



Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Rural Development
MPhil-PhD
Micro-Syllabus

Course Title: Measurement of Human and Sustainable Development	
Level: MPhil-PhD	Full Marks: 100
Course Code: RDS 711	Year: I
Credit Hours: 3 (48 hours)	Semester: II

Course Description

This course covers theoretical and practical dimensions of measuring human and sustainable development. In the theoretical dimension, this course covers basic philosophy, evolution and principles of human and sustainable development including its types and measurement procedures. The measurement procedures specifically include construction of different types of composite indices. In the practical dimension, this course will focus on the measurement of human and sustainable development with real-world data, application of the measurement indices, and interpretation of the results. All the topics included in the course are organized in four units.

Learning Objectives

The objective of this course is to develop theoretical and practical knowledge on measurement of human and sustainable development among students. The theoretical course is expected to develop analytical skills on the interrelationship between various dimensions of human and sustainable development. The practical course, on the other hand, will enable the students to select relevant indicators, prepare data, construct different types of composite indicators to measure the human and sustainable development with the help of computer software like SPSS and Excel, and interpret the results.

Course Contents

Unit I: Measurement and Construction of Composite Indices (14 hrs)	
1.1	Conceptualization of Development Indicators
1.2	Introduction to Composite Indicators : Meaning, Origin, Evolution and Application
1.3	Philosophical Approaches and Principles of Composite Indicators
1.4	Nature and Types: Single and Composite Indicators and Weightage and Non-Weightage indicators
1.5	Construction of Composite Index : Selection of Variables, Preparation of Data sets, Code and Recode of Variables, Scaling and Test of Reliability and Validity
Readings	<p>Bandura, R. (2011). <i>Composite indicators and rankings: Inventory 2011</i>. New York: United Nations Development Programme, Office of Development Studies (UNDP/ODS Working Paper).</p> <p>Becker, W., Saisana, M., Paruolo, P., and Vandecasteele, I., (2017). <i>Weights and importance in composite indicators: Closing the gap, Ecological Indicators</i>, 80(2017): 12-22, https://doi.org/10.1016/j.ecolind.2017.03.056. (https://www.sciencedirect.com/science/article/pii/S1470160X17301759)</p> <p>Booyensl, F. (2002). An overview and evaluation of corporate indices of development. <i>Social Indicators Research</i>, 59, 115-151(2002). www.springer.com/article</p> <p>Chakrabartty, S. N. (2014). Scoring and analysis of likert scale: Few approaches. <i>Journal of Knowledge Management & Information Technology</i>, 1(2), 31-44. https://bit.ly/37XPFhE</p> <p>Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research method in education (6th ed.)</i>. Taylor & Francis Group.</p> <p>De Muro, P., Mazziotta, M. & Pareto, A. Composite Indices of Development and Poverty: An Application to MDGs. <i>Social Indicator Research</i> 104, 1–18 (2011). https://doi.org/10.1007/s11205-010-9727-z</p> <p>El Gibari, S., Gómez, T., & Ruiz, F. (2019). Building composite indicators using multi-criteria methods: a review. <i>Journal of Business Economics</i>, 89(1), 1-24.</p> <p>Fernandez, E. J., & Martos, M. J. R. (2020). Review of some statistical methods for constructing composite indicators. <i>Studies of Applied Economics</i>, 38(1).</p> <p>Field, A. (2009). <i>Discovering statistics using SPSS (3rd ed.)</i>. Sage Publication: India.</p>

Joint Research Centre-European Commission. (2008). *Handbook on constructing composite indicators: methodology and user guide*. OECD publishing: OECD.

Mazziotta, M , and Pareto, A. (2013). Methods for constructing composite indices: One for all or all for one? *Rivista Italiana di Economia Demografia e Statistica*, LXVII(2), Aprile-Giugno

Mazziotta, M. & Pareto, A. (2017). Synthesis of indicators: The composite indicators approach. In *Complexity in society: From indicators construction to their synthesis* (pp. 159-191). Springer, Cham.

Moreira, S. B., Simões, N., & Crespo, N. (2012, May). Composite indicators of development: the importance of the weights. In *Conference Proceedings International Conference " New Challenges of Economic and Business Development"*.

Munda, G. (2012). Choosing aggregation rules for composite indicators. *Social indicators research*, 109(3), 337-354.

Munda, G., & Nardo, M. (2005). Constructing consistent composite indicators: the issue of weights. Institute for the Protection and Security of the Citizen: EU

Nardo, M., Saisana, M., Saltelli, A., & Tarantola, S. (2005). Tools for composite indicators building. *Ispira*, 15(1), 19-20.

Saisana, M., Saltelli, A., & Tarantola, S. (2005). Uncertainty and sensitivity analysis techniques as tools for the quality assessment of composite indicators. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 168(2), 307-323.

