Far Western University

Faculty of Humanities and Social Sciences

Bachelor of Arts

(BSW) Course Cycle

S.N.	Year	Semester	Course Details	Credit	Full Marks
1.	First	First	Introduction to Social Work	3	100
2.			Society, Culture and Social Work	3	100
3.		Second	Psychology for Social Work	3	100
4.			Social Work Methods	3	100
5.	Second	Third	Social Work Practice: Individual, Group and Community	3	100
6.			Social Work Practice in the Field	3	100
7.		Fourth	Research Methods in Social Work	3	100
8.			Contemporary Social Problems	3	100
9.	Third	Fifth	Social Problems in Far Western Nepal	3	100
10.			Social Work Practice: Child, Youth and Family	3	100
11.		Sixth	Humanism, Human Rights and Social Justice	3	100
12.			Community Work and Leadership	3	100
13.	Fourth	Seventh	Disaster Management, and Green Social Work	3	100
14.			Social Work Practice in the Field	3	100
15.		Eighth	NGO, INGO, and Project Management	3	100
16.			Social Work Research Thesis	3	100

Far Western University

Faculty of Humanities and Social Sciences

Bachelor of Arts

Course Title: Introduction to Social Work	**Full Marks: 100**
Course Code: BSW 101	**Pass Marks: 45**
Level: Undergraduate	**Credit: 3**
Semester First	**Teaching Hours: 45**
Nature of Course: Theory Compulsory	**Nature:**

1. Course Description

This paper intends to introduce social work which is about imparting the basic concept of social work in Nepal in the global context in terms of its origin, methods as well as practices. It is focused on the process of development of generalist social work professional practitioner all the way through historical practices of social service and charity. This paper attempts to incorporate philosophical roots of social work practice in Nepali and western context. This paper is expected to help student build capacity to identify the space for appropriate indigenous social work practice in Nepali context.

2. Course Objective

1. To introduce and define the concept of social service and professional social work.

2. To familiarize students about historical development of Social work practice in global context.

3. To recognize and apply methods of social work intervention and different levels.

4. To internalize social work values, ethics and principles and adopt systematic process of social work intervention in practice.

5. To help student recognize potential problem areas in international and national context and apply the knowledge toward their intervention particularly the social problems in Nepalese context representing characteristics of regional setting.

3. Specific Objectives and Course Contents

SPECIFIC OBJECTIVES	COURSE CONTENTS	HR
Understand social work (SW);	**Unit I: Introduction to Social Work** a) Social Service, Charity, and Social Work b) Professional Social Work Practice	8

it's scope, goals and skills and relationship with other related disciplines	c) Scope of Social Work in Global and Nepali Context. d) Roles and Skills of Social Workers. e) Goal of Social Work: Preventive, Curative and Rehabilitation f) Social Work and Other Disciplines (Sociology, Anthropology, Psychology, Philosophy)	
Comprehension of history of social work practice.	**Unit II: History of Professional Social Work** a) Australia b) China c) India d) United States of America	7

Recognition and application of methods of SW intervention
 	
at different levels and systematic steps
	Unit III: Methods, Levels and Process of Social Work Interventions
	
	   a) Major Methods:
	
	  i. Social Case Work
	
	  ii. Social Group Work
	
	  iii. Community Organization
	
	  iv. Social Work Research
	
	  v. Social Welfare Administration
	
	  vi. Social Advocacy and Action
	
	   b) Levels of Interventions:
	
	  i. Micro Level
	
	  ii. Mezzo Level
	
	  iii. Macro Level
	
	   c) Steps of Social Work Intervention:
	
	Intake/Engagement, Assessment, Planning, Intervention, Evaluation, Integrating Gains/Termination, Follow-Up
		8

Internalization and adoption of fundamental social work values, ethics and principles in SW practice	**Unit IV: Social Work Values, Ethics and Principles** a) Values and Ethics defined b) Foundation of professional social work values c) NASW code of Ethics	5

	d) Ethical Dilemmas	
	e) Ethical principles	
	f) Ethical principles and social work	
Understanding history and current social work practice and social welfare in Nepal	**Unit V: Social Work Practice in Nepal**	7
	a) History of Institutional Social Service in Nepal	
	b) Structure and Present Practice (NGO/INGOs model) of Social Work in Nepal	
	c) Social work Education and Training in Nepal	
	d) Social Welfare Administration Policies and Practices in Nepal	
Identification of contemporary social problems at national and local level and development of intervention plans	**Unit VI: Social Work Intervention for Contemporary Social Problems**	10
	a) Public problems: poverty, homelessness, hunger, unemployment, corruptions etc.	
	b) Physical and Mental Health Problems: service delivery systems and accessibility	
	c) Problems of Children, Youth and Elderly	
	d) Disability, Marginalization, Inequality and Discriminations	
	e) Local and regional social issues and Intervention Plans	
TOTAL TEACHING HOURS		**45**

Evaluation

Internal Exam   40%

Final Exam   60%

4. **Essential Readings**

Unit I: Introduction of Social Work

- Higham, P. (2006). *Social Work, Introducing Professional Practice*. New Delhi: SAGE Publications.
- Varghese, J. (n/a). *Social Work and Its Relationship to Other Disciplines*. Christ College, Bangalore. pp.1 – 21.

Unit II: History of Professional Social Work

- Lawrence, R.J. (2016). *Professional Social Work in Australia.* Chapter 2 Social Provision in Australia. Canberra: Australian National University Press. pp.19 – 31
- Yelaja, S.A. (n/a). Schools of Social Work in India, Historical Development.

- Li, Y., Han, W.J and Huang, C.C. (2012). Development of social work in China: Background, Current Status and Prospects. *Journal of Social Work Education*, Vol. 48, No. 4, Special Issue (2012). Taylor and Francis Ltd. on behalf of Council on Social Work. pp. 635 – 653.

- SAGE (2018). Chapter 2 History of Social Work in America.

Unit III: Methods, Levels and Process of Social Work Interventions

- Chukwu, N., Chukwu, N.N., Nwadike, N. (2017). Methods of Social Practice. In Okoye, U., Chukwu, N. &Agwu, P. (Eds.). *Social work in Nigeria: Book of readings* (pp 44–59). Nsukka: University of Nigeria Press Ltd.

