

TRIBHUVAN UNIVERSITY

FACULTY OF HUMANITIES AND SOCIAL SCIENCES



RURAL DEVELOPMENT

CURRICULUM FOR FOUR YEAR BACHELOR LEVEL

PROGRAM IN RURAL DEVELOPMENT

Approved by Subject Committee on Rural Development

on August 7, 2019 AD (Shrawan 22, 2076 BS)

CENTRAL DEPARTMENT OF RURAL DEVELOPMENT

TRIBHUVAN UNIVERSITY, KIRTIPUR, KATHMANDU

NEPAL

2076



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Course Structure of Bachelor of Arts in Rural Development

Introduction

Development has always been subjected to critical enquiry. Rural Development is a sub-field of development studies. From this point of view, there are nine papers in this course of which seven are mandatory and two are functional. These papers bring students into discussion about issues of development, which are urgent, massive and complex.

Objectives

The objectives of this course are to acquaint the students with theories, approaches, techniques and issues of rural development.

It is also to promote the scientific approach in identifying development issues and solving problems practically regarding social, economic, political and environmental sectors.

Course Structure

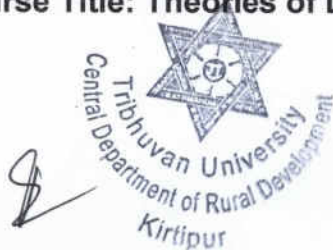
Paper	Code No.	Title	Full Marks		
			Theory	Practical	Total
First Year					
I	RDS 421	Theories of Development	70	30	100
II	RDS 422	Basic Research Methods	70	30	100
Second Year					
III	RDS 423	Economics and Development	70	30	100
IV	RDS 424	Society and Development	70	30	100
Third Year					
V	RDS 425	Governance and Development	70	30	100
Elective Paper					
VI	RDS 410	Development Practices	70	30	100
VII	RDS 411	Entrepreneurship	70	30	100
Fourth Year					
VIII	RDS 426	Environment and Development	70	30	100
IX	RDS 427	Planning and Project Management	70	30	100



Course Title: Theories of Development

Course No. RDS 421
Year: First
Paper: I

Full Marks: 70
Pass Marks: 28
Teaching Hours: 105



Course Objective

- The objective of this course is to make students familiar with the concepts and theories of development.

Contents

TH

Unit-I: Introduction to Development

10

- 1.1 Concept of Development
- 1.2 Rural Development
- 1.3 Community Development
- 1.4 Measuring Economic Growth and Development
- 1.5 Criticism of Development Measures

Unit-II: Classical and Neo-classical Economics

15

- 2.1 Introduction to Political Economy
- 2.2 Development Thoughts of Classical Economics: Adam Smith, David Ricardo and J.S. Mills
- 2.3 Critique of Classical Economics
- 2.4 Emergence of Neo-classical Economics

Unit-III: From Keynesian Economics to Neo-liberalism

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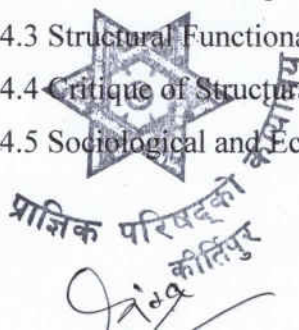
- 3.1 Keynesian Economics
- 3.2 Keynesianism and Social Democracy
- 3.3 Concept of Development Economics
- 3.4 Critique of Keynesian Economics
- 3.5 Relevancy of Neo-liberalism
- 3.6 Sustainable Development Goals

Unit-IV: Development as Modernization

20

- 4.1 Naturalism and Rationalism
- 4.2 Civilized Development
- 4.3 Structural Functionalism and the Parsonian Synthesis
- 4.4 Critique of Structural Functionalism
- 4.5 Sociological and Economic Modernization Theory

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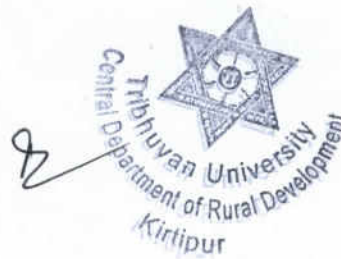


- 4.6 Psychocultural Theories of modernization
- 4.7 Historical stages of growth
- 4.8 Critique of Modernization Approach

Unit-V: Marxism, Socialism and Development

20

- 5.1 Idealism/Spiritualism and Materialism
- 5.2 Dialectical Materialism
- 5.3 Capital and Mode of Production
- 5.4 Development as Social Transformation
- 5.5 Socialism and Structural Marxism
- 5.6 Dependency Theory
- 5.7 World System Theory
- 5.8 Criticism of Marxism and New-Marxism Theory



Unit-VI: Feminist Theories of Development

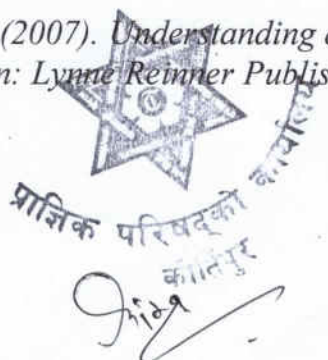
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- 7.1 Feminist Epistemology
- 7.2 Feminist Criticism of Development Theory
- 7.3 Women in Development
- 7.4 Women and Development
- 7.5 Gender and Development
- 7.6 Women, Environment and Development
- 7.7 Postmodernism and Development
- 7.8 Post-Modern Critique of Development



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- Peet, Richard and Elaine Hartwick (2009). *Theories of development: Contentions, arguments and alternatives*. New York: The Guildford Press
- Nepal, Ratna Mani (2012). *An Overview of rural development approach and its alternative views in the developing countries*. *Nepalese Journal of Development and Rural Studies*, (9) 1, 92-107.
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- Rai, Ajit (2017). *Rural development: Theory and discourse*. Kathmandu: Kasthamandap
- Rapley, John (2007). *Understanding development: Theories and practices in the Third World*. London: Lynne Rienner Publishers



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Practical: Critical Review (CR)

Full Marks: 30

Pass Marks: 15

Instructions:

- Mid-term examination should be conducted by Campus/College.
- This course offers students to involve in critical review (CR) for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their assigned faculty member/s for the completion of the task. The potential area of the task can be on the topic related to alternative development (Inclusive Development and Endogenous Development) in addition to main areas of development theories.
- The review should be submitted to the respective campus/college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective faculty member/s and external.
- Students should bear the expenses of proposal writing and other related activities as fixed by the respective campuses/colleges.