Saltelli, A. (2007). Composite indicators between analysis and advocacy. *Social indicators research*, 81(1), 65-77.

Stefana, E., Marciano, F., Rossi, D., Cocca, P., & Tomasoni, G. (2021). Composite indicators to measure quality of working life in Europe: A systematic review. *Social Indicators Research*, 157(3), 1047-1078.

Yang, L. (2014). An inventory of composite measures of human progress. *Occasional Paper on Methodology*. New York: UNDP
https://hdr.undp.org/sites/default/files/inventory_report_working_paper.pdf.

Unit II: Measurement of Human Development Index (12 hrs)

2.1	Philosophical Discourse and Theorization of Human Development
2.2	Measurements of Human Development : Origins, Evolution, Indicators and Components and Construction of HDI
2.3	Case Discussion: Nepal Human Development Index and Norwegian Human Development Index
2.4	Implication of HDI
Readings	<p>Cherchye, L., Moesen, W., Rogge, N., & Van Puyenbroeck, T. (2011). Constructing composite indicators with imprecise data: <i>A Proposal. Expert Systems with Applications</i>, 38(9), 10940-10949.</p> <p>Grupp, H., & Schubert, T. (2010). Review and new evidence on composite innovation indicators for evaluating national performance. <i>Research Policy</i>, 39(1), 67-78.</p> <p>Karagiannis, G. (2017). On aggregate composite indicators. <i>Journal of the Operational Research Society</i>, 68(7), 741-746.</p> <p>Karagiannis, R., & Karagiannis, G. (2020). Constructing composite indicators with Shannon entropy: The case of Human Development Index. <i>Socio-Economic Planning Sciences</i>, 70, 100701.</p> <p>Munda, G., & Nardo, M. (2003). On the methodological foundations of composite indicators used for ranking countries. Ispra, Italy: <i>Joint Research Centre of the European Communities</i>, 1-19.</p> <p>Ngouhouo, I., & Nchofoung, T. N. (2021). Economic Resilience in Sub-Saharan Africa: Evidence from Composite Indicators. <i>Journal of the Knowledge Economy</i>, 1-22.</p> <p>Savić, G., & Martić, M. (2017). Composite indicators construction by data envelopment analysis: Methodological background. In <i>Emerging Trends in the Development and Application of Composite Indicators</i> (pp. 98-126). <i>IGI Global</i>.</p> <p>Sayed, H., Hamed, R., Ramadan, M. A. G., & Hosny, S. (2015). Using meta-goal programming for a new human development indicator with distinguishable country ranks. <i>Social Indicators Research</i>, 123(1), 1-27.</p> <p>Sen, A. (2000). <i>Development as freedom (Indian edition)</i>. New Delhi: Oxford University Press.</p>

	<p>Todaro, M.P & Smith, S.C. (2010). <i>Economic development (10th edition)</i>. Delhi: Pearson Education Asia.</p> <p>UNDP (2011). <i>Nepal human development Report 2011 sustainability and equity: A better future for all</i>. UNDP: Nepal</p> <p>UNDP (2020). <i>Nepal human development report 2020: Beyond graduation: Productive transformation and prosperity</i>. UNDP: Nepal</p> <p>UNDP. (2004). <i>Nepal human development report, 2004; 'empowerment and poverty reduction'</i>. Kathmandu: UNDP.</p>
Unit III: Measurement of Sustainable Development Index (16 hrs)	
3.1	Evolution of Sustainable Development
3.2	Components and Dimensions of Sustainable Development: Society, Economy, Environment and Institutional and Governance
3.3	Measurement and analysis of Sustainable Development: Living Standard Index, Sustainability Index, Multiple Dimensional Poverty Index, Environmental Performance Index and Corruption Index
Readings	<p>Anholt, S., & Govers, R. (2014). The good country index: Technical report. <i>The Good Country Party</i>. https://index.Sgoodcountry.org/</p> <p>Basu, S.R. (2002). Does governance matter? Smye2002.Basu</p> <p>Becker, W. and Saltelli, A. (2015). Design for sensitivity analysis. In A. Dean, M. Morris, J.Stukfen, and D. Bingham(eds). <i>Handbook of Design and Analysis of Experiments</i> (Ist Ed, 627-674), New York.</p> <p>CBS (2010/11). <i>Nepal living standard survey III</i>. Kathmandu: CBS.</p> <p>Dutta, S., Lanvin, B., & Wunsch-Vincent, S. (2016). <i>The global innovation index 2016: Winning with Global Innovation</i>. USA: World Intellectual Property Organization, and Johnson Graduate School of Management (Cornell University).</p> <p>Falatooni, E., Selen, W., & Kerr, D. (2016). A new framework for selecting composite indicators to assess sustainability of a destination. <i>Athens Journal of Tourism</i>, 3(1), 7-24.</p>