Unit IV: Social Work Values, Ethics and Principles

- Higham, P. (2006). *Social Work, Introducing Professional Practice*. Chapter 5 Values for Practice. New Delhi: SAGE Publications.pp.112-144

- Hepworth, Rooney, Rooney, Larsen, Storm-Gltfried (2010). *Theory and Skills in Social Work.* Brooks/Cole, Indian Reprint 2010 (*selected chapters*)

Unit V: Social Work Practice in Nepal

- Nikku, B.R. (2012). Building Social Work Education and the Profession in a Transition Country: Case of Nepal. *Asian Social Work and Policy Review,* 6, 252-264.

Unit VI: Social Work Intervention for Contemporary Social Problems

- Zastrow, C. (2014). *Introduction to Social Work and Social Welfare: Empowering People*. Part II Social Problems and Social Services – Chapter 4, 5, 8, 14, 15, 16. Boston: Cengage Learning

5. **Methods and Techniques of Instruction**

   5.1. *General technique*

   a) Lecture and Interactive discussions

   b) Home Work and Class Work Assignments (Individual and Group)

   c) Self-study and Class Room Presentation (Individual)

   5.2. *Specific technique*

   a) Field Work – Community and Neighborhood Visit (Group Work)

   b) Intervention Project Plan – Methods, Levels, Values and Systematic Steps based (Group Work)

5. Evaluation

5.1 Internal Exam (40%)

5.2 External – Final Exam (60%)

Special Note: Concerned class room faculty is suggested to collect and disseminate readings materials and subject matters not included in this list. Prescribed texts as all the published texts are hardly available specific to each of the contents designed in this course, particularly concerning Nepalese context. In addition, the identification of regional problems specific to the locality is also

the responsibility of the teacher based on the observation and interaction with the student themselves. Given the method of instruction and evaluation criteria as per the university requirements, faculty members are suggested to adopt almost all the techniques as far as practicable.

Far Western University
Faculty of Humanities and Social Sciences
Bachelor of Arts

Course Title: Society, Culture and Social Work	**Full Marks: 100**
Course Code: BSW 102	**Pass Marks: 45**
Level: Undergraduate	**Credit: 3**
Semester First	**Teaching Hours: 45**
Nature of Course: Theory	**Nature:**
Compulsory	

1. Course Description

The course society, culture and social work deals with social work in relation to society and culture. It emphasizes on how the social and cultural context of any society shapes the nature of social work to be carried out in any society. Moreover, it familiarizes students with social and cultural norms, values and other important aspects of society that social workers must understand before designing and implementing social work activities.

2. Course Objectives

At the end of this course, students will be able to:

- Define sociology and discuss society in relation to its characteristics and functions
- Comprehend with fundamental sociological and social concepts
- Discuss society, culture, and various social works
- Develop capability to comprehend social work as the applied field of sociology.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Define and discuss sociology, its subject matter, and its relationship with social work	**Unit I: Sociology: The Study of Society** **[6 hrs]** a) Defining sociology b) Subject matter sociology c) Relationship between sociology and social work d) Applied sociology and social work

• Discuss individual, society and culture as fundamentals of society • Describe meaning, characteristics and types of society, groups, culture, norms and values, status and roles.	**Unit II: Individual, Society and Culture** **[8 hrs]** a) Society: meaning, characteristics, types, and functions b) Groups: meaning, characteristics, types, and functions c) Culture: meaning, types, characteristics and functions d) Norms and values: meaning and characteristics e) Status and roles: meaning and types
• Define household and family • Discuss the history of family • Describe the process of socialization of an individual in society • Discuss the role of society and culture in shaping personality	**Unit III: Households, Families, Socialization, the life-Course and Ageing** **[8 LH]** a) Households b) Family and the family in history b) Families and intimate relationships in Nepal c) Culture, society and child socialization d) Gender socialization e) Socialization through the life-course
• Define social process with suitable examples. • Discuss cooperation, competition, conflict, accommodation and assimilation as social processes.	**Unit IV: Social processes** **[5 hrs]** a) Cooperation, b) Competition, c) Conflict, d) Accommodation and e) Assimilation
• Discuss the concept of social stratification and inequality • Discuss stratification based on caste, class, gender, ethnicity, region, religion, occupation, • Discuss social inequality and change in relation to social work	**Unit V: Social Stratification, Inequality and Change** **[10 hrs]** a) Social stratification b) Caste, Class, Gender, Ethnicity, Region, Religion, Occupation, etc. based stratification and inequality c) Social inequality and change d) Social work and social change
• Begin the discussion with nature-nurture debate and discuss the meaning, stages and agents of socialization.	**Unit VI: Socialization** **[3 hrs]** a) Nature and nurture debate; b) Meaning, stages, and agents
• Introduce with social problems • Discuss the process of intervention on social problems as social work project	**Unit VII: Social Problems and Social Work** **[5 LH]** a) Identifying social problems: family quarrel, urban crime; suburban crime; gang violence; rape, juvenile delinquency; mental health, poverty, unemployment, *Chhau*, untouchability, etc. b) Intervention on social problems: identification, assessment, planning, implementation, monitoring and evaluation of projects

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Required Readings:

Unit I: Sociology: The Study of Society

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Pp. 2-25.New Jersey: Pearson Prentice Hall.

MacIver, R.M. and Page C. H. 2001. *Society: An Introductory Analysis. Pp.3-22.* Delhi: MacMilan India Limited.

Inkeles, Alex. 2001*. What is sociology? An introduction to the discipline and profession*. Pp. 1-17. New Delhi: Prentice Hall of India pvt. Ltd.

Johnson, H. M. 2007. *Sociology: A Systematic Introduction*. Pp. 2-14. Delhi: Surjeet Pubication.

Unit II: Individual, Society and Culture

Johnson, H. M. 2007. *Sociology: A Systematic Introduction*. Pp. 81-109. Delhi: Surjeet Pubication.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Pp. 48-79.New Jersey: Pearson Prentice Hall.

MacIver, R.M. and Page C. H. 2001. *Society: An Introductory Analysis. Pp.41-78.* Delhi: MacMilan India Limited.

Unit III: Households, Families, Socialization, the life-Course and Ageing

Schaefer, Richard T. 2006. *Sociology: A Brief Introduction*. New Delhi: Tata McGraw-Hill Publishing Company Limited.

Inkeles, Alex. 2001*. What is sociology? An introduction to the discipline and profession*. Pp. 62-77. New Delhi: Prentice Hall of India pvt. Ltd.

Unit IV: Social processes: The Process of Interaction

Bhushan, B. and Sachdeva, D. R. 2011. *An Introduction to Sociology.* Pp. 161-196. Allahbad, India: Kitab Mahal.

Inkeles, Alex. 2001*. What is sociology? An introduction to the discipline and profession*. Pp. 78-91. New Delhi: Prentice Hall of India pvt. Ltd.

