

# **BA in Social Work**

Courses of Study

## **Institute of Humanities and Social Sciences**

Tribhuvan University  
Kathmandu, Nepal  
2006

### Overall Goal of the Bachelor in Social Work Courses of Study

'Social Work' is fundamentally a multidisciplinary course drawing theoretical concepts from different social sciences, keeping work values and principles at the core. Thus, social work education focuses on holistic and integrated method of practice rather than reductionalist approach.

Social work education is an attempt towards the building up of knowledge base necessary for the practice (through theory classes), learning and refinement of skill (through concurrent field work) and imbibing necessary ethical and value base (through various exposures, supervision and constant reflection process). Therefore, social work education can play a critical role in shaping up the overall outlook of an individual; preparing the self as an agent for social change.

### Course Structure

S.N.	Subject	Theory	Practical	Total
<b>First Year</b>				
1	English I	100	-	100
2	Nepali	100	-	100
3.BSW301	Major (SW I) Concepts & Principles of Social Work	60	40	100
4	Major II			100
<b>Second Year</b>				
1	English II	100	-	100
2.BSW302	Major (SW II) Methods of Social Work	60	40	100
3.BSW 303	Major (SW III) Integrated Social Work Practice	60	40	100
4.	Major II			100
5.	Major II			100
<b>Third Year</b>				
1.BSW304	Major (SW IV) Social Welfare Administration	60	40	100
2.BSW305	Major (SW V) Research Methods in Social Work	60	40	100
3.	Major II			100
4.	Major II			100
5.BSW306	Functional Paper (VI) Development Perspective in Social Work	60	40	100

## BSW 301 Concepts and principles of Social Work

(100 marks)

### Course Objectives:

- Understanding of the basic concepts of Social Work; principles, methods, and practice.
- Developing ability to utilize the service system by those affected by the problem.
- Understanding the techniques and developing abilities to use of problem solving skills in social work.
- Developing sensitivity; respect to individuals, valuing freedom, justice, equity and fellowship and commitment to profession.
- Developing self-awareness in relation to one's own psychosocial background while responding to problem situations.

### Theoretical Part (60 marks)

- Basic concepts of social work: Social welfare, social service, social work, social action, social movements (100 hrs) (8hrs)
- Relation of social work discipline with other social sciences. (2hrs)
- Historical development of Social Work in the west and eastern context with special reference to Nepal. (8 hrs)
- Philosophical bases of social work in Nepal-influence of religious and ideological forces, changing trends. (2hrs)
- Basic concepts of Philosophy of Social Work as an art and science. (5 hrs)
- Social Work practice principles: Self-determinations, cooperation, non-judgmental, attitude, confidentiality, social justice, non-violence, and human dignity. (10 hrs)
- Concept of human rights, equality, equity, and social justice (3hrs)
- Four practice systems: Client system, Action system, Target system and Change agent system (10 hrs)
- Problems Solving techniques: problem identification, referral, initiating contacts tools of information gathering (such as interviews, home visits, observation and survey), causal factors, precipitating factors, promoting factors (dynamics that are integrating or disintegrating), negotiating contract for work, goal setting, operationalization of goals, partialize the goals and the tasks, use of relationship in engaging the client for problem solving, evaluation of problem solving processes, termination of work with client system. (20 hrs)
- Recording: Rationale, value, types (process and summary) (5 hrs)
- Intervention units in society: Individuals, families, groups, communities and formal/informal organizations. (10 hrs)
- Social work practice in addressing, emerging social problems: (10 hrs)
  - a) Poverty, Marginalization, Deprivation and discrimination;
  - b) Health problems: HIV AIDS, Communicable diseases, Drug abuse and Alcoholism
  - c) Employment
  - d) Children: orphanage, Girls trafficking, Child rights, Child education, Rehabilitation and juvenile Delinquency.
  - e) Women: Domestic violence, social/cultural violence, prostitutions legal rights for the women separation and divorce

- Areas of Social work practice: Ethnic groups, and segregated and marginalized groups including Dalits. (2hrs)
- Code of Ethics in Social work (NASW), guidelines prepared by social welfare council (SWC), (5hrs)
- Ethical dilemmas.

