# Tribhuvan University

# Faculty of Humanities and Social Sciences

### Bachelor of Arts in Social Work (BASW)

### Courses of Study 2019

### Tribhuvan University

### Faculty of Humanities and Social Sciences

### DEPARTMENT OF SOCIAL WORK

### Kirtipur, Kathmandu, Nepal

### Phone: 01-4333688

1

# Bachelor of Arts in Social Work

Bachelor of Arts in Social Work is a four year academic program under Faculty of Humanities and Social Sciences of Tribhuvan University. Major aim of this program is to produce generalist social workers to fulfill the need of contemporary Nepal as well as the world. In order to achieve this goal, it offers altogether 8 papers including compulsory field work, research work, academic writing and report writing courses in different semesters. These courses, apart from core courses of social work, also include various required courses from related disciplines, and some optional courses in the third and fourth year including some specialization courses. In addition, there are few compulsory courses such as Nepali, English, Nepal Studies, ~~Research and Academic~~ Writing.

## Objectives

The overall objective of the courses of bachelor level is to impart up-to-date knowledge of the basic theories and methods of Social Work to the students along with skills developed through intensive field-work. The main objective is to provide general skilled human resources for social work in the context of Nepal. In addition, it also aims to inculcate in the students the spirit of human rights and social justice. Thus, the overall objective of this level is to produce skilled human resource through developing professional skills among the students of this discipline at a par with those of other countries.

In specific the bachelor level Social Work program aims to develop the following:

- Understanding of the basic concepts of Social Work; principles, methods, and practice.

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

- Developing ability to identify major social problems in the context they are situated.

- Managing and utilizing the service system to solve the problem among those affected people.

- Developing self-awareness in relation to one's own capability responding to problem situations.

## Admission Criteria

A student holding a higher secondary level degree (+2, PCL or any) in any of the subjects recognized by Tribhuvan University is considered eligible to apply for admission at bachelor level.

An applicant seeking admission to Bachelor in Social Work may appear in an Entrance Examination, if provisioned, of one hour's duration conducted by the Office of the Dean, Faculty of Humanities and Social Sciences, Tribhuvan University or managed by Department of Social Work. The students who pass the Entrance Examination, if provisioned, will get an opportunity of getting admission in the campus/college of their choice if possible, otherwise he/she will be assigned to a particular campus/college. The applicant who fails to appear in the Entrance Examination or to obtain a minimum qualifying score will not be given admission. Admission of the students will be based strictly on the merit list and on the enrollment quota; as per rule of FOHSS, TU, based on approval provided to the Campus/College through Dean's Office. However, Dean's Office in coordination with Department of Social Work may apply any relevant and feasible policy for enrollment in BASW.

## Course Effective Date

This course of BASW will be implemented as soon as the course is approved by the concerned authority of Tribhuvan University. After the implementation of 4 years BASW program there won't be three years BA program running under FOHSS, TU.

## Duration of the Course and Examinations

The duration of the course is of four academic years. There will be a final examination, in each year, at the end of each year. Regularity of the students will be mandatory to be eligible to appear in the internal as well as final examination.

## Approval Criteria for Implementing BASW Program

Since the BASW is four years' annual program it requires some pre-conditions to run this program. At least 3 faculties with MSW or equivalent degree approved by Tribhuvan University and a Computer Lab with at least 25 computers are the necessary pre-conditions to run this program.
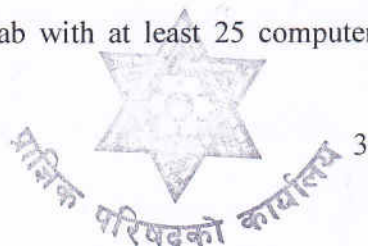
## Distribution of Courses by Year

### First Year

| Paper | Code No. | Title of Course | Full Marks | Remarks |
|---|---|---|---|---|
| 1. | SW 421 | Introduction to Social Work | 100 | Required |
| 2. | SW 422 | Basic Sociology for Social Work | 100 | |

### Second Year

| Paper | Code No. | Title of Course | Full Marks | Remarks |
|---|---|---|---|---|
| 3. | SW 423 | Basic Psychology for Social Work | 100 | |
| 4. | SW 424A | Social Case Work Practice | 50 | Required |
| | SW 424B | Social Work Practice with Groups | 50 | |

### Third Year*

| Paper | Code No. | Title of Course | Full Marks | Remarks |
|---|---|---|---|---|
| 5. | SW 425A | Community Organization(Practical) | 50 | Required |
| 6. | SW425B | Development and Social Work(Practical) | 50 | Required |
| 7. | SW 410 | Social Policy and Welfare | 100 | Elective |

### Fourth Year*

| Paper | Code No. | Title of Course | Full Marks | Remarks |
|---|---|---|---|---|
| 8. | SW 426 | Research Method and Academic Writing | 100 | |
| 9. | SW 427 | Indigenous Social Work Practice of Nepal(Practical) | 100 | Required |

*Note: There will be two practical courses (social work practice) in the third and fourth year. The overall practical hours for social work practice will exceed 450 hours at bachelor level. It will*

4

*fulfill the requirement of field work for the development of professional social work skills among students so that they can work as generalist social worker within and beyond Nepal.*

**Evaluation**

Evaluation will be on the basis of 30 percent internal and 70 percent external. Thirty percent internal evaluation will be done by the Social Work Department/Campus on the basis of the social work practice in the field/community guided through social work theories and methods.

The 70 percent external evaluation will be done by the Dean's office through Controller of Examinations, Tribhuvan University which will be written examination. However, in case of practical courses the external examination of 70 percent will also be evaluated practically by the department/Campus under the coordination of Department of Social Work and FOHSS, TU.

## First Year

## SW421: Introduction to Social Work

### (Theory and Practical)

**Teaching hours: 100+50=150**

**Course Description:**                                                    **Full Marks: 70+30=100**

This paper is about the basic knowledge of social work as its introduction to students. It primarily focused on contents that help to be generalist social work practitioner. The course develops from the focus of social work as a profession from the very beginning of its roots. This course also deals with the western and eastern philosophy of social work as a profession. These all contents are expected to build up the capacity and the ability of students in the field of indigenous social work practice in the world in general and in Nepali context in particular.

### Course Objective

1. To introduce students with the basics of social work discipline,
2. To enable the students to realize the mission of social work and its role in producing professional social worker,
3. To enable the students to understand and perceive the code of ethics and principles required to practice social work, and
4. To identity and analyze the contemporary issues in social work discourses

### Course Contents

### Unit I: Introduction of Social Work                                  (20 LH)

a. Concept of Social Work:

- Social Work as an independent discipline
- Social work as a profession
- Basic elements and goals of social work practice
- Fields of social work practice
- Role of social workers

b. Mission of Social Work

- Preventive

- Curative

c. Relationship of social work with other disciplines of social sciences – Sociology, anthropology, history, political science, economics

## Unit II: The Profession of Social Work: History, Perspectives and Methods    (20 LH)

a. The emergence of social work as a profession

- Historical antecedents
- Social work practice (academic and professional) in:
  - United Kingdom
  - United States of America
  - Australia
  - India
  - Nepal

b. Social work, social systems and social work perspectives

- Ecosystems perspective
- Four Practice systems- Client, Action, Target and Change agent system
- Levels of Intervention – Micro, Mezzo and Macro Level

c. Social Work methodology

- Primary Methods : Casework, Groupwork, Community Organization
- Secondary Methods : Social Action, Social Welfare Organization, Social Work Research

d. Social Service delivery systems

- Social service settings
- Funding for services
- Service delivery issues

## Unit III: Social Work Values and Ethics                                      (10LH)

- Values and Ethics defined
- Foundation of professional social work values
- IFSW and NASW code of Ethics

- Ethical Dilemmas in social work practice

## Unit IV: Ethical principles for social work (10 LH)

- Principles of Social work Practice

    o Acceptance

    o Confidentiality

    o Controlled emotional involvement

    o Individualization

    o Non-judgmental Attitudes

    o Purposeful expression of feelings

    o Self determination

## Unit V: Empowering processes for social work practice (15 LH)

- Intake,
- Assessment,
- Planning,
- Intervention,
- Evaluation,
- Integrating gains/termination,
- Follow-up

## Unit VI: Contemporary issues in Social work (15 LH)

- Social work in Public domain : poverty, homelessness, hunger, unemployment; divorce;
- Social work in Health, Social Rehabilitation and Mental Health
- Social work with families and youth
- Social work with Older Adults and Persons with disabilities: Elderly people and Disable people
- Social work and Criminal Justice: girls trafficking, drug cases,
- Education and School Social Work

## Unit VII: Social Work Practice in Nepal (10 LH)

- Scope
- Institutional practice of social work
- Structure of social work practice
- Present practice of social work – Voluntary Social work and Professional Social work
- Social work education – Initiation of social work as a discipline.
- Opportunities and challenges in the area of social work

## Unit VIII: Practical (Social Work Practice) [50 LH]

Teaching faculty will plan for this practical work as per the availability of financial resources and feasibility of field work to be carried out related to social work practice. Faculty will make a single group or a number of groups based on the number of students studying. Each group will go to community/society and will carry out field work of 50 hours and will prepare a field work or project work report as the social work practice in the community. There will be a supervisor who will guide/supervisor the overall field work/case work/community/organization work. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 30 marks allocated for the practical of social work practice.

## Essential Readings

- **Unit I**

  - Bhattacharya, Sanjay (2008). Social Work: An Integrated Approach. Deep and Deep Publication, New Delhi.
  - Bisno, Herbert – The Philosophy of Social Work.

- **Unit II**

  - Friedlender, W.A. (1958) – Concept & Methods of Social Work, Eaglewood Cliffs: Prentice – Hall.
  - Milly, K.K., O.Melia, M. and Dubois, B. (2007). Generalist Social Work Practice– An empowering approach, New York: Pearson, Allyon & Bacon.

- **Unit III**

9

- o Congress, E.P. (1998) – Social Work Values and Ethics, Chicago: Nelson – Hull Publishers
- o Banks, S. (1995) – Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.