Unit V: Social Stratification, Inequality and Change

Johnson, H. M. 2007. *Sociology: A Systematic Introduction*. Pp. 467-511. Delhi: Surjeet Pubication.

Bhushan, B. and Sachdeva, D. R. 2011. *An Introduction to Sociology.* Pp. 353-373. Allahbad, India: Kitab Mahal.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Pp. 170-200.New Jersey: Pearson Prentice Hall.

Gautam, Tika Ram. 2015. *Intersectionality: Employment across region, class, caste/ethnicity and gender in Nepal*. An unpublished paper. Kathmandu: Tribhuvan University.

Unit VI: Socialization

Bhushan, B. and Sachdeva, D. R. 2011. *An Introduction to Sociology.* Pp. 128-145. Allahbad, India: Kitab Mahal.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Pp. 80-107.New Jersey: Pearson Prentice Hall.

Unit VII: Social Problems and Social Work

Bhushan, B. and Sachdeva, D. R. 2011. *An Introduction to Sociology.* Pp. 833-857. Allahbad, India: Kitab Mahal.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Pp. 498-502.New Jersey: Pearson Prentice Hall.

5. Instructional Techniques

- Lecture and discussion
- Group and individual work
- Self study
- Presentation and participation
- Discussion
- Project work

6. Evaluation

6.1 Internal Exam (40%)

6.2 Final Examination (60%)

Special Note: *Concerned teaching faculty is suggested to collect and disseminate the available readings materials which provide knowledge on the society, culture and social work in the context of far western Nepal. Moreover, he/she is suggested to give examples from the society of far western Nepal while teaching in the classroom. In addition, the identification of regional problems specific to the locality is also the responsibility of the teacher based on the observation and interaction with the student themselves. Given the method of instruction and evaluation criteria as per the university requirements, faculty members are suggested to adopt almost all the techniques as far as practicable.*

Far Western University

Faculty of Humanities and Social Sciences

Course Title: **Psychology for Social Work**   Full marks: 100

Course Code.:   BSW 121   Pass marks: 45

Nature of course: **Theory**   Teaching Hrs/Week: 3

Level: **B.A.**   Total Teaching Hrs: 48

Year: **Second semester**

1. Course Description

This paper is intended to introduce the fundamentals of psychology for social work students. It is focused on different factors associated with the foundations of human behavior. This paper has attempted to incorporate the fundamental concepts and processes in psychology, psychological development over the life span, social psychology and applied aspects of psychology.

2. Course Objective

To familiarize students about the discipline of psychology and its subject matters.

To enlighten students with the fundamentals of human behavior and mental processes.

To help students apply knowledge of psychology in social work practice.

To make student find areas of their interest for further exploration.

3. Specific Objectives and Course Contents

SPECIFIC OBJECTIVES	COURSE CONTENTS	HR
Understand basic concept of psychology, its major branches and key theories and its relevance with social work practice.	**Unit I: Introduction to Psychology** a. Definition, Scope and major branches of psychology – Cognitive, Developmental, Social and Clinical etc. b. Major theoretical orientations – Biological, Psychodynamic,	8

	Behavioristic, Humanistic and Indian Psychology) c. Relevance of Psychology in Social Work Practice	
Comprehension of basic psychological concept and processes.	**Unit II: Basic Psychological Concepts and Process** a) Sensation and Perception b) Emotions c) Motivation d) Memory and Forgetting e) Learning f) Intelligence g) Personality	12
Basic foundations of human behavior. This chapter requires group term paper from students.	**Unit III: Determinants of human behavior** a) Biological: Nervous and Glandular System, Genetics and Heredity, Physique etc. b) Social and Cultural: Family, Neighborhood, School, Work, Norms, Mass media etc. c) Nature, Nurture and Human Diversity	10
Applied dimension of psychology in everyday life.	**Unit IV: Applied Psychology** a) Concept of Health, Mental Health, Psychopathology and Psychosocial Support b) Developmental Hazards and Adjustment: Age related physical and psychological changes, Developmental Tasks, Hazards and Adjustments c) Stress, Coping and Well-being: Meaning and Definition, Types of Stress and Coping, Causes and Management of Stress, Psychology of Well-being.	18

	d) Positive Psychology and Happiness: Strength based approach, Subjective Well Being, Positive Thinking	
TOTAL TEACHING HOURS		**48**

d) **Essential Readings**

Unit I:

Acharya, P. (2021). *Basic Psychology for Social Work*. 1st edition. Kathmandu: Academic Books and Publishers.

Acharya, P. (in press). Expansion of Psychology as a Core Theme in Social Work Academia in Nepal. In Editor Adhikari, Y., Shrestha, S., Sigdel, K. (Ed.). *Nepalese Psychology,* Vol. 1.

Myers, D.G. and DeWall, C.N (2017) *Psychology,* 12th edition*.* New York: Worth Publishers.

Unit II:

Acharya, P. (2021). *Basic Psychology for Social Work*. 1st edition. Kathmandu: Academic Books and Publishers.

Myers, D.G. and DeWall, C.N (2017) *Psychology,* 12th edition*.* New York: Worth Publishers.

Dash, A.S. (2009). Chapter 17 Indian Psychology of Motivation. *Handbook of Indian Psychology*. K.R. Rao, A.C. Paranjpe and A.K. Dalal (eds.).New Delhi:Cambridge University Press

Jha, A.K. (2009). Chapter 18 Personality in Indian Psychology. *Handbook of Indian Psychology*. K.R. Rao, A.C. Paranjpe and A.K. Dalal (eds.).New Delhi:Cambridge University Press

Unit III:

Acharya, P. (2021). *Basic Psychology for Social Work*. 1st edition. Kathmandu: Academic Books and Publishers.

Myers, D.G. and DeWall, C.N (2017) *Psychology,* 12th edition*.* New York: Worth Publishers.

Unit IV:

ARC Resource Pack Study Material Foundation Module 7 Psychosocial Support (http://www.arc-online.org)

Diener, E. (2000). Subjective Well-Being, The Science of Happiness and a Proposal for a National Index. *American Psychologist, Special Issue on Happiness, Excellence and Optimal Human Functioning*. American Psychological Association

Golightley, M. (2014). *Social Work and Mental Health,* Chapter II.

Hurlock, E. (2007). *Developmental Psychology; life span approach*, 5th ed., 39th reprint

Nicolson, P. and Bayne, R. (1984). *Applied Psychology for Social Workers.* London: British Association of Social Workers.