- Floridi, M., Pagni, S., Falorni, S., & Luzzati, T. (2011). An exercise in composite indicators construction: Assessing the sustainability of Italian regions. *Ecological economics*, 70(8), 1440-1447.
- Gómez-Limón, J. A., & Sanchez-Fernandez, G. (2010). Empirical evaluation of agricultural sustainability using composite indicators. *Ecological economics*, 69(5), 1062-1075.
- Hsu, A., & Zomer, A. (2014). Environmental performance index. Wiley StatsRef: Statistics Reference Online, 1-5. <https://doi.org/10.1002/9781118445112.stat03789.pub2> ; <https://onlinelibrary.wiley.com/doi/10.1002/9781118445112.stat03789.pub2>
- Ionescu, A. M. Utilization of multivariate statistical methods in the construction of composite indicators of quality of life. *Economical essays*, 186.
- Karagiannis, R., & Karagiannis, G. (2020). Constructing composite indicators with Shannon entropy: The case of human development index. *Socio-Economic Planning Sciences*, 70, 100701.
- Lemke, C., & Bastini, K. (2020). Embracing multiple perspectives of sustainable development in a composite measure: The Multilevel Sustainable Development Index. *Journal of Cleaner Production*, 246, 118884.
- Marzi, S. (2019). Role and development of composite indicators for climate change and sustainable development policies and practices.
- Mitchell, G., May, A., & McDonald, A. (1995). PICABUE: A methodological framework for the development of indicators of sustainable development. *The International Journal of Sustainable Development & World Ecology*, 2(2), 104-123.
- Moffatt, I. (2008). A preliminary analysis of composite indicators of sustainable development. *The International Journal of Sustainable Development and World Ecology*, 15(2), 81-87.
- Moffatt, I. (2008). A preliminary analysis of composite indicators of sustainable development. *The International Journal of Sustainable Development and World Ecology*, 15(2), 81-87.

- Nhemachena, C., Matchaya, G., Nhemachena, C. R., Karuaihe, S., Muchara, B., & Nhlengethwa, S. (2018). Measuring baseline agriculture-related sustainable development goals index for Southern Africa. *Sustainability*, 10(3), 849.
- Otoi, A., Titan, E., & Dumitrescu, R. (2014). Are the variables used in building composite indicators of well-being relevant? Validating composite indexes of well-being. *Ecological indicators*, 46, 575-585.
- Quiroz, J. C., & Lintzer, M. (2013). *The 2013 resource governance index. Technical report*. New York: The Revenue Watch Institute.
- Saisana, M., & Philippas, D. (2012). Sustainable society index (SSI): Taking societies' pulse along social, environmental and economic issues. *Environmental Impact Assessment Review*, 32, 94-106.
- Schoenaker, N., Hoekstra, R., & Smits, J. P. (2015). Comparison of measurement systems for sustainable development at the national level. *Sustainable Development*, 23(5), 285-300.
- Schüler, D. (2006). The uses and misuses of the gender-related development index and gender empowerment measure: a review of the literature. *Journal of Human Development*, 7(2), 161-181.
- Sébastien, L., & Bauler, T. (2013). Use and influence of composite indicators for sustainable development at the EU-level. *Ecological indicators*, 35, 3-12.
- Sébastien, L., & Bauler, T. (2013). Use and influence of composite indicators for sustainable development at the EU-level. *Ecological indicators*, 35, 3-12.
- Talukder, B., W Hipel, K., & W vanLoon, G. (2017). Developing composite indicators for agricultural sustainability assessment: Effect of normalization and aggregation techniques. *Resources*, 6(4), 66.
- UN, (1987). *Our common future*. New York: UN.

	<p>Zhou, P., & Ang, B. W. (2008). <i>Indicators for assessing sustainability performance. In Handbook of performability engineering</i> (pp. 905-918). Springer: London.</p> <p>Zhou, P., & Zhang, L. P. (2018). <i>Composite indicators for sustainability assessment: Methodological developments. In energy, environment and transitional green growth in China</i> (pp. 15-36). Springer: Singapore.</p>
Unit IV: Understanding the Practices of SDG in Nepal (6 hrs)	
4.1	Appraisal of SDG Goals, Indicators and Strategy
4.2	Critical Discourse SDGs on Poverty, Food Security and Gender Inequality
4.3	Understanding Implementation, Progress and Challenges of SDG at Federal, Province and Local level
4.4	Localization of SDGs in Nepal
Readings	<p>National Planning Commission (NPC) (2013). <i>Nepal millennium development goals: Progress reports (2013)</i>. Kathmandu: NPC.</p> <p>National Planning Commission (NPC) (2014). <i>Nepal sustainable development goals: Status and roadmap (2016-2030)</i>. Kathmandu: NPC</p> <p>National Planning Commission (NPC) (2014). <i>The 14th three years plan (2072/73-2075/76)</i>. Kathmandu: NPC.</p> <p>National Planning Commission (NPC) (2019). <i>The 15th five years plan (2076/77-2080/81)</i>. Kathmandu: NPC.</p> <p>National Planning Commission (NPC) (2021). <i>Multidimensional poverty index: Analysis towards Action</i>. Kathmandu: NPC.</p>

Performance Evaluation

As per the rules of Tribhuvan University, performance of the students will be evaluated through internal and final examination system as given below.