- **Unit IV**
  - o IFSW and NASW code of Ethics, 2012

- **Unit V**
  - o Bertlett, Harriett (1970) – The Common Base of Social Work Practice, National Association of Social Workers, 2 Park Avenue, N.Y.
  - o Dubois, Brenda & Miley, Karla Krogsrud – Social Work: An Empowering Profession, Boston: Allyn and Bacon.

- **Unit VI**
  - o Karen kay kirst-Ashman et al. (2012) Understanding Generalist practice, Belmont CA, United States of America
  - o Adhikari, Dilli ram (2001) An Introduction to social work, Kathmandu, Nepal

- **Unit VII**
  - o Shrestha, S. K (2013) Introduction to social work, Tajelu Publication, Kathmandu
  - o Yadav, R.K (2012) Integrated social work, Amisha-shivanshi Distributors, Kathmandu

# SW422: Basic Sociology for Social Work

## (Theory and Practical)

**Teaching hours: 100+50=150**

**Course Description:**                                    **Full Marks: 70+30=100**

The paper has been designed to familiarize the students with the basics of sociology which are essential to be social worker and enable them to comprehend and analyze social relationship, social structure, social system, social stratification, social change, social institutions, social processes and social problems in the context of Nepal. The course also deals with the applied Sociology that helps the students to work in the field of social work as professional social workers in future.

### Course objectives:

This course aims to enable the students:

- To comprehend the basic sociological concepts,
- To understand and apply the basic theoretical perspectives on social relationship, social structure, social institutions, social change, social stratification, social problems, etc. in the context of Nepal,
- To identify and analyze the social problems in contemporary Nepal,
- To develop the skill related to applied sociology in solving social problems.

### Detail Course Contents:

### Unit I: What is Sociology?                                    [10 LH]

- Developing a sociological outlook: studying sociology
- How can sociology help us in our lives? Awareness of cultural differences; assessing the effects of policies; self-enlightenment
- The development of sociological thinking; early theorists; Auguste Comte; Emile Durkheim; Karl Marx; Max Weber
- More recent sociological perspectives; functionalism, conflict perspective, social action perspectives; symbolic interactionism
- Sociology and social work

11
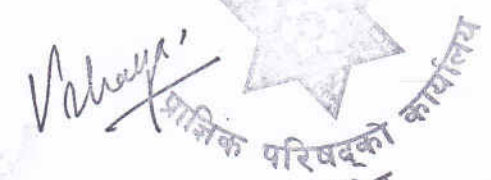
### Unit II:  Individual, Society and Culture                         [15 LH]

- Culture and behavior
- Norms and values
- Status and roles
- Social change

### Unit III: Social Interaction and Everyday Life                    [15 LH]

- The study of daily life
- Non-verbal communication
- The social rules of interaction
- Face, body and speech in interaction
- Interaction in time and space
- Interaction, groups and organization

### Unit IV: Families, Socialization, the life-Course and Ageing       [15 LH]

- The family in history
- Families and intimate relationships in Nepal
- Culture, society and child socialization
- Gender socialization
- Socialization through the life-course

### Unit V: Health, Illness and Disability                            [10 LH]

- The sociology of body
- The social basis of health
- The sociology of disability

### Unit VI: Social Institutions                                      [15 LH]

- The economy and work
- Politics and government
- Marriage and family
- Religion: belief
- Education

12

- Health and medicine

## Unit VII: Social Stratification and Inequality [10 LH]

- Stratification
- Caste, class, gender, region based inequality

## Unit VIII: Application of Sociology in Social Work [10 LH]

- Identifying social problems: urban crime; suburban crime; gang violence; juvenile delinquency; mental health, poverty, unemployment, etc.
- Applied sociology in practice: identification, assessment, planning, implementation, monitoring and evaluation of projects

## Unit VIII: Practical Activities (Social work practice) [50 LH]

Teaching faculty will divide the students into a number of groups and will assign them writing report/paper, as project work, either based on field work or secondary/archival resources focusing on social institutions; family, marriage, economy, social inequality, social change, etc. Each group of students will submit an independent research report/paper analyzed through sociological perspective under the guidance of assigned faculty in the format provided by the department/campus. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 30 marks allocated to this practicum.

**References:**

**Unit I**

Giddens, Anthony. 2004. *Sociology*. 4th Edition. Chapter 1. Pp. 1-19. UK: Blackwell Publishers.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Chapter 1, pp. 1-19. New Jersey: Pearson Prentice Hall.

Ogundipe, Ayodele & Edewor, Patrick. 2012. Sociology and Social Work in Nigeria: Characteristics, Collaborations and Differences. *African Sociological Review / Revue Africaine de Sociologie*, Vol. 16, No. 2 (2012), pp. 40-55. Published by: CODESRIA Stable URL: http://www.jstor.org/stable/afrisocirevi.16.2.40 Accessed: 29-06-2017 15:00 UTC.

**Unit II**

Haralambos, M. & Holborn, M. 1995. *Sociology: Themes and Perspectives*. Fourth Edition. Chapter 1. Pp. 3-7. London: Collins Educational.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Chapter 6, pp. 140-169. New Jersey: Pearson Prentice Hall.

**Unit III**

Giddens, Anthony. 2006. *Sociology*. 5th Edition. Chapter 5. Pp. 126-159. First Indian Reprint. UK: Polity Press.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Chapter 6, pp. 140-169. New Jersey: Pearson Prentice Hall.

**Unit IV**

Giddens, Anthony. 2006. *Sociology*. 5th Edition. Chapter 6. Pp. 160-201. First Indian Reprint. UK: Polity Press.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Chapter 4, pp. 82-107. New Jersey: Pearson Prentice Hall.

**Unit V**

Giddens, Anthony. 2006. *Sociology*. 5th Edition. Chapter 8. Pp. 250-291. First Indian Reprint. UK: Polity Press.
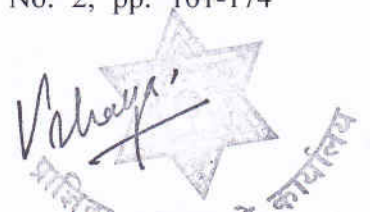
**Unit VI**

Macionis, John J. 2001. *Sociology*. Eighth Edition. Part IV. Pp. 409-564. New Jersey: Prentice Hall.

**Unit VII**

Giddens, Anthony. 2004. *Sociology*. 4th Edition. Chapter 1. Pp. 1-19. UK: Blackwell Publishers.

**Unit VIII**

Lees, Ray & Lees, Sue. 1975. Social Science in Social Work Practice: The Case for an Action Research Approach. *The British Journal of Social Work*, Vol. 5, No. 2, pp. 161-174

Published by: Oxford University Press Stable URL: http://www.jstor.org/stable/23693202 Accessed: 29-06-2017 15:01 UTC.

Ballantine, Jeanne. 1989. Developing Applied Content in Sociology Courses. *Journal of Applied Sociology*, Vol. 6 (1989), pp. 89-94 Published by: Sage Publications, Inc. Stable URL: http://www.jstor.org/stable/43481313 Accessed: 29-06-2017 15:01 UTC.

## SW423: Basic Psychology for Social Work

## (Theory and Practical)

**Full Marks: 100 (70+30)**

**Teaching hours: 150 (100+50)**

### Course Description

This course will introduce the students about the fundamental concepts of psychology. It has been designed to make students familiar with the basic psychological concepts, processes and its scope and fields particularly relevant to social work practice.

### Course Objectives:

1. To introduce students with basic psychological concepts and processes regarding human behavior.
2. To help students find relevant application of psychology in social work practice.
3. To make student find areas of their interest for further exploration

### Unit I: Introduction to Psychology (20 hrs.)

a. Definition and Scope of Psychology
b. Branches and Fields of Psychology – Clinical, Educational, Social, Community, Developmental.
c. Major theoretical orientations in Psychology (Biological, Psychodynamic, Behaviorist, Cognitive, Evolutionary, Humanistic)

### Unit II: Determinants of human behavior (20 hrs.)

a) Biological determinants: Genetics, Nervous System and Glandular System
b) Social-cultural determinants: Family, Neighborhood, School, Work, Norms etc.

### Unit III: Basic Psychological Concepts (25 hrs.)

a) Sensation and Perception
b) Emotions and Motivation
c) Memory and Forgetting
d) Learning

16

e) Intelligence

f) Personality, Values and Attitude

## Unit IV: Application of Psychology in Social Work (35 hrs.)

a) Psychopathology, Mental Health and the Psychosocial: Meaning and Definition, Causes of Psychopathology and Varieties, Concept of Health, Mental Health and Psychosocial Wellbeing

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.

d) Positive Psychology and Happiness: Strength based approach, Subjective Well Being, Positive Thinking

e) Psychology of Child, adolescence, elderly people: Problems, Prevention and Support

## Unit V: Practical (Social Work Practice) [50 LH]

Teaching faculty will plan for this practical work as per the availability of financial resources and feasibility of field work to be carried out related to psychology such as psycho-social analysis. Faculty will make a single group or a number of groups based on the number of students studying. Each group will go to community/society and will carry out field work of 50 hours and will prepare a field work or project work report as the social work practice in the community. There will be a supervisor who will guide/supervisor the overall field work/case work/community/organization work. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 30 marks allocated for the practical of social work practice.

## Readings

Baron, R.A. (1999). *Psychology*. Allyn & Bacon

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

Feldman, R. S (2014). *Essentials of Understanding psychology*. 11 th Edition, Delhi: TATA McGraw-Hill.

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

Niraula, S. (2011). *General Psychology: With O.B. Emphasis*. Buddha Academic Enterprises.

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

Regmi, M.P. and Dhakal, S.(2007) *General psychology: Organizational Applications*. Quest Publication

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

Subba, S. and Bhatt, K. (2010). *Invitation to psychology*. Psychosocial Multiservice, Pvt. Ltd.

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

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

## SW424A: Social Case Work Practice

### (Theory + Practical)

**Full Marks: 50 (35+15)**

**Teaching hours: 75 (50+25)**

### Course Description

The course is designed to enhance the basic generalized theoretical knowledge in the perspective of professional casework. The course tries to give a theoretical framework to guide the knowledge, skill and attitude of students. The course is more practical and skill oriented which helps and prepares students to meet the need of different human service organization of Nepal and the world as a social caseworker in today's era. This course introduces the theoretical concepts, objectives, purpose, scope and historical development of social case work. It provides knowledge of components and process, approaches and application of social case work in different settings. Moreover, the course examines the issues related with individual and provides ideas to solve those problems within the field of social casework.