Seligman, M. and Csikszentmihalyi, M. (2000). Positive Psychology, An Introduction. *American Psychologist, Special Issue on Happiness, Excellence and Optimal Human Functioning*. American Psychological Association.

Far Western University

Faculty of Humanities and Social Sciences

Course Title: **Social Work Methods**   Full marks: 100

Course Code.:   BSW 122   Pass marks: 45

Nature of course: **Theory**   Teaching Hrs/Week: 3

Level: **B.A. 2ⁿᵈ Semester**   Total Teaching Hrs: 48

1. Course Description

The course social work method deals with the fundamental aspect of the profession social work. The course Social Work Method discusses the six methods for social work intervention in brief. Students will learn about these methods and understand its applicability in Nepali context especially in Far western Province of Nepal.

2. Course Objectives

At the end of this course, students will be able to:

- Define theoretical aspects of social work methods
- Comprehend with fundamental concepts of social work.
- Develop capability to understand social work as the theoretical and applied field.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Define and discuss the basic concepts in introducing social work	**Unit I: Introduction** **[6 hrs]** e) Defining Social work f) Ancient forms of helping people g) Professionalizing methods of social work h) Development of social work in Nepal
• Discuss social case work • Discuss the social case work application in Nepali society	**Unit II: Social Case work** **[7 hrs]** f) Define Social Case work; Development of Social Case work as a method of social work g) Nature of Case work h) Components of social work i) Process of Case work j) Tools and Recording in Social Case work

	k) Case work in Nepal
• Define Social group work and the development of group work in Nepal • Application of the method in Nepali society	**Unit III: Social Group Work** **[7 hrs]** a) Define Social group work; Development of Social Group work as a method of social work b) Group work process b) Scope of group work c) Recording in Group work d) Group work in Nepal
• Define Community organization and community development • Origin of community organization in Nepal	**Unit IV: Community Organization** **[7 hrs]** f) Define Community organization; Development of Community organization as a method of social work g) Community organizations in different community h) Community development and its Approaches i) Principles of community organization and community development j) Recording in Community organization k) Community organization in Nepal
• Discuss the concept of social welfare and social welfare Administration • Discuss Types of Social Work Administration in Nepal	**Unit V: Social Welfare Administration** **[7 hrs]** e) Define Social Welfare and social welfare Administration; Development of Social Welfare Administration as a method of social work f) Motivations for social welfare g) Social Welfare Administration and social work h) Principles of Social Welfare Administration i) Social Welfare Administration in Nepal
• Introduce the Social Action • Understand Social Action and Social Movements in Nepal	**Unit VI: Social Action** **[7 hrs]** c) Define Social Action; Social Action as a method of social work d) Ideology in Social Action, Social Movement e) Different models of Social Action f) Pressure groups g) Social Action and social movements in Nepal
• Introduce with social research • Discuss the social issue and applied research of Social work	**Unit VII: Social Research** **[7 LH]** a) Define Research in Social Work b) Nature of Social Work Research c) Research Methods in Social Work d) Methods of Data collection e) Sampling in Research f) Social Work Research in Nepal

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Suggested Readings:

Segal et al 2010, *Professional Social work*. India Edition, Rawat publications, New Delhi, India.

Bhattacharya, S.2012. *Social Work: An Integrated Approach,* Deep and deep publications Pvt. Ltd. New Delhi

Tools and techniques of social work practice, Herjoisi and Shefor

Desai, M (2002) *Ideologies and Social work: Historical and Contemporary Analyses*. Jaipur and New Delhi: Rawat Publications.

Krist K, K and et al (2009) *Understanding generalist practice*. USA: Brooks/cole, empowerment series.

Prepared By : Pratik Sharma Lamichhane

Far Western University

Faculty of Humanities and Social Sciences

Course Title: **Social Work Practice: Individual, Group and Community**

Course Code.: BSW 231 Full marks: 100

Nature of course: **Theory** Pass marks: 45

Level: **Undergraduate** Teaching Hrs/Week: 3

Semester: **III** Total Teaching Hrs: 48

Course Description:

This course aims to provide students, different dimension of practices of basic method in social work practice. Social work practice begins with the problems at individual level that occurs within the group and the community of the individuals. More clearly any social problem is manifested in its individual who is the member of one's group in the given community. This paper will help students to deal with individual, group and community by making them familiar with necessary skills and techniques. Furthermore, this course will train students with concepts, principles and approaches to practice with the vulnerable individual and group in the community.

Course Objectives:

- To develop knowledge of social workers to work with individual, group and community.
- To develop social workers ability to analyze individual, group and community problems and design appropriate social work intervention in Nepali context.
- To enable students record social work practice evidences for designing appropriate intervention and documents for further reference

Course Contents

Specific Objectives	Contents
• Review basic methods of social work in theory and practice	**Unit I: Introduction** **[4 hours]** a) Primary methods of social work

	b) Social Work methods in Practice
• Discuss social case work • Discuss the social case work application in Nepali society	**Unit II: Social work Practice with Individual** **[14 hours]** a) Working with individuals b) Nature of Individual Problems c) Social Diagnosis of Individual problems d) Roles and Responsibilities of case worker; Skills, Knowledge and qualities e) Challenges in working with individuals (concept of transference and counter transference etc.) f) Tools and techniques for working with individuals (Use of communication skills, Interview, etc.) g) Theories and Approaches: Psychoanalytic, Psychosocial, Behavioral and Humanistic approaches, Crisis intervention and Eclectic approach etc. h) Case work practices in Nepal, Children, youths, women, elderly, people with disability and mental Illness and gender minorities, disaster victims, chronic Illness etc.
• Define Social group work and the development of group work in Nepal • Application of group work practice	**Unit III: Social work practice with Group** **[12 hours]** a) Working with social groups b) Types and dynamics of social group and group formation stages c) Nature of Group problems d) Principles of group work practice e) Theories of social group work practice: Leadership, social conflict and social exchange theory f) Roles and Responsibilities of group worker g) Group work practice in Nepal: Group work in different setting, correctional setting, school, industries, *Aama* groups, local clubs and others.
• Define Community and community organization	**Unit IV: Social work practice with Community** **[12 hours]** a) Working in the community

• Explore community organization and practices in Nepal	b) Meaning and features of community and social structure c) Problems in the community and systematic marginalization d) Models of Community organization e) Community organization principles and practice guidelines f) Roles and responsibility of community organizer g) Community organization practices in Nepal: *Guthi, Rodhi, Dhikur, Parma*, consumer group,
• Documenting Social work evidences	**Unit VII: Recording in Social work Practice: Individual, group and communities [6 hours]** a) Recording: objectives, principles, types, b) Use of Case history, Genograms, Psychometry, Sociometry, Ecomaps etc.

