.]</b>
6.1. Basic concepts of participation		
6.2. Empowerment, leadership and power dynamics		

- 6.3. Conflict and its mitigation,
- 6.4. Globalization, gender issues

**Unit 7: Case Study** **[10 Hrs.]**

- 7.1. Selected cases of community organization
- 7.2. Nepal-community forestry
- 7.3. Mothers' groups,
- 7.4. Saving and credit groups,

**Unit 8: Conceptual Framework and Planning Management** **[10 Hrs.]**

- 8.1. Characteristics of Human Service Organizations & Social Welfare organizations
- 8.2. Voluntary Actions and Voluntary Organizations
- 8.3. Changing Concept of Voluntary Actions and Voluntary Organizations
- 8.4. Planning: Definition & Significance, Purpose, Steps & Procedures Project Cycle
- 8.5. Organizing of workshop & Meetings, Resolving Conflict, Understanding NGOs & INGOs

**Practical:** **[15 Hrs.]**

- 1. Individual and Group Assignment (Planning, Preparedness, Training and awareness)
- 2. Project work assignment for various stake holder analysis and cases study
- 3. Field Visit and observation
- 4. Paper presentation

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Introduction to Community	2	3
2	Characteristics of community Organization	4	7
3	Basis of Community Organization	4	7
4	Principles and Approaches and Models of Community Organization	5	9
5	Problem Solving	5	9
6	Stake Holder Analysis	5	9
7	Case Study	10	18
8	Conceptual Framework and Planning Management	10	18
<b>Total</b>		<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**

- 1. Batten T. R. (1960). *Community and their Development*, London: Oxford University Press.
- 2. Biklen, Douglas P. 1983. *Community Organizing*, Prentice Hall: New York.
- 3. Cox, M. Fred et al. (1974). *Strategies of Community Organization*, F. E. Peacock Publishers, Inc. Itasca.

4. Gurin, Arnold (1970) *Community Organization Curriculum for Graduate Social Work*, Council on Social Work Education: New York.
5. Kramer, R. M. et al (Ed) 1969. *Readings in Community Organization Practice*, Prentice-Hall Inc.: New Jersey.
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7. Rivera, Felix G. and John L. Erlich (1998) *Community Organization in a Diverse Society*, Allyn and Bacon: London.
8. Ross M. G. (1955). *Community Organization: theory and practice*, Jarper Brothers, New York.
9. Rothman Jack et al (1970) *Strategies of Community Intervention, Macro Practice*, F. E. Peacock, Publishers Inc. Illinois.
10. Rubin, Herbert J. and Irene S. Rubin (1992) *Community Organization Practice*, Macmillan Publishing: New York.
11. Tropman J. et al (Eds) 1995. *Tactics and Techniques of Community Intervention*, F. E. Peacock Publishers Inc. Illinois.
12. Warren, R. L. 1965. *Study Your Community*, Russel Sage Foundation, New York.

**Community and Social Development**  
SW2203SH

**Year: II**  
**Part: II**

**Total: 6 hours/week**  
**Lecture: 4 hours/week**  
**Tutorial: hours/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course Description:**

This course intends to provide comprehensive knowledge of community and social development, social change, modernization & development, social development issues and major practices applied in the society.

**Course Objectives:**

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

1. Describe the comprehensive concepts of social and community development
2. Explain the theories of social change, modernization and development
3. Describe the in long term development process
4. Discuss significant development issues
5. Describe the role and scope of different stakeholders including social work practitioners in development processes.

**Course Contents:**

**Theory**

**Unit 1: Concept and Meaning** **[10 Hrs.]**

- 1.1. Development, Community, Society, Poverty, Participation, Social Accountability, Community Development, Rural Development
- 1.2. Difference between Social and Community Development,
- 1.3. Development as Freedom, Development as Asset Generation
- 1.4. Participation in development process

**Unit 2: History of Community Development** **[5 Hrs.]**

- 2.1. History of Nepalese society and community development
- 2.2. History of planned development process in Nepal
- 2.3. Approaches of Community Development

**Unit 3: Concepts and Theories of Development** **[10 Hrs.]**

- 3.1. Basic understanding on Social Change, Modernization & Development and Social Development
- 3.2. Concept of Economic development, Indicators of Development, Objectives of Development
- 3.3. Overview of development theories: Modernization, dependency, world system, state; Social capital theory, Functionalism, Conflict theory, Symbolic interactionism, Communicative action, Rational choice theory, Structuration

**Unit 4: Policies Programs and Services for Community Development** **[5 Hrs.]**

- 4.1. Major highlights of government long term plan
- 4.2. Government's strategy of community development

4.3. Role of agencies in community development

**Unit 5: The Process of Community Development [5 Hrs.]**

- 5.1. Process of Asset Based Community Development (ABCD)
- 5.2. Capital Formation: Human, Social, Physical, Financial, and Environmental
- 5.3. Infrastructure of Development: Hydropower, Tourism, Information technology, Road

**Unit 6: Issues in Community Development process [10 Hrs.]**

- 6.1. Conflict, Leadership, Migration, Urbanization, Modernization, Globalization
- 6.2. Discussion on development: What, For whom and By whom?
- 6.3. Community engagement and participation in local level developing planning process
- 6.4. Role of accountability mechanism in local governance and development process

**Unit 7: Sustainable Community Development [15 Hrs.]**

- 7.1. Community assessment using participatory approaches (overview of PRA tools)
- 7.2. Participatory planning, monitoring and evaluation
- 7.3. Role of Social workers and CSOs in community development
- 7.4. Overview and use of Social Accountability Tools
- 7.5. Factors of Community Sustainability
- 7.6. Role of stakeholders [local (CBO/NGO), national (government) and international institutions (INGOs)] in Community Development:
- 7.7. NGOs and INGO in Nepal: Opportunities and Challenges for social development
- 7.8. Role of CBOs/NGOs in community capacity building
- 7.9. Relation between CSOs and local government

**Practical [30 Hrs.]**

- 1. Use of Participatory Rural Appraisal (PRA) tools in the field: Social and Resource Map, transect walk, Time line, Time trend analysis, Daily activities diagram, Focus Group Discussion (FGD), confidence and satisfaction scale, case study, MSC stories, Well-being ranking, matrix scoring. (10 hours)
- 2. Use participatory planning, monitoring and evaluation tool (3 hours)
- 3. Use of major social accountability tools (Right to Information (RTI), Public Hearing, Social Audit, Public Audit, Community Score Card and Public Expenditure Tracking Survey (PETS) with major service providers in the community (8 hours)
- 4. Develop Case Study report (2 hours)
- 5. Write Most Significant Change (MSC) stories from the community (1 hours)
- 6. Prepare a community sustainability plan (4 hours)
- 7. Prepare a report in given format and present in the class (2 hours)

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Concept and Meaning	10	13
2	History of Community Development	5	7

3	Concepts and Theories of Development	10	13
4	Policies Programs and Services for Community Development	5	7
5	The Process of Community Development	5	7
6	Issues in Community Development process	10	13
7	Sustainable Community Development	15	20
	<b>Total</b>	<b>60</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

### References:

1. Bateille, A (ed.) (1969) Social Inequality. Harmondsworth, Penguin Frank, Andra
2. Bondon, Raymond (1986) Social Change: A critical Appraisal, Cambridge, Polity Press.
3. Chowdhary, AD. Paul.1990. Voluntary Efforts in Social Welfare and Development. Siddhartha Publications, New Delhi.
4. Connder (1975) On Capitalist Underdevelopment, Bombay, Oxford University Press
5. Flora, C.B, Flora J; Spears. J.D and Swanson, L.E.1992. Rural Communities: Legacy and Change, Westview Press, Boulder CO.
6. Hilorst. J.G.H & Kalattar ed (1985): Social development in the Third World: Level of Living indicators and social planning, London, Croon Helm.
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8. Kulkarni, P.D.& Nanavati, Mehar C. Uppal (1997) Social Issues in Development. Publishing House New Delhi
9. Lal, R amashray & Srivatava R.K. 1986. Dialogue on Development. Sage Publications, London Sharma, SK & Malhotra, SL. Integrated Rural Development: Approach, strategies and perspectives. Abhinav, New Delhi.
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**Family and Social Work**  
SW2204SH

**Year: II**  
**Part: II**

**Total: 5 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course Description:**

This course intends to provide knowledge and practical aspects of social work with family. The course covers concept of family social work, family structure, family strengths and resilience, practical aspects of family social work, family assessment, family system intervention and termination phase.

**Course Objectives:**

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

1. Illustrate the importance of family social work.
2. Assess the structure and issues of family.
3. Analyze the family structure and functions of family.
4. Plan for family intervention.
5. Establish helping relationship with family members.

**Course Contents:**

**Theory**

**Unit 1: Foundation of family social work** **[4 Hrs.]**

- 1.1. definition of family social work
- 1.2. The field of social work.
- 1.3. The realities of social work practice
- 1.4. Family social work vs. family therapy
- 1.5. Assumption of Family social work
  - 1.5.1. Home based support for Family
  - 1.5.2. Family centered philosophy
  - 1.5.3. Ecological approach
  - 1.5.4. Family as a special group form

**Unit 2: Introduction of family Structure:** **[3 Hrs.]**

- 2.1. Definition of family
- 2.2. Purpose of family
- 2.3. Types of family structure
  - 2.3.1. Family procreation
  - 2.3.2. Extended family
  - 2.3.3. Blended family
  - 2.3.4. Adoptive family
  - 2.3.5. Foster Family
  - 2.3.6. Single parent family
- 2.4. diversity of family
- 2.5. Cultural dimension of family



- Unit 3: Family system** [4 Hrs.]
- 3.1. Definition of family system
  - 3.2. Belief system in family
  - 3.3. Family boundaries
  - 3.4. Family subsystem.
  - 3.5. Family diversity across the life cycle: Culture, Social class, Gender, immigration
- Unit 4: Variations affecting the family life cycle** [3 Hrs.]
- 4.1. Separation and divorce
  - 4.2. Single parenting
  - 4.3. Remarriage, step parenting, blended families
  - 4.4. Death of family members
  - 4.5. Parenting by Grand parents
- Unit 5: Family strengths and Resilience** [3 Hrs.]
- 5.1. Definition of Resilience
  - 5.2. Measuring and qualities of resilience
  - 5.3. Family resiliency
  - 5.4. Ecological risk and opportunities: Micro system, Meso system, Exo system, macro system
- Unit 6: Assessing the family dynamics** [8 Hrs.]
- 6.1. The context of Family Assessment
  - 6.2. Purpose of family assessment
  - 6.3. Family history
  - 6.4. Assessing parenting skills
    - 6.4.1. Assessment of child parent's relationship
    - 6.4.2. Assessment of client's relation with family members
    - 6.4.3. Assessment of sibling relationship.
    - 6.4.4. Assessment of peer relationship.
  - 6.5. Genogram: how to draw a genogram, common symbol in genogram, ecomap.
  - 6.6. Psychosocial Adjustment Assessment
  - 6.7. School Adjustment Assessment
  - 6.8. Family Power, Decision Making, Parent Children Relationship, Socialization in Families.
- Unit 7: Family system Intervention** [17 Hrs.]
- 7.1. Key strategies in family system intervention with strength
    - 7.1.1. Culturally sensitive practice
    - 7.1.2. Focus in family need
    - 7.1.3. Respect client's Autonomy
    - 7.1.4. Reassess client's resistance
    - 7.1.5. Set realistic Expectation
    - 7.1.6. Maintain professional relationship
  - 7.2. Intervention technique
    - 7.2.1. Interviewing

- 7.2.2. Observing
- 7.2.3. Empathetic Listening
- 7.2.4. Confrontation
- 7.2.5. Reframing
- 7.2.6. Problem solving intervention
- 7.2.7. Ecological intervention
- 7.3. Family group conference (FGC) 4 hrs
  - 7.3.1. What is a family group conference?
  - 7.3.2. Child Protection FGC
  - 7.3.3. Youth Justice Conferencing
  - 7.3.4. FGC Historical view
  - 7.3.5. Theories that inform the FGC
  - 7.3.6. Principles of FGC
  - 7.3.7. The conference processes
  - 7.3.8. The Family Group Conference Plan
  - 7.3.9. Professional Roles
  - 7.3.10. Preparation for FGC – Signs of Safety and Three Houses tools
- 7.4. Parents child conflict intervention 2hrs
  - 7.4.1. Listen to both children and parents with Empathetic (jointly or separately)
  - 7.4.2. Teach the communication skill to maintain good relation
  - 7.4.3. Assist the parents to set the rules in family.
- 7.5. Family psycho-educational intervention 2hrs
  - 7.5.1. Assumption
  - 7.5.2. Principles and procedure
  - 7.5.3. Technique
- 7.6. Working with couple 2hrs
  - 7.6.1. Empathetic listening
  - 7.6.2. Teach communication skills
  - 7.6.3. Use of “I” statement
  - 7.6.4. Gender sensitivity
  - 7.6.5. Power imbalance in family relation
- 7.7. Working with domestic violence and abusive relationship 2 hrs
  - 7.7.1. Factor contributing to domestic violence
  - 7.7.2. Issues of domestic violence
  - 7.7.3. Empathetic listening
  - 7.7.4. Connect to respective agencies; women cell of police, and rehabilitation centers or other specific agencies.