### Course Objective:

☐To develop understanding on the basic concepts of social Case Work

☐To acquaint the students with the process of Social case work

☐To understand the utilization of tools and techniques and develop in students the necessary attitude and skills to practice Social casework

### Unit I: Introduction, Values, Principles of Case work          (8 LH)

- Meaning, Definitions, Objective, Purpose, characteristics, Scope,
- Historical Development of Casework
- Values and Principles of case work

### Unit II: The Casework Relationship          (8 LH)

- Nature,Establishment,Maintenance,Termination,Transference,Counter transference
- Attitude ,Emotions and Behaviour
- Psychosocial approach ,Functional approach, problem-solving approach
- Psychoanalytical approach
- Desensitization model

### Unit III:Component and Process of Casework          (8 LH)

- Components of Case Work –The Person, The Problem, The Place, The Process.
- Process in case work:
    - Study

- Diagnosis
- Treatment
- Termination
- Evaluation
- Follow-up

## Unit IV: Tools and Skills for Problem Diagnosis (4 LH)

- Listening
- Communication
- Observation
- Interview
- Home visit
- Survey
- Recording

## Unit V: Counselling and Casework (6 LH)

Counseling in Case Work: Definition, Meaning, Importance, Objectives, Phases in Counseling , Counseling techniques & areas of Counseling

## Unit VI:Other basic concepts related to Casework (6 LH)

- Social Role
- Conflict
- Ego
- Adaptation
- Crisis
- Rehabilitation

## Unit VII: Recording in Casework (4 LH)

## Unit VIII: Casework practice and application at different settings in Nepal (6 LH)

- Applications of social case work in: family, women, child welfare settings, school settings, marriage counseling centers, medical and psychiatric setting, correctional institute and industry.

## Unit IX: Practical (Social Work Practice) [25 LH]

Teaching faculty will plan for this practical work as per the availability of financial resources and feasibility of field work to be carried out related to case work. Faculty will make a single group or a number of groups based on the number of students studying. Each group will go to community/society and will carry out field work of 50 hours and will prepare a field work or

project work report as the social work practice in the community. There will be a supervisor who will guide/supervisor the overall field work/case work/community/organization work. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 30 marks allocated for the practical of social work practice.

**Readings:**

Misra, P. (1994). *Social Work- Philosophy and Methods.* New Delhi: Inter-India Publications.

R.K, U. (2012). *Social Casework.* New Delhi: Rawat Publication.

Sanjay, B. (2012). *Social Work; An Integrated Approach.* New Delhi: Deep & Deep Publication Pvt. Ltd.

*Essential materials*

The Dynamics of Casework & Counselling: Aptekar H H

The Case Work Relationship: Biestek PP

Theory & Practice of Counselling & psychotherapy: Gerrald Corey

Introduction to Social Case Work: Grace Mathew

Social Case Work: a Problem solving Process: Helan Harris Perlman

## SW424B: Social Work Practice with Groups

### (Theory + Practical)

**Full Marks: 50 (35+15)**

**Teaching hours: 75 (50+25)**

### Course Description

This course aims at developing knowledge and skills of students on social group work process, methods, interventions skills, and group mobilization. The overall objectives of the course are to help students develop an appreciation for the distinguishing features of social group work and to provide them with the knowledge, skills and values essential to direct practice with groups, family and other variety of settings to achieve social justice.

### Course Objectives

1. To enhance knowledge and skills of students on group work methods, techniques, tools needed to practice with groups, families, organizations and communities.

2. To enhance understanding of students in social group work theories, principles, approach, communication skills, and group dynamics.

3. To enhance the ability of students to apply the knowledge and skills learned in the classroom for direct social work practice and act according to social work ethics and values in organizational setting.

### Chapter 1: Introduction to Social Group Work                                    8 hrs

Group, Team, Group Work and Team Work

Social Group Work: Definition, Meaning, Concept, Scope, Objectives

History of Social Group Work

Douglas 14 Principles of Social Group Work

Relationship between Social Case Work, Social Group Work and Community Organization

### Chapter 2: Process of Social Group Work and its Practice                        8 hrs

Group Work Process - Planning Phase, Beginning Phase, Middle Phase, Ending Phase

Recording in Social Group Work, Types and its importance

Roles of group worker: Facilitator, Leader, Moderator, Manager, Administrator, Enabler, Therapist, Helper, Resource mobilizer and Evaluator

Approaches and Models in Group Work Practice: Therapeutic / Social Treatment, Developmental Group and Task oriented Group.

## Chapter 3: Group Dynamics and Group Development                5 hrs

Group Dynamics

Dynamics in Group Formation

Group Development

Power

Pattern and process of group interaction

Crisis and Conflict in groups, Crisis management, handling conflict in group, conflict resolution,

## Chapter 4: Theories of Social Group Work                8 hrs

Contemporary theories and methods of group work practice in social work:

Systems Theory

Psychodynamic theory

Social Learning theory

Conflict theory

Garland, Jones and Kolodny's five stage model

NASW Code of Ethics

Ethics in Social Work, IFSW Standards

## Chapter 5: Use of Program Media in Group Work                5 hrs

Program Laboratory (Program Media in Social Group Work) Play, Games, Singing, Dancing, Role Play, Story Telling, Puppetry, Group Discussion and Excursion

Group climate, Socio-metric pattern and its use, evaluation and assessment of group functioning

### Chapter 6: Leadership and Group Behavior                    8 hrs

Leader, Leadership

Types of Leadership

Leadership Theories

Concept of Leadership in the Social Group Work

Centralization and Decentralization

### Chapter 7: Social Group Work Practice in Different Settings        8 hrs

Group Work in Nepal

Group Work practices among Children, Youth, Aged, Women

Self Help Groups, Women Group, Cooperative Group, Correctional Setting, and Group Work communities

Group work in institutional settings like educational institutions, hospitals, and youth development settings, child settings, family service agencies, municipality, DDC/VDC, social welfare organizations, labor organizations, NGOs and Community.

### Unit V: Practical (Social Work Practice)                    [25 LH]

Teaching faculty will plan for this practical work as per the availability of financial resources and feasibility of field work to be carried out related to social work with group. Faculty will make a single group or a number of groups based on the number of students studying. Each group will go to community/society and will carry out field work of 50 hours and will prepare a field work or project work report as the social work practice in the community. There will be a supervisor who will guide/supervisor the overall field work/case work/community/organization work. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 30 marks allocated for the practical of social work practice.

### Essential Reading

Balgopal, P.R.& Vassil, T.V.(1983). Groups in Social Work: An Ecological Perspective: New
    York: Macmillan.

Douglas, T. (1972). Group Processes in Social Work: A Theoretical Synthesis. Chicester: Johan
    Wiley & Sons.

Epross, P. & Greif, G. (2009). Group process and group work techniques. Social workers' desk
    reference. Roberts, A. (ed). (97) 679-685 New York: Oxford University Press

Gravin, Charles D. and Lorriae M. Gulier (Ed.) (2007). A Hand Book of Social Work with
    Groups. Jaipur:

Lindsay, A. W. (1952). *Group Work Recording: Principles and Practices*. New York: Women
    Press.

Phillips, Helen (1962) . *Essentials of Social Group Work Skills*. New York: Associate Press.

Rawat Publication.

Toseland, R.W. and Rivas, R.F. (2012). Ch. 3 & 4; Understanding Group Dynamics, pp. 67-96,
    & Leadership, pp. 97-134.

Toseland,R.& Rivas, R. (2003*). An introduction to group work practice*. Boston: Allyn & Bacon.

Trecker, H.B. (1972). Social Group Work: Principles and Practices. New York: Associates Press.

Wilson, G. & Ryland, G.(1949). Social Group Work Practice. Cambridge: Houghton Mifflin
    Company.

**References:**

Anderson. J. (1997) Social work with groups: A process model. New York: Longman

Barhard (1975) .*The Use of Groups in Social Work Practice*. USA : Routlede & Kegan Paul Ltd

Barker, R.L. (2003) *The Social Work Dictionary*. (5th edn.) Washington, DC: NASW Press

Belmont, CA: Brooks-Cole, Ch. 11, The Work Phase in the Group and Ch. 12, Working with the
    Individual in the Group

Borkman,T.J. (1999). *Understanding self-help/mutual aid: Experiential learning in the
    commons.* New Brunswick, NJ: Rutgers University Press.

Brown, Allan (1994). Group Work. Hamphshire: Ashgate.

Corcoran, J. (2009). Groups in social work: A workbook. Boston: Pearson/Allyn and Bacon
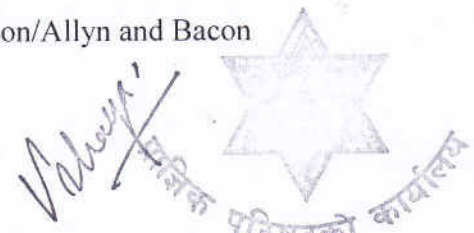
Dougles ,Tom (1978). *Basic Group Work*. London : Tavistock Publication

Drumm, K. (2006). The essential power of group work. Social Work with Groups, 29(2-3), 17-31.

Epross, P. & Greif, G. (2009). Group process and group work techniques. Social workers' desk reference. Roberts, A. (ed). (97) 679-685 New York: Oxford University Press

Erich, S. & Kanenberg, H. (2011). Skills for group practice: Responding to diversity. Boston: Allyn and Bacon.

http://www.aaswg.org  International Association for the Advancement of Social Work with Groups

Johnson, D. & Johnson, F. (2003). Joining together: Group theory and group skills (8th ed.). Boston: Allyn and Bacon

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

Northen, Helene, Roberts (1976). *Theory of Social Work with Groups*. New York: Columbia University Press.

Reed, K. (1997). Social work practice with groups: A clinical perspective. (2nd ed.). Pacific Grove, CA: Brooks/Cole

Reid E. Kenneth (1996). *Social Work Practice with Groups - A Clinical Perspective*. USA: Brook/Cole Publishing Company.