Proposal Format:

- Face-Sheet (with study title, submitted to Campus/College, submitted by-name of student, T.U. Regd. No. and class roll no.)

Acknowledgements

Contents

- Background of the Issues, Significance of the Issues, Reviews of article/book, Summary.
- References

Appendix

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Course Title: Basic Research Methods

Course No. RDS 422
Year: First
Paper: II

Full Marks: 70
Pass Marks: 28
Teaching Hours: 105



Course of Objectives

This course is designed to acquaint the students with basic understanding of research methodology and to enable them to use simple statistical analysis. After completing the course, the students will be able to apply their knowledge and skills to developing research tools both in quantitative and qualitative research, and collect and analyze qualitative and quantitative data. Furthermore, they will also be able to develop proposal/concept note for carrying out the research and familiarize them about ethical issues.

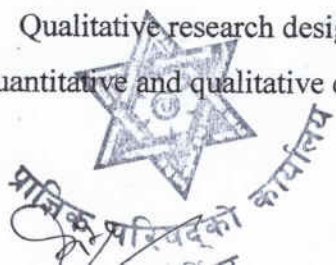
Content

Unit-I: Concept of Research

- 1.1 Defining the concept of research
- 1.2 Research and scientific method
- 1.3 Aims of social science research
- 1.4 Characteristics of good research
- 1.5 Researching the social phenomenon: A complex process
- 1.6 Scope and needs of social research
- 1.7 Types of research: Application based research, objective based research and information based research
- 1.8 The research process: Steps in social science research

Unit-II: Research Design

- 2.1 Meaning and definition
- 2.2 Purpose of research design
- 2.3 Essential elements of good research design
- 2.4 Types of research designs
 - Quantitative research designs: Descriptive, exploratory, correlational, developmental and experimental (Definition, process, advantages and limitations)
 - Qualitative research designs: Ethnographic and case study design
- 2.5 Quantitative and qualitative debate



Unit-III: Hypothesis, Variables and Measurement Scales

15

3.1 Hypothesis: Meaning and definition, Important functions of hypothesis

3.2 Types of hypothesis: Null and alternative, Directional and non-directional

3.3 Variable: Concept, need and importance

3.4 Types of variables: Dependent, independent and intervening

3.5 Concept and definition of measurement

3.6 Types of measurement scales: Nominal, ordinal, interval, ratio



Unit-IV: Sampling Methods

10

4.1 Key terminology: population, sample, sampling, universe, sampling frame, Sample size determination, theoretical population, study population

4.2 Types of sampling techniques

- Probability sampling: simple random sampling, systematic sampling, stratified sampling, cluster sampling (Definition, procedure, advantages and limitations)
- Non-probability sampling: Snowball sampling, quota sampling, expert sampling, convenience sampling

4.3 Sampling biases and errors

Unit-V: Data Collection Techniques and Tools

15

5.1 Sources of data: Primary and secondary

5.2 Nature of data: Quantitative and qualitative

5.3 Quantitative data collection techniques and tools: Questionnaire method, Interview schedule, Non-participant observation (Definition, types, design, techniques/ process, advantages and limitations)

5.4 Qualitative data collection techniques and tools: Focus group discussion, Participant observation, Participatory rapid appraisal (PRA), Rapid rural appraisal (RRA)

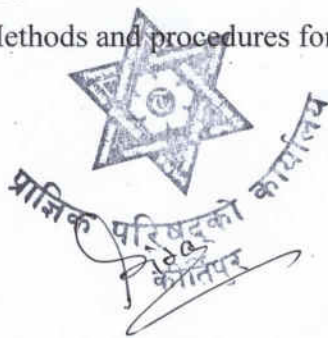
Unit-VI: Methods of Data Management and Analysis

20

6.1 Data processing and management skills: Data checking, editing, coding, recoding, data entry, classification, tabulation and presentation of data

6.2 Application of statistics in rural development research

6.3 Methods and procedures for quantitative data analysis



6



- Descriptive statistical analysis: Central tendency (mean, median, mode), Dispersion (Range, Quartile deviation, mean deviation, standard deviation, coefficient of variance)
 - Bivariate statistical analysis: Definition, types, calculation and applications of correlation (Karl Pearson, Spearman Rank correlation) and Simple regression analysis
- 6.4 Methods and procedures for qualitative data analysis
- 6.5 Thematic analysis and narrative analysis: Procedures (recording and transcribing, translating, identifying themes/sub-themes, comparing, exploring and interpretation of relationships and patterns)

Unit-VII: Developing Research Proposal and Research Report Writing

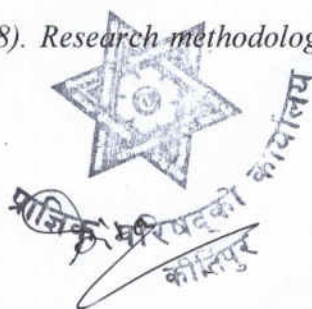
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- 7.1 Concept and need of research proposal
- 7.2 Key steps in research proposal development
- 7.3 Major components/elements of research report
- 7.4 Research report preparation and Presentation
- 7.5 Basic concept of APA format in research report
- 7.6 Ethical issues in research: Informed consent, privacy, anonymity and confidentiality



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Practical: Development of a Concept Note (DoCN)

Full Marks: 30

Pass Marks: 15

Instructions:

- Mid-term examination marks should be conducted by Campus/College.
- This course offers students to engage in concept note development (DoCN) for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their assigned faculty member/s for the completion of the task. The potential area of the task can be on the topic related to contemporary development issues i.e. micro-enterprises, agriculture (smart agriculture, livestock farming, irrigation system, agriculture production and marketing), drinking water and sanitation, health and hygiene, waste management, community development, federalism, good governance, human resource management, natural resource management, migration, remittance and development, community forestry, climate change, land use pattern, budget distribution and their proper use, role of cooperatives, indigenous knowledge, tourism, rural entrepreneurship and innovation and so on.
- The final proposal/concept note should be submitted to the respective teacher of campus/college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective faculty member/s and external.
- Students should bear the expenses of proposal writing/concept note and other related activities/field work as fixed by the respective campuses/colleges.