- Internal evaluation: 40%
- Final examination: 60%

Internal evaluation will be done through class test, paper writing, home assignments, practical, seminar/workshop, class presentation, and participation in the discussions.



Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Rural Development
MPhil-PhD
Micro-Syllabus

Course Title: Research Philosophy and Methods in Rural Development	
Level: MPhil-PhD	Full Marks: 100
Course Code: RDS 712	Year: I
Credit Hours: 3 (48 hours)	Semester: II

Course Description

This course consists of two interrelated parts of the research methodology: research philosophy and research methods. The core course on research philosophy, also closely related to "research paradigm", include study of being (ontology), study of knowledge (epistemology), processes of knowledge (methodology), and theory of value (axiology). These philosophical approaches will be dealt through modern and post-modern perspectives. The research method course includes methods, tools, and techniques of research which is believed to be determined by philosophical lens of the researcher.

Learning Objectives

The objective of this course is to strengthen students' understanding of current debate on research paradigm, research processes, and application of research methods, tools and techniques. After this course, it is expected that students will be able to interpret research issues through a particular research paradigm, and develop their own philosophical positions in order to take guidance in designing and conducting research. It is further expected that the research method course will specifically provide students opportunities to learn practical steps on various components of research design, and systematically apply them to their research.

Course Contents

Unit I: Philosophical Foundation of Social Science Research (12 hrs)	
1.1	Research and Knowledge
1.2	Research Methods and Methodology
1.3	Aim of Social Science and Rural Development Research
1.4	<ul style="list-style-type: none"> - Philosophical Foundation of Social Science Research • Ontology (Objectivism/Subjectivism) • Epistemology (Positivism, Constructivism, Critical Realism) • Axiology (Etic, Emic Perspectives) • Methodology (Deductive, Inductive, Abductive) • Methods (Quantitative, Qualitative) • Sources (Quantitative Survey, Qualitative Inquiry)
1.5	Modernist Philosophical Perspectives
	<ul style="list-style-type: none"> • Science, Pseudo Science and Non-science Debate • Characteristics of Modernist Philosophical Perspectives • Science and Characteristics of Science • Scientific Knowledge and Methods
1.6	The Post Modern Turn
	<ul style="list-style-type: none"> • Characteristics of Post-modern Philosophical Perspectives • Methodological Perspectives (Deconstructionism, Constructivism, Advocacy, Participatory, Interpretivism, Pragmatism)
	<ul style="list-style-type: none"> • Forming Philosophical Positions
Readings	<p>Bhaskar, R. (2008). <i>A realist theory of science</i>. New York: Routledge.</p> <p>Grix, J. (2002). Introducing students to the generic terminology of social research. <i>Politics</i>: 2002 Vol. 22(3), 175–186.</p> <p>Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), <i>Handbook of qualitative research</i> (pp. 105-117). Thousand Oaks, CA: Sage.</p>

	<p>Holden, M. T. and Lynch, P. (n.d.). <i>Choosing the appropriate methodology: Understanding research philosophy</i>. Cork Road, Waterford: Waterford Institute of Technology.</p> <p>Leedy, P. D. and Ormrod, J. E. (1993). What is research? (Part One: The Fundamentals). <i>Practical Research: Planning and Design</i> (Ninth Edition). Boston: Published by Pearson Education, Inc.</p> <p>Lemons, N., (2007). <i>An introduction to the theory of knowledge (page 1-13)</i>. Cambridge: Cambridge University Press.</p> <p>Mukherji, P. N. (2000). Introduction: Methodology in social research: Dilemmas and perspectives, In P. N. Mukharji (ed.), <i>Methodology in Social Research Dilemmas and Perspectives</i>. New Delhi: Sage Publications.</p> <p>Oppong, S. (2014). A critique of the philosophical underpinnings of mainstream social science research. Ghana: African University College of Communication & University of Ghana. Retrieved from http://www.academicus.edu.al/nr10/Academicus-MMXIV-10-242-254.pdf.</p> <p>Searle, J. R. (2006). Social ontology: Some basic principles. <i>Papers</i> 80, 51-71. Berkeley: University of California.</p>
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Unit II: Process of Research Design (15 hrs)