Shulman, L.(2006). The skills of helping individuals, families, groups, and communities.

Simon, S. R., and Webster, J.A. (2009). Social Group Work Today: A Modality and Orientation in Crisis. Encyclopedia of Social Work with Groups. New York, NY: Routledge. pp.33-38.

Simon, S., Webster, J., and Horn, K. (2007). A critical call for connecting students and professional associations. Social Work with Groups, 30 (4), 5-19.

Toseland, R.W. and Rivas, R.F. (2012). An Introduction to Group Work Ch. 1; Introduction, pp. 1-44.

Toseland, R.W. and Rivas, R.F. (2012). Ch. 3 & 4; Understanding Group Dynamics, pp. 67-96, & Leadership, pp. 97-134.

Zastrow, C. (2012). Social Work with groups: A comprehensive work text. Belmont, CA: Brooks/Cole Publishing Co

27

## SW 425 A: Community Organization
### (Theoretical+ Practical)

**Full Marks: 100 (50+ 50)**

**Teaching hours: 150 (75+ 75) LH**

### Course Description

The course 'Community Organization' acquaints students with the fundamental concepts, theoretical knowledge and the empirical understanding of it as a method of social work in global and local context. It begins with introducing students about the concept of community, enters to community organization as a method of social work and equips them with the model of community organization used internationally and indigenous knowledge and practice to help in solving the community problem. In addition, it enables students to design intervention using intervention techniques, its implementation and use monitoring and evaluation procedures while working with community.

### Course Objectives

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

- Understand the community and community organization as a method of social work
- Explain the theoretical foundation of community organization in social work practice
- Design and implement community organization problem solving process in practical base in their community or the community where they work for.

**15 LH**

### Unit I: Introduction

- **Community:** Meaning, Definition, Characteristics, Types, Components
- **Community development:** Meaning, Definition, Characteristics, objectives
- **Community organization:** Meaning, Definition, Characteristics, Objectives, Assumptions, values, Principles, scope and importance
- **Community organization for community development**
- **History of Community organization in Nepal, India, and United Kingdom.**

**15 LH**

### Unit II: Approaches to Community Organization

- **Philosophy of community Organizations**

28

- **Theories:** Bureaucracy theory, Power and politics theory, Theories of Participatory approach
- **Perspectives of community organization:** Ecological Perspective, Resilience perspective, Anti-discrimination/oppression and strength, and empowerment-based perspective
- **Model of community Organization Practice:** Local-Development Model, Social-Planning Model, Social-Action Model

**20 LH**

## Unit III: Techniques and Process of Community Organization

- Concept of PLA, PRA and RRA techniques
- **PLA and PRA:** Transect walk, Socio-mapping, Well-being Ranking, Mobility ranking, Seasonal calendar, Venn Diagram and Priority matrix
- **Process of Community Organization:**
  - Assessments of need and problem
  - Setting goals and objectives
  - Selecting and Designing Intervention
  - Mobilization of resources
  - Implementation
  - Evaluation
  - Modification
  - Continuation

**10 LH**

## Unit IV: Role and Skills of Community Organizer

- **Role of Community Organizer:** Communicator, Enabler, Animator, Facilitator, Collaborator, Motivator, Advocate, Mediator, Educator
- **Skills of an efficient Community Organizer:** Organization skills, Analytical skills, conflict resolution skills, Relationship/engagement skills, Leadership skill, networking skills, Recording skills

29

## Unit V: Community organization and the practices in Nepal 15 LH

- Guthi, Rodhi, Dharam Bhakari, Bheja, Dhikur
- Self- Help Group, Mothers' Group and their program, Micro Saving credit program, Community Forest program.
- Community health center, Community based elderly homes, Community Rehabilitation centers, Community school, Community service-training centers, Religious centers, Clubs.
- Rural area and village development committees (Rural Municipality committee)

### Field placement and field report FM: 50

Teaching faculty will plan for this practical work as per the availability of financial resources and feasibility of field work to be carried out related to community organization. Faculty should make numbers of group based on the number of students studying. Each group needs to do their field work practice working as a trainee in Community organization or community-based organization located at village, semi urban, or urban areas at least two weeks and will prepare a field work report as the social work practice in the community. The student will present this report in the viva-voce organized by the department/ campus at the end of the academic year. The permanent faculty members of department of social work, or the faculty members having the degree of MSW are eligible as the external supervisor for final viva. This viva-voce including the report submitted by the student will be the basis of final evaluation of 50 marks allocated for the practical of community organization in social work practice. There will be supervisor who will guide/ supervise the overall field work practice.

### Evaluation Scheme for Practical Part:

The marks are provided on the following basis: FM =50, PM= 25

External examiner will evaluate the practical work in consultation with internal supervisors.

References

Ahlbrandt, R. S. (1984). *Neighborhoods, People, and Communities.* New York: Plenum.

Alter, C., and J. Hage (1993). *Organizations Working Together.* Newbury Park: Sage Library of Social Research.

Ambrosino, A., Ambrosino, R., Emeritus, J, H., and Emeritus, G, S. (2008) *Social Work and Social Welfare: An Introduction,* 6th end. United Kingdom: Thomson Brooks/Cole.

Barry, Mildred C. (1959). *A Theoretical Framework for Community Organization. Health Education Monographs, 1(3), 8–24.* doi:10.1177/109019815900100302

Fisher, R. (1994). *Let the People Decide: Neighborhood Organizing in America.* New York: Twayne.

Friedlander, W.A. (1978). *Concepts and Methods in Social Work.* New Delhi : Prentice Hall International Inc.

Johnson, C.L., and Yanca, J. S. (2010). *Social Work Practice: A Generalist Approach (3rd eds).* New Delhi: Pearson.

McDougall, H. A. (1993). *Black Baltimore: A New Theory of Community.* Philadelphia: Temple University Press.

McMillan, D. W., and D. M. Chavis (1986). Sense of community: A definition and

Milofsky, C. (1988). Structure and process in community self-help organizations. In C. Milofsky (Ed.), *Community Organizations: Studies in Resource Mobilization and Exchange.* New York: Oxford University Press.

Netting, F.E., Kettner, M. P., and Mcmurty, L. S. (2004). *Social Work: Macro Practice (3rd eds.).* Boston: Pearson.

Payne, M. (2005). *Modern Social Work Theory (3rd eds).* Hamsphire: PALGRAVE MACMILLAN.

Powell, W., and R. Friedkin (1987). Organizational change in nonprofit organizations. In W. W. Powell (Ed.), *The Nonprofi't Sector.* New Haven, CT Yale University Press.

31

Research Centre for Educational Innovation and Development. (2009). *Community Managed Schools: An Innovative Approach to School Management*. Kathmandu. Tribhuvan University.

Rothman, J., J., J.L. Erlich, and J. E. Tropman. (2001). Strategies of community Intervention (6th eds.). Itasca, IL: F.E. Peacock.

Sampson, R. J. (1991). Linking the micro- and macro-level dimensions of community social organization. *Social Forces* 70(1).
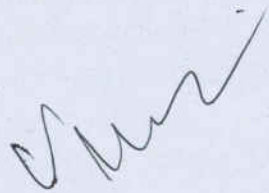
Schein, E. (1992). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

Schon, D. (1983). *The Reflective Practitioner*. New York: Basic Books.

Scott, W. R. (1992). *Organizations: Rational, Natural, and Open Systems*. Englewood Cliffs, NJ: Prentice-Hall.

Suttles, G. D. (1972). *The Social Construction of Communities*. Chicago: University of Chicago Press.

Taylor, H. S. and Robberts, W. R. (2013). *Theory and Practice of community Social Work*. New Delhi: Rawat Publications.
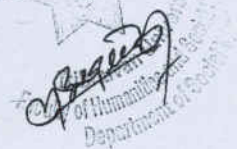
**SW 425 B: Federalism, Governance, Development, and Social Work**
(Theoretical +Practical)

Full Marks: 100 (50+ 50)

Teaching hours: 150 (75+ 75) LH

## Course Description:

This paper has been designed to familiarize the preliminary concept of governance and development in relation with social work practice in Nepal. It aims to teach the concept of federalism, governance embedded in political and economic dimensions from pre-historic period to present. The State and its Government Organization (GO), Non-Government Organization (NGO), and Inter-Government Organization (IGO) are the agency to operate the system's political objectives and anticipation. The Unitary and Federal system are the two fundamental ideas of governing polity through which students shall intertwine their social work activities with these systems. Development is a multidimensional approach; its importance to interlink with society, culture and governance (polity) with social work practice is the foremost objective of the course. Monism, Pluralism, Liberalism, Democracy, Capitalism, Conservatism, Socialism, Communism, Authoritarianism, Constructivism are the ideological concepts of governance implemented in development practices. By and large, the course has explored the participatory and non-participatory governing system and development practices with social work practices in Nepal and around the globe. The course also aims to enhance the social work students to interlink the co-relationship among the governance, development, and the role of social work to intervene in Micro, Mezzo, and Macro level social work practice in Nepal.

## Objectives of the Course:
1. Aims to familiarize the concept and dimensions of federalism and governance (polity), development and their relationship with social work.
2. To explore the theoretical debates on governance
3. To provide the fundamental knowledge of participatory and non-participatory governance with theoretical guidance.
4. Explore the areas of social work intervention in the current governance practice in Nepal.

20 LH

Unit I: **Federalism and Governance**
Federalism: Meaning, definitions, features, and indicators.
Governance: Meaning, definitions, and characteristics
Development: Notion and indicators
- **Dimensions of governance:**
  - Economical Dimensions (Property rights, transparency of economic transactions, freedom of information, and public sector management)

33

o Political Dimension (Legitimacy, human rights, rule of law, and government accountability)
- **Indicators of Governance:**
(Voice and accountability, political stability, absence of violence and terrorism, rule of law, and control of corruption)
**Merits and Demerits of federalism and governance.**

## Unit II: Federalism in Nepal  10 LH

**Historical development of federalism.**
**Models of federal system in Nepal:**
- Federal government: concept and features
- Provincial government: notion and structures;
- Local government: Forms and features.