**Unit 8: Termination Phase**

**[3 Hrs.]**

- 8.1. Planning for Termination
- 8.2. Possible reaction of termination
- 8.3. Steps for termination
- 8.4. Timing of termination
- 8.5. checklist of task for termination
- 8.6. Evaluation results of Family social work

**Practical:****[30 Hrs.]**

1. Make a genogram of given case
2. Make a family intervention planning
3. Conduct a family intervention session
4. Conduct a family group conference
5. Demonstrate the working technique with couple
6. Conduct a family psycho education
7. Demonstrate to assist the family in formulation rules in family.

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Foundation of family social work	4	8
2	Introduction of family Structure	3	5
3	Family system	4	8
4	Variations affecting the family life cycle	3	5
5	Family strengths and Resilience	3	5
6	Assessing the family dynamics	8	14
7	Family system Intervention	17	30
8	Termination Phase	3	5
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**

1. Donald Collins, cathleen Jordan and heather coleman (2007): An introduction to family social work, fourth Edition.
2. Bell, M and E.F Vogel, (1968): A modern introduction to the family, New York Free Press
3. Desai, M (Ed) (1994) Enhancing the role of the family as an agent for social change and economic development. Bombay: Tata institute of Social Sciences
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5. White and Klein (2002) Family Theories. Sage publication, California

**Leadership and Communication**  
SW2205SH

**Year: II**

**Part: II**

**Total: 4 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

This course covers the basic concept of a leader and leadership, essential elements and quality and roles of leaders, self-leadership, team leadership, organizational leadership, communication for development, and effective community facilitation skills.

**Course Objectives:**

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

1. Describe the leader and leadership, quality, and roles of leadership.
2. Develop leadership skills through self, team, and organizational analysis.
3. Obtain a comprehensive understanding of the nature and scope of effective communication while working with people.
4. Elaborate the common barriers to effective communication and gender, caste, religion, and disability sensitive communication
5. Learn the facilitating skills to discuss with community people.

**Course Contents:**

**Theory**

**Unit 1: Introduction of leadership and communication** **[3 Hrs.]**

- 1.1. Concept of a leader and leadership and communication
- 1.2. Importance of leadership and communication in the development
- 1.3. Types of leadership and communication

**Unit 2: Essential elements, quality, and roles of good leaders** **[3 Hrs.]**

- 2.1. Required skills for good leaders
- 2.2. Negotiation and collaboration skills
  - 2.2.1. Identification of opponents and allies.
  - 2.2.2. How do you know the tactics of your opponent?
  - 2.2.3. Techniques to deal with the opponents

**Unit 3: Category-1: Self-leadership** **[7 Hrs.]**

- 3.1. Personal values and vision
- 3.2. Self-organization (7 habits of highly effective people)
- 3.3. Personal change (insights and tools on how to change habits, attitude, and behavior)

**Unit 4: Category-2: Team leadership** **[7 Hrs.]**

- 4.1. Difference between leadership and management
- 4.2. Decision-making process in teams
- 4.3. The social art of leading people
  - 4.3.1. 2 styles of managing people
  - 4.3.2. Credo for exceptional leaders

- Unit 5: Category-3: Organizational leadership** [6 Hrs.]
- 5.1. A model of organizational change
  - 5.2. The helix models
  - 5.3. Social entrepreneurship

- Unit 6: Communication for development** [9 Hrs.]
- 6.1. Meaning, importance, and scope of communication
  - 6.2. Nature and means of communication
  - 6.3. Categories of communication
    - 6.3.1. Communication: verbal and no-verbal
    - 6.3.2. Mass communication versus interpersonal communication,
    - 6.3.3. One-way communication and two-way communication styles
  - 6.4. Common barriers to effective communication
  - 6.5. Gender, caste, religion, and disability sensitive communication

- Unit 7: Community facilitation:** [10 Hrs.]
- 7.1. Concept, importance,
  - 7.2. Facilitation methods and tools
  - 7.3. Skills required for effective community facilitation
  - 7.4. Group dynamic
  - 7.5. Stage of group development
  - 7.6. Group meeting facilitation

- Practical:** [15 Hrs.]
1. Practice to identify the different types of leaders in community
  2. Practice to identify the opponents and allies for the negotiation
  3. Organize a simulation to deal with opponent
  4. Practice to identify personal values and vision
  5. Practice to use the participatory decision-making tool
  6. Conduct a communication game “Kanekhusi”
  7. A group exercise to identify the gender, caste, religion, and disability-sensitive words
  8. Practice of the group meeting facilitation.

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Introduction of leadership and communication	3	5
2	Essential elements, quality, and roles of good leaders	3	5
3	Category-1: Self-leadership	7	12
4	Category-2: Team leadership	7	12
5	Category-3: Organizational leadership	6	12
6	Communication for development	9	16
7	Community facilitation	10	18

	<b>Total</b>	<b>45</b>	<b>80</b>
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\* There may be minor deviation in marks distribution.

**References:**

1. Achor, Shawn 2010: The Happiness Advantage: The seven principles that fuel success and performance at work
2. Duckworth, Angela 2017: Grit: Why passion and resilience are the secrets to success
3. Covey, Stephen: The 7 habits of highly effective people
4. Sinek, Simon 2017: Leaders eat last: Why some teams pull together and others don't
5. Scharmer, Otto 2019: The Essentials of Theory U. Core Principles and Applications
6. Doctor A and Chaze F (1998). Mass Communication. Mumbai: Sheth Publishers
7. Gandhi V.P (1995). Medial and Communication Today. New Delhi: Kaniska publishers
8. Mody B (1991). Designing Message for Development Communication. New Delhi: Sage
9. Onta Pratyush et al (2005) Radio Patrakarita: FM ma Samachar ra Samvad. Kathmandu: Martin Chautari

## Gender and Social Inclusion

SW2206SH

**Year: II**

**Part: II**

**Total: 4 hours/week**

**Lecture: 3 hours/week**

**Tutorial: hours/week**

**Practical: 2/2 hours/week**

**Lab: hours/week**

### **Course Description:**

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

### **Course Objectives:**

1. After completing this course, the students will be able to:
2. Summarize the comprehensive concept of gender and social inclusion
3. Explain the relation of socialization and gender development
4. Discuss national policies related to social inclusion and gender issues
5. Illustrate the status of women & women's Right in the context of Nepal

### **Course Contents:**

#### **Theory**

#### **Unit 1: Gender Concepts and definitions**

**[5 Hrs.]**

- 1.1. Basic concept of sex and gender
- 1.2. Gender discrimination
- 1.3. Gender subordination
- 1.4. Gender power relations
- 1.5. Gender equity
- 1.6. Gender equality
- 1.7. Gender based violence
- 1.8. Third Gender

#### **Unit 2: Socialization and Gender**

**[5 Hrs.]**

- 2.1. Concept of socialization and gendered socialization
- 2.2. Agencies of socialization
  - 2.2.1. Family
  - 2.2.2. Community
  - 2.2.3. School
  - 2.2.4. State
  - 2.2.5. Religion
  - 2.2.6. Market
  - 2.2.7. Media
- 2.3. Coercive modes of gender socialization
- 2.4. Patriarchy and gender socialization
- 2.5. Feminism: response to Patriarchy

#### **Unit 3: Development Theories and Approaches related to Gender**

**[9 Hrs.]**

- 3.1. Basic concept of Gender and Development (GAD)

- 3.2. Indicators of Development
- 3.3. Physical quality of life index (PQLI)
- 3.4. Human Development Index (HDI)
- 3.5. Human Poverty Index (HDI)
- 3.6. Gender Development Index (GDI)
- 3.7. Gender Empowerment Measure (GME)
- 3.8. Women in Development (WID)
- 3.9. Multiple roles of women in development
  - 3.9.1. Reproductive role
  - 3.9.2. Productive Role
  - 3.9.3. Community/ Social role
  - 3.9.4. Constituency role
- 3.10. Gender Mainstreaming in development
  - 3.10.1. Concept
  - 3.10.2. Tools

**Unit 4: Status of Women & Women's Right [8 Hrs.]**

- 4.1. Status of women in Nepal
- 4.2. Challenges to the Nepalese women
  - 4.2.1. Gender based violence (GBV) against women
  - 4.2.2. Definition and forms of VAW in Nepalese law and constitution
  - 4.2.3. Women/ Girls trafficking: issues and extent, Legal measures
- 4.3. Overview of Women's Right
- 4.4. Role of women in Decision making and policy making

**Unit 5: Gender and Development policy initiatives [8 Hrs.]**

- 5.1. National policies and programme for gender equality and empowerment of women:
- 5.2. Conventions related to Gender Equality
  - 5.2.1. UN year of Women – 1975,
  - 5.2.2. First world conference on women – Mexico City 1975,
  - 5.2.3. Second World Conference on Women – Copenhagen 1980,
  - 5.2.4. Third World Conference on women – Nairobi 1985,
  - 5.2.5. Fourth World Conference on Women – Beijing 1995
  - 5.2.6. Convention on the elimination of all forms of discrimination against women (CEDAW) 1979,
  - 5.2.7. Beijing platform for actions (BPFA),
  - 5.2.8. Millennium Development Goals (MDG)

**Unit 6: Social Inclusion [2 Hrs.]**

- 6.1. Introduction of Social Inclusion
- 6.2. Overview of Gender Equality and Social Inclusion in Nepal

**Unit 7: Social Exclusion [2 Hrs.]**

- 7.1. Definitions of social exclusion
- 7.2. Kinds of Exclusion
- 7.3. Differences between social inclusion and social exclusion



**Unit 8: Racism** [3 Hrs.]  
 8.1. Concept of Racism, Privilege and power, perceptions, Racial discrimination,

**Unit 9: Governance** [3 Hrs.]  
 9.1. Transforming Governance:  
 9.1.1. Defining government  
 9.1.2. Key Problems for citizens to overcome,  
 9.1.3. Budget Priorities and redistribution,  
 9.1.4. developing community – government partnerships

**Practical:** [6 Hrs.]  
 1. Write down an essay about gender discrimination and present in class  
 2. Discussion on the present changing status of women in our Nepalese society  
 3. Write down about racial discrimination in the context of Nepal  
 4. List down key problems of citizens in Nepal

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Gender Concepts and definitions	5	9
2	Socialization and Gender	5	9
3	Development Theories and Approaches related to Gender	9	16
4	Status of Women & Women's Right	8	14
5	Gender and Development policy initiatives	8	14
6	Social Inclusion	2	4
7	Social Exclusion	2	4
8	Racism	3	5
9	Governance	3	5
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**

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

## **Social Work Field Practicum IV**

SW2207SH

**Year: II**

**Part: II**

**Total: 12 hours/week**  
**Lecture: hours/week**  
**Tutorial: hours/week**  
**Practical: 12 hours/week**  
**Lab: hours/week**

### **Course Description:**

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

### **Course Objectives:**

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

6. Develop sensitivity towards the needs and problems of the stakeholders/clients.
7. Build purposeful relationship engaging individuals, groups, and communities on problem solving process.
8. Acquire basic skills for analyzing simple problem situation and relatedness of agency intervention.
9. Learn basic process of development in society and the development stage of human behavior.
10. Learn skills on report writing and presentation.