2.1	Research Ethics and Academic Integrity
2.2	Components of Research Proposal
2.3	Literature Review and Its Process including Annotated Bibliography, Identification of Research Gap, and Problematization
2.4	Theoretical and Conceptual Framework, Formulation of Hypotheses, and Operationalization and Measurement
2.5	Quantitative Research Design (Descriptive: Cross-sectional, Longitudinal, Time Series, Correlational, Exploratory, Causal-comparative, Experimental, Sample Design, Sampling Errors)
2.6	Qualitative Research Design (Case Study, Ethnography, Grounded Theory, Phenomenology, Content Analysis, Sample Design)
2.7	Mixed Research Design

2.8	<p>Causation and Research Design</p> <ul style="list-style-type: none"> ○ Criterion of causation ○ Causal Designs (Neo-Humeanian, Counterfactual, Experiment, Mechanism)
2.9	<p>Nomothetic and Idiographic Casual Explanation</p>
	<p>Alvesson, M., & Sandberg, J. (2013). <i>Constructing research questions: Doing interesting research</i>. SAGE Publications.</p> <p>Babbie, E. (1990). <i>Survey research methods (the logic of science)</i>. Wadsworth Publishing Company.</p> <p>Bachman, R. and Schutt, R. K. (2003). <i>The practice of research in criminology and criminal justice (casuation and research design-Chapter 5)</i>. Retrieved from http://social.cs.uiuc.edu/class/cs598kgk-04/papers/Causation-Research-Design.pdf</p> <p>Bhatacherjee, A. (2012). <i>Social science research: Principles, methods, and practices (chapter 2, theories and models)</i>. USF Tampa Bay Open Access Textbooks Collection. Book 3.</p> <p>Bhatacherjee, A. (2012). <i>Social science research: Principles, methods, and practices (chapter 1 and 2)</i>. usf Tampa Bay Open Access Textbooks Collection. Book 3.</p> <p>Bryman, A. (2012). <i>Social research method (part 1 & 4)</i> (Fourth Edition). New York: Oxford University Press.</p> <p>Chambliss, D. F, Schutt, R. K. (2010). <i>Making sense of the world: methods of investigation (chapter 3: conceptualization and measurement)</i>. Sage Publications.</p> <p>Cohen, L., Manion, L., and Morrison, K. (2007). <i>Research methods in education</i>. London and New York: Routledge.</p> <p>Creswell, J. W. (2014). <i>Research design: Qualitative, quantitative and mixed methods approaches</i>. Sage Publications.</p> <p>Edwards, A. (2003). Moving on: Linking research questions to research design, University of Brighton, <i>Centre for Sociocultural and Activity Theory Research, School of Education, University of Birmingham</i>.</p> <p>Evans, J. (2007). <i>Your psychological project: The essential guide (Chapter 3)</i>. Sage Publication Ltd.</p> <p>Grant, C. and Osanloo A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research. <i>Administrative Issues Journal: Connecting Education, Practice and Research</i>. Vol. 4, Issue 2, pp. 12-26. DOI: 10.5929/2014.4.2.9.</p>

Hillary, G. (2020). *How to Write an introduction (Unit I). Science research writing for native and non-native speakers*. World Scientific.

Hulswit, M. (n.d.) *A short history of causation*, The Netherlands: University of Nijmegen.

Kalton, G. (1983). *Introduction to survey sampling*. Newbury Park: SAGE Publications.

Kemeny, J. G. (1959). *A philosopher looks at science (chapter 5 & 9)*. New York: Van Nostrand Reinhold Company.

Kerlinger, F. N. (1964). *Foundations of behavioural research (chapter 1, 2 and 3)*. New York: Holt, Rinehart, and Winston.

Khoozani, E. N & Hadzic, M. 2010. Designing the human stress ontology: A formal framework to capture and represent knowledge about human stress. *Australian Psychologist*, 45(4), 258-278.

Kish, L. (1995). *Survey sampling*. New York: John Wiley & Sons, Inc.

Plano-Clark, V., Huddleston-Casas, C., Churchill, S., Green, D. O., & Garrett, A. (2008). Mixed methods approaches in family science research. *Educational Psychology Papers and Publications*. University of Nebraska – Lincoln.

Suwal, B. R. (2020). *Applied Survey Sampling*, Kathmandu: Heritage Publications and Distributors.

Thorlindsson, T. & Vilhjalmsson, R. (2003). Introduction to the special issue: Science, knowledge and society. *Acta Sociology*. Iceland: University of Iceland.