Proposal/Concept Note Format:

- Face-Sheet/ title page (with research title, submitted to- department/campus, submitted by- name of student, T.U. Regd. No. and class roll no.)

Acknowledgements

Contents:

- Background of the study, Statement of the problem, Objectives of the study, Significance of the study, Limitations, Literature review, Methods and materials, Expected Outcomes, and Estimated Budget
- References
- Appendix

Page Format: Margin- Standard (1 inch each side) Font - Times New Roman, titles font size-14, text font size-12, 1.5 line space, pages: 25 - 30 at Microsoft Word.



Course Title: Economics and Development

Course No. RDS 423
Year: Second
Paper: III

Full Marks: 70
Pass Marks: 28
Teaching Hours: 120



Course Objectives

- The overall objective of the course is to offer students with the clear understanding of various thematic areas of development economics so that students will generate the knowledge of various economic dimensions of development.
- After completing the course, the students are expected to develop the theorizing ideas, skill and knowledge in analyzing and solving the economic problems and issues of development in general and economic structural change in particular.

Contents

Teaching Hours

Unit-I: Basic Concept of Economics

15

- 1.1 Concept and Meaning of Economics
- 1.2 Central Economic Problems
 - 1.2.1 Scarcity and Choice
 - 1.2.2 Allocation of Resources
 - 1.2.3 Production Possibility Curve
- 1.3 Micro and Macro Economics: Meaning, Application and Differences
- 1.4 Basic Concept of GDP and GNP
- 1.5 Demand and Supply: Meaning and Law
- 1.6 Determination of Market Price



Unit-II: Foundation of Economy

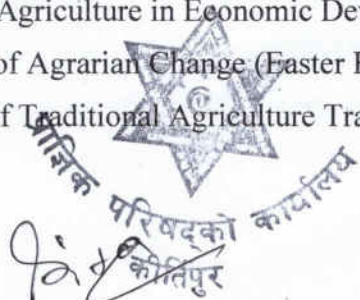
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- 1.1 Economy: Concept, Meaning, Features and Types
- 1.2 Structure of Economy: Formal and Informal Sectors
- 1.3 Factors of Production
 - 1.3.1 Land: Meaning and Features
 - 1.3.2 Labour: Meaning, Features, Efficiency of labour, Division of Labour
 - 1.3.3 Capital: Meaning, Features and Capital Formation Process
 - 1.3.4 Organization: Meaning and Features
 - 1.3.5 Technology: Meaning, Features and Application

Unit-III: Agriculture for Development and Food Security

15

- 5.1 Role of Agriculture in Economic Development
- 5.2 Theory of Agrarian Change (Easter Boserup)
- 5.3 Theory of Traditional Agriculture Transformation (Schultz)



- 5.4 Introduction to Food Security and Nutrition
- 5.5 Current State of Food Security and Nutrition in the World
- 5.6 Current Situation of Food Security and Nutrition in Nepal



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Unit-IV: Major Dimensions of Nepalese Economy

25

- 3.1 Demographic Dimension: Meaning of Demography, Population Growth, Composition, Distribution and Management.
- 3.2 Agricultural Dimension: Meaning, Features, Current Status, Problems/stagnation in agriculture and Measures to Agriculture Transformation
- 3.3 Industrial Dimension: Meaning, Classification, Current Status, Problems and Measures to Industrial Development
- 3.4 Infrastructural Dimension: Concept and different Forms (Physical, Social, Institutional and Financial), Role, Problems of Rural Infrastructure
- 3.5 Service Sector: Concept, Components and Importance



Unit-5: Contemporary Issues of Nepalese Development

20

- 4.1 Land Reform: Meaning, Objectives, Problems and Challenges
- 4.2 Poverty and Inequality: Concept, Dimensions, Types, Causes, Consequences, Current Status and Measures to Poverty Alleviation
- 4.3 Unemployment: Concept, Types, Causes, Consequences, Status, and Measures
- 4.4 Migration: Concept, Factors, Types, and Impacts of Migrations
- 4.5 Remittance: Meaning, Current Status, Types, Utilization Pattern, Importance and Challenges

Unit-6: Financial Institutions and Development in Nepal

15

- 6.1 Financial Institutions: Concept, Features, Classification and Current Status
- 6.2 Role of Development and Commercial Bank in Economic Development
- 6.3 Micro Finance: Concept, Components, Role, Problems and Prospects
- 6.4 Cooperatives: Concept, Principles, Role, Problems and Prospects

References

Acharya, V. R. (2005). *Nepalko Shram Arthashastra*. Kathmandu: NEFAS/FES.