### **Course contents:**

#### **Unit 10: Introduction to Field Placement**

- 10.1. Field Placement
- 10.2. Work needs to be done in the field
- 10.3. Log writing
- 10.4. Report writing
- 10.5. Orientation on Field Organization

#### **Unit 11: Process and Producers**

- 11.1. Build Professional Relationship
- 11.2. Apply Social Work Principles and ethics
- 11.3. Conduct study survey/ research
- 11.4. Identify problems/ Issues based on Research
- 11.5. Develop Plan of Action
- 11.6. Implementation plans of action
- 11.7. Mobilization of available resources
- 11.8. Prepare a plan, list out tasks to be done, assign responsibilities, mobilize internal External resources
- 11.9. Prepare Implement plan evaluation plan
- 11.10. Implement the plan
- 11.11. Follow up/monitor implemented activities

#### **Unit 12: Field work assignment**

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

**Evaluation procedure**

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

**Distribution of marks for evaluation**

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	30			30
2	Related institution supervisor/teacher (continuous evaluation)	30			30
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"> <li>• Report</li> <li>• Log books</li> <li>• Presentation including viva</li> </ul>		90	4 hrs	90
<b>All total:</b>					<b>150</b>

**References Books:**

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

**Third Year/ First Part**

**Social Action**  
SW3101SH

**Year: III**

**Part: I**

**Total: 6 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 3 hours/week**  
**Lab: hours/week**

**Course Description:**

This is designed to provide knowledge of social action process, model and advocacy of social action and contemporary social action. It imparts knowledge of different philosophies and social advocacy related to social action for mass betterment through changes in social structure and legislation.

**Course Objectives:**

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

1. Describe social action and its process
2. Distinguish models of social action
3. Discuss contemporary social issues
4. Explain different strategies of social action for changes in social structure and legislation

**Course Contents:**

**Theory**

**Unit 1: Introduction to Social Action as a method** **[6 Hrs.]**

- 1.1. Concept, definition and objectives
- 1.2. History of social Action
- 1.3. Social action as a method

**Unit 2: Principle and strategies of Social Action** **[8 Hrs.]**

- 2.1. Principles and strategies
- 2.2. Social action for social reform
- 2.3. Social action and social movement
- 2.4. Social action and social change and development

**Unit 3: Model of Social Action** **[7 Hrs.]**

- 3.1. Models of social action: program advocacy, legislative advocacy, campaigns and litigation.
- 3.2. Social Advocacy: Concepts, Types and strategies
- 3.3. Role of Pressure Group
- 3.4. Advocacy and outcomes- Awareness Raising, Organizing, Networking

**Unit 4: Philosophical orientation for social action** **[9 Hrs.]**

- 4.1. Karl Marx,
- 4.2. Paulo Frie,

**Unit 5: Role and skills in social action** **[3 Hrs.]**

- 5.1. Role of social worker in social action

5.2. Skill for social action

**Unit 6: Contemporary Social Action** [12 Hrs.]

- 6.1. Case study in Nepal (Democractic Movement 2046/47 and 2062/73, Janajati movement, Kamaya Movement, Madesh movement) and India (Gandhian Movement,)
- 6.2. Scope of Social Action in Nepal

**Practical:** [45 Hrs.]

Students will be placed in different organizations working in different social issues in different settings like women, child welfare setting, person with disability, elderly, etc for 30 days. On the basis of their field placement they will understand the model of social action and the strategies to use and used in Nepali context and will gain the empirical knowledge about the subject and method. During and after their field work placement they will write a detail report on how advocacy is done and how changes in social structure and legislation can be performed including the process and procedures adopted.

Final written exam evaluation scheme			
Unit	Title	Hours	Marks Distribution*
1	Introduction to Social Action as a method	6	11
2	Principle and strategies of Social Action	8	14
3	Model of Social Action	7	12
4	Philosophical orientation for social action	9	16
5	Role and skills in social action	3	5
6	Contemporary Social Action	12	22
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**

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

**Law and Social Work**  
SW3102SH

**Year: III**

**Part: I**

**Total: 4 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

This is designed to basic awareness on Law, Crime, Criminal, Justice and System in relation to Social Work. It also deals with Rights, Case Study and Drafting of *Bidhan*.

**Course Objectives:**

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

1. Explain the Laws, Constitutional, Criminal and civil cases
2. Describe the relevant criminal laws and procedures
3. Discuss the justice system

**Course Contents:**

**Theory**

**Unit 1: Introduction** **[12 Hrs.]**

- 1.1. Constitution Law
- 1.2. Civil Law
- 1.3. Criminal Law
- 1.4. Ngo & Non-Profit Distribution Company Related Law (Registration Process)
- 1.5. Substantive Law
- 1.6. Procedural Law (Principle of Locus Standi, Jurisdiction and Limtattions)
- 1.7. Social Justice

**Unit 2: Laws** **[12 Hrs.]**

- 2.1. Constitution of Nepal, (2072)
- 2.2. Fundamental Rights,
- 2.3. Citizenship
- 2.4. Directive Principles
- 2.5. Child Right and Juviniile Justice
- 2.6. Women Right
- 2.7. Elder Citizen Right

**Unit 3: Criminology** **[12 Hrs.]**

- 3.1. Criminology
- 3.2. Organized Crimes
- 3.3. Cause, Impact and Cost of the Crime
- 3.4. Understanding Youth and Crime

**Unit 4: Types of Justice System** **[9 Hrs.]**

- 4.1. Criminal Justice System
- 4.2. Juvenile Justice System
- 4.3. Victim Justice System

**Practical:****[15 Hrs.]**

1. Case Study (Related to Crime and Civil) & Drafting *Bidhan* of NGO

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Introduction	12	21
2	Laws	12	21
3	Criminology	12	21
4	Types of Justice System	9	17
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**

1. Somakanta Bhandari, 2076, Legal Drafting, Putalisadak, Pairavi Book House
2. Sudarshan Joshi, 2075, Pairavi Law Journal, Putalisadak, Pairavi Book House
3. Nepal Ko Sambidhan 2072
4. Muluki Dewani Sahita 2074
5. Muliki Aparadh Sahita 2074
6. Rewati Raj Bhandari, 2077, Procedural Law, Putalisadak, Pairavi Book House
7. Somakanta Bhandari, 2077, Procedural Law, Putalisadak, Pairavi Book House
8. Smith and Hogan's, 13<sup>th</sup> Edition, Criminal Law
9. Basana Acharya and Jamuna Aryal, 2078, Legislative Drafting Principles and Process, Pairavi Book House
10. Rabindra Bhattarai, 2077, Offending & Victimization, Criminology and Victimology, Pairavi Book House.
11. Dr. Chandra Kanta Gyawali, 2078, Constitutional Law of Nepal, Pairavi Prakasan
12. Subash Acharya, 2017, Text Book on Criminal Law, Pairavi Prakashan.
13. Dr lokendra Sharma, 2075, Criminology, Pairavi Prakashan.



**Research Method in Social Work**  
SW3103SH

**Year: III**  
**Part: I**

**Total: 5 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course Description:**

This course intends to provide general understanding about social research types, methods, tools and its application in social/community development work. Major types of social research are included in this course so that after completing this course students will be able to identify major social issues and find the root cause and possible solutions using various participatory social research tools. They will be able to read, understand and apply research finding in different social works including involving in social research and preparing a synopsis of finding.

**Course Objectives:**

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

1. Describe the major concepts of social research with examples
2. Prepare simple research concepts based on identified community issues
3. Prepare data collection tools and instrument to collect quantitative and qualitative data
4. Collect social data using PRA tools and real-time data collection tools
5. Prepare a summary report using simple statistical tools
6. Share the findings of social research to the community and concerned stakeholders

**Course Contents:**

**Theory**

- |  |                  |
|--|------------------|
| <b>Unit 1: Concept and Meaning</b>   | <b>[5 Hrs.]</b>  |
| 1.1. Definition and purpose of research in social science  |                  |
| 1.2. Overview of quantitative, qualitative and mixed methods research  |                  |
| 1.3. Statement of problem and hypothesis   |                  |
| 1.4. Sampling (probability and non-probability sampling)   |                  |
| <br>   |                  |
| <b>Unit 2: Research Design in Social Work</b>  | <b>[10 Hrs.]</b> |
| 2.1. Concept and types of research design  |                  |
| 2.2. Development of research concepts  |                  |
| 2.2.1. Statement and significance of research problem  |                  |
| 2.2.2. Definition, assumption, limitation and delimitation   |                  |
| 2.2.3. Review of related literature  |                  |
| 2.2.4. Development of Hypothesis (concept only)  |                  |
| 2.2.5. Methods: sampling, data collection procedure (instruments, tools and resources), data analysis and interpretation |                  |
| 2.2.6. Time schedule   |                  |
| 2.2.7. Budgeting   |                  |
| <br>   |                  |
| <b>Unit 3: Methods and Tools for Data Collection</b>   | <b>[15 Hrs.]</b> |

- 3.1. Development of data collection tools for quantitative and qualitative data
  - 3.1.1. Interview schedule, Interview guide
  - 3.1.2. Observation checklist
  - 3.1.3. Survey, questionnaire
  - 3.1.4. Key Informant Interview
  - 3.1.5. Case study
  - 3.1.6. Focus Group Study (FGD)
  - 3.1.7. Success/MSK stories
  - 3.1.8. Real-time data collection tools (Kobo, FieldTask)
  - 3.1.9. Online survey (e.g. Google survey)
- 3.2. Use of PRA tools to collect qualitative data

**Unit 4: Analysis and Presentation of Findings [10 Hrs.]**

- 4.1. Overview basic statistical analysis:
  - 4.1.1. Mean, Mode, median, range, percentage, ratio, average, standard deviation
- 4.2. Presentation of finding using
  - 4.2.1. Tables, Pie chart, bar diagrams

**Unit 5: Sharing the Research/Case Study Findings [5 Hrs.]**

- 5.1. Prepare research report of social work
- 5.2. Develop synopsis of finding
  - 5.2.1. Summary of finding
  - 5.2.2. Background
  - 5.2.3. Introduction
  - 5.2.4. Statement of the problem with significance
  - 5.2.5. Methodologies
  - 5.2.6. Finding and Discussion
  - 5.2.7. Conclusion and Recommendations
  - 5.2.8. References /Citation and Annexes
- 5.3. Ethical Consideration in social work research

**Practical: [30 Hrs.]**

1. Develop Concept notes on social/community issue
2. Design and develop sampling strategy in the given issues
3. Formulate Statement of research problem
4. Conduct literature review in the given issues/topic
5. Develop data collection matrix (quantitative/qualitative)
6. Use of PRA tool to collect data/information from the field (use of PRA tools)
7. Collect data using Kobo tool
8. Use of qualitative tools: FGD, In-depth interview, questionnaire
9. Use of quantitative methods (survey to collect numeric data)
10. Analyze quantities data (use of basic statistical tools) and qualitative data (using thematic/issue analysis)
11. Analyze qualitative data using Mean, Mode, median, range, percentage, ratio, average, standard deviation
12. Analyze qualitative data using thematic analysis

13. Interpret and present information using Tables, Pie chart, bar diagrams
14. Write articles and publish major finding in journal, newspaper periodicals
15. Organize learning sharing workshop

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Concept and meaning	5	9
2	Research Design in Social Work	10	18
3	Methods and Tools for Data Collection	15	26
4	Analysis and Presentation of Findings	10	18
5	Sharing the Research/Case Study Findings	5	9
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

#### **References:**

1. Chowdhary, AD. Paul.1990. Voluntary Efforts in Social Welfare and Development. Siddhartha Publications, New Delhi.
2. Kothari, C. R., Research Methodology: Methods and Techniques, New Delhi, Wishwa Prakashan, 1996.
3. Rubin, Allen, Babbie, E, research Methods for Social Work, USA, Brooks/Cole Publishing Co.
4. Kumar, S. (2002). Methods for Community Participation. New Delhi: Vistaar Publications.
5. Barbara A. Israel, Eugenia Eng, Amy J. Schulz, and Edith A. Parker (Eds). Editors. Methods in Community-Based Participatory Research for Health. Jossey-Bass. A Wiley Imprint. 989 Market Street, San Francisco, CA 94103-1741  
www.josseybass.com
6. Centre for Social Justice and Community Action. (2012). Community-Based Participatory Research: A Guide to Ethical Principles and Practice. Durham University.
7. Cornewall, A. (ed.). (2011). The Participation Reader. Zed Books Ltd, 7 Cynthia Street, London.
8. Denzin, N.K., Strategies of Qualitative Inquiry, Sage Publications, USA, 1999.
9. Good and Hatt, Methods in Social Research, New York, Mc Graw Hill 1952.
10. Green, J. and Browne, J. (2005). Principles of Social Research. New Delhi: Tata McGraw-Hill.
11. Gupta S. P., Statistical methods, New Delhi, S Chand and Co., 1987.
12. Kerlinger, F., Foundation of Behavioral Research, New York, Princhart and Wiston, 1973.
13. Kindon, Sara, Pain, R. and Kesby, M. (Eds.) (2007) Participatory Action Research Approaches and Methods: Connecting people, participation and place. Routledge 270 Madison Avenue, New York, NY 10016.