Unit III: Data Collection (12 hrs)

3.1	<ul style="list-style-type: none"> • Quantitative Research <ul style="list-style-type: none"> ○ Structure, Process and General Rules for Questionnaire Construction ○ Methods of Data Collection (Face-to-Face Interview, Questionnaire Method: Hand delivery Questionnaire, Mailed Questionnaire, Online Survey Questionnaire)
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3.2	<ul style="list-style-type: none"> • Qualitative Research <ul style="list-style-type: none"> ○ Structure, Process and General Rules for Construction of Discussion Guidelines/Checklists ○ Methods of Data Collection (Focus Group Discussions, Informal Interview, Key Informant Interview, Informal Communication, Observations, Audio/visuals, Field Notes) ○ Transcribing Interviews, Audio/Visuals
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3.3	<ul style="list-style-type: none"> • Planning of Field Data Collection (Hiring, Training, and Team Composition of Field Researchers)
3.4	<ul style="list-style-type: none"> • Process of Field Data Collection <ul style="list-style-type: none"> ○ Coordination with Relevant Authorities ○ Mobilization of Field Researchers ○ Monitoring of Data Collection Activities ○ Safety of Completed Questionnaire and Other Research Instruments
3.5	<ul style="list-style-type: none"> • Non-sampling Errors and Strategies for Minimizing Non-sampling Errors
3.6	<ul style="list-style-type: none"> • Discussion on Secondary Sources of Data
Readings	<p>Bryman, A. (2012). <i>Social Research Method (Part 2 & 3)</i> (Fourth Edition). New York: Oxford University Press.</p> <p>Cohen, L., Manion, L., and Morrison, K. (2007). <i>Research Methods in Education Part 4</i>. London and New York: Routledge.</p> <p>Khatri, B. B. and Pasa, R. B. (2022). <i>Research methodology</i>. Kathmandu: New Hira Books Enterprises.</p> <p>Yin, R. K. (2011). <i>Qualitative Research from Start to Finish</i>. New York, London: The Guilford Press.</p>
Unit IV: Criteria for Judging Quantitative and Qualitative Research (9 hrs)	
4.1	<ul style="list-style-type: none"> • Criteria for Judging Quantitative Research <p>- Validity (Content validity, Construct validity, Content validity, Criterion validity, Internal validity, External validity),</p> <p>- Reliability (Stability: Test-retest, Alternative form, Consistency: Split-half, Iter-item), Objectivity</p>
4.2	<ul style="list-style-type: none"> • Criteria for Judging Qualitative Research <p>-Trustworthiness, Credibility, Authenticity, Transferability, Dependability, Conformability, Neutrality, Applicability</p>
4.3	<ul style="list-style-type: none"> • Research Triangulation
Readings	<p>Cohen, L., Manion, L., and Morrison, K. (2007). <i>Research methods in education (chapter 6)</i>. London and New York: Routledge.</p> <p>Carmines, E. G. and Zeller, R. A. (1987). Reliability and validity assessment. In J. L. Sullivan and R. G. Niemi (Eds.), <i>Quantitative Applications in Social</i></p>

	<p><i>Sciences</i>, Series: Number 07-017. Beverly Hills/London: Sage Publications.</p> <p>Khatri, B. B. and Pasa, R. B. (2022). <i>Research methodology</i>. Kathmandu: New Hira Books Enterprises.</p> <p>Hammersley, M. (1992). <i>What's wrong with ethnography: Methodological explorations?</i> London & New Work: Routledge.</p> <p>Maxwell, J. A. (1992). Understanding and validity in qualitative research. <i>Harvard Educational Review</i>, 62:3.</p>
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Note: As part of the requirement of the Internal Evaluation of this course, each student is required to submit a research proposal, and make an oral presentation to the class for comments, feedback and discussion.

Performance Evaluation/Evaluation Method:

As per the rules of Tribhuvan University, performance of the students will be evaluated through internal and final examination system as given below.

- Internal evaluation: 40%
- Final examination: 60%

Internal evaluation will be done through class test; proposal writing, class presentation, and participation in the discussions.



Tribhuvan University

Faculty of Humanities and Social Sciences

Central Department of Rural Development

MPhil-PhD

Micro-Syllabus

Course Title: Data Analysis with Computer Software	
Level: MPhil-PhD	Full Marks: 100
Course Code: RDS 713	Year: I
Credit Hours: 3 (48 hours)	Semester: II

Course Description

This course is a part of research methodology course with particular focus on data collection, management and analysis with the use of computer software. The core course on data collection covers data collection through platform like KoBoToolBox using mobile phones. The data management course covers development of data entry template in EpiData and SPSS software. The rest of the courses are related to data analysis. Data analysis course covers analysis of quantitative as well as qualitative data. Focusing on descriptive and advanced statistical methods, quantitative data analysis course will cover the application of any one of the software like SPSS/STATA/R. The qualitative data analysis course covers qualitative data management, coding and processing of data with the help of NVivo or MAXQDA software.