## Unit III: Early Practices of Federalism and Governance in Nepal  12 LH

a. Manusmriti and Governance
b. Kautilya's Arthasastra and Government
c. Shakya and Koliyaa Janasangh (Early Democratic Practice)
d. Plato,s Ideal State
e. Aristotle's types of government

## Unit IV: Historical Practices in Nepal  18 LH

f. Gopala, Mahishapala and Kirata: ancient governing system
g. Shakya and Kosala: democratic government
h. Lichchhvi: Guthi, Panchyata and their administration,
i. Malla: development of art and architecture
j. Shah: Unification,
k. Ranarchy: abolition of Sati and Kamara Kamari (Slave)
l. Evolution of Democracy and constitutionalism: Panchyat System, and Multiparty democracy
m. Republic and multi- party democratic system.

## Unit V: Federal, Governance and Social Work in Nepal.  10 LH

- Federal governance and social work practice
- Provincial governance and social work practice
- Local governance and social work practice
- Social Work intervention in development and governance policy and practices

## Unit VI: Governance, Development and Social Work in Nepal.                    5 LH

- Practices on governance from social work perspectives
- Development practices in relation to social work
- Social Work intervention in development and governance policy and practices

## Field placement and field report                                             50 LH

Teaching faculty will plan for this practical work as per the availability of financial resources and feasibility of field work to be carried out related to government offices (Working with the areas of local government; ward office, municipality office, province government offices). Faculty shall form groups on the basis of the students' number. Each group needs to do their field work practice working as the trainees in concerned organizations with direct supervision of faculty. The field work practice must have two weeks of schedule with 6 hours of a day and every student must submit their field work report to the board external examiner in the viva-voce organized by the department/ campus at the end of the academic year. This viva-voce including the report submitted by the student has allocated 30 marks of the practical exam. The supervisor will guide/ supervise the overall field work practice of governance, development and social work. The permanent faculty members of department of social work, or any faculty members of particular department/colleges having the degree of MSW are eligible for final viva voce. This viva-voce including the report submitted by the student will be evaluated in 30 marks. The marks are awarded in the following criteria:

**Evaluation Scheme for Practical Part:**

The marks are provided on the following basis:    FM =50,    PM= 25

External examiner will evaluate the practical work in consultation with internal supervisors.

35

## Readings

Aristotle. (1981). *The Politics* (Revised Edition ed.). New Delhi: Penguin Classics.

Bhattacharya, H. (2021). *FEDERALISM IN ASIA: India, Pakistan, Malaysia, Nepal and Myanmar.2nd ed.*New York. Routledge

Blumer, E. (2017). *Federalism: International IDEA Constitutional-Building Primer 12* (2nd Edition ed.). Stockholm: International IDEA.

Chathapuran, S.R., and Dutta, S. (2014). *Governance, Development, and Social Work.*New York. Routledge.

Foucault, M. (1991). Governmentality. In G. Burchell, C. Gordon, & M. Peter (Eds.), *The Foucault Effect: Studies in Governmentality* (pp. 87-104). Chicago: The University of Chicago Press.

Midgley, J. (2014). *Social Development: Theory and Practice*. Sage.

Rekner, L. (2014). Governance. In P. Burnell, L. Rakner, & V. Randall (Eds.), *Politics in the Developing World* (4th Edition ed., pp. 224-240). New York: Oxford University Press.

Thapar, R. (2003). *The Penguin History of Early India: From Origin to AD 1300*. New Delhi: Penguin Books.

Malla, K. P. (Ed.). (1989). *Nepal: Perspective on Continuity and Change*. Kathmandu: Centre for Nepal and Asian Studies.

## Additional Readings

Acharya, B. (2071 BS). *Nepalko Sanksipta Britanta*. Kathmandu: Shreekrishna Acharya.

Almond, G. A., Bingham, G., Dalton, R. J., & Strom, K. (2011). *Comparitives Politics Today: A World View*. New Delhi: Pearson.

Fukoyama, F. (2014). *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. New York: Profile Books.

Gautam, S.A. (2068 BS). Sanghiyatama Rajya Sanchalan Ka Aadhar. *BichaarBishesha*. Kathmandu: *Public Policy Paathashala*.

Gellner, D. (2016). The Idea of Nepal. *MAhesh Chandra Regmi Lecture* .

Ghimire, H.H. (2067BS). *Perspectives on Development: A Sociological Analysis*. Kathmandu: TalejuPrakashan.pp 65-97

Gurung, H. (2012). *Bisya Vivid*. Patan: Himal Books.

Haas, H.De. (2007). *Remittance, Migration and Social Development. A Conceptual Review of the Literature.*United Nations. Research Institute for Social Development

Kautilya. (1967). *Arthasastra* (8th Edition ed.). (R. Ramashastry, Trans.) Mysore: Mysore Printing and Publishing House.

Linhors, M.D. ( ). Federalism and Social Justice: Implications for Social Work.

Oomen, T. (2010). Evolving Inclusive Societies through Constitutions: The Case of Nepal. *Contribution to Nepalese Studies* , 37 (1).
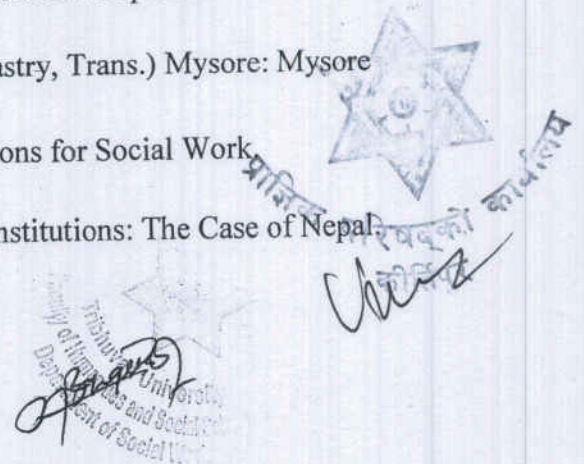
Pandey, R. N. (1989). Ancient Nepal. In K. P. Malla, *Nepal: Perspective on Continuity and Change*. Kathmandu: CNAS.

Payne, M. (2005). *Modern Social Work Theory* (3rd Edition ed.). London: Palgrave Macmillan.

Regmi, M. C. (1999). In *Nepal: An Historical Miscellany*. New Delhi: Adroit Books.

Sambidhan Sabha. (2072). *Nepalko Sambidhan 2072*. Kathmandu: Sambidhan Sabha Sachibalaya.

Sen, A. (1992). *Commodities and capabilities* . London: Harvard University Press.

Sharma, P. R. (2006). *The State and Society in Nepal: Historical foundations and contemporary trends*. Kathmandu: Himal Books.

Shankarrao, C.N. (  ). Introduction to Sociology. S. Chand Publication. New Delhi.

Stiller S.J., L. F. (1995). *The Rise of House of Gorkha*. Kathmandu: HRD Research Center.

Tilly, C. (1990). *Coercion, Capital and European States from AD 990- 1990*. Cambridge, MA: Blackwell.

Todaro, M. P., & Smith, S. (2012). Classic Theories of Economic Growth and Development. In *Economic Development* (11th Edition ed., pp. 109-139). Delhi: Pearson.

Vajracharya, D. (1989). Medieval Nepal. In K. P. Malla (Ed.), *Nepal: Perspectives on Continuity and Change*. Kathmandu: CNAS.

World Bank. (2017, 06 12). *World Development Indicator*. Retrieved from www.worldbank.org: www.worldbank.org

## SW410: Social Policy and Social Welfare Administration
### (Theoretical+ Practical)

F.M: 100 (70+30)

Teaching Hours: 150 (100+ 50)

I.     **Course Description**

The course explores the social policies globally while emphasizing the policies and practices in Nepal. Aligned with the principal objective of the Bachelor of Arts in Social Work (BASW) program– to nurture generalist social work practitioners in the Nepalese context that are committed to human rights and social justice– this course engages students in understanding how social policies and welfare practices impact everyday lives of the people. This understanding is expected to help students to design meaningful and socially just interventions. The course offers carefully selected readings from Nepali as well as non-Nepali authors thus providing both emic and etic perspectives in terms of social policy and social welfare. Through the engagements in the course, students are expected to understand the importance of social policy on welfare practices. By the end of the course engagement, students will develop an understanding of the importance of social policy, the process of social policy formulation, and useful frameworks for policy analysis. Students will also develop an understanding of the prominent social welfare practices globally and in Nepal and be familiar with social welfare administration.

II.    **Course objectives**

The primary objectives of the course for each of the learning dimensions are discussed below:

*Knowledge*

The course aims to build students' knowledge on:

* Concept of social policy and social welfare
* Theories and processes of policymaking
* Major social policies in Nepal
* Implementation of social policies and social welfare
* Major problems in policy-making, planning, and implementation
* Analysis of the prominent social policies and welfare practices in the Nepalese social-cultural-economic-political context
* Understanding the intersections of caste, class, and gender with social policies and welfare practices and their impact on the marginalized and vulnerable populations

38

- Evaluation of the appropriateness of multi-level social work interventions through and within social welfare practices

*Skills*

The course facilitates the following skill development in the students:

- Exploring social policies; assessing social policies and practices in the Nepalese context
- Identifying policy gaps/problems and problems in implementation as areas of social work intervention
- Formulating, implementing, and evaluating social policies and welfare practices
- Devising appropriate multi-level social work interventions for identified limitations in social welfare practices

*Values*

The course upholds the principle values of social work as presented below:

- Employing a Social Justice lens to understand social policies and welfare practices and their impacts, particularly on the vulnerable groups
- Keeping Human Rights and Social Justice at the core of all social work interventions
- Encouraging collective responsibility towards effective social welfare practices

**Unit I: Understanding Social Problems, Social Policies, and Welfare Practices   10 LH**

This unit aims to facilitate the understanding of social policies and welfare practices among the students. The unit also introduces students to social problems and how they turn into social issues, and how they take the shape of policy problems.

- Social problems
- Social issues
- Social policies
- Social welfare

**Readings:**

Glicken, M. D. (2010). An introduction to social problems, social welfare organizations, and the profession of social work. In Social problems, the social welfare system and the role of professional social work (pp. 3-20).