14. Newman, W.L., Research Methods-Quantitative and Qualitative Approaches, USA, Allyn and Bacon, 1997.
15. Stake, Robert E., The Art of Case Study Research, Sage Publications, New Delhi, 1995.
16. Whyte, W. (ed), Participatory Action Research, New Delhi, Sage Publications, 1991.
17. Young, P.V., Scientific Social Survey and Research, New Delhi, Prentice Hall of India, 1968.

**Development Studies**  
SW3104SH

**Year: III**  
**Part: I**

**Total: 4 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

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

**Course Contents:**

**Theory**

<b>Unit 1: Introduction</b>	<b>[10 Hrs.]</b>
1.1. Development	
1.2. Human Development	
1.3. Sustainable Development	
1.4. People Participation	
1.5. Economic Growth	
1.6. Rural Development	
<b>Unit 2: Theories</b>	<b>[8 Hrs.]</b>
2.1. Development Theories	
2.2. Related theories	
<b>Unit 3: Concept of Poverty</b>	<b>[6 Hrs.]</b>
3.1. Poverty is Multidimensional	
3.2. Material Well-beings	
3.3. Psychological Well-beings	
3.4. State-provided Infrastructure	
3.5. The Assets of Poor	
<b>Unit 4: Needs and Basic Needs</b>	<b>[6 Hrs.]</b>
4.1. Basic Human Need	
4.2. Other Needs	
4.3. Hunger	
<b>Unit 5: Mixed-Economy</b>	<b>[8 Hrs.]</b>

- 5.1. Mixed Economy
- 5.2. Free market and efficiency
- 5.3. Civil Society

**Unit 6: Rural Economy and Rural Structure**

[7 Hrs.]

- 6.1. Concept of rural economy
- 6.2. Agriculture and development

**Practical:**

[15 Hrs.]

- 1. Field Report and Advocacy /Presentation (Rural Economy and Basic need)

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Introduction	10	18
2	Theories	8	14
3	Concept of Poverty	6	11
4	Needs and Basic Needs	6	11
5	Mixed-Economy	8	14
6	Rural Economy and Rural Structure	7	12
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References**

- 1. Dr Chakrapani Lauitel and Khagendra Pokherel, 2011, A Textbook on Rural Development, Kathmandu, Pradhan Book House
- 2. Nepalese Journal of Development and Rural Studies, Central Department of Rural Development, T.U.
- 3. Research Nepal Journal of Development Studies, Research Nepal, Lalitpur
- 4. Dr Rajan Binayek Pasa, 2021, Agriculture and Development, New Hira Book Enterprises, Kirtipur
- 5. Dr Chiranjibi Nepal, 2076, Development Management, CEMID Nepal,

## Disaster Risk Reduction and Management

SW3105SH

**Year: III**

**Part: I**

**Total: 5 hours/week**

**Lecture: 3 hours/week**

**Tutorial: hours/week**

**Practical: 2 hours/week**

**Lab: hours/week**

### Course Description:

This course covers the basic concept on DRR and Climate Change Adaptation (CCA), disaster preparedness and management cycle, major hazards in Nepal, the impact of natural calamities and complex disasters, risk (hazard, vulnerability, and capacity) assessment tools and techniques, policy framework of Nepal government on DRR and CCA, accountability and transparency, and resilient community.

### Course Objectives:

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

1. explain the basic concept of DRR and CCA, disaster preparedness, and management cycle.
2. explain preparedness and mitigation measures of major hazards and the impact of disasters on human beings.
3. conduct risk (hazard, vulnerability, and capacity) assessment in the communities.
4. familiar with the policy framework of the Nepal government on DRR and CCA
5. familiar with the basic accountability, transparency, and complaint response mechanism.
6. describe the 9 minimum characteristics of a disaster-resilient community

### Course contents:

#### Theory

#### Unit 1: Basic concept on DRR and CCA [3 Hrs.]

- 1.1. Terminologies on DRR and CCA
- 1.2. Definition of disaster, hazard, vulnerability, capacity, risk, community resilience.
- 1.3. Definition of climate change, climate change adaptation, and its impacts
- 1.4. Types of disasters in Nepal and global scenario
  - 1.4.1. Hydrological
  - 1.4.2. Meteorological
  - 1.4.3. Climatological
  - 1.4.4. Geophysical
  - 1.4.5. Biological

#### Unit 2: Disaster preparedness and management cycle [3 Hrs.]

- 2.1. Preparedness: Concept, major tasks
- 2.2. Response (search, rescue, relief operation): Concept, major tasks, timeline
- 2.3. Recovery (early recovery and recovery): Concept, major tasks, timeline
- 2.4. Mitigation (Rehabilitation/reconstruction): Concept, major tasks, timeline

#### Unit 3: Major hazards in Nepal [12 Hrs.]

- 3.1. **Earthquake:** Concept, major earthquakes in Nepal and global scenario cause and affects, impacts, preparedness and mitigation measures
- 3.2. **Fire:** Concept, major fire incidents in Nepal, cause & effects, preparedness & mitigation measures
- 3.3. **Landslide:** Concept, major landslide incidents in Nepal, cause and affects preparedness and mitigation measures
- 3.4. **Flood:** Concept, major flood incidents in Nepal, cause and affects preparedness and mitigation measures
- 3.5. **Lightening:** Concept, major lightning incidents in Nepal, cause and affects, preparedness and mitigation measures
- 3.6. **Epidemic:** Concept, major epidemic outbreaks in Nepal, cause and affects preparedness and mitigation measures

**Unit 4: Impacts of natural calamities and complex disasters [3 Hrs.]**

- 4.1. Humanitarian crisis
  - 4.1.1. Causalities
  - 4.1.2. Migration
  - 4.1.3. Displaced and Refugees
  - 4.1.4. Psychosocial impacts
- 4.2. Economic and infrastructure destruction
- 4.3. Obstruction of essential service deliveries

**Unit 5: Risk (hazard, vulnerability, and capacity) assessment tools and techniques[6 Hrs.]**

- 5.1. Hazard ranking: Concept, process, and expected findings
- 5.2. Social and resource mapping: concept, process, expected finding, and practice
- 5.3. Hazard and vulnerability mapping: Concept, process, expected findings and practice
- 5.4. Historical timeline: Concept, process, and expected findings
- 5.5. Problem tree analysis: Concept, process, and expected findings
- 5.6. Well-being ranking: Concept, process, and expected findings
- 5.7. Institutional analysis: Concept, process and expected findings, and practice
- 5.8. Local knowledge and skills mapping: Concept, process and expected findings, and practice

**Unit 6: Policy framework of Nepal government on DRR and CCA [4 Hrs.]**

- 6.1. Disaster management and CCA on Constitution of Nepal 2072: Major provisions
- 6.2. Disaster management and CCA on the 15<sup>th</sup>-period plan: Major provisions
- 6.3. Disaster management act-2074 and policy 2076: Concept, major provision, the function of different levels of structures for disaster management
- 6.4. National DRR Strategic Action Plan 2018-2030: Concept, major areas, and targets
- 6.5. Disaster preparedness and response plan (DPRP): Concept, process, and expected results
- 6.6. Local disaster and climate risk plan (LDCRP): Concept, process, and expected results
- 6.7. Information management system (IMS): drr portal, bipad portal

**Unit 7: Existing structures of Nepal Government on DRR and CCA [4 Hrs.]**



- 7.1. National Council: Members, roles, and responsibilities
- 7.2. Executive Committee: Members, roles, and responsibilities
- 7.3. National Disaster Risk Reduction and Management Authority (NDRRMA): Members, formation process, roles, and responsibilities
- 7.4. Provincial Disaster Management Committee (PDMC): Members, roles, and responsibilities
- 7.5. District Disaster Management Committee (DDMC): Members, roles, and responsibilities
- 7.6. Local Disaster Management Committee (LDMC): Members, roles, and responsibilities
- 7.7. Ward Disaster Management Committee (WDMC): Members, roles, and responsibilities
- 7.8. Tas forces: Members, formation process, roles, and responsibilities

**Unit 8: Accountability and transparency** **[6 Hrs.]**

- 8.1. Complaint response mechanism: Concept, major provisions, complaint handling process,
- 8.2. Transparency tools:
  - 8.2.1. Social audit: Concept, participation, process, expected results
  - 8.2.2. Public audit: Concept, participation, process, expected results
  - 8.2.3. Public hearing: Concept, participation, process, expected results
  - 8.2.4. Visibility board: Concept, participation, process, expected results

**Unit 9: Resilient community** **[4 Hrs.]**

- 9.1. Definition, case stories of a resilient community
- 9.2. Minimum characteristics of a disaster-resilient community

**Practical:** **[30 Hrs.]**

1. Conduct “duck, cover, and hold” simulation
2. Prepare “go bag” for the emergency
3. Conduct a practice to use fire extinguisher in emergency
4. Practice fire controlling other methods (fire of LP gas)
5. Practice to install a simple earthing system at house
6. Prepare a household level contingency plan for disaster
7. Practice hazard ranking
8. Prepare social, resource, hazard, and vulnerability maps
9. Prepare historical timeline
10. Conduct problem tree analysis
11. Conduct wellbeing ranking
12. Conduct institutional analysis
13. Conduct local knowledge and skill mapping practice
14. Conduct public auditing simulation
15. Conduct complaint handling simulation
16. Field practice: Organize a one-day field program to practice unit -5 related 8 types of assessment tools. Students will collect the information with the community people during the field visit. Then, they do a brief presentation in the group to teach each other. Teachers will provide feedback on the assessment’s process and findings. In

addition, it will be good if the college chooses the flood/landslide-prone areas where students can observe flood/landslide preparedness and mitigation measures.

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Basic concept on DRR and CCA	3	5
2	Disaster preparedness and management cycle	3	5
3	Major hazards in Nepal	12	22
4	Impacts of natural calamities and complex disasters	3	5
5	Risk (hazard, vulnerability, and capacity) assessment tools and techniques	6	11
6	Policy framework of Nepal government on DRR and CCA	4	7
7	Existing structures of Nepal Government on DRR and CCA	4	7
8	Accountability and transparency	6	11
9	Resilient community	4	7
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**Reference:**

1. Carter, W Nick: Disaster Management: A Disaster Manager's Handbook ADB, 1991. Singh/Dewan: Safety security and Risk Management
2. (Module Prepared by), Sheila, B Reed (1992). Introduction to Hazards (1<sup>st</sup> edition), Disaster management Training Program (UNDP/UNDRO)
3. Module prepared by Kent, Randolph, (1992) Disaster Preparedness, (1<sup>st</sup> edition) Disaster management Training Program (UNDP/UNDRO)
4. No writer, (1992) An overview of Disaster Management; (2<sup>nd</sup> edition) Disaster management Training Program (UNDP/UNDRO)
5. National Laws and regulations (Disaster management/government policies)

**Humanitarian Response Management**  
SW3106SH

**Year: III**  
**Part: I**

**Total: 5 hours/week**  
**Lecture: 3 hours/week**  
**Tutorial: hours/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course Description:**

This course covers the basic concept of humanitarian response management, humanitarian response management cycle, community search and rescue, beneficiary targeting, need assessment, post-distribution monitoring tools, cash and voucher assistance programming, procurement, and logistics management, coordination mechanism, sphere standards, and policy framework of Nepal Government in an emergency.