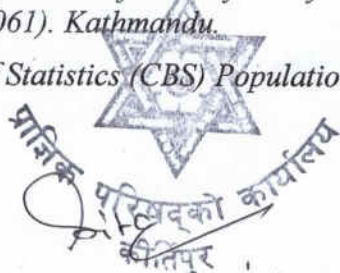
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Bongartz, H. and Dahal, D.R. (1996). *Development Studies: Kathmandu: Nepal Foundation for Advanced Studies: Friedrich Ebert Stiftung*

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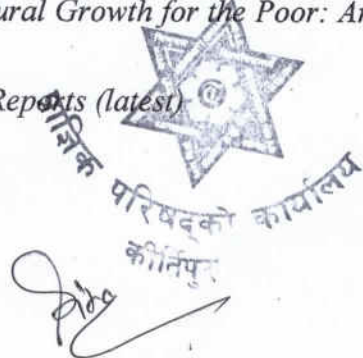
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- Todaro, M.P & Smith, S.C. (2010). *Economic Development (10th edition). Singapore: Pearson Education Pvt. Ltd.*
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- WB, (2005). *Agricultural Growth for the Poor: An Agenda for Development. Washington DC: World Bank.*

World Development Reports (latest)



Practical: Economic Analysis based on Secondary Data (SASD)

Full Marks: 30

Pass Marks: 15

Instructions:

- Mid-term examination should be conducted by Campus/College.
- This course offers students to involve in economic analysis based on secondary data (SASD) for the partial fulfillment of the requirement which is compulsory to all. The secondary data will be gathered from Central Bureau of Statistics (e.g., Agriculture Censuses, Labour Force Surveys, Annual Household Surveys, Population Censuses, Economic Census), Demographic and Health Surveys Students should be in close coordination with their subject teachers for the completion of the task. The potential area of the task can be on the topic related to development economics i.e. poverty, unemployment, demography, Labour migration, remittance, entrepreneurship, industries, agriculture, infrastructure, public-private partnership, micro-credits, cooperatives and other relevant topics.
- The final report should be submitted to the respective Campus/College. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective teachers and external.

Format of Economic Analysis:

- Face-Sheet (with study title, submitted to- department/campus, submitted by-name of student, T.U. Regd. No. and class roll no.)

Acknowledgements

Contents

- Background of the Study, Significance of the Study, Objectives of the Study, Methodologies, Study Area Description, Highlight of Major Field Activities, Analysis and Presentation of Data, Findings of the Study, Conclusion and Recommendations
- References

Appendix

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Course Title: Society and Development

Course No.: RDS 424
Year: Second
Paper: III



Full Marks: 70
Pass Marks: 28
Teaching Hours: 120

Course Objectives

- The objective of this course is to acquaint students with basic concepts, theories and methods in analyzing rural development process in Nepalese social perspective.

Contents

TH

Unit-I: Introduction

25

- 1.1 Concept of Sociology
- 1.2 Relation of Sociology with other Social Sciences
- 1.3 Three major theoretical perspectives on society
Emile Durkheim: Functionalism, Max Weber: Symbolic Interactionism, Karl Marx: Conflict Theory (Base and Superstructure)
- 1.4 Major Social Fields and issues in social dimension in Nepalese Context
- 1.5 Laws and provisions related to social issues in Nepal



Unit-II: Social Structure

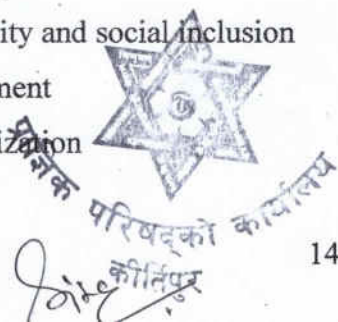
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- 2.1 Concept of Social Structure
- 2.2 Physical, Social and Economic Structure of Society
- 2.3 Concept and Characteristics of community and social Life
- 2.4 Social Institution: Family, Marriage, Kinship, Power structure and Economy
- 2.5 Social Stratification: Caste, Class, Gender and Ethnicity
- 2.6 Social Learning and Adaptation Process: Enculturation, Acculturation, Assimilation, Sanskritization and Socialization

Unit-III: Social Dynamics and Social Change

25

- 3.1 Social Mobility
- 3.2 Social Capital
- 3.3 Social participation
- 3.4 Gender equality and social inclusion
- 3.5 Social movement
- 3.6 Social Mobilization



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3.7 Social Security

3.8 Social justice

Unit-IV: Approaches to Social Development

10

4.1 Culture and Development

4.2 Participatory and Rights based approach

4.3 Identity, Self-esteem and Empowerment

4.4 Self-Help, Self-reliant, Local Initiative Development

4.5 Globalization Vs Localization of Development



Unit-V: Social Organization and Development

10

5.1 Concept and importance of social organization

5.2 Basic Elements of Social Organization

5.3 Induced and Indigenous Social Organization

5.4. Leader and Leadership in social organization

5.5. Role of Leadership in social organization and social change



Unit-VI: Application of sociological knowledge in different social fields

10

6.1 Population and Health

6.2 Forestry and Bio-diversity Conservation

6.3 Education and Employment

6.4 Human Trafficking

6.5 Gender Equity

References

Adhikari, S.P. (1980). Rural development in Nepal. Kathmandu: Sajha Prakashan.

Bhattachan, K. & Mishra, C. (1997). Development practices in Nepal. Kathmandu: Central Department of Sociology/Anthropology, Tribhuvan University.

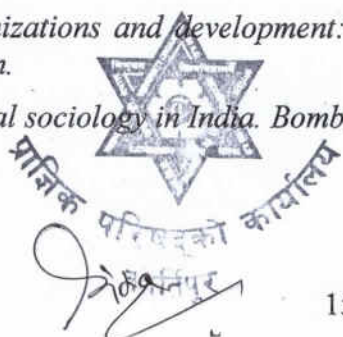
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Practical: Social Impact Assessment (SIA)

Full Marks: 30

Pass Marks: 15

Instructions:

- Mid-term examination should be conducted by Campus/College.
- This course offers students to involve in Social Impact Assessment (SIA) for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their subject teachers for the completion of the task. The potential area of the task can be on the topic related to society and development i.e. culture, population public health,, forestry and bio-diversity, education and employment, gender, child labor, ethnicity and national integration and other relevant topics.
- The final report should be submitted to the respective Campus/College. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective teachers and external.
- Students should bear the expenses associated with field study and other research related activities as fixed by respective campuses.

Report Format:

- Face-Sheet (with study title, submitted to- department/campus, submitted by-name of student, T.U. Regd. No. and class roll no.)