Lauer, R. H. (1976). Defining social problems: Public and professional perspectives. *Social Problems*, 24(1), 122–130. https://doi.org/10.2307/800329

39
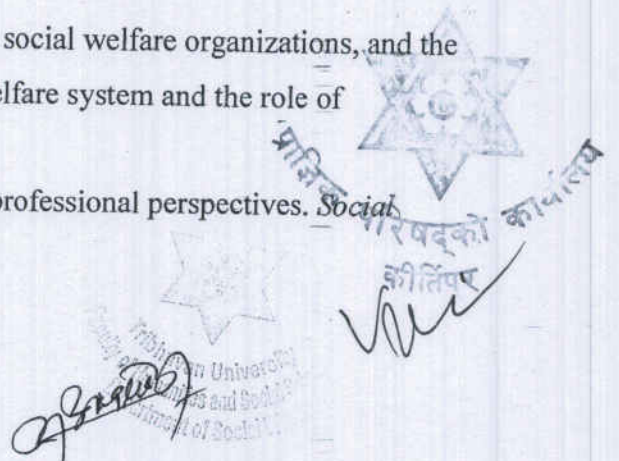
Secretariat, Constituent Assembly. (2015). Part-3: Fundamental Rights and Duties & *Part-4: Directive Principles, Policies and Obligations of the State*. In Constitution of Nepal 2015. Constituent Assembly Secretariat.

## Unit II: Theories in Policy Making                                    12 LH

This unit will discuss the theories and methods of policy-making/formulation. It will provide knowledge to students about why and how policies are formulated.

- Political Systems theory
- Political coalition theory
- Rational Choice theory
- Policy output Analysis

### Readings:

Birkland, T. A. (2015). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Routledge.

Cerna, L. (2013). The nature of policy change and implementation: A review of different theoretical approaches. *Organisation for Economic Cooperation and Development (OECD) report*, 492-502.

Kitschelt, H. (1986). Four Theories of Public Policy Making and Fast Breeder Reactor Development. *International Organization, 40*(1), 65–104. http://www.jstor.org/stable/2706743

Pasanen, T., Befani, B., Rai, N., Neupane, S., Jones, H., & Stein, D. (2019). *What drives policy change in Nepal? A comparative analysis*. ODI Report.

Weible, C. M., & Cairney, P. (2018). Practical lessons from policy theories. *Policy & Politics, 46*(2), 183-197.

## Unit III: Policy-Making Process in Nepal                             15 LH

This unit will discuss the process of policymaking in Nepal. It will also look into how policies are practiced within governmental and non-governmental agencies within the country. Additionally, it will look into how social workers can contribute to the policy process in Nepal—both policy-making and implementation.

- Policy formulation process: stakeholders, participation, challenges, and opportunities
- Policy documents: policies, acts, regulations, guidelines, directives, and their roles
- The Constitution of Nepal 2015, fundamental rights, and the commitments of the State
- Social work opportunities with regard to the identified social policies and practices

- Changes in the policymaking process after the promulgation of the Constitution of Nepal 2072 B.S. (for example, policymaking post federalism)
- Social workers in policy making

**Readings.**

Dhakal, S. P., & Burgess, J. (2021). Decent work for sustainable development in post-crisis Nepal: Social policy challenges and a way forward. *Social Policy & Administration, 55*(1), 128-142.

Dudziak, S., & Coates, J. (2004). Social worker participation in policy practice and political activity. *Canadian Review of Social Policy,* (54), 79-96.

Gautam, N. (2019). *Universal Social Protection in Nepal: What is (the) Left to do?* [Master's thesis]. International Institute of Social Studies.

Sijapati, B. (2017). The quest for achieving universal social protection in Nepal: challenges and opportunities. *Indian Journal of Human Development, 11*(1), 17-36. https://doi.org/10.1177%2F0973703017696378

**Unit IV: Major Social Policies in Nepal**                    **15 LH**

This unit will provide glimpses of social policies in Nepal that aim at the betterment of marginalized and vulnerable groups, the primary concern for social workers.

- Education Policy
- Elderly/senior citizen policy and Social Security Allowance for the Elderly
- Child Protection and Welfare Policies
- Youth Policies
- Healthcare Policies (including mental health)
- Policies for the person with disabilities
- Policies for gender equity and women's empowerment
- Policies against human trafficking
- Other relevant policies

**Readings:**

https://mohp.gov.np/en/publications/acts-rules-regulations
http://pri.gov.np/#
https://www.lawcommission.gov.np/np/
http://www.martinchautari.org.np/index.php/2012-08-27-08-45-41/policy-brief

## Unit V: Policy Analysis and Relevant Tools                                    12 LH

Policies provide a roadmap to any desired outcome and guide the decision-making process to achieve it. Policies are broader frameworks to ensure efficiency, clarity, and consistency to achieve the desired goal/outcome. Policy analysis helps public officials understand how social, economic, and political conditions change and how public policies must evolve to meet the changing needs of a changing society (Britannica.com). This unit will discuss the various tools that social workers can use to assess a social policy. Assessment is a vital step in social work intervention and this unit endeavors to expose students to a range of assessment tools that could usefully serve social work practice.

- Descriptive policy analysis
- Prescriptive policy analysis
- Tools of assessment: Appreciative Inquiry, SWOT Analysis, The Johari Window, Delphi Method, alternative tools

### Readings:

Adler, M. & Ziglio, E. (Eds.) (1996). *Grazing into oracle: The Delphi method and its application to social policy and public health.* Jessica Kingsley Publishers.

Banskota, M. (2015). *Nepal disability policy review.* School of Arts, Kathmandu University, Disability Research Center.

Gurung, O. (2009). Social inclusion: Policies and practices in Nepal. *Occasional Papers in Sociology and Anthropology, 11,* 1–15. https://doi.org/10.3126/opsa.v11i0.3027

Helms, M. M., & Nixon, J. (2010). Exploring SWOT analysis-where are we now? A review of academic research from the last decade. *Journal of Strategy and Management, 3*(3), 215-251.

Luft, J., & Ingham, H. (1961). The johari window. *Human relations training news, 5*(1), 6-7.

Niti Foundation. (2019). *Policy landscape of social protection in Nepal.* http://nitifoundation.org/wp-content/uploads/2019/07/Policy-Landscape-of-Social-Protection-in-Nepal-Web.pdf

Watkins, J. M., & Mohr, B. (2001). Appreciative inquiry: Change at the speed of imagination. *Organization Development Journal, 19*(3), 92.

## Unit VI: Social Policy Implementation and Social Welfare                       12 LH

This unit looks into the various welfare states around the world to understand the prevalent welfare models. It additionally engages with Esping-Andersen's proposition of three worlds of welfare capitalism to locate Nepal's position in the welfare spectrum. This unit will also explore the challenges concerning social policy in Nepal amid meager resources, bureaucratic Red Tapism, and inadequate attention to social policies.
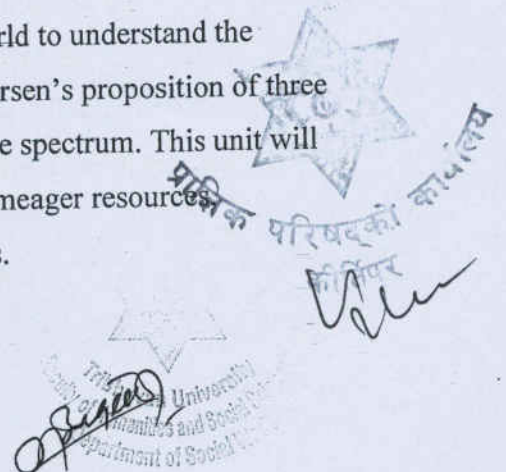
- Understanding social welfare and social welfare strategies
- Policy implementation and social welfare
- Esping Anderson's three worlds of welfare capitalism: liberal, conservative and social democratic
- The variety of welfare states: USA, Canada, UK, Germany, Sweden, Australia, South Africa, Brazil, Japan, China, India, Nepal

**Readings:**

Arts, W. A., & Gelissen, J. (2010). Models of the welfare state. In F. G. Castles, S. Leibfried, J. Lewis, H. Obinger & C. Pierson (Eds.), *The Oxford handbook of the welfare state*. Oxford Handbook Online. DOI: 10.1093/oxfordhb/9780199579396.003.0039

Dhakal, S. P., & Burgess, J. (2021). Decent work for sustainable development in post-crisis Nepal: Social policy challenges and a way forward. *Social Policy & Administration, 55*(1), 128-142.

Esping-Andersen, G. (1990). *The three worlds of welfare capitalism*. Princeton University Press, pp. 1-34. http://www.spicker.uk/social-policy/wstate.htm

Sutton, R. (1999). *The policy process: An overview* [Working paper 118]. Overseas Development Institute. https://www.files.ethz.ch/isn/104749/wp118.pdf

**16 LH**

## Unit VII: Social Welfare Administration in Nepal

This unit looks into the primary Act that guides social welfare in Nepal. It also explores the social welfare practices and activities in Nepal including indigenous and local practices and those led by development organizations. Social policies and social welfare provisions are only as good as they are translated into action; in other words, they are only as good as they are administered. This unit will explore the details of how social welfare is administered and the crucial role of the social workers in administering welfare.