(250 hrs)

**Practical Part (40 marks)**

The students will be placed in different Human Service Organizations for practical exposure. They are expected to give at least **ten hours** of fieldwork per week. The students are expected to identify and work different practice systems. They are expected to practice the techniques of problem solving. (*Details of the field work objectives, expectations, evaluation guidelines are attached in the annex*)

*Text Books*

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

*Reference*

- Fink A. E., Anderson C. W. and Conover M. B., The Field of Social Work, USA, Holt, Rinehart and Winston Inc., 1942.
- Friedlander, Walter A, "Introduction to Social Welfare", New Delhi; Prentice Hall of India, 1967.
- Garette, Annette: "Interviewing: Its principles and Methods", New York: Family Service Association of America-1960.
- Gilbert, N., Miller H. and Specht, H., An Introduction to Social Work Practice, USA, Prentice-Hall Inc., 1986.
- Government of India, Encyclopedia of Social Work in India, Ministry of Welfare/GOI, 1987.
- Madan, G.R., Indian Social Problems (Vol. I and II), Lukhnow, Allied Publishers Pvt. Ltd, 1973
- NASW, Encyclopedia of Social Work Washington DC, NASW Press, 1995.
- Pincus, A., and Minham, A., Social Work Practice: Models and Methods, Itasca: F.E. Peacock Publications Inc, 1973.
- Richmond, M., Social Diagnosis, New York, Russell Sage Foundation, 1917.
- Sheafor, B.W., Horejsi C. R. and Herefsi G. A., Techniques and Guidelines for Social Work Practice, Massachusetts, Allyn and Bacon, 1991.
- Wadia, A.R "History and Philosophy of Social Work in India", Mumbai, Allied Publishers Pvt. Ltd., 1968.

**Course Objectives:**

- Understanding the characteristics, applicability and significance of methods of social work with individuals, family, groups, communities and organizations.
- Develop ability to establish, maintain and manage different relationship with concerned stakeholders during intervention.
- Understand the problem solving process and develop skills of identifying the problem of injustice faced by individuals, groups and communities.
- Develop ability to work with communities and formal organization in the context of their power structures, dynamics leadership and problems.
- Appreciate the work with individuals, families, groups, communities and organization as an effective method for social change.
- Develop self-awareness in relation to one's own psychosocial background and one's response to others.

**Theoretical Part: (60 Marks)**

- Historical evolution of methods of social work (work with individuals, families, groups and communities) with specific reference to national and international perspective. (10 hrs)

(100 hrs)

**Working with individuals and families (Case Work):**

- Concept, definition, objectives and characteristics
- Principles – participation, individualization, confidentiality, communication, acceptance, self-awareness and self-determination.
- Five components of case work – Person, problem, process, place, professionalism.
- Process of Case Work: Intake, Study Phase, assessment, treatment plan, intervention, termination, evaluation, follow up
- Tools-interviewing, relationships, home visits, recording, observation and listening.
- Techniques: Supportive and psycho social counseling and other measure- individual, group, family and community based intervention
- Concept of family, family dynamics, role of family, assessment.
- Recording in case work

(30 hrs)

**Working with groups (Group Work):**

- Concept, definition, objectives and characteristics.
- Principles of group work: major 14 principles.
- Types of groups: recreational, socialization, support, anonymous, therapeutic group, saving and credit group.
- Group dynamics:
- Phases of group work – initial, middle and termination.
- Use of program media: games, street play, puppet shows.
- Facilitation/moderation skills
- Recording-style and types.

(30 hrs)

**Working with communities (Community Organization):**

**(30 hrs)**

- Community: Concept, Types
- Concept, definition, objectives and characteristics of community organization.
- Basic on community organization in Nepal-indigenous organization (caste, ethnicity, geographical proximity.)
- Principles of community organization, directive and non-directive approach.
- Models of community organization.
- Community problem solving process.
- Stakeholders' analysis: basic concepts of participation, empowerment, leadership, power dynamics, conflict and its mitigation, globalization, gender issues.
- Selected cases of community organization in Nepal-community forestry, mothers groups, saving and credit groups, guthi, dhikur, Rodi, Parma, Bheja.
- Recording style: Documenting process and events and summary reports.