**Course Objectives:**

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

1. explain the basic concept of humanitarian response management, response steps, and cycle
2. gain practical knowledge and skill on community search and rescue.
3. Prepare the beneficiary selection criteria, and be familiar with the beneficiary's selection process.
4. conduct need assessments, and post-distribution monitoring by using mobile apps.
5. describe the basic concept of cash and voucher assistance programming in an emergency.
6. familiar with the basic knowledge and skills on procurement and logistics management.
7. identify the stakeholders for the coordination in mega-disasters.
8. familiar with government policies, standards, and guidelines for emergency response.
9. ensure the basic humanitarian standard and transparency tools in an emergency.

**Course contents:**

**Theory**

- Unit 1: Basic concept on humanitarian response management [3 Hrs.]**
- 1.1. Terminologies on humanitarian response management
  - 1.2. Humanitarian principles (humanity, neutrality, impartiality, independence)
  - 1.3. Types of the humanitarian crisis in Nepal and global scenario
- Unit 2: Steps of humanitarian response management [3 Hrs.]**
- 2.1. Search, rescue, and first aid: Concept, major tasks, timeline
  - 2.2. Relief operation (in-kind or cash support): Concept, major tasks, timeline
  - 2.3. Recovery support: Concept, major tasks, timeline
  - 2.4. Rehabilitation/reconstruction: Concept, major tasks, timeline
  - 2.5. Preparedness to response: Concept, major tasks, timeline
- Unit 3: Humanitarian program management cycle [2 Hrs.]**
- 3.1. Need assessment and analysis: Concept, major tasks

- 3.2. Strategic planning: Concept, major tasks
- 3.3. Resource mobilization: Concept, major tasks
- 3.4. Implementation and monitoring: Concept, major tasks
- 3.5. Review and evaluation: Concept, major tasks

**Unit 4: Community search and rescue**

**[6 Hrs.]**

- 4.1. Collapsed structure search and rescue (CSSR)
  - 4.1.1. CSSR: An introduction
  - 4.1.2. TEA (Tools, Equipment, and Accessories)
  - 4.1.3. Victim locating techniques/ victim search methods
- 4.2. First aid
  - 4.2.1. A brief Introduction, Importance, and task
  - 4.2.2. Personal Protection Equipment (PPE) and other necessary equipment
  - 4.2.3. Patient assessment
  - 4.2.4. Fracture and splinting
  - 4.2.5. Bleeding control method, dressing, and bandaging
  - 4.2.6. CPR (Cardio Pulmonary Resuscitation) to adult and child
  - 4.2.7. Patient Carrying Methods
- 4.3. Water rescue
  - 4.3.1. Basic water safety and rescue search patterns
  - 4.3.2. Rescue techniques through swimming
  - 4.3.3. PFD (Personal floating device)
  - 4.3.4. Search patterns
  - 4.3.5. First aid for the victim
- 4.4. Fire fighting
  - 4.4.1. Introduction of fire
  - 4.4.2. Triangle of fire
  - 4.4.3. Classification of fire
  - 4.4.4. Causes of fire
  - 4.4.5. Principle of fire fighting
  - 4.4.6. Use of fire extinguisher
  - 4.4.7. Forest fire: Types and extinguishing methods
  - 4.4.8. Personal Protection Equipment (PPE) for the fire fighting

**Unit 5: Beneficiaries targeting, need assessment, and post-distribution monitoring[6 Hrs.]**

- 5.1. Need assessment: Concept, process, and expected findings
- 5.2. Beneficiaries targeting: Criteria development, selection, and endorsement process
- 5.3. Initial rapid assessment (IRA): Concept, process, and expected findings
- 5.4. Multi-sector Initial Need Assessment (MIRA): Concept, process, and expected findings
- 5.5. Post distribution monitoring (PDM): Concept, process, and expected findings
- 5.6. Data collection tools and techniques: Concept, the introduction of potential mobile apps (Kobo toolkit), sample size calculation, and sampling methods.

**Unit 6: Cash and voucher assistance (CVA) programming**

**[6 Hrs.]**

- 6.1. Define cash transfer programming, difference between in kind support and cash support
- 6.2. Cash transfer modalities, modality wise merits and demerits, and delivery mechanism
- 6.3. Preconditions for implementation of cash and voucher assistance
- 6.4. History of cash and voucher assistance programming in Nepal by government and humanitarian partners
- 6.5. Types of service providers (financial and IT) and their roles and responsibilities
- 6.6. Process of cash transfer programming, minimum expenditure basket
  - 6.6.1. Commodity voucher: Concept, process, and a sample of commodity voucher
  - 6.6.2. Cash voucher: Concept, process, and a sample of cash voucher
  - 6.6.3. Direct cash: Concept, process, delivery mechanisms
  - 6.6.4. Cash for work: Concept, process, and beneficiary targeting
- 6.7. Market assessment: concept, process, and expected findings

**Unit 7: Procurement and logistics management [6 Hrs.]**

- 7.1. **Materials procurement:** Concept, process (purchase request, quotation collection, quote comparison/evaluation, the decision of procurement committee, purchase order, good delivery, and goods receipt note), thresholds.
- 7.2. **Service procurement:** Concept, Term of Reference (ToR), process (announcement, collection of a technical and financial proposal from consultants, proposal analysis/comparison, the decision of procurement committee, signing on contract, service delivery, and final reporting), thresholds.
- 7.3. **Logistic management:** Concept, process, and expected results
- 7.4. **Warehouse management:** Concept, process, and expected results
- 7.5. **Fleet management:** Concept, process, and expected results

**Unit 8: Coordination mechanism [3 Hrs.]**

- 8.1. Coordination mechanism in local, provincial, and federal level disaster management committees and existing structures of coordination under Government and humanitarian actors
- 8.2. Global cluster system: Concept, structures, roles and responsibilities, time of activation

**Unit 9: Sphere standards [8 Hrs.]**

- 9.1. The humanitarian charters
- 9.2. Protection principles
- 9.3. Core humanitarian standards (CHS): Concept, major provisions,
- 9.4. Minimum standards
  - 9.4.1. Water supply and sanitation
  - 9.4.2. Nutrition
  - 9.4.3. Food aid
  - 9.4.4. Shelter and site planning
  - 9.4.5. Health services

**Unit 10: Policy framework of Nepal government in emergency [2 Hrs.]**

- 10.1. Prime Minister’s Disaster Relief fund mobilization policy-2063: Major provisions
- 10.2. Dead body management guideline-2068: Major provisions
- 10.3. Disaster affected people rescue and relief standard (7<sup>th</sup> revision)-2077: Major provisions
- 10.4. Emergency communication system operation standard – 2075: Major provisions
- 10.5. Cold waves affected poor people identification and relief standard-2069: Major provisions
- 10.6. The disaster affected people recovery program operation procedure-2071: Major provisions
- 10.7. Disaster assessment guideline-2072: Major provisions

**Practical:**

**[30 Hrs.]**

1. Practice to assess patient
2. Practice to control bleeding, dressing, and bandaging
3. Practice on Cardio Pulmonary Resuscitation (CPR) to adult & child
4. Practice to carrying the patient
5. Practice on victim locating techniques/ victim search methods
6. Practice on first aid for the water victim
7. Practice on bucket drills for fire control
8. Practice to analyze the beneficiaries and develop selection criteria
9. Practice to fill up information on IRA and MIRA templates
10. Practice to prepare questionnaire for needs assessment and PDM
11. Practice to fill up information in mobile phone-based apps
12. Practice to calculate a minimum expenditure basket (MEB)
13. Practice to fill procurement process-related templates
14. Practice to develop ToR for the service contract
15. Practice to prepare a food package calculation in emergency

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Basic concept on humanitarian response management	3	5
2	Steps of humanitarian response management	3	5
3	Humanitarian program management cycle	2	4
4	Community search and rescue	6	11
5	Beneficiaries targeting, need assessment, and post-distribution monitoring	6	11
6	Cash and voucher assistance (CVA) programming	6	11
7	Procurement and logistics management	6	11

8	Coordination mechanism	3	5
9	Sphere standards	8	13
10	Policy framework of Nepal government in emergency	2	4
	<b>Total</b>	<b>45</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**Reference:**

1. Carter, W Nick: Disaster Management: A Disaster Manager's Handbook ADB, 1991. Singh/Dewan: Safety security and Risk Management
2. (Module Prepared by), Sheila, B Reed (1992). Introduction to Hazards (1<sup>st</sup> edition), Disaster management Training Program (UNDP/UNDRO)
3. Module prepared by Kent, Randolph, (1992) Disaster Preparedness, (1<sup>st</sup> edition) Disaster management Training Program (UNDP/UNDRO)
4. No writer, (1992) An overview of Disaster Management; (2<sup>nd</sup> edition) Disaster management Training Program (UNDP/UNDRO)
5. National Laws and regulations (Disaster management/government policies)
6. The Sphere handbook-2000 (<http://www.sphereproject.org>)
7. Ministry of Home Affairs, Nepal (2019), Nepal Disaster report
8. <https://www.humanitarianresponse.info/en/programme-cycle/space>

**Social Work Field Practicum V**  
SW3107SH

**Year: III**  
**Part: I**

**Total: 10 hours/week**  
**Lecture: hours/week**  
**Tutorial: hours/week**  
**Practical: 10 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

11. Develop sensitivity towards the needs and problems of the stakeholders/clients.
12. Build purposeful relationship engaging individuals, groups, and communities on problem solving process.
13. Acquire basic skills for analyzing simple problem situation and relatedness of agency intervention.
14. Learn basic process of development in society and the development stage of human behavior.
15. Learn skills on report writing and presentation.

**Course contents:**

**Unit 13: Introduction to Field Placement**

- 13.1. Field Placement
- 13.2. Work needs to be done in the field
- 13.3. Log writing
- 13.4. Report writing
- 13.5. Orientation on Field Organization

**Unit 14: Process and Producers**

- 14.1. Build Professional Relationship
- 14.2. Apply Social Work Principles and ethics
- 14.3. Conduct study survey/ research
- 14.4. Identify problems/ Issues based on Research
- 14.5. Develop Plan of Action
- 14.6. Implementation plans of action
- 14.7. Mobilization of available resources
- 14.8. Prepare a plan, list out tasks to be done, assign responsibilities, mobilize internal External resources
- 14.9. Prepare Implement plan evaluation plan
- 14.10. Implement the plan
- 14.11. Follow up/monitor implemented activities

**Unit 15: Field work assignment**



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

**Evaluation procedure**

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

**Distribution of marks for evaluation**

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	30			30
2	Related institution supervisor/teacher (continuous evaluation)	30			30
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"> <li>• Report</li> <li>• Log books</li> <li>• Presentation including viva</li> </ul>		90	4 hrs	90
<b>All total:</b>					<b>150</b>

**References Books:**

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

**Third Year/ Second Part**

**Contemporary Affairs**  
SW3201SH

**Year: III**  
**Part: II**

**Total: 5 hours/week**  
**Lecture: 4 hours/week**  
**Tutorial: hours/week**  
**Practical: 2/2 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

1. Describe conflict, peace, development and human security
2. Assess reasons of conflict and its impact on peace, development and human security
3. Design peace building processes from individual, family, group to national level
4. Work on various aspects of human security, rehabilitation processes
5. Describe the power, process and structure of the federal, provincial & local government

**Course Contents:**

**Theory**

**Unit 1: Introduction** **[6 Hrs.]**

- 1.1. Peace, Development and Human Security
- 1.2. Definition and theory of conflict (reasons/causes, types, stages/levels, impacts and management)
- 1.3. Definition and theory of peace, types and peace building
- 1.4. Definition of development and human security (types and areas of human security services)