Acknowledgements

Contents

- Background of the Study, Significance of the Study, Objectives of the Study, Methodologies, Study Area Description, Highlight of Major Field Activities, Analysis and Presentation of Data, Findings of the Study, Conclusion and Recommendations

- References

Appendix

Page Format: Margin- Standard (1 inch each side) Font - Times New Roman, titles font size-14, text font size-12, 1.5/line space, pages: 20-25 at Microsoft Word.



Course Title: Governance and Development

Course No. RDS 425

Paper: V

Year: Third

Full Marks: 70

Pass Marks: 28

Teaching Hours: 120



Course Objectives

- To provide the students with the concept and knowledge about the government and its relationship with democracy, governance and local development in the context of Nepal.
- To instruct the students with knowledge about the role of local governments, political parties, civil society, civic organizations CBOs, pressure groups and I/NGOs for the local development.
- To prepare the students with in-depth knowledge about the linkage and relationships of government and local government.
- After completing the course, the students will be able to understand the role of government, institutions and local governance in the context of rural development.

Contents

TH

Unit-I: Government and Governance

30

- 1.1 Meaning and Concept of Government and Governance
- 1.2 Types and Role of Government
- 1.3 Organs of Government: Executive, Legislative and Judiciary
- 1.4 Forms of Governance: Unitary and Federalism
- 1.5 Federalism in Nepal: Opportunities and challenges
- 1.6 Concept and Elements of Good Governance
- 1.7 Social Accountability and Its Tools (Public Audit, Public Hearing, Citizen Charter and Right to Information)



Unit-II: Local Governments in Nepal

25

- 2.1 Decentralization: Concepts, Forms and role in Development
- 2.2 Concept of Local Governments
- 2.3 Local Government Operation Act 2074
- 2.4 Composition, Power and Functions of Rural Municipality, Municipality, Sub- Metropolitan, Metropolitan and DCC
- 2.5 Opportunities and Challenges of Local Governments
- 2.6 Role of Local Governments in Development



प्रदेशिक परिषद्को कार्यालय
कीर्तिपुर

Unit-III: Democracy and Constitution in Nepal

20

- 3.1 Meaning and Concept of Democracy
- 3.2 Nature, Characteristics, Merits and Demerits of Democracy
- 3.3 Constitutional Development of Nepal
- 3.4 Features of the Constitution of the Kingdom of Nepal, 2072 with specific Reference to Local Development (22 Rights)

Unit-IV: Electoral System and Democratic Political Institutions

15

- 4.1 Electoral System: Direct, Indirect and Proportional Representation
- 4.2 Concept, Characteristics and role of Political Party in development
- 4.3 Constitutional Organs and their role in Governance and Development (CIAA, Auditor General, National Human Rights Commission and National Natural Resources, Election Commission and Fiscal Commission)
- 4.4 Political Participation and its Implication in Rural Development
- 4.5 Role of Political Parties in Rural Development

Unit-V: Local Government and Administrative System

15

- 5.1 Concept, Characteristics and Development of Nepalese Administrative System
- 5.2 Concept of Development Administration
- 5.3 Local Administrative Units and their Linkages with Local Bodies
- 5.4 (Concept and) Role of Bureaucracy in Public Service Delivery of Local Government
- 5.5 Bureaucracy and Governance in Local Government

Unit-VI: Civil Society, Civic Institutions and Development

15

- 6.1 Role of CBOs, NGOs and INGOs in Social Mobilization and Development
- 6.2 Media, Governance and Development
- 6.3 Civil society, Nature and its role in Development
- 6.4 Role of FNCCI, NGO Federation, FECOFUN and NCFN in governance and development

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Practical: Local Governance Assessment (LGA)

Full Marks: 30

Pass Marks: 15

Instructions:

- Mid-term examination should be conducted by Campus/College.
- This course offers students to involve in Local Governance Assessment (LGA) for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their subject teachers for the completion of the task. The potential area of the task can be on the topic related to governance and development i.e., planning process (seven steps planning Of local government), assessing the administrative service delivery of local government, effectiveness of project selection, strategies of local resources mobilization, implementation mechanism, monitoring and evaluation of different development work of Rural Municipalities, Municipalities, Sub metropolitan, Metropolitan and DCCs..
- The final report should be submitted to the respective Campus/College. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective teachers and external.
- Students should bear the expenses associated with field study and other research related activities as fixed by respective campuses.

Field Report Format:

- Face-Sheet (with study title, submitted to- department/campus, submitted by-name of student, T.U. Regd. No.and class roll no.)

Acknowledgements

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Course Title: Development Practices (Elective)

Course No. RDS 410

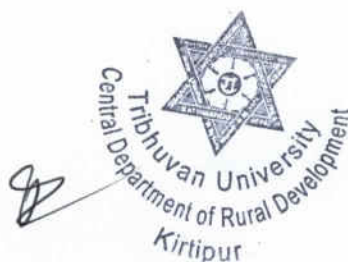
Paper: VI

Year: Third

Full Marks: 70

Pass Marks: 28

Teaching Hours: 105



Course Objectives

- The objective of this course is to make students familiar with the approaches and strategies of development practices.
- The objective of this course is to make the students well acquainted with the current status and programmes of social services, energy, finance and practices of development adopted in Nepal and the some SAARC countries.