**Practical Part: (40 marks)**

**(250 hrs)**

The students will be placed in different Human Service Organizations for practical exposure. They are expected to give at least **ten hours** of fieldwork per week. The students are expected to identify and work with different practice systems. They are expected to practice the techniques of problem solving. (*Details of the field work objectives, expectations, evaluation guidelines are attached in the annex Text Books*)

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

*Reference:*

- Alinsky, S., Rules for Radicals, New York, Random House, 1071.
- Batten J. R., The Non-directive Approach to Group and Community Work, London, Oxford University Press, 1969.
- Bogartz, H. and Dahal, D.R., Development Studies: Self-Help Organizations, Kathmandu, NEFAS, 1996.
- Cox, F.M. et. al., Strategies of Community Organization, Itasea, F.E. Peacock, 1987.
- Desai M., Family Intervention: A Course Compendium, Mumbai, Tata Institute of Social Sciences, 1994.
- Desai, M. et. al. (eds), Towards people Centered Development (part I and II), Mumbai, Tata Institute of Social Sciences, 1996.
- Dunham, A., Community Welfare Organization, New York, Themes Y. Crowell, 1958.
- Freire, P., Pedagogy of the Oppressed, Harmonds Worth: Penguin, 1972.
- Hilmilton, G., Theory and Practice of Social Case Work, New York, Colombia University Press, 1940.

- Hollis F. and Woods M., *Casework: A psychosocial Therapy*, New York, Random House 1981.
- Kabeer, N., *Reversed Realities: Gender Hierarchies in Development* Tourht, New Delhi, Kali For Women, 1996.
- Kahn Si, *A Guide for Grassroots leaders*, USA, NASW Press, 1991.
- Kettner, P. et. al, *Initiating Change in Organizations and Communities: A Macro Practice Model*, California, Brooks/Cole Publishing.
- Konopka, G., *Social Group Work: A Helping Process*, new jersey, Prentice-Hall, 1983.
- Kramer, R. M. et. al (eds), *Readings in Community Organization Practice*, New Jersey, Prentice-Hall Inc. 1969.
- Pearlman, Helen Harris, "Social Casework: A Problem Solving Process", Chicago: The University of Chicago Press, 1967.
- Shulman, L., *The Skills of Helping: Individuals, Families and Groups*, Itasea, Illinois, F.E. Peacock, 1992.
- Siddiqui, H.Y., *Social Work and Social Action: A Developmental Perspective*, New Delhi, Human Publications, 1984.
- Thapa, Ganga, B., *Local Self-Government in Nepal*, Kathmandu, FES/POLASAN, 1998.
- Trecker H. B. (ed.), *Group Work: Foundations and Frontiers*, New York, Whiteside Inc 1955.
- Unit of Family Studies – TISS, *Enhancing the role of the family as an agency for social and Economic Development*, Mumbai, Tata Institute of Social Sciences, 1994.
- Warren, R. L., *Studying Your Community*, New York, Russell Sage Foundation, 1965.

**Course Objectives:**

- Understanding and appreciating the holistic and integrated practice of social work and selective use of methods.
- Understanding the utilization of the tools of social analysis at micro and macro levels in relation to a specific target group facing a problem/issue.
- Develop ability to plan out concrete tasks in relation to the strategies of intervention identified.
- Develop the concept of values of justice an commitment to the development, welfare and empowerment of the marginal groups in Nepali society.

**Theoretical Part: (60 marks)**

- Changing trends in social work practice: Indigenous practices in Nepal and induced models, welfare, development, radical practice for empowerment. (15 hrs)
- Frame of reference for social work practice. (10 hrs)
- Understanding systematic marginalization of vulnerable groups (sexism, racism, ethnocentrism, classism, casteism, ageism etc) (10 hrs)
- Basic tools of analysis of different systems (10 hrs)
- Integrated social work practice-micro, mezo, macro (20 hrs)
- Perspectives for problem solving: different approaches existing in the field, efforts of government and voluntary groups/organizations- national/international (policies, legislation, international treaties, etc.). (12 hrs)
- Concept of Crisis Intervention and management. (10 hrs)
- Use of 'Self' in social work practice. (3 hrs)
- Concept of designing social work intervention strategies. (10 hrs)

**Practical Part: (40 marks)**

(250 hrs)

One of the problem areas of work can be identified by the students to work on at the end of academic year. Besides the classroom input the students are required to do personal reading to prepare a *Comprehensive seminar paper* on the problem identified for work. This paper along with the bibliography/references is presented towards the end of the semester in a seminar from.