**Unit 2: Conflict Management and Resolution** **[10 Hrs.]**

- 2.1. Understanding the Power, Politics and Conflict
- 2.2. Role of culture, power and gender in conflict transformation
- 2.3. Conflict mitigation and Crisis Prevention (introduction and various methodologies)
- 2.4. Skill of Conflict Management: peace talk, mediation, negotiation, agreements and implementation

**Unit 3: Peace Building** **[10 Hrs.]**

- 3.1. Theory of Peace Building/Stable peace (components and tasks of peace building)
- 3.2. State reform and Restructuring State
- 3.3. Constitution and Institutional reform
- 3.4. Media and Peace education

**Unit 4: Political Economy, Investment and Sustainable Development** **[12 Hrs.]**

- 4.1. Development and economic recovery
- 4.2. Aid Agencies for Reconstruction (various approaches)

- 4.3. Recovery and Rehabilitation: dealing with the Psychological (trauma), physical, social, economic etc.
- 4.4. Nepalese situation: development and conflict recovery

**Unit 5: Human and National Security [10 Hrs.]**

- 5.1. Population: demographic change and security
- 5.2. Essential needs and security: food, nutrition, water, health, education and housing security
- 5.3. Poverty alleviation, employment and income security
- 5.4. Vulnerable group security: (victims, internally displaced persons, forceful migration and refugees, children, women, senior citizen, underprivileged, marginalized and differently able groups)
- 5.5. Personal, community, global environment and national security
- 5.6. Security situation of Nepal

**Unit 6: Federal Structure of Governance [6 Hrs.]**

- 6.1. Formation of Federal, Provincial and Local government (The provision of constitution of Nepal)
- 6.2. Duties, Rights and Responsibility of 3 tiers of Government
- 6.3. Inter-relation between 3 tiers of government
- 6.4. The constitution of Nepal and Election system (Direct voting, Proportional and Representation)
- 6.5. Executive, Judiciary & executive body (federal, provincial and local)
- 6.6. Right to information and its implementation

**Unit 7: SDG (Sustainable Development Goal) [6 Hrs.]**

- 7.1. Overview of SDG
- 7.2. 17 Individual Goals
- 7.3. SDG and Nepal

**Practical: [15 Hrs.]**

1. Group Discussion Exercise on reasons/causes, types, stages/levels, and impacts of Conflict.
2. Group Discussion Exercise on Role of culture, power and gender in conflict transformation
3. Simulation Game on peace talk,
4. Simulation Game on mediation, negotiation, agreements
5. Group Exercise on Maslow's hierarchy of needs
6. Group Exercise (role play) on different vulnerable groups
7. Group discussion on Constitutional rights and duties
8. Group Exercise on SDG goals

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Introduction	6	8
2	Conflict Management and Resolution	10	13

3	Peace Building	10	13
4	Political Economy, Investment and Sustainable Development	12	17
5	Human and National Security	10	13
6	Federal Structure of Governance	6	8
7	SDG (Sustainable Development Goal)	6	8
	<b>Total</b>	<b>60</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

### Reference:

1. Alex Austin, Martina Fisher and Norbert Ropers (eds.), (2004), *Transforming Ethnopolitical Conflict*, Germany-VS VERLAG
2. Ananda P Shrestha (et al.), (2003), *Conflict Resolution & Governance in Nepal*, NEFAS, FES, Nepal
3. Chuda Bahadur Shrestha (Ph.D.), (2004), *Nepal coping with maoist insurgency; conflict analysis and resolution*, Kathmandu- Chetana Lokshum
4. David P Barash and Charles P. Webel, (2002), *Peace and Conflict Studies*, New Delhi- Saga Publications
5. Dipankar Banerjee, (ed), (2000), *South Asia At Gun Point*, Sri-Lanka-Regional Centre for Strategic Studies
6. Edward Newman and Joanne van Selm, (2004), *Refugees and Forced Displacement; International Security, Human Vulnerability and the State*, New Delhi- Manas Publication in collaboration United Nations University Press
7. Ho-Won Jeong, (2006), *PeaceBuilding in PostConflict Societies; Strategies and Process*, New Delhi- Viva Publication,
8. James Vadackumchery & John Kattakayam, (1995), *Human Behaviour and Law E* Lincoln Chen, Sakiko Fukuda-Parr and Ellen Seidensticker (Ed), (2005), *Human Insecurity in a Global World*, India-Viva Books Private Limited
9. Muthiah Alagappa and Takashi Inoguchi, (2004), *International Security Management and the United Nations*, The United Nations System in the 21<sup>st</sup> Century, New Delhi- Manas Publications with collaboration United Nations University Press
10. Peter Wallensteen, (2004) (reprinted), *Understanding Conflict Resolution; War, Peace and the Global System*, New Delhi-Saga Publications
11. Peter Harris and Ben Reily, (ed), (1998), *Democracy and Deep-Rooted Conflict: Options for Negotiators*, Sweden-International IDEA
12. S. Mahendra, Dev, Piush Antony and R.P. Mamgain (Ed), (2001), *Social and Economic Security in India*, New-Delhi Institute for Human Development
13. Viotti R paul, Kauppi V. Mark; 2007; (third edition) *International relations and world politics*; New Delhi, Pashupati printers
14. Publication from government enterprises of Nepal,
15. Constitution of nepal 12072
16. स्थानिय सरकार संचालन ऐन २०७४
17. स्थानि, प्रदेश तथा संसदको निर्वाचन संग सम्बन्धित ऐनहरु
18. SDG Nepal Report

19. [http://hdr.undp.org/sites/default/files/nhdr\\_human\\_security\\_gn.pdf](http://hdr.undp.org/sites/default/files/nhdr_human_security_gn.pdf)
20. <https://sdgs.un.org/goals>

**Entrepreneurship Development**  
SW3201MG

**Year: III**  
**Semester: II**

**Total: 5 Hrs. /week**  
**Lecture: 3 Hrs./week**  
**Tutorial: Hr./week**  
**Practical: 2 Hrs./week**  
**Lab: Hrs./week**

**Course Description:**

This course is designed to provide the knowledge and skills on formulating business plan and managing small business. The entire course deals with assessing, acquiring, and developing entrepreneurial attitude; skills and tools that are necessary to start and run a small enterprise.

**Course Objectives:**

After completion of this course students will be able to:

1. Understand the concept of business and entrepreneurship;
2. Explore entrepreneurial competencies;
3. Analyze business ideas and viability;
4. Learn to formulate business plan with its integral components and
5. Manage small business.

**Course Contents:**

**Theory**

**Unit 1: Introduction to Business & Entrepreneurship: [9 Hrs.]**

- 1.1 Overview of entrepreneur and entrepreneurship
- 1.2 Wage employment, self-employment and business
- 1.3 Synopsis of types and forms of enterprises
- 1.4 Attitudes, characteristics & skills required to be an entrepreneur
- 1.5 Myths about entrepreneurs
- 1.6 Overview of MSMEs (Micro, Small and Medium Enterprises) in Nepal

**Unit 2: Exploring and Developing Entrepreneurial Competencies: [9 Hrs.]**

- 2.1 Assessing individual entrepreneurial inclination
- 2.2 Assessment of decision-making attitudes
- 2.3 Risk taking behavior and risk minimization
- 2.4 Creativity and innovation in business
- 2.5 Enterprise management competencies

**Unit 3: Business identification and Selection: [4 Hrs.]**

- 3.1 Sources and method of finding business idea(s)
- 3.2 Selection of viable business ideas
- 3.3 Legal provisions for MSMEs in Nepal

**Unit 4: Business plan Formulation:****[18 Hrs.]**

- 4.1 Needs and importance of business plan
- 4.2 Marketing plan
  - Description of product or service
  - Targeted market and customers
  - Location of business establishment
  - Estimation of market demand
  - Competitors analysis
  - Estimation of market share
  - Measures for business promotion
- 4.3 Business operation plan
  - Process of product or service creation
  - Required fix assets
  - Level of capacity utilization
  - Depreciation & amortization
  - Estimation office overhead and utilities
- 4.4 Organizational and human resource plan
  - Legal status of business
  - Management structure
  - Required human resource and cost
  - Roles and responsibility of staff
- 4.5 Financial plan
  - Working capital estimation
  - Pre-operating expenses
  - Source of investment and financial costs
  - Per unit cost of service or product
  - Unit price and profit/loss estimation of first year
- 4.6 Business plan appraisal
  - Return on investment
  - Breakeven analysis
  - Risk factors

**Unit 5: Small Business Management:****[5 Hrs.]**

- 5.1 Concept of small business management
- 5.2 Market and marketing mix
- 5.3 Basic account keeping



## **Practical**

- Unit 1: Overview of Business & Entrepreneurship** [2 Hrs.]  
1. Collect business information through interaction with successful entrepreneur
- Unit 2: Exploring and Developing Entrepreneurial Competencies** [2 Hrs.]  
• Generate innovative business ideas
- Unit 3: Product or service Identification and Selection** [2 Hrs.]  
1. Analyze business ideas using SWOT method
- Unit 4: Business Plan Formulation** [22 Hrs.]  
1. Prepare marketing plan  
2. Prepare operation plan  
3. Prepare organizational and human resource plan  
4. Prepare financial plan  
5. Appraise business plan  
6. Prepare action plan for business startup
- Unit 5: Small Business Management** [2 Hrs.]  
1. Prepare receipt and payment account  
2. Perform costing and pricing of product and service

**Training and Development**  
SW3202SH

**Year: III**  
**Part: II**

**Total: 6 hours/week**  
**Lecture: 4 hours/week**  
**Tutorial: hours/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

1. Assess needs of social work education and training
2. Learn pedagogy of education, training of trainer, facilitation and reflection
3. To prepare capable human resource of working as support cadres under non-formal education and literacy program.
4. To prepare human resource who have acquired knowledge about analyzing the social environment from the point of view of education and literacy, procuring and making environmentally friendly learning materials.
5. Be familiar with the key concepts and selected tools of the facilitation approach
6. Have developed further their facilitation skills
7. Identify appropriate facilitation techniques to be applied in common circumstance
8. Have developed next steps to apply their learning in their working context

**Course contents:**

**Theory**

**Unit 1: Training of Trainers**

**[30 Hrs.]**

- 1.1. Training Concepts/ Foundations
  - 1.1.1. Overview of training
    - 1.1.1.1. Basic concept of training and its functions
    - 1.1.1.2. Explain the main reasons for organizing training program
  - 1.1.2. Apply Adult Learning strategies and principles
    - 1.1.2.1. Identify the characteristics of adult learners
    - 1.1.2.2. List the major adult learning principles
    - 1.1.2.3. Explain how a trainer can apply adult learning principles in his/her teaching learning process
- 1.2. Designing / Planning the Training Program
  - 1.2.1. Training Needs Assessment
  - 1.2.2. The training purpose (goal)
  - 1.2.3. Develop lesson plan and simple objectives
- 1.3. Methodologies
  - 1.3.1. Use Brainstorming
  - 1.3.2. Give a Demonstration
  - 1.3.3. Use Group Work
  - 1.3.4. Use Role Play, Simulation, Games, Skit
  - 1.3.5. Conduct Debriefing

- 1.3.5.1. Explain the three components of debriefing
- 1.3.5.2. List the major steps to conduct debriefing on completed session or events
- 1.3.5.3. Conduct debriefing on completed session or events
- 1.4. Use of Media
  - 1.4.1. Develop Flip Charts, Met cards/flash Cards
  - 1.4.2. Multimedia, video clips etc
- 1.5. Professionalism
  - 1.5.1. Role and Characteristics of Trainers
- 1.6. Give and Receive Feedback
  - 1.6.1. Describe the basic four components of giving and receiving feedback
  - 1.6.2. List Do's and Don'ts Do's during giving and receiving feedback
  - 1.6.3. Give and receive developmental feedback during and after session presentation
- 1.7. Evaluate training sessions
  - 1.7.1. Measure Training Success
- 1.8. Micro-teaching session
  - 1.8.1. Develop, facilitate and evaluate training sessions applying adult learning principles and creative training techniques
    - 1.8.1.1. Teach a given domain of learning by developing lesson/session plan, visuals and platform skills
    - 1.8.1.2. Evaluate the learning outcomes as per the prescribed session/ lesson objective(s) in the lesson plan.
- 1.9. Training Follow-Up
  - 1.9.1. Provide an overview of training follow-up
  - 1.9.2. Develop tools for training follow-up