Contents

TH

Unit-I: Introduction to Development Approaches

20

- 1.1 Community Development Approach
- 1.2 Basic Need Approach
- 1.3 Integrated Rural Development Approach
- 1.4 Right-Based Approach
- 1.5 Rural Livelihood Approach
- 1.6 Doubly Green Revolution
- 1.7 Human Development Approach



Unit-II. Strategies for Development

10

- 2.1 State Led Strategy
- 2.2 Market Led Strategy
- 2.3 NGO Led Strategy
- 2.4 Community/People Led Strategy

Unit-III: Institutional Development in Nepal

20

- 3.1 Evolution of Development in Nepal
- 3.2 Integrated Rural Development Programme (IRDP)
- 3.3 Small Farmer Development Programme (SFDP)
- 3.4 Remote Area Development Programme (RADP)
- 3.5 Community Forestry

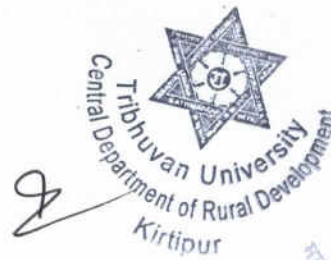


Unit-IV: Social Services in Nepal (Programms and Current Status)

15

- 4.1 Health
- 4.2 Nutrition

- 4.3 Education
- 4.4 Water and Sanitation
- 4.5 Social Security Fund



15

Unit-V: Financial Practices in Nepal

- 5.1 History of Growth and development of financial sector in Nepal
- 5.2 Financial Management
- 5.3 Sources of Finance
- 5.4 Role of public and private sector in development (Agriculture and infrastructure)
- 5.5 Contribution of Cooperative in mobilizing local resources

Unit-VI: Technology and Energy

15

- 6.1 Introduction to Technology and Energy
- 6.2 Energy and Development in Nepal
- 6.3 Energy Development Practices in Nepal (Role of AEPC)
- 6.4 Renewal Energy in Nepal

Unit-VII: Experience of Development Practices

10

- 8.1 Bangladesh (Micro credit)
- 8.2 Bhutan (Chukha Project)
- 8.3 India (Green Revolution, Amul Dairy)
- 8.4 Pakistan (Aghakhan)
- 8.5 China (Green Development)

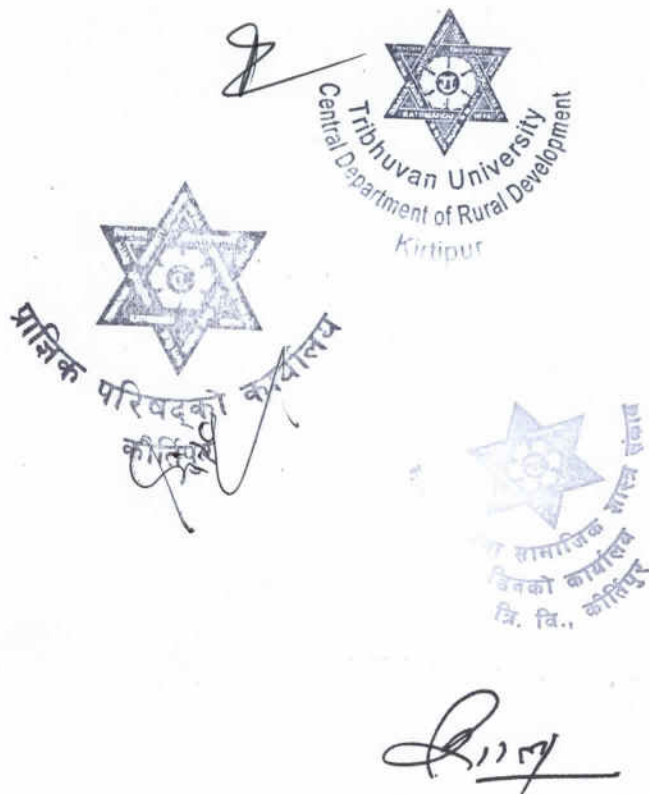
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Practical: Preparation of a Case Study (PoCS)

Full Marks: 30

Pass Marks: 15

Instructions:

- Mid-term examination will be conducted by Campus/College.
- This course offers students to involve in preparation a case study for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their assigned faculty member/s for the completion of the task. The potential area of the task can be on the topic related to approaches and strategies of development including various development agencies and development partners which have contributed to the development of Nepal.
- The review should be submitted to the respective campus/college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective faculty member/s and external.
- Students should bear the expenses of proposal writing and other related activities as fixed by the respective campuses/colleges.

Proposal Format:

- Face-Sheet (with study title, submitted to Campus/College, submitted by-name of student, T.U. Regd. No. and class roll no.)
- Acknowledgements
- Contents
- Background of the Issues, Significance of the Issues, Reviews of article/book, Summary.
- References
- Appendix

Page Format: Margin- Standard (1 inch each side) Font - Times New Roman, titles font size-14, text font size-12, 1.5 line space, pages: 20-25 at Microsoft Word.



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Course Title: Entrepreneurship (Elective)

Course No. RDS 411

Full Marks: 70

Paper: VII

Pass Marks: 28

Year: Third

Teaching Hours: 105

Course Objectives

- The objective of this course is to make students familiar with the concepts of entrepreneurship and its culture.
- The objective of this course is to make the students well acquainted with the business innovation and management, business model, and its strategic plan.

Contents

TH

Unit-I: Introduction to Entrepreneurship

20

- 1.1 Evolving conceptual perspective of entrepreneurship
- 1.2 Some definitions of entrepreneurship
- 1.3 The characteristics of individual enterprise
- 1.4 Organizational enterprise
- 1.5 Where do we find enterprise?
- 1.6 Developing an enterprise culture
- 1.7 What entrepreneurship are like, and what they do



Unit-II: Cultural Diversity of Entrepreneurship

20

- 2.1 Female entrepreneurship
- 2.2 Minority entrepreneurship
- 2.3 Immigrants
- 2.4 Young entrepreneurs
- 2.5 Home-based and Family business
- 2.6 Culture
- 2.7 The support infrastructure
- 2.8 Supporting enterprising people



Unit-III: Creativity, Innovation and Entrepreneurship

20

- 3.1 Creativity Thinking
- 3.2 Barriers to creativity
- 3.3 Enhancing creativity
- 3.4 Creative Process
- 3.5 Techniques for Improving the Creativity Process



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3.6 Intellectual Property

Unit-IV: Feasibility Analysis and Designing a Business Model

20

- 4.1 Idea assessment and its Feasibility Analysis
- 4.2 Five Forces Models of Competitions
- 4.3 Product or Service Feasibility Analysis
- 4.4 Financial Feasibility Analysis
- 4.5 Entrepreneur Feasibility
- 4.6 Developing and Testing a Business Model