**Text Books**

- Johnson, Louise C., Social Work Practice: A Generalist Approach, Massachusetts, Allyn and Bacon, 1983.
  - Skidmore R.A. (et. al), Introduction to Social Work, New Jersey, Prentice Hall Inc., 1988.
- Reference:**
- Gambrell, E. and Pruger, R. (eds), Controversial Issues in Social Works, USA, Allyn and Bacon, 1992.
  - Roberts R. W. and Nee R. H. (ed), Theories of Social Casework, Chicago, University of Chicago Press, 1970.
  - Gilliland B.F. and James R.K., Crisis intervention Strategies, USA, Brooks/Cole Publishing Company, 1997.
  - Krist-Ashman and Hull, Understanding Generalist Practice, Chicago Nelson-Hall Publishers, 1993.



- Manor, J., *Power Poverty and poison: Disaster and Response in an Indian City*, New Delhi, Sage Publications, 1993.
- Parad, H. A., *Crisis Intervention*, New York, Family Services Association of America, 1965.
- Roberts R. W. and Nee R. H. (ed), *Theories of Social Casework*, Chicago, University of Chicago Press, 1970.
- Suppe M.A. and wells C. C., *The Social Work Experience: An Introduction to Profession and its Relationship to Social Welfare Policy*, USA, Mc.Graw-Hall Companies Inc., 1996.

**Course Objectives:**

- Understanding welfare administration and policies at local, district, zonal and national level in Nepal.
- Recognizing the linkages between developmental issues and social policies, plans and programs.
- Understanding concept and the management of voluntary, welfare and development organization.
- Develop understanding of the administration process of an organization in the context of social work practice.
- Learning procedures in establishing and managing a social work organization.
- Acquire skills in administrative processes for the effective management of services.
- Develop appropriate attitudes to be part of the team in an organization.

**Theoretical Part: (60 marks)**

- Social welfare administration: Concept, evolution, philosophy, principles and values. (10 hrs)
- Nepal as a social welfare state: state and district administrative structures; ministry of social welfare, Social Welfare Council, role of NGOs and civil society in planned development of the nation. (12 hrs)
- Agency administration: Constitution, by laws, registration of the agency. (10 hrs)
- Philosophy and ideology of social work organizations; sociological understanding of an organization. (12 hrs)
- Organizational management:
  - Program management: needs assessment, program planning and developing proposal writing, organizing, conflict and stress management, implementation and evaluation (20 hrs)
  - Financial management: concept of accounting, budgeting, auditing. (8 hrs)
  - Human resource management: concept of staff policies, performance appraisal, recruitment, training, promotion, incentives, reward and punishment. (8 hrs)
- Project Management Cycle (8 hrs)
- Concepts of organization development and capacity building. (12 hrs)

(100 hrs)

**Practical Part: (40 marks)**

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(250hrs)

**Text Books**

- Gupta N.S. "Principles and Practice of Management" Delhi; Light and Life Publications.
- Rino J. Patti, Social Welfare Administration: Managing Social Programs in a Developmental Context, New Jersey, Prentice Hall, 1983.
- Slavin, Simon (ed.), An Introduction to Human Management, the Haworth Press New York, London, 1985.