Suggested Readings

Dakiapo, E. G. (2019). SOCIAL CASE STUDY REPORT. https://www.researchgate.net/publication/333916212_SOCIAL_CASE_STUDY_REPORT

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

Lindeman, E.C. (1951) *The Community – A Introduction To The Study Of Community Leadership And Organization***, Association Press, New York,**

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

Richmond, M.E. (1917) *Social Diagnosis.* New York: Russell Sage Foundation

Sanderson, D. And Polson R.A. *Rural Community Organization,* **John Wiley And Sons, New York**

Standards For Social Work Practice With Groups https://www.iaswg.org/assets/docs/Resources/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf

Trecker, H. B. (1970) *Social Group Work: Principle And Practice*.

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

Far Western University

Faculty of Humanities and Social Sciences

Course Title: **Social Work Practice in Field**　　　　Full marks: 100

Course Code.: BSW 232　　　　　　　　　　Pass marks: 45

Nature of course: **Practical**　　　　　　　Teaching Hrs/Week:

Level: **B.A.**　Semester: **III**　　　　　　　Total Teaching Hrs:

Course Description:

Practice in the field for social workers is intended to provide the students opportunity to apply the knowledge and skills from the classroom into the real-life setting (e.g. rural and urban communities, governmental and non-governmental agencies, and organizations). Field work develop student's abilities to effectively response to peoples and social problems. It further helps students have firsthand experience in social welfare agencies. Various field work practice helps students to work at the micro-level with individuals and families' cases with social diagnostic purposes; and in different aspects of community problems at the mezzo-level so as to practice community assessment for developing necessary interventions strategies to fulfil them.

Course Objectives:

Given the description of the course, this field work practice has particularly following objectives;

- To be attached with different development and social welfare agencies so as to gain familiarity with the vision, mission and goals of the given organizations.
- To participate in everyday administrative work and other related affairs of the agencies.
- To analyze the strength, weakness, opportunities and challenges of the organizations and suggest necessary recommendations.

Practice Modality:

Field work practice in agencies can be done mainly in one of following two modalities;

- Concurrent Field Work Model: In this field work training model, students are placed in the organization for two days a week throughout the semester. It involves total 320 hours of practice in this semester (16 hours a week and 64 hours per month).
- Block placement model: In this field work training model, students are placed in an agency for 40 days by the end of the semester involving 320 hours of practice.

Students are assigned with a supervisor for carrying out the field work practice and prepare weekly and final field report. The supervisor will help students by IC (Individual Conference – weekly individual consultation with the supervisor for preparing a weekly report and planning the activities for the next week) and GC (Group Conference – twice a month discussion with fellow colleagues about the work progresses of each other about given the different sectoral specialization of their respective organizations).

At the end of the semester the final evaluation will be comprised of the evaluation of weekly progress reports, summary recording report after completion of the placement, and, report presentation and viva-voce by external examiners assigned by the university.

Far Western University

Mahendranagar, Kanchanpur

Course Title: **Research Methods in Social Work**   Full marks: 100

Course Code.: BSW 241   Pass marks: 45

Nature of the course: Theory   Credit: 3

Level: Undergraduate

Semester: Fourth

1. Course Description

This course aims to introduce the basic concepts of research methods for social work students. It focuses on various types of social work research tools and techniques. This paper begins with the definitions of social research and social work research then emphasizes on reviewing of the literatures for and finally the ways of preparing research proposal and research report.

2. Course Objectives

At the end of this course, students will be able to:

6. To familiarize students about the fundamental aspects of research and its methodology.
7. To help students design social work research and carry out data collection in the field.
8. To train the students draft a research proposal and prepare final research report.

3. Contents

Unit	Contents

Unit I: Introduction [8 Hrs]	a. Social Research and Social Work Research
	    i. Concept and Nature of Research
	    ii. Research as a secondary method of Social Work
	    iii. Types of Research; Basic and applied, Qualitative and quantitative, Baseline and Participatory action

	research, Evaluation Research, Ethnographic Research, etc.
	b. Steps in Social Work Research– Problem Identification; Objectives, Research Questions and hypothesis; Research design, and sampling; Field work and data collection; data analysis; report writing.
	c. Ethical Consideration in Social Work Research
Unit II: Literature Review [8 Hrs]	a. Importance of Literature Review in Research
	b. Sources of literature
	c. Types of literature Review (Theoretical, Empirical, Methodological, Historical, etc.
Unit III:Research Methodology[10 Hrs]	**a. Research Design; Exploratory, Descriptive, Explanatory, Diagnostic, Experimental, etc.**
	b. Selection of Research Area and Population
	c. Sampling Design- Probability and Non-Probability
	d. Types of Data- Qualitative; Quantitative
	e. Source of Data- Primary, Secondary Data
Unit IV: Doing Field work and Data Collection [10 Hrs]	a. Data collection tools and techniques (Interview Schedule, Questionnaires, Interview Survey, Case Study, Key Informant Interview, Focus Group Discussion, Observation, Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA) etc.
Unit V: Proposal and Report Writing [12 Hrs]	1. Components of Research Proposal (Introduction - Statement of the Problem, Objectives and research question, Rationale and Significance of the Study, Organization of the Report; Literature Review; Research Methodology - Study Area and Rationale for selection, Research Design, Sample design, Data collection tools and Techniques, Limitation of the Study; Appendices; References)
	2. Components of Research Report
	Preliminary Pages

	1. Title page
	2. Acknowledgements
	3. Table of Contents
	4. List of Tables and Figures
	5. Abstract
	
	Main text
	
	    1. Introduction;
	    i. Background
	    ii. Statement of the Problem,
	    iii. Objectives
	    iv. Research question,
	    v. Rationale / Significance of the Study,
	    vi. Organization of the Report
	    2. Literature Reviews
	    i. Theoretical and empirical reviews
	    ii. Review in Nepali context
	    iii. Gap analysis
	    iv. Conceptual framework
	    3. Research Methodology
	     i. Study Area,
	     ii. Research Design,
	     iii. Sample design,
	     iv. Data collection tools and Techniques,
	     v. Limitation of the Study
	    4. Data Presentation and Analysis
	    i. Results
	    ii. Major Findings
	    iii. Interpretation of Findings
	    5. Conclusion and Social workers intervention

	Post Script Pages
	
	      i. List of References and Bibliography
	
	    ii. Appendices
	
	3. Document Formatting Guidelines – American Psychological Association (APA) and Modern Language Association (MLA) styles of documentation

4.   Required Readings:

Kothari, C.R. (2004). *Research Methodology, Methods and Techniques*. New Age International
      Publishers, Delhi, India

Pant, P. R. (2016). *Social Science Research and Thesis Writing*. Buddha Publication Pvt. Ltd,
      Kathmandu

York, R.O. (2019). *Social Work Research Methods, Learning by Doing*. Sage Publications, Inc USA

Far Western University

Mahendranagar, Kanchanpur

Course Title: **Contemporary Social Problems**   Full marks: 100

Course Code.: BSW 242   Pass marks: 45

Nature of the course: Theory   Credit: 3

Level: Undergraduate

Semester: Fourth

1. Course Description

This course intends to introduce various problems in different societies. This paper attempts to examine contemporary social problems across the globe. It attempts to cover diverse social problems from socio-economic troubles to concern for health and wellbeing as well as environmental and public health issues such as disaster and pandemics at micro, mezzo and macro level.