Unit-V: Developing a Business Plan and Its Strategic Plan

15

- 5.1 Benefit of Creating a Business Plan
- 5.2 Elements of Business Plan
- 5.3 Five Cs of Credit
- 5.4 Making the Business Planning Presentation
- 5.5 Building a Strategic Plan
- 5.6 Building a Competitive Advantage
- 5.7 Strategic Management Process
- 5.4 Learning capability and entrepreneurial strategy

Unit-VI: Entrepreneurship Development in Nepal

10

References

- Agrawal, G.R. (2012). Entrepreneurship development in Nepal. Kathmandu: M.K. Publisher and Distributors.*
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Kirtipur



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Practical: Preparation of a Business Model/Plan (PoBM/P)

Full Marks: 30

Pass Marks: 15

Instructions:

- Mid-term examination should be conducted by Campus/College.
- This course offers students to involve in preparing a business model/plan (PoBM/C) for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their assigned faculty member/s for the completion of the task. The potential area of the task can be on the topic related to the various small business industries which have contributed to the economic development of Nepal.
- The review should be submitted to the respective campus/college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective faculty member/s and external.
- Students should bear the expenses of proposal writing and other related activities as fixed by the respective campuses/colleges.

Proposal Format:

- Face-Sheet (with study title, submitted to Campus/College, submitted by-name of student, T.U. Regd. No. and class roll no.)

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Appendix

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Teaching Hours: 45



Course Title: Environment and Development

Course No. RDS 426

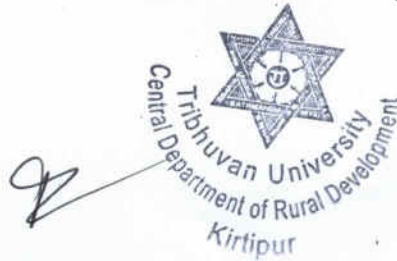
Year: Fourth

Paper: VIII

Full Marks: 70

Pass Marks: 28

Teaching Hours: 120



Course Objectives

- To impart knowledge on interrelationship between environment and development, environmental conservation policies adopted by Nepal and the pattern of use of environmental resources.
- To familiarize students to the issues involved in the factors of environmental degradation and natural resource management.

Contents

LH

Unit-I: Introduction to Environment

15

- 1.1 Meaning and Types of Environment
- 1.2 Meaning and Types of Ecology
- 1.3 Environment and Development: Interrelationship
- 1.4 UN Conference on Environment and Development (Summary)
- 1.5 Meaning and Types of Natural Resources
- 1.6 Status and Distribution of Natural Resources (Land, Water, Forest and Pasture) in Nepal

Unit-II: Introduction to Natural Resource Management

20

- 2.1 Meaning and Scope of Natural Resource Management
- 2.2 Principles of Natural Resource Management
- 2.3 Approaches to Natural Resource Management
 - 2.3.1 Top-down Approach (Command and Control)
 - 2.3.2 Community-based Natural Resource Management Approach
 - 2.3.3 System Approach
 - 2.3.4 Capacity Building Approach
 - 2.3.5 Institutional Development Approach
- 2.4 Importance of Natural Resource Management for Development
- 2.5 Conflict on Natural Resources: Meaning, Nature, Actors, Cause, Consequences and Mitigating Measures

Unit-III: Interrelationship between Human Communities and Environments

20

- 3.1 Meaning of Carrying Capacity
 - 3.1.1 Human Growth and Carrying Capacity

3.2 Human and Environment Relationship: Approaches and Thoughts

3.2.1 Determinism or Environmentalism: Pristine State

3.2.2 Possibilism or Developmentalism: Change State

3.3 Influences of Environment on Human (different physical factors)

3.4 Human's Influences on Environment: Functional Landscape, Ecumene and Esthetic

Unit-IV: Land, Forest and Water Resource Management

25

4.1 Land Resource Management

4.1.1 Productivity and fertility of Land

4.1.2 Production Practices: Shifting Cultivation, Subsistence Farming, Intensive Farming, Commercial Farming, Integrated Farming and Transhumance

4.1.3 Organic Farming: Meaning, Prospects and Challenges.

4.1.4 Land and Pasture Land Conservation Methods

4.2 Forest Resource Management

4.2.1 Meaning and Types of forest resources in Nepal

4.2.2 Meaning, Principles and Importance of Community Forestry

4.2.3 Scientific Forest Management: Meaning, Scope and Methods

4.2.4 Non-timber Forest Products (NTFPs): Meaning, prospects and importance

4.3 Water Resources Management

4.3.1 Wetland: Meaning, Importance and Threats

4.3.2 Watershed: Meaning, objectives, types and Challenges

4.3.3 Water resources management practices in Nepal: Indigenous and induced

Unit-V: Environmental Issues in Nepal

15

5.1 Environmental Degradation and Depletion: Meaning, causes, consequences and Mitigation Measures

5.2 Soil Erosion: Meaning, causes, consequences and controlling measures

5.3 Deforestation and Desertification: Meaning, Causes, Impacts and Controlling Measures

5.4 Climate Change: Meaning, Causes, State, and Impacts on agriculture and livelihoods

5.5 Climate Change Adaptation: Meaning and Strategies

Unit-VI: Plan and Policies of Natural Resource Management

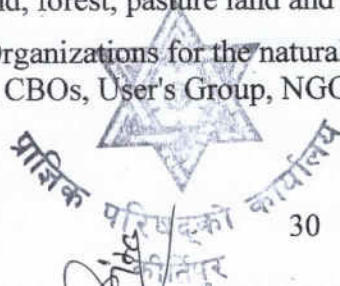
6.1 Concept of Environmental Resource Planning and Management

10

6.2 World Conservation Strategy

6.3 National Policies and Programmes for natural resource management in Nepal with reference to Land, forest, pasture land and water