*Reference:*

- Bhattachan et. al. NGOs, Civil Society and Government in Nepal, Central Department of Sociology and Anthropology, TU, Kathmandu, 2001.
- Chowdry Paul D. "Social Welfare Administration" Delhi: Atma Ram & Songs, 1979.
- Colcy S. M. and Scheinberg C. A., Proposal Writing, California, Sage Publications, 1990.
- Denyar J.C. "Office Administration", Plymouth: Mac Donald & Evans 1979.
- Drucker, Peter, The Practice of management, USA, Harper Row Publishers, 1954.
- Dubey S.N. "Social Welfare Policy & Social Welfare Service: Some Issues", Mumbai; Tata Institute of Social Sciences, 1972.
- Hefferman J., Shuttlesworth G; and Ambrosino R., Social Work and Social Welfare, USA, West Publishing Company, 1998.
- Jaganathan V. "Administration and Social Change" New Delhi; Uppal Publishing House, 1978.
- John Ray, "Executive Responsibilities", New York: Association Press, 1954.
- Maskey, B.K., Non Governmental Organizations in Development: Search for a New Vision, Kathmandu, Center for Development and Governance.
- Prigmore, Charles S. and Atherton, Charles A., Social Welfare Policies: Analysis and Formulations, USA, DC, Health and Co., 1986.
- Robbins, S.P., Organizational Behavior, New Delhi, Prentice Hall of India, 2002
- Salvin, Simon (ed.), Managin Finances Personnel and Information in Human Services, The Haworth Press New York, London, 1985.
- Sankaran & Rodrigues. "Handbook for the Management of Voluntary Organizations", Madras; Alfa Publications, 1983.
- Taylor et. al., How to design a Program Evaluation, California, Sage Publications, 1987.
- Tead, Ordway, "Art of Administration", New York; Mc Graw Book Company Inc. 1951.
- Tyagi A.R. "Public Administration; Principles and practices" Delhi, Atma Ram & Sons, 1966.
- Wainberper, Paul F., Perspectives in Social Welfare: An Introductory Anthology, London, McMillian Co., 1993.
- Weiner M. "Human Service Management". Illinois; The Dorsey Press, 1982.
- White Clyde R. "Administration for Public Welfare" New York, American Book Company, 1980.

**Course Objectives:**

- Develop ability to recognize and utilize research as a problem solving process in social work practice.
- Develop ability to carry out qualitative and quantitative research projects independently.
- Develop ability to function as an effective team member in designing, data collection and analysis of the research.
- Develop ability to critically analyze research reports and draw recommendations for practice.

**Theoretical Part: (60 marks)**

- Concept and practice of research in social sciences (100 hrs)  
(10 hrs)
- Social work research – concept and characteristics (5 hrs)
- Similarities and differences with social science research (5 hrs)
- Types of research: Barefoot research, Baseline survey, Participatory action research, Evaluation research, Anthropological/ethnographic research, Feminist research, social-emotion and culture sock. (10 hrs)
- Understanding the concepts of methodology, methods, tools and techniques in research practice, (10hrs)
- Research perspectives and approaches: Diachronic, Synchronic approaches; Elic and Emic perspectives, overt and covert perspectives; phenomenal, ideational observation (3hrs)
- Qualitative and Quantitative in research social science (5 hrs)
- Research Proposal and its components (2 hrs)
- Research process Identification of research problem, formulation of objectives , research design and conceptual, identification of variables, formation of hypothesis/research questions, sampling design, tools and methods, of data collection, data collection (individual based, group based, observation based, document based), data processing, data analysis, report writing and presentation. (30hrs)
- Use of simple statistical method in social research: measures of central tendency, measures of dispersion, correlation, chi-square test. (20 hrs)

**Practical Part: Research Project (40 marks)****(250 hrs)**

The students are expected to carry independent *research project* in the areas of their interest under the close supervision of research guide and present at the end of the year.

*Text Books*

- Kothari, C. R., Research Methodology: Methods and Techniques, New Delhi, Wishwa Prakashan, 1996.
- Rubin, Allen, Babbie, F., research Methods for Social Work, USA, Brooks/Cole Publishing Co, Reference:
- Denzin, N.K., Strategies of Qualitative Inquiry, Sage Publications, USA, 1999.
- Good and Hatt, Methods in Social Research, New York, Mc Graw Hill 1952.
- Gupta S. P., Statistical methods, New Delhi, S Chand and Co., 1987.

- Kerlinger, F., *Foundation of Behavioral Research*, New York, Princhart and Wiston, 1973.
- Newman, W. F. *Research Method: Quantitative and Qualitative Approaches*, USA, Allyn and Bacon, 1997.
- Stake, Robert E., *The Art of Case Study Research*, Sage Publications, New Delhi, 1995.
- Whyte, W. (ed), *Participatory Action Research*, New Delhi, Sage Publications, 1991.
- Young, P. V. *Scientific Social Survey and Research*, New Delhi, Prentice Hall of India, 1968.