**Unit 2: REFLECT (Regenerated Freirean Literacy through Empowering Community)**  
**[21 Hrs.]**

- 2.1. Introduction
  - 2.1.1. Introduction to REFLECT.
  - 2.1.2. Common literacy approaches used by adult literacy
  - 2.1.3. Definition of literacy term and its importance.
  - 2.1.4. Introduction to Paulo Freire
  - 2.1.5. Principle and Psychology of Adult Learning
  - 2.1.6. Participatory Approaches to Adult Learning
  - 2.1.7. Participatory Research tools (PRA)-this will be discuss in Research Methodology
- 2.2. Situational Analysis.
  - 2.2.1. Self-analysis
  - 2.2.2. Local situation analysis
  - 2.2.3. Education and Literacy
  - 2.2.4. Economic analysis
  - 2.2.5. Class analysis
  - 2.2.6. Definition of Development and types
- 2.3. Situation of Education

- 2.3.1. Introduction
- 2.3.2. Formal and Non-formal education
- 2.3.3. Present education system
- 2.3.4. Definition of awareness and empowerment and indicator
- 2.3.5. Definition of Consciousness and its stages
- 2.3.6. Concept of People Centered Education
- 2.4. Participatory Learning Process
  - 2.4.1. Concept of participation and its importance
  - 2.4.2. People's participation-what, why and how
  - 2.4.3. Discussion-what, why and how
  - 2.4.4. Definition of issue, identification and stratification
- 2.5. Qualities of an effective adult literacy facilitator
- 2.6. Micro Teaching practice
  - 2.6.1. Steps of teaching methods
  - 2.6.2. Micro teaching Practical of teaching practice
- 2.7. Participatory Planning
  - 2.7.1. Definition
  - 2.7.2. Planning
- 2.8. Networking
  - 2.8.1. Group
  - 2.8.2. Situational Analysis of Network
  - 2.8.3. Network-what, why and how

**Unit 3: Facilitation Skills**

**[9 Hrs.]**

- 3.1. Definition
  - 3.1.1. Definition of Facilitation?
  - 3.1.2. When is it appropriate to employ facilitate?
- 3.2. Characteristics of Facilitation
  - 3.2.1. Availability of process, structure, resources, for learning
  - 3.2.2. Active participation of learners
  - 3.2.3. Participatory approach
  - 3.2.4. Learner's responsibility
  - 3.2.5. Emphasis on learning how to learn
- 3.3. Key Facilitation Skills
  - 3.3.1. Presenting resources and context for learning
  - 3.3.2. Motivating learners in the learning process
  - 3.3.3. Generating interactions in the learning process
  - 3.3.4. Observing learner's behaviors
  - 3.3.5. Managing group activities
  - 3.3.6. Involving learners in learning activities
  - 3.3.7. Developing interpersonal relationship with the learners
  - 3.3.8. Evaluating learners' performance and providing feedback
  - 3.3.9. Processing information contributed by the learners
  - 3.3.10. Solving critical problems in the learning process
- 3.4. Presenting Resources and Context
  - 3.4.1. Review previous session

- 3.4.2. Preview
- 3.4.3. Discuss on learners' prior experience/learning
- 3.4.4. Follow lesson plan
- 3.4.5. Summarize
- 3.4.6. Reinforce learning points
- 3.4.7. make connection between the subject matters
- 3.4.8. Check understanding
- 3.4.9. Change the pitch of voice
- 3.4.10. Maintain eye contact
- 3.4.11. Maintain appropriate body movement
- 3.4.12. Use various visual matters
- 3.5. Motivating the Learners
  - 3.5.1. Set learning climate
  - 3.5.2. Explain importance of the subject
  - 3.5.3. Set specific learning objectives
  - 3.5.4. Give relevant examples
  - 3.5.5. Involve in the learning process
  - 3.5.6. Show sensitivity
  - 3.5.7. Use participatory training methods
  - 3.5.8. Use visuals
  - 3.5.9. Give value to the contribution
- 3.6. Generating Interactions
  - 3.6.1. Use various participatory methods
  - 3.6.2. Involve in group activities
  - 3.6.3. Provide opportunities to comment on other's group work
  - 3.6.4. Encourage learners to ask questions
  - 3.6.5. Start the session with question
  - 3.6.6. Throw questions and comment among the learners
    - 3.6.6.1. Appreciate question
    - 3.6.6.2. Test understanding
    - 3.6.6.3. Deflect the question
    - 3.6.6.4. Involve other learners
  - 3.6.7. Allow learners to explain their expectations, problems and ideas
- 3.7. The Facilitator
  - 3.7.1. What is a Facilitator
  - 3.7.2. Traits of a Facilitator
  - 3.7.3. Are You a Facilitator?
  - 3.7.4. Functions and Styles
- 3.8. Facilitation Exercise
  - 3.8.1. Overcoming Nervousness
  - 3.8.2. Constructive attentions, interests and motivation
  - 3.8.3. Handling different types of participates
  - 3.8.4. How to convince
  - 3.8.5. How to enhance understanding

**Practical****[30 Hrs.]**

1. Need Assessment
2. Designing the training planning
3. Micro teaching

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Training of Trainers	30	40
2	REFLECT (Regenerated Freirean Literacy through Empowering Community)	21	28
3	Facilitation Skills	9	12
	<b>Total</b>	<b>60</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**Reference:**

1. Adult Literacy: REFLECT Training Manual Finnish Refugee Council (FRC), Sierra Leone Programme, May 2016
2. Cathy Solter, Pham Thi Minh Duc, and Sushili Engelbrech: Trainer's Guide: Advanced Training of Trainers, Pathfinder International, Watertown MA, May, 2007
3. Mariette Hamers: Training of Trainer's Manual: Aidsfonds, Keizersgracht 392
4. 1016 GB Amsterdam, The Netherlands, +31 20 528 78 28, aidsfonds.nl, November, 2018

**Integrated Social Work Practice**  
SW3203SH

**Year: III**

**Part: II**

**Total: 6 hours/week**  
**Lecture: 4 hours/week**  
**Tutorial: hours/week**  
**Practical: 2 hours/week**  
**Lab: hours/week**

**Course Description:**

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

**Course Objectives:**

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

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

**Course Contents:**

**Theory**

**Unit 1: Changing Trends** **[8 Hrs.]**

- 1.1. Changing trends in social work practice: Indigenous practices in Nepal and induced models, welfare, development, radical practice for empowerment.

**Unit 2: Social Work Practice** **[4 Hrs.]**

- 2.1. Frame of reference for social work practice.
- 2.2. Generalist Perspective
- 2.3. Ecosystem Perspective
- 2.4. Strength Perspective
- 2.5. Ethnic Sensitive Perspective

**Unit 3: Understanding different vulnerable groups** **[8 Hrs.]**

- 3.1. Understanding systematic marginalization of vulnerable groups (sexism, racism, ethnocentrism, classism, casteism, ageism etc)

**Unit 4: Analysis** **[6 Hrs.]**

- 4.1. Basic tools of analysis of different systems
  - 4.1.1. Client System
  - 4.1.2. Change Agent System
  - 4.1.3. Target System
  - 4.1.4. Action System

**Unit 5: Social Work Practice:** **[10 Hrs.]**

- 5.1. Integrated social work practice

- 5.1.1. micro,
- 5.1.2. mezzo,
- 5.1.3. macro

**Unit 6: Problem Solving:** **[8 Hrs.]**

- 6.1. Perspectives for problem solving: different approaches existing in the field, efforts of government and voluntary groups/organizations- national/international (policies, legislation, international treaties, etc.).

**Unit 7: Crisis Intervention:** **[8 Hrs.]**

- 7.1. Concept of Crisis Intervention and Management.
  - 7.1.1. Recognizing the Crisis
  - 7.1.2. Responding to Crisis
    - 7.1.2.1. Coping and adaption
      - a. Biological Coping
      - b. Psychological Coping

**Unit 8: Use of 'Self' in social work practice.** **[4 Hrs.]**

- 8.1. The person as a feeling, thinking and acting system
- 8.2. Life style and philosophy of life
- 8.3. Moral code and value system
- 8.4. Family and cultural roots
- 8.5. Life experiences
- 8.6. Personal need
- 8.7. Personal functioning

**Unit 9: Intervention Strategies:** **[4 Hrs.]**

- 9.1. Concept of designing social work intervention strategies.

**Practical:** **[30 Hrs.]**

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

<b>Final written exam evaluation scheme</b>			
<b>Unit</b>	<b>Title</b>	<b>Hours</b>	<b>Marks Distribution*</b>
1	Changing Trends	8	11
2	Social Work Practice	4	5
3	Understanding different vulnerable groups	8	11
4	Analysis	6	8
5	Social Work Practice	10	13
6	Problem Solving	8	11
7	Crisis Intervention	8	11
8	Use of 'Self' in social work practice	4	5



9	Intervention Strategies	4	5
	<b>Total</b>	<b>60</b>	<b>80</b>

\* There may be minor deviation in marks distribution.

**References:**

1. Johnson, Louise C., Social Work Practice: A Generalist Approach, Massachusetts, Allyn and Bacon, 1983.
2. Skidmore R.A. (et. al), Introduction to Social Work, New Jersey, Prentice Hall Inc., 1988.
3. Gambrill, E. and Pruger, R. (eds), Controversial Issues in Social Works, USA, Allyn and Bacon, 1992. Roberts R. W. and Nee R. H. (ed), Theories of Social Casework, Chicago, University of Chicago Press, 1970.
4. Gilliland B.E. and James R.K., Crisis intervention Strategies, USA, Brooks/Cole Publishing Company, 1997.
5. Krist-Ashman and Hull, Understanding Generalist Practice, Chicago Nelson-Hall Publishers, 1993.
6. Manor, J., Power Poverty and poison: Disaster and Response in an Indian City, New Delhi, Sage Publications, 1993.
7. Parad, H. A., Crisis Intervention, New York, Family Services Association of America, 1965.
8. Roberts R.W. and Nee R. H. (ed), Theories of Social Casework, Chicago, University of Chicago Press, 1970.

## Independent Study Paper (IS)

SW3204SH

**Year: III**

**Part: II**

**Total: 4 hours/week**

**Lecture: hours/week**

**Tutorial: hours/week**

**Practical: 4 hours/week**

**Lab: hours/week**

### Course Description:

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

### Course Objectives:

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

1. Build confidence in competencies and self-reflect contextualization and association
2. Apply learned knowledge and skills of different subjects in real life situation
3. Prepare independent study report on social problems & issues
4. Develop writing skills and knowledge
5. Find ways to tap information sources available within Nepal and abroad

### Practical:

[30 Hrs.]

#### Unit 1: Independent study guidelines

- 1.1. Your advisor is your authority in terms of developing your Independent study.
- 1.2. Length: Approximately 15 – 20 pages.
- 1.3. The study should be written in Nepali or English.
- 1.4. Studies may be computer type or hand written if easily readable and photo copy able for giving one readable copy to the institution for the library. All other copies are your responsibility.
- 1.5. Include tables, graphs, diagrams, Photos, etc as they help you clarify your ideas and plans.
- 1.6. The study must be your own ideas and thought; applications of experiences and knowledge gained through the block Placement, field placement and SWI classes.
- 1.7. Basically, your Independent study should have ten sections and should address the following point in chronological order –
  - 1.7.1. Cover Design
  - 1.7.2. Acknowledgement
  - 1.7.3. Background
  - 1.7.4. A brief introduction of the Topic.
  - 1.7.5. Statistical Tables
  - 1.7.6. Detail Analysis of the Problem situation.
  - 1.7.7. In this section you should provide a detailed description of the following:
    - Participating Group (s)
    - Who they are in terms of numbers,
    - Gender, age, caste, class, ethnicity etc.
    - Describe the larger structural factors (Historical, economic, political, cultural, etc), which affect the participating group and how they are affected.