6.4 Role of Local Organizations for the natural resources management (Religious Organizations, CBOs, User's Group, NGOs and Civil Society)





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डब्लु .डब्लु. एफ., (२०६८). जलवायु परिवर्तनमापानी प्रसादको अभियान ।

युनेस्को, (२०१६). मौलिक ज्ञान मार्फत जीवनपर्यन्तसिकाईको प्रवर्द्धनमायुनेस्कोको सहयोग, काठमाण्डौ ।

नेपाल सरकार (२०७५). सिमसारसम्बन्धीजानकारी पुस्तिका, वन तथावातावरण मन्त्रालय, राष्ट्रिय निकुञ्ज तथावन्यजन्तु संरक्षण विभाग,बबरमहल, काठमाडौं, नेपाल ।

थापा, केशव र अरुहरु (२०६८). जलवायु परिवर्तन र कृषि: कृषककालागि सहायोगीपुस्तिका, ली-बर्ड, पोखरा ।



Practical: Environment Impact Assessment (EIA)

Full Marks: 30

Pass Marks: 15

Instructions:

- Mid-term examination should be conducted by Campus/College.
- This course offers students to involve in Environment Impact Assessment (EIA) for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their assigned faculty member/s for the completion of the task. The potential area of the task can be on the topic related to the natural resource management (Land, forest and water) which have played a vital role in the development-environment interrelationships.
- The review should be submitted to the respective campus/college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective faculty member/s and external.
- Students should bear the expenses of proposal writing and other related activities as fixed by the respective campuses/colleges.

Proposal Format:

- Face-Sheet (with study title, submitted to Campus/College, submitted by-name of student, T.U. Regd. No. and class roll no.)

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Appendix

Page Format: Margin- Standard (1 inch each side) Font - Times New Roman, titles font size-14, text font size-12, 1.5 line space, pages: 20-25 at Microsoft Word.



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Course Title: Planning and Project Management

Course No. RDS 427

Year: Fourth

Paper: IX

Full Marks: 70

Pass Marks: 28

Teaching Hours: 105



Course Objectives

The objective of this course is to acquaint the students with the basic idea of planning and project management.

Contents

Unit-I: Planning for Rural Development

- 1.1 Concept and Characteristics of Planning
- 1.2 Objectives of planning
- 1.3 Types of Planning
- 1.4 Formulation of Vision, Mission, Goals and Objectives
- 1.5 Importance of Local Planning in development



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Unit-II: Local Government Plan Formulation (LGPF) in Nepal

- 2.1 LGPF Steps
- 2.2 Involvement and role of stakeholders in LGPF
- 2.3 Linkage among National, Provincial and Local Plan
- 2.4 Problems and Challenges in LGPF process
- 2.5 Measures for effective LGPF

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Unit-III: Project and Development

- 3.1 Concept of Project
- 3.2 Characteristics of Project
- 3.3 Project Classification
- 3.4 Plan, Program, and Project Relationship
- 3.5 Skills for Project Management
- 3.6 Project Cycle



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Unit-IV: Project Formulation and Implementation

- 4.1 Project Identification
 - 4.1.1 Need assessment, Situation analysis
- 4.2 Project Formulation
 - 4.2.1 Feasibility Study

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4.2.2 Stakeholder Analysis, Problem Tree and Objective Analysis, SWOC Analysis, Critical path analysis, risk assessment

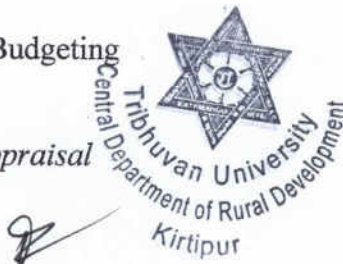
4.2.3 Logical Framework, Work Plan, Budgeting

4.3 Project Appraisal

4.3.1 Concept and criteria of project appraisal

4.4 Project Implementation

4.4.1 Procedures and Challenges



Unit-V: Monitoring and Evaluation

5.1 Meaning, objectives, types and differentiation of Monitoring and Evaluation

5.2. Quality Assurance and Quality Control

3. Result Based and Participatory Monitoring and Evaluation

Unit-VI: Project Proposal Writing and Report Writing

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References

Adhikari, K.P. (1998). *Project Management & Evaluation E. System in Nepal: A Review*. CAMAD, May 1998, pp. 132-140.

Adhkari, Dhurba. and Chardramani (1998). *Project Management and Planning*. Kathmandu: Shristi Prakasan (in Nepali).

Agrawal. G.R. (2005). *Project Management in Nepal*. Bhotahity Kathmandu: M.K. Publishers and Distributors (Eutaile Samet chha).

Chandra. P. (1997). *Project Planning Analysis, Selection, Implementation and Review*, New Delhi: Tata McGraw-Hills Publishing CO.Ltd.

FAO (2001). *Project Cycle Management Technical Guide*. Rome: Food and Agriculture Organization.

Lary, R. (2008). *Project Management step by Step*. New Delhi: Sultan Chand & Sons.



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Practical: Rural Camping and Need Assessment (RCNA)

Full Marks: 30

Pass Marks: 15

Instructions:

- Mid-term examination should be conducted by Campus/College.
- This course offers students to involve in the preparation of need assessment (RCNA) for the partial fulfillment of the requirement which is compulsory to all. For it, a three-day rural camping should be arranged by faculty member/s to carry out need assessment in close coordination with their assigned faculty member/s for the completion of the task. The potential area of the task can be on the topic related to the natural resource management (Land, forest and water) which have played a vital role in the development-environment interrelationships.
- The review should be submitted to the respective campus/college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective faculty member/s and external.
- Students should bear the expenses of proposal writing and other related activities as fixed by the respective campuses/colleges.

Proposal Format:

- Face-Sheet (with study title, submitted to Campus/College, submitted by-name of student, T.U. Regd. No. and class roll no.)

Acknowledgements

Contents

- Background of the Issues, Significance of the Issues, Reviews of article/book, Summary.
- References

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