**BSW-306 Development Perspectives in Social Work (Functional Paper) (60+40=100 marks)**

**Course Objectives:**

- Develop an understanding of the concept of development and under-development, the indicators of development and the approaches to development.
- Develop an understanding of the systemic nature of poverty, marginalization and the resultant problems, and their magnitude in Nepali society and the interrelationship between problems.
- Develop and understanding of the methods of social analysis of Nepal
- Understand, develop sensitivity and analyze the present socio-cultural and political realities of Nepal society.

**Theoretical Part: (60 marks)**

- Concept of development and underdevelopment: Historical perspective, indicators of development. (100 hrs) (6 hrs)
- Contemporary development discourse and its critique; modernization theory, dependency theory, world system theory, cultural and postmodern critique. (13hrs) (8 hrs)
- Concept of human development, and sustainable development. (6 hrs)
- Concept of participation and participatory Development (6 hrs)
- Concept of social development; Meaning, Concept and indicators (9 hrs)
- Approaches to development; state, market and civil society.
- Components of social systems: Economics, social, political and ideological systems their definition and inter-relationship. (15 hrs)
- Social Change: Class Struggle, Elitist and Marxist theory of understanding class relations, Social stratification (class, caste, religion, ethnicity, and gender). (15hrs) (10 hrs)
- Social and political movements in Nepal-Ideologies and strategies.
- Global forces and its impact in Nepal society-globalization, foreign aid, geopolitical situation.; Urbanization (6 hrs) (6 hrs)
- Poverty and its dimensions;

**Practical Part: (40 marks)**

Block placement (internship) in an organization of student's choice after appearing for final examination; for a period of 30 days.

*Reference:*

- Alvin Y. So, Social Change and Development: Modernization, Dependency and World System Theories, Sage Publications, 1990.
- Amin, S., Unequal Development, London, Monthly Review, 1976.
- Baran, P.A., The Political Economy of Growth, USA, Monthly Review, 1957.
- Bhattachan, K.B. and Mishra C. (ed), Developmental Practices in Nepal, Kathmandu, DOSA-TU, 1997.
- Bista, D.B., Fatalism and Development: Nepal's Struggle for Modernization, Calcutta, Orient Longman, 1991.
- Bista, D.B., People of Nepal, Kathmandu, Ratna Pustak Bhandar, 1996.
- Blaikie, P., Cameron, J. & Seddon, D., Nepal Crisis: Growth and Stagnation at the Periphery, Delhi, Oxford University, Press, 2001.

- Cerner, M. (ed), *Putting People First*, New York, Oxford, 1985.
- Dahal et. al (eds), *Development Challenges for Nepal*, Kathmandu, NEFAS, 1999.
- Devkota, Padam Lal. *Reflection on participatory Rural Development in Nepal*. Calgary: University ofm Calgary, 1992
- Devkota Padam Lal. "Anthropological Perspectives in Grassroots Development in Nepal". Occasional Paper in Sociology and Anthropology. Kathmandu : Tribhuvan University, 1994
- Dixit et.al (eds), *State of Nepal, Kathmandu*, Himal Books, 2002.
- Escobar, A., *Encountering Development: The Making and Unmaking of Third World*, Princeton, NJ: Princeton University Press, 1995.
- Gautam Rajesh and Thapa Ashok, *Tribal Ethnography of Nepal (Vol I and II)*, Book Faith India, 1994.
- Geller, D.N., Pfaff-Czarnecka, j. & Whelpton, J. (ed.), *Nationalism and Ethnicity in a Hindu Kingdom*, Harwood Academic Publishers, 1996.
- Gupta, D., *Social Stratification*, New Delhi, Oxford University Press, 1992.
- Hutt, M., *Nepal in Nineties*, Oxford, Oxford University Press, 1993.
- Khadka, N., *Foreign Aid and Foreign Policy: Major Powers in Nepal*, New Delhi, Vikash Publishing House, 1997.
- Malla, K.P. (ed), *Nepal: Perspectives on Continuity and Change*, Kathmandu, CNAS, 1989.
- Manandhar, L.K. and Bhattachan K.B. (eds). *Gender and Democracy in Nepal*, Kathmandu, FES, 2001.
- Paddison, R., *Urban Studies*, New Delhi, Sage Publications, 2001.
- Pandey, D.R., *Nepal's Field Development" Reflections on the Mission and the Maladies*, Kathmandu, NSAC, 2001
- PANOS, *Governing Our Cities: Will People Power Work? UK*, The Panos Institute, 2000.
- Petras, J. and Veltmeyer, H., *Globalization Unmasked*, New Delhi, Madhayam Books, 2001.
- Rahnama, Majid and Bawtree Victoria, *The Post Development Reader*, London, Zed Books, 1997.
- Regmi, R. K., *Dimension of Nepali Society and Culture*, Kathmandu, SANN Research Institute, 1999.
- Rostow, W.W., *The Stages of Economic Growth*, London, Clarendon, 1960.
- Sachs, W (ed.), *Development Dictionary: A Guide to knowledge*, London: Zed Books, 1990.
- Schumacher, E., *Small is Beautiful*, London, Blond and Briggs, 1973.
- Sen A., *The Political Economy of Humger*, Oxford University Press, 1996.
- Shrestha, N., *In the Name of Development: A Reflection on Nepal*, Lamham: Maryland: University Press of America, 1997.
- Stiller and Yadav, *Planning for People Kathmandu*, CNAS-TU, 1979.
- UNDP, *Human Development Report*.
- Uprety, P.R., *Political Awakening in Nepal: The search for a New Identity*, New Delhi, Commonwealth Publisher, 1992.
- World Bank, *World Development Report, 2000/01*.