2. Course Objectives

At the end of this course, students will be able to:

- Comprehend diverse problems of contemporary societies and their implications.
- Analyze social problems in terms of their causal and perpetuating factors.
- Attempt to develop ways of preventing and curating social problems by designing social work interventions.

3. Specific Objectives and Contents

Specific Objectives	Contents
Unit I: Introduction [4 HR]	d. Define, nature and Dimensions of social problems e. Types of social problems
Unit II: Social Inequality[8 HR]	a. Poverty

	b. Gender and Sex
	c. Ethnic and untouchability
Unit III: Social Violence [6 HR]	a. Crime
	b. Deviance
	c. Domestic Violence
Unit IV: Health and Life Course Problems [8 HR]	**a.** Physical Health (Communicable and non-communicable disease, Health issues women and children)
	b. Mental Health, psychosocial problems and substance use
	c. Problems related with Ageing
Unit V: Disaster in Society [6 HR]	**a.** Natural disasters
	b. Human-made disaster
	c. Epidemics and Pandemics
Unit VI: Problem of Different Communities [8 HR]	**a.** Beggary and Homelessness
	b. Persons living with disability
	c. Other – excluded and minority communities
Unit VII: Social Worker Intervention to Social Problems [8 HR]	**a.** Preventive intervention
	b. Advocacy and Policy Development
	c. Steps in intervention - Intake, Assessment, Planning, Intervention, Monitoring and evaluation, Termination and Follow-up

4. Required Readings:

Beeghley, L. (1998). Chapter 1: The Study of Social Problems. *Angle of Vision, How to Understand Social Problems*. New York: Routledge. pp.1-20

Beeghley, L. (1998). Chapter 5: Poverty. *Angle of Vision, How to Understand Social Problems*. New York: Routledge. pp.97-116

Eitzen, D.S., Zinn, M.B. and Smith, K.E. (2012). Part 3: Problems of Inequality. *Social Problems.* Allyn & Bacon, Boston, USA. pp.176-325

Eitzen, D.S., Zinn, M.B. and Smith, K.E. (2012). Part 4: Social Structure and Individual Deviance. *Social Problems.* Allyn & Bacon, Boston, USA. pp.326-391

Kornblum, W., Julian, J. and Smith, C.D. (2012). Chapter 3: Problems of Mental Illness and Treatment. *Social Problems.* Pearson Education Inc. USA. pp.66-97

Kornblum, W., Julian, J. and Smith, C.D. (2012). Chapter 8: Gender and Sexuality. *Social Problems.* Pearson Education Inc. USA. pp.258-291

Kornblum, W., Julian, J. and Smith, C.D. (2012). Chapter 9: An Aging Society. *Social Problems.* Pearson Education Inc. USA. pp.292-321

Reid, W. J. (1977). Social work for social problems. *Social Work,* Vol.22, No.5. Oxford University Press, pp.374-381. URL: https://www.jstor.org/stable/23712815

Far Western University

Mahendranagar, Kanchanpur

Course Title: **Social Problems in Far Western Nepal**   Full marks: 100

Course No.: BSW 351   Pass marks: 50

Nature of the course: Theory   Period per week: 3

Year: Fifth semester   Time per period: 1hr

Level: BA   Total periods: 48

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1. Course Description

This course is a specialized version of paper "Understanding Contemporary Social Problems" in the previous semester. In the light of the paper studied in the previous semester, this paper particularly focuses on the contemporary problems of the Far-western province, which includes nine (9) districts covering all three geographical regions in Nepal, namely – Kailali and Kanchanpur (Terai), Doti, Dadeldhura, Achham, Baitadi (Hill), and Bajhang, Bajura and Darchula (Himalayan region). Far-western province, like other provinces of the country, in the one hand, have various common problems prevailing in Nepalese society, and in the other hand it also has few region specific problems, unique to the province.

2. Course Objectives

At the end of this course, students will be able to:

- Have in-depth knowledge about the general and specific problems prevalent in the Far-western province.

- Figure out the extent of the social problems in the province in terms of statistical descriptions and inferences.

- Design social work interventions to various problems.

3. Specific Objectives and Contents

Specific Objectives	Contents
Unit I: **Introduction to the Far-western province** **[12HR]**	f. History, Development and contemporary Issues g. Geography, Topography and Natural Resources h. Demographic and Socio-economic features of Far Western province i. Physical Infrastructures (Health Education and Transportation)
Unit II: **District Profiles and Human Development Index** **[18 HR]**	d. Kailali e. Kanchanpur f. Doti g. Dadeldhura h. Achham i. Baitadi j. Bajhang k. Bajura l. Darchula The course instructor shall focus on the socio-demographic and Status of Human Development indicators of the above mentioned districts of Far Western Province from social work perspective.
Unit III: **Trends, Issues and Impacts of various Problems** **[10HR]**	a. Caste Discrimination – Untouchability b. Gender Issues- Chhaupadi, Deuki and Women Empowerment c. Cross-border Issues- Unemployment and Seasonal Migration, Human and organ trafficking, Drug trafficking, HIV/AIDS d. Ethnic Issue e. Poverty, landlessness and Bonded Labor Issues - Kamaiya/Haliya f. Demographic Issues – Infant and Maternal Health Issues, Literacy and Educational Infrastructure g. Issues of Child youth, elderly and persons with disabilities

| Unit IV: Policy Intervention

[8 HR] | **d.** National and Provincial Plans and policies (Plan of Far Western Province, National Plan of Nepal)
e. Social Welfare Act |