- The Social Welfare Act, 2049 (1992) Or The latest Act in lieu of this Act
- Social welfare practices in Nepal: indigenous and local practices
- Social welfare administration: Introduction, process, and principles
- The POSDCORB [Planning, Organizing, Staffing, Directing, Coordinating, Reporting Budgeting] Model
- The role of the social worker in administering social welfare

43
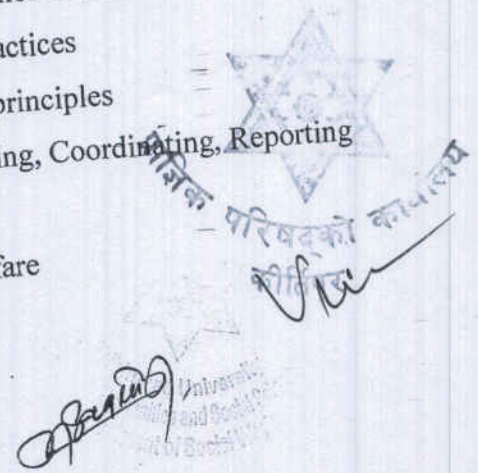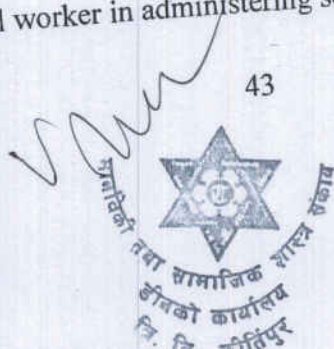
- Understanding organizational structures
- Governance: what is it and why is good governance important?
- Concepts of project management

**Readings:**

Dhakal, T. N. (2007). Challenges of civil society governance in Nepal. *Journal of Administration and Governance, 2*(1), 61-73.

Neugeboren, B. (1979). Social policy and social welfare administration. *Journal of Sociology and Social Welfare, 6*(2), 168-197.

Ranson, S., Hinings, B., & Greenwood, R. (1980). The structuring of organizational structures. *Administrative Science Quarterly, 25* (1), 1-17. https://www.jstor.org/stable/2392223

Shrestha, S.K. (2015). *Social welfare administration.* Taleju Publication.

**8 LH**

## Unit VIII: The Appropriate Intervention

An intervention that worked well in one context might not work in the same manner in another context. As social problems are dynamic, social policies need to address the changes in the social fabric, and social interventions also need to correspond to these changes. This unit discusses the keys to reaching an appropriate intervention for a social problem in a particular social context; the session emphasizes the ecological systems theory and various practice models.

- Bronfenbrenner's Ecological Systems theory and Social Work interventions
- Practice Models (Problem-solving, task-centered practice, narrative therapy, cognitive-behavioral therapy, crisis intervention model)

**Suggested Readings.**

Muuss, R. E. (1996). Urie Bronfenbrenner's ecological perspective of human development. *Theories of Adolescence.* McGraw-Hill.

Olsson, E., & Ljunghill, J. (1997). The practitioner and 'naïve theory' in social work intervention processes. *The British Journal of Social Work, 27*(6), 931-950.

## Practical Engagement

As indicated in the course description, students are expected to be engaged in 50 lecture hours of field engagement towards 30 marks of the Social Policy and Social Welfare course. Students can choose an agency (GO/ NGO/INGO/ Municipality/ Rural-Municipality/ province and federal government) and explore and evaluate the policies that guide the work of this chosen agency. Students can intern/volunteer at this agency and obtain the necessary information by reviewing their documents. Students can also conduct Key Informant Interviews or Focus

44
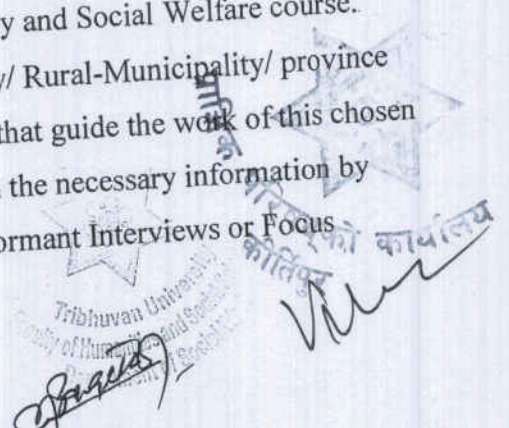
Groups towards obtaining this information. Students will be evaluated for their practical engagement (or 30% of the course grades) based on the Policy Review Report they are required to submit towards the partial fulfillment of the course. Students should demonstrate in their report that they engaged in a minimum two weeks of practical engagement; this could include the time for block placement fieldwork, policy research, assessment, and report writing.

## SW 426: Research Methods in Social Work

### (Theoretical + Practical)

**Full Marks: 100 (70 +30)**

**Lecture Hours: 150 (100 +50)**

**Course Description:**

This paper is designed to introduce social work research and to familiarize students with the process and practice of research. It enables them to comprehend social work research design; concept, theory, methods, interpretation, and reporting of research findings for social work intervention. In addition, this paper also includes the relevance of *Prachya Darshana* (Eastern philosophy) mode of inquiry as well as applied aspects of social work research.

**Course Objectives:**

- To help students understand the concept and importance of research in social work practice.
- To equip students with fundamental skills necessary for data collection and report writing.
- To make students able to find out the areas of their interest for further exploration as well as dissemination and publication in social work.

**Unit I: Social Work Research and Research Methodology**                                      **20 LH**

- **Research in Social Work**
    - Concept and Types
    - Goal and Importance
    - The Notion of Evidence Based Practice
    - Research as secondary methods in Social Work

- **Philosophy, Theory, and Methodology**
    - **Ontology;**
        - Western trend (Positivism/Empiricism and Interpretivism/Constructivism);
        - Eastern trend (*Vedanta, Mimamsa* and *Samkhya*)
    - **Epistemology** – Western trend (Objectivist/Rationalist and Constructionist/Interactionist)
- **Methodology**: Qualitative, Quantitative and Mixed Methodology

46

## Unit II: Review of Literatures

- Literatures and Preparing bibliography
- Literature Review (Nature, Sources and Importance)
- Types of Reviews (Narrative and Systematic)
- Gap Analysis and Statement of the Research Problems
- Generating Research Questions and Objectives
- Development of Conceptual and Theoretical Framework
- Citation, Reference and Bibliography, and Plagiarism

**25 LH**

## Unit III: Research Design and Data Collection

- **Research Design** – meaning and components
- **Types of Research Designs**
    - Descriptive, Exploratory and Explanatory Research design
    - Experimental, Non-Experimental, Cross-Sectional, Longitudinal, Case Study, Comparative Study Design
    - Historical, Narrative, Ethnographies Research Designs
    - Sequential, Concurrent and Transformative Research Designs
- **Quantitative Research Methods in Social Work Research**
    - Why we need Sampling?
    - Census and Survey
    - Universe and Sampling
    - Sample size and its process
    - Sampling Methods:
- **Qualitative Research Methods in Social Work Research**
    - Concept of Social Field and Roles of the Researcher (Observer)
    - Relations of Participants: Emic and Etic Perspectives
    - Qualitative Sampling and Selection of Informants
    - In-depth Interviewing, Key Informant Interview (KII)
    - Life History, Biography and Genogram
    - Focus Groups Discussion
    - Note Taking and Recording Observations

**Unit V: General Introduction of Data Analysis and Interpretation**              **20 LH**

- **Processing and analysis of quantitative data**
    - Elements and types of data analysis (univariate, bivariate, and multivariate analysis)
    - Ratio, Percentage and Proportion
    - Levels of Measurement: Nominal, Ordinal, Interval and Ratio Measures
    - Statistics in research, Measures of central tendency (Mean, Median, Mode)
    - Measures of dispersion (range, quartile deviation, average deviation) and standard deviation
    - Cross-tabulation: frequency distribution and Chi-square test
    - Application of Correlation: Spearman's Rank Order Correlation, Karl Pearson's Correlation Coefficient

- **Qualitative data analysis and presentation**
    - Editing, coding, classification, description and interpretation of qualitative data
    - Prachya Darshana Inference Analysis: Pratigyan ( the Proposition/Promise), Hetu (the Ground/Purpose), Udaharana (the Illustration), Upanaya ( the application) , Nigamana (the Conclusion) and Hatvabhasa ( the syllogism/ Fallacy)
    - Interpretation

**Unit VI: Writing Research**              **10 LH**

Research Proposal – definition, purpose and importance
    - **General Components**
        - Title Page
        - Table of Contents
        - Introduction
            - Background – introduction to the topics and context of research
            - Statement of the Problem – identification and research question
            - Objectives – activities needed to get answers to the research questions
            - Rationale and Significance of the Study
            - Organization of the Report – tentative outline of chapters and contents

48
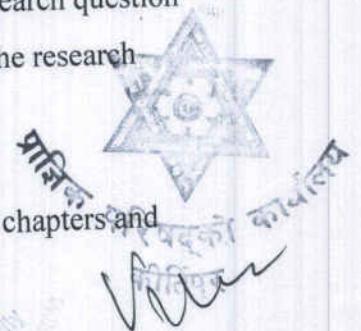
- Review of Literature
    - definition, history and context of concepts and variables
    - Theoretical and empirical reviews
    - Past studies and global and Nepali context
    - Gap analysis and Conceptual framework
- Research Methodology
    - Study Area and Rationale for selection
    - Research Design
    - Sample design
    - Data collection tools and Techniques
    - Techniques of Data Analysis and Interpretation
    - Limitation of the Study
- Appendices – data collection tools, maps etc.
- List of References and Bibliography

- **Research Format**
    - **General Components**
        - Preliminary Pages
            - Title page
            - Acknowledgements
            - Table of Contents
            - List of Tables and Figures
            - Abstract
        - Main body text
            - Introduction;
            - Background and preliminary parts of the proposal in present perfect tense
            - Reviews and Conceptual Frameworks
            - Methodology and Methods
            - Data Presentation and Analysis
                - Results and Major Findings

49

      o  Interpretation of Findings

     • Discussion and Conclusion

      ▪  Post Script Pages

      • List of References

      • Appendices

## Unit VI: The Ethical, Political and Cultural Context of Social Work    5 LH

- Ethics and Politics of Social Work Research
  - o Ethical Principles
  - o Politics in Research
  - o Ethics and the Internet
- Developing Cultural Competence

**Practical Activities**

The teacher shall teach, guide, instruct and evaluate each student (individual work) for writing proposal and report on the relevant topic on appropriate format as per the general process of report basis of following format. For final evaluation purpose 30 marks has been allocated for both classroom and field activities based on presentation and viva-voce by the external assigned from the university. The specific activities for the practicum shall generally involve the following tasks;

- each student shall explore their interest of social work settings and related literature to develop a title, problem statement and conceptual framework,
- generally social work is both science and arts and are more focused on the emotional aspects and phenomenal of the participants,
- conceptual framework should be guided by the interaction knowledge in western theoretical practices as well as *Prachya Darshana*,
- appropriate sample design based on the clarification of universe and sampling to be developed,
- appropriate tool for both quantitative and qualitative studies to be developed,
- data collection process guided by ethical process and principles
- Finally, reporting to be made as per the given format so as to generate conclusion and recommendation for appropriate intervention for social work practice.