## GUIDELINES AND EVALUATION CRITERIA FOR PRACTICAL WORK

The Guidelines and evaluation criteria for the practical papers have been elaborated below.

### 1. Field Work:

Field work is an essential part of social work program. All students are expected to put in minimum of ten hours in a week in the assigned fieldwork placement; every year. Each student is closely supervised by the respective fieldwork supervisors. The students are required to maintain the weekly recordings of the fieldwork done during the course of their study along with time sheet. The supervisors are expected to meet the students (both in the academic institution and the fieldwork placement), monitor their growth and evaluate their performance in the continuous manner. At the end of the each year, the students are required to appear for both internal (20 marks) and external evaluation (20 marks); using the following criteria. Both supervisor and evaluators need to be a postgraduate in social work.

- Analytical ability 10 marks
- Profession development 10 marks
- Problem solving skills 10 marks
- Field work instruction 10 marks

**Total 40 marks**

### 2. Seminar Paper:

The Second year students are required to present a seminar paper in a group; using the framework of integrated social work practice. The seminar paper is to be prepared and presented in from of a panel presentation. The presentation will be made in presence of the experts on the subjects. The evaluation will be made on the basis of following criteria

- Knowledge on the subject matter 10 marks
  - Articulation of the ideas 10 marks
  - Organization of paper 10 marks
  - Integration of social work practice 10 marks
- Total 40 marks**

### 3. Research Project:

The research project is compulsory for all the third year students. The students are required to submit a final project report as a partial fulfillment of the requirement of the course. The students will undertake the research project work under the guidance of an assigned research guide; well versed social issues. The research project will be evaluated on the basis of following criteria.

- Clarity on the subject 5 marks
- Clarity on the methodology 5 marks
- Research finding vis-à-vis the objectives of the study 5 marks



- Organization of report
- Editing
- Research guidance

10 marks  
5 marks  
10 marks

**Total**

**40 marks**

**4. Block Placement:**

The third year students will do a block placement (internship) in an organization of their choice after appearing for final examination; for a period of 30 days. This would help the students for the professional development in social work. This will be supervised and evaluated by the professional in the organization (20 marks) and the faculty supervisor in the academic institution (20 marks).

The evaluation criteria are as follows

- ability to function independently in an organizational setting
- carry out and complete the tasks
- Professionalism
- integration of social work theories and practice

10 marks

10 marks

10 marks

10 marks

**40 marks**

**Total**

Annex-III

**SUGGESTED AREAS FOR FIELD WORK PLACEMENTS**

The academic institutions will choose the fieldwork placement according to the potential areas of exposure and learning for the students. Broadly fieldwork placements are divided into two part-institutional settings and community settings, in both government non-government organizations. The students will be placed for field work according to their interest area and planned learning framework. Some of the suggested field work placements are as follows:

- Correctional settings – Prison, Police Station, Correctional Homes for substance users, rehabilitation programs/homes, counseling centres.
- Mental Health – Day care centres, transit homes, hospitals (for mentally ill patients or mentally challenged persons), counseling centers.
- Children – Day care centres, children's organizations, socialization activities, case management.
- Health – hospitals, clinics and organization working in area of public health issues community health programs, HIV- AIDS, TB, family planning, reproductive health,
- Women – organisations working in the area of women's empowerment, violence against women etc.
- Community – organisations working for the community development (rural & urban, government and non-government).