4. Required Readings:

Amatya, P, Ghimire, S, Callahan, K.E., Baral, B.K. and Poudel, K.C. (2018). Practice and lived experience of menstrual exiles (Chhaupadi) among adolescent girls in far-western Nepal. URL - https://doi.org/10.1371/journal.pone.0208260

Annual Report 2078/79. Provincial Policy and Planning Commission, Government of Far-western Province, Dhangadhi, Kailali

District Profiles of All the 9 districts

First Five Year Plan 2078-82. Provincial Policy and Planning Commission, Government of Far-western Province, Dhangadhi, Kailali

Human Development Report 2022. United Nations Development Program (see latest version available)

National census Report 2078 CBS https://censusnepal.cbs.gov.np/

National demographic and health survey (NDHS)

National Living Standard survey (NLSS) CBS https://nsonepal.gov.np/

Nepal Human Development Report 2020 (see latest version available)

Seventeenth National Five Year National Plan of Nepal, National Planning Commission (see latest version available)

Social Welfare Act 2049 BS

Thapa, S. (1995). The Human Development Index: a Portrait of the 75 Districts in Nepal. Asia-Pacific Population Journal Vol. 10, No. 2, June 1995, pp. 3-14. URL - https://www.researchgate.net/publication/11118744

UNFCO (2009). An overview of the Far Western Region of Nepal. United Nations Field Coordination Office, Dadeldhura, Nepal

Vaidya, NK and Wu, J. (2011). HIV epidemic in Far-Western Nepal: effect of seasonal labor migration to India. BMC Public Health, 11:310 URL - http://www.biomedcentral.com/1471-2458/11/310

Far Western University

Mahendranagar, Kanchanpur

Course Title: **Social Work Practice: Child, Youth and Family**   Full marks: 100

Course No.: BSW 352   Pass marks: 50

Nature of the course: Theory   Period per week: 3

Year: Fifth semester   Time per period: 1hr

Level: BA   Total periods: 48

1. Course Description

This course deals with the specialized social work practice with Child, Youth and Family as a client emphasizing family as a primary social institution having its unique life cycle and dynamics. The paper describes children and youth as two major stages in the human live span characterized by distinguishing characteristics and hazards. In addition, the course also has included social security issues regarding youth as well as social work interventions at various levels of society.

2. Course Objectives

After completion of the course, the students are expected to have ability to;

- Analyze social issues regarding children, youth and families.
- Design specialized social work intervention to children, youth, senior citizens and families.

3. Specific Objectives and Contents

Specific Objectives	Contents
Unit I: Introduction [8HR]	j. Concept of Child Youth and family k. Social Work practice with Child, youth and families l. Family as Primary institutions – Types and Functions
Unit II: Social Work With Family[10HR]	m. Family Life Cycle – *Bramhacharya, Grihasta, Vanaprastha, Sanyasa Ashrams* n. Family Dynamics - interactions, roles, and relationships o. Marriages, Procreation, and Child Rearing p. Senior citizen and Elderly Care q. Family Issues – separation and divorce, family partitions, singlehood and widowhood
Unit III:Social Work with Children [10HR]	d. Developmental Stages and Characteristics – Early and Late Childhood e. Child Right – Survival, Protection, Development and Participation f. Problems of Children- abuse and delinquency, orphan child, access to quality education and health g. Juvenile Justice (Juvenile Court and Correctional Home)
Unit IV: Social Work With Youth[10 HR]	a. Developmental Stage and Characteristics – Puberty, Adolescence and Adulthood b. Problems and Challenges of youth- Unemployment and Social Security, Access to quality Education and Reproductive Health Issues, Drug use and Crime, and Human Trafficking c. Impact of Globalization (Foreign Migration, Westernization) d. Youth Empowerment and Leadership Development
Unit V: Social Work Intervention [10HR]	a. Levels of Intervention –Micro, Mezzo and Macro Level b. Act and Policies relating to Child, Youth and senior citizens in Nepal

4. Required Readings:

CDoP (2016). *Child Psychology and Juvenile Delinquency*. S Niraula, S Dhakal, R Thapa (Eds.) Central Department of Psychology, TU

Collins, D., Jordan, C. & Coleman, H. (2013). *An introduction to family social work* (4th ed.). Toronto: Brooks/Cole. ISBN-13: 978-1-133-31262-8

Hurlock, Elizabeth (1980). *Developmental Psychology, A Life Span Approach.* McGraw Hill, New Delhi

Lamichhane, P.S. (2023). Chapter 11 Sanskar, Religion and Region: Indigenizing Social Work in Nepal, *Indigenizing and Decolonizing Social Work Education* B M Dash and M Kumar(Eds.), Concept Publishing Company Pvt Ltd, New Delhi pp 149-157

Rao, C.N.S. (1991). *Sociology*. S. Chand and Company, New Delhi

Act Relating to Child 2075 BS. Government of Federal Democratic Republic of Nepal

International Convention on Rights of Children 1989. he United Nations High Commissioner for Human Rights

National Youth Policy 2072 BS. Government of Federal Democratic Republic of Nepal

Senior Citizen Act 2063 BS. Government of Federal Democratic Republic of Nepal

Far Western University

Mahendranagar, Kanchanpur

Course Title:	**Community Work and Leadership**	Full marks:	**100**
Course Code.	**BSW 361**	Pass marks:	**50**
Nature of course:	**Theory**	Teaching Hrs/Week:	**3**
Level:	**B.A.**	Class Duration:	**1hr**
Year:	**Sixth semester**	Total Teaching Hrs:	**48**

e) Course Description

This paper is intended to introduce students about the theories and practice of leadership in the community. The rationale behind the development of leadership in the community is to ensure the satisfaction of the members of a community by efficient utilization of local resources. A community leader has to facilitate community interaction to connect members exchange ideas and skills to enhance each other. In order to carry out such a work in the community, leadership styles and skills have to be developed. In this context, this paper has focused on the nature of leadership in the community for the effective development of the community.

f) Course Objective

9. To introduce the concept of community work and leadership.
10. To develop knowledge in identifying community resources.
11. To understand and participate in community led events.

g) Specific Objectives and Course Contents

SPECIFIC OBJECTIVES	COURSE CONTENTS	HR
To comprehend communities and organization	**Unit I: Understanding Community Work** a) Revisiting the Concept of Community and Community Organization	6

	b) Diverse communities around Nepal and Sudurpaschim Province (Ethnic/caste, Rural/ Urban, etc.)	
To introduce leadership in the community	**Unit II: Understanding Community Leadership** a) Concept, Characteristics and Types of Leadership b) Meaning of Leadership in the Community c) Theory of Community Leadership d) Leadership Development in the Community	8
To explore the needs and resources in the community	**Unit III: Assessment of Community Needs and Resources** a) Identification of Local Needs and Resources b) Indigenous knowledge and technology in the Community	12
To participate in community led events	**Unit IV: Collective Action in the community** a) Feasts, Festivals and Fairs (*jaatra*): Process of organization and importance in developing cohesion and solidarity b) Various social movements in *Sudurpaschim* (Far west) Nepal	12
To understand skills required in working with community	**Unit V: Integrating Community Work and Leadership** a) Philanthropy, Social service, Community Leadership and Social work b) Empowering community c) Community based Communication skills d) Roles of social workers in community work and leadership	10
	TOTAL TEACHING HOURS	48

Commented [AY1]: Do we need to teach "'The community leadership development framework' a. Leading change through dialogue; b. Connective leadership;, c. Collective empowerment?