- Describe local factors (local economy, land and resources, leadership etc.), which affect the participating group and how they are affected. The outcome of this section will be a description of the problem situation, which will be dealt with in this independent study.

1.7.8. Identification of the possible situation and recommendation.

1.7.9. Conclusion

1.7.10. Bibliography

**Unit 2: IS Proposal:** Student should be prepared IS proposal on interested topic and that need to be approved by the appointed advisor. *(This chapter will have taught on "Research Method in Social Work" Year III, Part I, Semester V)*

2.1. Statement of the problem

2.2. Significance of the problem

2.3. Definition, assumption, limitation and delimitation

2.4. Review of related literature

2.5. Hypothesis (concept only)

2.6. Methods: sampling, data collection procedure (instruments, tools and manpower), data analysis and interpretation

2.7. Time schedule

**Block Placement**  
SW3205SH

**Year: III**  
**Part: II**

**Total: 14 hours/week**  
**Lecture: 1 hours/week**  
**Tutorial: hours/week**  
**Practical: 13 hours/week**  
**Lab: hours/week**

**Course Description:**

Block placement is a time when the participants are sent to organization working in the rural areas of Nepal. They are expected to spend about 240 hours with the organizations they are assigned to by the institute to fulfill the criteria outline in our curriculum. The primary objective is to expose the participants to various developmental activities and problems faced in community development field. This exposure will help the participants to develop as a professional social worker as well as create a situation for them to integrate certain theories learned at the institute with practice.

**Course Objectives:**

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

**Duties and Tasks for Block Placement/Practical**

**Unit 1: Develop Professional Relationship(s)**

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

**Unit 2: Identify Problems/Issues**

- 2.1. Be familiar with larger social Issues (Political instability, migration, displacement, population growth, Poverty, unemployment, climate change etc)
- 2.2. Be familiar with MDG, SDG Earth declaration,
- 2.3. Identify problems related to social issues
- 2.4. Identify problems in

- 2.4.1. related to children
- 2.4.2. related to elderly
- 2.4.3. related to disability
- 2.4.4. related to youths
- 2.4.5. related to sexual minority
- 2.4.6. related to marginalized groups/community
- 2.4.7. victims/Survivor of Crime/Conflict/Disaster
- 2.4.8. identify problems in correctional setting
- 2.5. Identify organizational/Institutional problems
- 2.6. Conduct Social Investigation
- 2.7. Carry out Assessment

**Unit 3: Develop (Facilitate) helping processes**

- 3.1. Develop Intervention plan
- 3.2. Carry out Intervention (Multi-disciplinary approach)
- 3.3. Arrange/ Make Referral
- 3.4. Carry out Monitoring/Evaluation
- 3.5. Terminate helping process
- 3.6. Follow up Cases

**Unit 4: Motivate individuals/ groups/ community**

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

**Unit 5: Develop plan of action**

- 5.1. Prepare community profile
- 5.2. Prepare concept paper
- 5.3. Prepare proposal
- 5.4. Develop format of plan of action
- 5.5. Prepare plan of action
- 5.6. Prepare GNNAT(daily/ monthly/ weekly action plan) chart

**Unit 6: Conduct / Facilitate/ Meeting/ Workshops/Training**

- 6.1. Conduct meetings with Individual/Groups/ Community
- 6.2. Facilitate/ Conduct workshops
- 6.3. Facilitate Organization to conduct seminars/ workshops/ trainings
- 6.4. Carry out Training Need Assessment (TNA)
- 6.5. Develop Training Program package
- 6.6. Outsource the training
- 6.7. Conduct training on:
  - 6.7.1. HIV Aids; Domestic Violence;

- 6.7.2. life skills; first aid; leadership; vocational
- 6.7.3. Reproductive Health; family planning; child rights; organization management
- 6.7.4. Mental Retardation; Self Help Groups (SHG); Youth, women, men, children, disabled groups etc
- 6.8. Evaluate/ Monitor the training/training outcomes
- 6.9. Follow up the training/training outcomes (Mentoring/coaching /enhance/ support)
- 6.10. Prepare training reports

**Unit 7: Provide/ Established Referral services/ Networking**

- 7.1. Create Local/ National/ Global Network
- 7.2. Facilitate to link with existing networks at local/ regional /national / global
- 7.3. Develop coordination
- 7.4. Develop pressure groups
- 7.5. Develop Task groups
- 7.6. Develop alliances

**Unit 8: Mobilize resources**

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

**Unit 9: Provide Care/ Support**

- 9.1. Provide counseling service
- 9.2. Identify and create environment/opportunities to provide moral support
- 9.3. Assist Medical/ Treatment support
- 9.4. Seek financial Support
- 9.5. Assist for nursing support
- 9.6. Assist for nutrition support
- 9.7. Provide skills for livelihood
- 9.8. Provide information on Human Rights
- 9.9. Assist for legal Support
- 9.10. Assist for spiritual Support
- 9.11. Assist to access social/ family/ state support
- 9.12. Assist in rehabilitation process

**Unit 10: Facilitate to Reintegrate/ Relocate/ Rehabilitate/Reconstruct/ Reconcile clients**

- 10.1. Identify IDPs/ refugees/ survivors/victims
- 10.2. Identify location/ Family/ Society/ Institutions
- 10.3. Determine causative factor/s
- 10.4. Facilitate to prepare plan for reintegration, relocation, rehabilitation, reconstruction, reconciliation.
- 10.5. Facilitate to reintegrate/ Replace/ Rehabilitate the Client as per the plan

- 10.6. Sensitize the host community/ family/ institution
- 10.7. Prepare MOU with host and recipients

**Unit 11: Provide Guidance**

- 11.1. Provide paralegal support
- 11.2. Provide referral services for legal assistance
- 11.3. Provide Health Guidance
- 11.4. Provide guidance for adolescents
- 11.5. Provide guidance on reproductive health.
- 11.6. Provide Marital Guidance
- 11.7. Provide Career/ Education Guidance
- 11.8. Provide guidance for institutional development
- 11.9. Provide for resource mobilization

**Unit 12: Provide Counseling**

- 12.1. Carry out counseling for emotional/ well beings
- 12.2. Carry out Psychosocial Counseling
- 12.3. Carry out counseling for stress management
- 12.4. Carry out pediatric/Chronic illness counseling
- 12.5. Carry out Geriatric Counseling
- 12.6. Carry out counseling for Pain Management
- 12.7. Carry out oncological Counseling
- 12.8. Carry out counseling for mental illness
- 12.9. Carry out Counseling for Trauma/Disaster/Sexual Abuse
- 12.10. Carry out Family Planning Counseling
- 12.11. Carry out Traditional Counseling
- 12.12. Carry out Youth, HIV & Aids, Inmates, Counseling
- 12.13. Carry out Career Counseling
- 12.14. Carry out Counseling for Behavior Modification

**Unit 13: Support for Advocacy**

- 13.1. Conduct Advocacy Campaign/ Litigation/ Legislation
- 13.2. Conduct Advocacy for Human Right Violence
- 13.3. Conduct Advocacy for Racial Discrimination
- 13.4. Conduct Advocacy for Social Inclusion
- 13.5. Conduct Advocacy for Environment Protection
- 13.6. Conduct Advocacy for Land Right
- 13.7. Conduct Advocacy for Ethnic Rights
- 13.8. Conduct Advocacy for Animal Rights
- 13.9. Conduct Advocacy for Laborer's Rights
- 13.10. Conduct Advocacy for Human Rights
- 13.11. Conduct Advocacy for Voting Rights
- 13.12. Conduct Advocacy for Property Rights
- 13.13. Conduct Advocacy for Child Rights
- 13.14. Conduct Advocacy for Temporary Migrant's Rights

- 13.15. Conduct Advocacy for Traditional Occupational Priority Rights (AGRA ADHIKAR)
- 13.16. Conduct advocacy for Food Sovereignty
- 13.17. Conduct advocacy for Priority rights
- 13.18. Create/ Conduct Awareness/ Program
- 13.19. Organize Campaign

**Unit 14: Empower individuals/ Groups/ Empower/Strengthen individuals/ Groups/ Communities**

- 14.1. Empower stakeholders through trainings/ Counseling/ Discussions/ Interactions
- 14.2. Empower stake holders through educations
- 14.3. Empower stake holders through Delegating responsibility
- 14.4. Empower stake holders through participation
- 14.5. Empower stake holders through promoting sense/ feel of ownership
- 14.6. Empower stake holders through leadership development
- 14.7. Empower stake holders through resourcing
- 14.8. Empower stake holders through income generation
- 14.9. Facilitate to concretize community
- 14.10. Empower stake holders through conducting activities of Action- Reflection Cycle (ARC)
- 14.11. Empower stake holders through exposure visits

**Unit 15: Promote corporate/ industrial/ environmental responsibility**

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

**Unit 16: Promote/ preserve indigenous practices/ Culture/ Traditions/ Methods**

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

**Unit 17: Manage/Risk/ hazard/ Conflicts**

- 17.1. Be familiar with risk/ hazard/ conflicts.
- 17.2. Be familiar with causative factors/ reasons of risk/ hazard/ conflicts.
- 17.3. Be familiar with the early warning system.
- 17.4. Approach for managing risk/ hazard/ conflicts.
  - 17.4.1. Micro/ mezzo/ macro
- 17.5. Providing opportunities, respect
- 17.6. Mediating



- 17.7. Counseling
- 17.8. Providing appropriate space/ Environment
- 17.9. Discussion & Meetings: Giving Example; Compromising; Minute

**Unit 18: Communicate with others**

- 18.1. Develop interpersonal communication skills/tools
- 18.2. Develop group/ community communication skills
- 18.3. Develop mass communication skills
- 18.4. Develop participatory communication
  - 18.4.1. Collect feedback
  - 18.4.2. Promote community Radio
  - 18.4.3. Prevent semantic barriers
- 18.5. Apply means of communication telephone/ emails /internet/fax/ mobile
- 18.6. Mobilize means of mass communication (radio/tv/newspaper)
- 18.7. Handle office equipment (photocopy machine, fax, scanning, computer)
- 18.8. Write official correspondence (letters/ Memos/bio-data/ profile)
- 18.9. Communicate with seniors/ Juniors/ Peers
- 18.10. Communicate with Clients/ Stakeholders

**Evaluation procedure**

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

**Distribution of marks for evaluation**

Section	Evaluation criteria	Distribution of marks			Total Marks
		Internal	Final	Time	
1	Related field work supervisor/teacher (continuous evaluation)	40			40
2	Related institution supervisor/teacher (continuous evaluation)	40			40
3	CTEVT appointed examiner (at the end of the field practicum) <ul style="list-style-type: none"> <li>• Report</li> <li>• Log books</li> <li>• Report presentation including viva</li> </ul>		120	4 hrs	120
<b>All total:</b>					<b>200</b>

**References:**

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

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

### **Experts involved in Curriculum Revision, 2022**

1. Shuva Laxmi Joshi, Principal, MRS College, Dholahiti, Lalitpur
2. Nabraj Silwal, Director, Social Work Institute (SWI)
3. Belumaya Magar, Instructor, MRS College, Dholahiti, Lalitpur
4. Rajeshwor Adhikari, Director, MRS College, Dholahiti, Lalitpur
5. Sangita Timilsina, Expert, MRS College, Dholahiti, Lalitpur
6. Sudarsan Joshi, Expert, MRS College, Dholahiti, Lalitpur
7. Dhakaram Kuwar, Expert, MRS College, Dholahiti, Lalitpur
8. Salikram Dangol, Training Coordinator, Social Work Institute (SWI)
9. Sukarita Rai, Expert, Padhamakanya Mutipal Campus
10. Shudha Pokharel, Director, Relief Center (SWI- Resource Person)
11. Lalit Bahadur Thapa, Instructor, Social Work Institute (SWI)
12. Gobinda Poudel, Instructor, Kathmandu Univercity
13. Dipika Sharma, Instructor, Shree Chandi Adarsa Ma.Bi, Lalitpur
14. Shanti Poudel, Instructor, Shree Shramik Shanti Secondary School, Lalitpur