These fieldwork settings are expected to give exposures to work with individuals and families (case work and counseling), groups, communities (geographical/functional, urban/rural), administrative activities (program planning, monitoring and evaluation) and research works.

## **OBJECTIVES OF THE FIELD WORK PLACEMENT**

### **BA in Social Work (first year):**

- Acquire basic skills for analyzing simple problem situations and relatedness of agency intervention
- Understand the basic process of development in society and the development stages of human behaviour
- Build purposeful relationship, engaging individuals, groups and communities on problem solving process.
- Acquire and utilize programme skills related to the needs and problems of client system.
- Mobilise human material resources related to social work intervention
- Develop self awareness and sensitivity to others in the field situations.
- Develop skill in simple administrative procedures.
- Acquire skills in writing records and utilize them as tools of learning

### **BA in Social Work (Second year):**

- Understand and critically analyze the various problems and need of individual, groups and communities.
- Identify and selectively utilize community resources and services.
- Enhance process oriented skills in work with individuals, families, groups and communities.
- Participate in administrative process.
- Develop capacity to record analytically and selectively the process of social work intervention.
- Apply consciously professional social work values and principles in one's conduct.
- Develop self learning through the process of field instruction

### **BA in Social Work (third year):**

- Develop knowledge of psychosocial systems affecting the functioning of individuals, groups and communities.
- Based on a critical analysis of agency's structure and functions make effort to enhance/effect change in service delivery systems.
- Learn to utilize and integrated approach to problem solving process.
- Appreciate and utilize administrative process as an effective strategy for service delivery.
- Develop skills of supervision of para professional/volunteers and provide leadership in planning, implementing and evaluating agency activities.
- Participate in the process of networking with other organization/agencies working on related social issues/problems.
- Internalise professional attitudes and values and manifest the same in practice.
- Utilise field instructions towards independent functioning as a professional social worker.
- Develop Partnership with social service rendering organizations and institutions.
- Facilitate field work by creating favorable working environment to students in social institutions and organizations.

- Receive regular feedback from social institutions and organizations
- "Learn from" organizations/institutions and "listen to" students.
- Visit the fieldwork organizations and keep close contact with the field organization personnel and work together for facilitating learning process for the students.
- Carry out ongoing evaluation of each student and provide fair evaluation at the end of the year.

#### Annex-V

##### **Guidelines for the discussion with the students:**

- Understanding the concept and practice of social work.
- Student's feeling and attitude towards the field work setting, clients groups etc.
- His/her efforts at learning to work in the organization
- Attempts to put social work principles, values and methods in practice.
- Maintaining professional relationship with peers and agency personnel.
- His/her perception and expectation from field instruction
- Relationship of his/her task to the overall goal of the agency and to the client group.
- Various resources available in relation to the tasks undertaken (local, national , international)
- Relationship of classroom learning and fieldwork.

#### Annex-VI

### **RESPONSIBILITIES OF THE FIELD CONTACT**

The field contact is the staff member of the fieldwork organization. The field contact may or may not be a professional social worker holding a degree. The field contact is expected to assign tasks and activities to the students on a regular basis. The main responsibility of the field contact is as follows:

- Act as a facilitator by providing information regarding the agency, community resources and other necessary information.
- Provide tasks and responsibilities to facilitate the students learning objectives.
- Give guidance to the students with regard to the tasks to be undertaken by the students, rule and regulations of the organization and other necessary direction.
- Supervise and monitor student's growth and development as a professional
- Have regular meeting with the faculty advisor (from the academic institution) and share information regarding the students' functioning and convey any significant observation made.
- Work harmoniously with the faculty advisor as key facilitator to ensure students progress in the field work.
- Provide fair evaluation of the student at the end of the year.