INTERNAL ASSESSMENT	**40%**

A) SOCIAL WORK INTERVENTION ACTIVITIES
ACTIVITY 1: Community Need Assessment (Students are required to visit the community and conduct a survey/PRA/RRA and enumeration of local resources)
ACTIVITY 2: Observation and participation in collective events (Students are required to write a report on ongoing local festivals/movements etc.)

h) **Essential Readings**

CCHD (n.d). *The Community Tool Box*. Center for Community Health and Development, University of Kansas. Website: http://ctb.ku.edu/en

Cugliari, C.W. and Earnest, G.W. (2007). Philanthropy: A Leader's Role in Community. *Journal of Leadership Education* 6(1) Winter 2007. pp.73-91. Association of Leadership Educators.

Dhavaleshwar, C. (2016). The Role of Social Worker in Community Development. *International Research Journal of Social Sciences* 5(10):61-63. November 2016. DOI:10.2139/ssrn.2854682

Kirk, P. and Shutte, A.M. (2004). Community Leadership Development. *Community Development Journal* 39(3) Oxford University Press. DOI: 10.1093/cdj/bsh019

Lamm, K.V., Carter, H.S. and Lindsey, A.B. (2017). Community Leadership: A Theory-Based Model. *Journal of Leadership Education*, July 2017. DOI: 10.12806/V16/I3/12

Outreach International (n.d). *Community Developments*, The Outreach Blog: From the Field. URL: https://outreach-international.org/blog/what-is-community-led-development/

Tropman, J.E. (2012). *Successful Community Leadership: A Skills Guide for Volunteers and Professionals*. National Association of Social Workers, Washinton DC

Far Western University

Mahendranagar, Kanchanpur

Course Title:	**Humanism, Human Rights and Social Justice**	Full marks:	**100**
Course Code.	**362**	Pass marks:	**50**
Nature of course:	**Theory**	Teaching Hrs/Week:	**3**
Level:	**B.A.**	Class Duration:	**1hr**
Year:	**Sixth semester**	Total Teaching Hrs:	**48**

i) Course Description

This paper introduces the concept of humanism developed by the Colonel Raja Jaya Prithvi Bahadur Singh from Sudurpaschim province. The concept of humanism is core to the practice of human rights and social justice. It is mainly focused on the principles of social justice and human right which are central to social work practice.

j) Course Objective

12. To introduce and define the concept of humanism in Nepal.
13. To connect Nepali concept of humanism in the global context of human rights and social justice.
14. To help students understand and promote the fundamental and inalienable rights of all human beings.

k) Specific Objectives and Course Contents

SPECIFIC OBJECTIVES	COURSE CONTENTS	HR
Introduction of the course	**Unit I: Introduction** c) Concept of Humanism d) Concept of Human Rights Historical Development, Nepali Context) e) Concept of Social Justice (Historical Development, Nepali Context)	6

	f) Humanism in Social Work	
Introduce the concept of humanism in Nepal	**Unit II: Introduction to Humanism (**by King Jaya Pritihivi Bahadur Singh**)** c) Concept of Humanism (*"mero jaat manav ho, mero dharma manavta ho ra mero bichar manavtabadi ho"*) d) Troubles of Man – Social Evolution e) Modern Education and Eastern System of Education	s
qTo introduce the concept of human rights	**Unit III: Introduction to Human Rights** e) Historical Development of Human Rights f) Universal Declaration of Human Rights g) Human Rights in Nepal h) National Human Rights Commission Nepal	12
To introduce the concept of social justice in global and Nepalese context	**Unit IV: Introduction to social Justice** c) Historical Development of Social Justice in the World d) Theory of distributive Justice (Rawls 1971) e) Social Justice in Nepal f) Social justice Priorities- Disability, children, Gender	12
To apply the theory and practice of human rights and social justice in social work profession	**Unit V: Human Rights, Social Justice and Social Work** e) Social Discrimination and Oppression f) Respect for Diversity and Solidarity g) Equality and Equity h) Justice oriented Policies and Practices i) Human Rights and Sustainability j) Promoting Rights, Justice in Nepal	12
TOTAL TEACHING HOURS		48

INTERNAL ASSESSMENT	**40%**
A) SOCIAL WORK INTERVENTION ACTIVITIES	
ACTIVITY 1: *Review of Law and Report on Human Right violation in* Nepal – a) Draft of Model Law on Protection, safety, identity and recognition of Human Rights Defenders 2023-05-18 (The updated version shall be followed) b) Annual Report by National Human Rights Commission Nepal 2079-2080 (The recent annual report shall be followed)	

ACTIVITY 2: ***Human Right Situation Watch and Reporting*** – students will observe and identify the current situation of human right in the locality and make a report on them. In addition, they shall report any incidence of human right violation to the concerned authority in the province.

l) **Readings**

HJPF (2020). *Biography of the King Jaya Prithvi Bahadur Singh.* Humanism and Jai Prithvi Foundation, Kathmandu, Nepal

IFSD (2006). *Social Justice in an Open World. The Role of the United Nations* by The International Forum for Social Development

IFSW (2018). *Global Social Work Statement of Ethical Principles* by International Federation of Social Workers (https://www.ifsw.org/global-social-work-statement-of-ethical-principles)

National Human Rights Commission Act, 2068 B.S.

NHRCN (2020). *Human Rights Based Approach to Sustainable Development Goals and the Process of Voluntary National Review* National Human Rights Commission (2020)

NHRCN (2022). *Universal Periodic Review* by National Human Rights Commission Nepal

NHRCN (2078 B.S.). *Human Rights: A Must Know Things* by National Human Rights Commission Nepal

Singh, J.P.B. (1928/2019) *Humanism.* Humanism and Jai Prithvi Foundation, Kathmandu, Nepal