## Readings

Basu, B. M. (Ed.). (1915). *The Sacred Books of the Hindus:Translated by various* Sanskrit *Scholars* (Vol. XI). Allababad: The Pajvini Office.

Bryman, A. (2016). *Social Research Methods* (International Edition ed.). New York: Oxford University Press.

Cargan, L. (2008). *Doing Social Research* (First Indian Reprint ed.). New Delhi: Rawat Publications.

Creswell, J. W. (2011). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (3rd Edition ed.). New Delhi: Sage.

Giddens, A., & Sutton, P. W. (2013). *Sociology* (7th Edition ed.). New Delhi: John Wiley & Sons.

Harris, J., & White, V. (Eds.). (2013). *A Dictionary of Social Work and Social Care* (1st Edition ed.). Oxford: Oxford University Press.

Kothari, C. R. (2009). *Research Methodology: Methods and Techniques* (2nd Edition ed.). New Delhi: Vishwa Prakashan.

MaGoldrick, M., Gearson, R., & Petri, S. (2008). *Genograms: Assesment and Intervention.* New York: W.W Norton & Company.

McGoldrick, M., Gerson, R., & Shellenberger, S. (2008). *Genograms: Assessment and Intervention* (3rd Edition ed.). New York: W.W. Norton and Company.

Neuman, W. L. (2015). *Social Research Methods: Qualitative and Quantative Approaches* (7th Edition ed.). New Delhi: Pearson Education.

Payne, M. (2005). *Modern Social Work Theory* (3rd Edition ed.). London: Palgrave Macmillan.

Radhakrishnan. (1958). *Indian Philosophy* (8th Edition ed., Vol. II). New York: Macmillan.

Reichert, E. (2003). *Social Work and Human Rights: A Foundation for Policy and Practice*. New Delhi: Rawat Publications.

Rubin, A., & Babbie, E. (2011). *Methodology for Social Work Research* (India Edition ed.). New Delhi: Rawat Publications.

Smith, R. (2013). *Doing Social Work Research.* New Delhi: Rawat Publications.
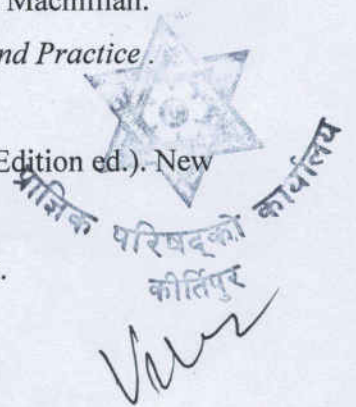
# SW 427: Indigenous Social Work Practice in Nepal
## (Theoretical + Practical)

**FM: 100 (50+ 50)**

**Teaching Hour: 150 (75+75) LH**

## Course Description
This module focuses on the content that is concerned with social works' response to indigenous peoples' and local culture and contexts call it anti colonialism or localization of Social Work. How claims to global and universal social work present a paradox for those concerned with social work's responsiveness to local cultural context is important to explore in the context of Indigenous Social Work practice in Nepal.

Although perspectives in social work are drawn from universally discussed modalities, yet in reality, social work on the frontlines are mainly concerned with responsiveness to their local cultural context. Hence both the concept of indigenization and the indigenous social work practices available in Nepal and in South Asia would be discussed.

Indigenization is also associated better while to deal with diversity and being mindful of cultural sensitivity, competence, appropriateness and relevance. This module seeks to ponder upon such concepts. And students are encouraged to be familiar with cultural practices that contributes to social work practices and must involve at least two weeks community work to familiarise themselves with indigenous practices of social work.

## Course Objectives
This course is designed to develop culturally relevant responses to our diverse local contexts and social problems within social work intervention in Nepal. Indigenous social work practice builds on the expanded understanding of person - in – environment a perspective that is extensively advocated within social work intervention modalities. Hence this module assumes to explore interdependence and relatedness, the importance of place and the openness to work traditional indigenous forms of healing and helping. The module builds on a set of values and beliefs that are central to indigenous helping approaches in Nepal and in South Asia.

## Unit I: Indigenous Social Work: 20 LH
- Concepts of indigenous social work
- Discussion on indigenization in social work vs. Indigenous social work. practice
- Indigenous worldviews, local knowledge, and traditional forms of helping and healing
- Diverse cultural wisdom, knowledge and morality
- Spirituality and social care and social work values in Nepal

52
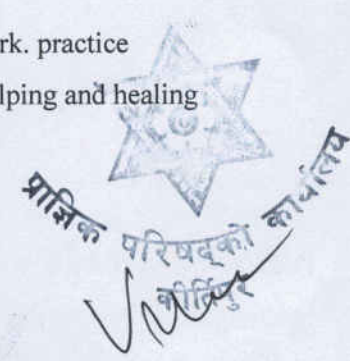
## Unit II: Philosophy of Social Work Practices in Nepal     15 LH
- Major faith systems and religious practices in Nepal
1. Hindu religious practices
2. Buddhists religious engagements
3. Islam in practice
4. Kirant and other ad-hoc sects

## Unit III: Nature of Indigenous Social Work practices in Nepal     10 LH
- Defining indigenization of Social Work and Nepali context
- Nature of prevailing social work practices in Nepal
- The ancient/medieval and modern practices
- Prospects of indigenous social work in Nepal

## Unit IV: Indigenous Social work practices in Nepali society     15 LH
- Practice models – values, beliefs, customs, and cultural norms
- Local and indigenous helping practices
- Ritual based social work practices (Upanayana, Marriage, Death….)

Socio-cultural institution base social work practices ( Guthi, Rodi, Veja, Ashrams, Dharmashalas, Anathalyas ……)

Festival-based social work practices (Deusi-Bhailo, Ping,…..)

Religion-based social work practices (Puja, Pati, Pauwa, Chautari-Pokhari…..)

Economy-based social work practices ( Pareli, Parma, Jhara…..)

## Unit V: Contributors in indigenization of social work in South Asia and Nepal    15 LH
- Baba Amte and social work intervention modalities in Anandban, India
- Mahatma Gandhi and the concept of satyagraha in social change
- Sunder Bahuguna and the struggle for protection of environmental degradation
- Medha Patkar and her approach for resistance
- Binoba Bhabe and the concept of Antyodaya
- Shree Arbindo and his educational innovation
- Dayabir Kansakar and his contribution.
- Yogmaya and her contribution

## Field placement and field report     FM 50

Teaching faculty will plan for this practical work as per the availability of financial resources and feasibility of field work to be carried out related to indigenous organization.

Faculty should make numbers of group based on the number of students studying. Each group needs to do their field work practice working as a trainee in indigenous or community-based organization located at village, semi urban, or urban areas at least two weeks and will prepare a field work report of indigenous social work practice. The student will present this report in the viva-voce organized by the department/ campus at the end of the academic year. The faculty members of department of social work, or any faculty members having the degree of MSW are eligible as the external supervisor for final viva. This viva-voce including the report submitted by the student will be the basis of final evaluation of 50 marks allocated for the practical of indigenous social work practice. There will be supervisor who will guide/ supervise the overall field work practice.

**Readings**

Grey, M., Coates, J., and Hetherington, T. (2007). Family in society: The Journal of contemporary Social Services. Vol. 88. No.1. P. 55-66.

Mafile'o, T., and Vakalahi, F OH. (2018). Indigenous social work across borders: expanding social work in the South Pacific. International Social Work, P. 1-16. Vol. 61. Issue. 4. P 537-552.
Yadav, Raj. 2018. Shifting the Ground in Nepali Social Work: A decolonizing perspective. Critical Social Work, Vol 19. No.2. P. 76-92.

Sharma, Janaklal (2058) Hamro Samaj Ek Adhyan, Kathmandu: Sajha Prakashan.
Pandey, R. (1968). *Hindu Sankaras*: Delhi: Motilal Vanarasidas.
Upreti, L. (2021) Peasantry Under Capitalism in Contemporary Nepal: Macro and Micro Narratives, Kathmandu: Bina Khatiwada (Upreti).
Thapar, R.(2010). *Cultural Pasts*. New Delhi: Oxford University Press.

Nikku, Bala Raju., and Rafique, Zain 2018. Empowering people: Role for political social work in South Asia. International Social Work 1–15. s://doi.org/10.1177/0020872818755861
Guru, Gopal. 2017. Ethics in Ambedkar's Critique of Gandhi. Economic & Political Weekly, Vol, No 15. P. 95-100.

Thursby, Gene R. 2011. The Study of Hindu New Religious Movements, *Nova Religio: The Journal of Alternative and Emergent Religions*, Vol. 15, No. 2, pp. 6-19.
John N. Gray (1993): Dharmaand domestic practice in Nepal, South Asia: Journal of South Asian Studies, 16:1, 73-88.

HACKER, Paul 2006. DHARMA IN HINDUISM. Journal of Indian Philosophy. 34:479–496. DOI 10.1007/s10781-006-9002-4
Pigg, Stacy Leigh. 1996. The credible and the credulous: The Question of Villagers beliefs in Nepal. Cultural Anthropology, Vol. 11, NO.2, P. 160-201.
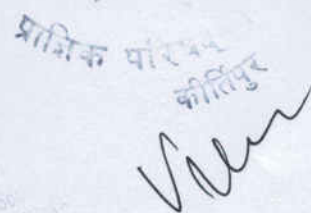
Leve, Lauren G. 2002. Subjects, Selves, and the Politics of Personhood in Theravada Buddhism in Nepal. *The Journal of Asian Studies*, Vol. 61, No. 3, pp. 833-860.

Mittal, Sushil and Gene Thursby (Ed.), 2005. Religions of South Asia. Routledge.

Sharma, Prayaj Raj, 1983. Nepali Culture and Society: A historical perspective. *Contributions to Nepalese Studies*, Vol. 19, No, 1 & 2. P. 1.19.

Note: Add more references as per requirement of the Units.