Learning Objectives

The main objective of this course is to improve students' knowledge on quantitative and qualitative data management and analysis in computer. As students in this course will practice data management and data analysis in computer, they will be able to learn process, tools and techniques of data management and analysis, and relevant computer software simultaneously. From data management course, students will learn complete process of organizing, entering and cleaning of data in computer. It is expected that data analysis course will help students equipped with practical skills on generating required evidences (in tabular, textual and graphical forms) for answering research questions/testing hypotheses. In this process, students will also be able to identify data pattern, interpret results, and draw conclusions about the research questions/hypotheses.

Course Contents

Unit I: Introduction to Online Data Entry and Data Analysis Software (12 hrs)	
1.1	<ul style="list-style-type: none"> • Introduction to mVAM
1.2	<ul style="list-style-type: none"> • KoBoTool Box
1.3	<ul style="list-style-type: none"> • Editing and Post-coding of Completed Questionnaire
1.4	<ul style="list-style-type: none"> • Epidata
1.5	<ul style="list-style-type: none"> • SPSS/STATA/R
Readings	<p>Gupta, V. (1999). <i>SPSS for beginners</i>. India: VJ Books Inc. https://egyankosh.ac.in/bitstream/123456789/10421/1/Unit-9.pdf https://tbrieder.org/epidata/course_a_ex02_task.pdf http://www.epidata.dk/downloads/epidatamanagerintro.pdf Office for the Coordination of Humanitarian Affairs (OCHA) in West and Central Africa (2019). <i>Manual Kobo Toolbox</i>. OCHA. Raynald Levesque and IBM Corp (2011). <i>Programming and data management for ibm spss statistics 20: A guide for IBM SPSS statistics and SAS users</i>. IBM.</p>
Unit II: Basic Quantitative Data Analysis (12 hrs)	
2.1	<ul style="list-style-type: none"> • Descriptive Statistics
2.2	<ul style="list-style-type: none"> • Chi-square, T-test, Z-test, F-test, Pearson's r
2.3	<ul style="list-style-type: none"> • Component Analysis
2.4	<ul style="list-style-type: none"> • Factor Analysis
2.5	<ul style="list-style-type: none"> • Factor Analysis for Binary Data
2.6	<ul style="list-style-type: none"> • Factor Analysis for Ordered Categorical Variables
2.7	<ul style="list-style-type: none"> • Non-parametric Tests
Readings	<p>Bartholomew, D. J., F. Steele, I. Moustaki, & J. Galbraith (2008). <i>Analysis of multivariate social science data</i> (Second edition) UK: Chapman and Hall. Cramer, D., (2003). <i>Understanding social research - Advanced quantitative data analysis</i>. Philadelphia, Open University Press. Heiman, G. (2011). <i>Basic statistics for behavioural sciences</i>. Canada: Wadsworth. Khatri, B.B. (2013). <i>Research and statistics in population education</i>. Kathmandu: Kriti Prakashan.</p>

	<p>Kothari, C.R., (1985). <i>Research methodology: Methods and techniques</i>. New Delhi: Wiley Eastern Limited.</p> <p>Landau, S. and Brain, E. S. (2014). <i>A handbook of statistical analyses using SPSS</i>. USA: Chapman & Hall/CRC Press LLC.</p> <p>Nachmais, C. F. & D, Nachmais (1996). <i>Research methods in the social sciences</i>. New York: St. Martin Press.</p>
Unit III: Advanced Quantitative Data Analysis (15 hrs)	
3.1	<ul style="list-style-type: none"> • Linear Regression
3.2	<ul style="list-style-type: none"> • Logistic, Ordered and Multinomial
3.3	<ul style="list-style-type: none"> • Time Series Analysis
3.4	<ul style="list-style-type: none"> • Structural Equation Modelling (SEM)
3.5	<ul style="list-style-type: none"> • Multilevel Regression Model
Readings	<p>Bartholomew, D. J., F. Steele, I. Moustaki, & J. Galbraith (2008). <i>Analysis of multivariate social science data</i> (Second edition) UK: Chapman and Hall.</p> <p>Dillion, W.R. & Goldstein, M. (1984). <i>Multivariate analysis</i>. New York: John Wiley and Sons.</p> <p>Hoyle, R.H. (1995). <i>Structural equation modelling. Concepts, issues and application</i>. New Delhi: SAGE Publication.</p> <p>Snijders, T. A. B. and Bosker, R. J. (1999). <i>Multilevel analysis: An introduction to basic and advanced multilevel modelling</i>. London: Sage Publications.</p> <p>StataCorp. (2017). <i>Stata: Structural equation modeling reference manual</i> (Release 15). College Station, TX: StataCorp LLC.</p>
Unit IV: Qualitative Data Analysis with NVivo/MAXQDA/ATLAS.ti/QDA Software	
Readings	<p>Bazeley, P., Jackson. K. (2013). <i>Qualitative data analysis with NVivo</i>. London: SAGE Publications Ltd.</p> <p>Gizzi, M. C., Radiker, S. (2021). <i>The practice of qualitative data analysis: Research examples using MAXQDA</i>. Berlin: MAXQDA Press.</p> <p>Lewins, A. & C. Silver (2007). <i>Using software in qualitative research: A step-by-step guide (second edition)</i>. India: SAGE Publications Ltd.</p>



Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Rural Development
MPhil-PhD
Micro-Syllabus

Course Title: Seminar on Rural Development	
Level: MPhil-PhD	Full Marks: 50
Course Code: RDS 714	Year: I
Credit Hours: 1.5 (24 hours)	Semester: II

Course Description

This is a research oriented seminar paper which includes scientific issues of rural development in particular and development studies in general. The seminar activities will be led by the students themselves while the course faculty(ies) will facilitate the learning process. The course bears four sub-sequential units with their core themes and there are different seminar issues on each of the themes. The first is about the core theme on research in rural development; second about the research issues on governance and planning; third unit is grounded on the theme of policy issues in different sectors of development; and the fourth unit postulates multidimensional approaches on seminar issues on rural development (including socio-cultural, economic and environmental). Each of the themes, (i.e. units) has 19 seminar issues on diversified specifications, and thus there are 76 seminar issues to engage with. All the themes and their seminar issues are proposed as potential outreach of research and recent trends of contemporary development both in global and Nepalese context.

Learning Objectives

The core objective of the paper is to explore the students about the potential research issues in their MPhil study including their other assignments, terms papers and review works. It will enable to set the research issues in particular operational terms, problematize the objectives and research questions. Moreover, it is expected that this paper will enhance the trend of publishing scientific papers in a wide range of research problems during their MPhil graduation and in their professional career after the post-graduation.

Pedagogical Approach of the Seminar Paper

This is a seminar paper. The pedagogical approach of setting this paper is based on learning by doing (John Dewey) and empowerment theory for learners (Paulo Freire). There will be participatory and interactive sessions to facilitate the particular themes and their research issues. The mode of class is run on 'seminar model'. Therefore, no any lectures and tutorial classes will be offered. However, introductory class (3 hour) is presented for methodological clarity on the course and the way of writing bibliographic annotation and selecting the research issues for seminar paper. Each and every activities on this course bear a specified marks for evaluation. So, all the students are obliged to follow the mandatory provisions specified here.

1) Preparation of reading list and annotation:

- Each of the students should first prepare a reading list of 10 articles and scientific publications which will represent any of the issues below mentioned. Then, they have to prepare an annotated bibliography for each. Therefore, a student will collect 40 reading references in total (10 from each themes/ units) out of the total 76 research issues. They must have a documentation including the list and their annotation based on APA 7th edition format.
- Each annotation should be one paragraph, between three to six sentences long (about 150-200 words). All lines should be double-spaced. It is suggested not to add any extra line(s) between the citations. The students should be objective, and argumentative if s/he wishes to state any opinions. Use the third person (e.g., he, she, the author) instead of the first person (e.g., I, my, me) is prescribed.
- The reading list and annotation should be submitted at the Department both in print and electronic version. This should be done for each of the three themes. Until otherwise, the list and annotation of the readings need not to be presented and defended separately. However, some of them can have presentations for clarity and exposure, if needed and assured by the department.

2) Develop three seminar papers and defend each of them:

- There will be two seminar papers in total which will be duly written, presented and defended at the Department by each of the students mandatorily. While developing the papers, the student will have to select two seminar issues from either of the four units (themes) prescribed in the course, but both the papers will not be allowed from a single unit/ theme.

- The structure of seminar paper will be developed as per the synthesis paper. Principles of academic writing should be strictly followed while developing those papers (i.e. Introduction, Material and Methods, Literature Review, Discussion, Conclusion, and Reference). The word limit has been maintained 4000-5000 words for each of the papers (excluding references). Quality standards, ethical issues and plagiarism test should be met at the saturated level. The course expert will facilitate whole of this process. As per the need of further consultation, the department will assign other expert to supervise and facilitate the paper on some research issues selected by the students.
- The presentation and defense program of the seminar papers will be held as consultation of head of the department and course expert. Head of the Department will invite other faculties and experts to evaluate the quality of the papers presented by the students. The program will be chaired by HoD (or his assigned faculty/ expert), and moderated by the students themselves. The comments will be collected from the experts and students as well. The quality papers will be encouraged for scientific publication (including our departmental journal, other journals and anthologies as well).

Course Contents

Theme I: Rural Development and Livelihood (6 hrs)
Main purpose: introducing Rural development as a research agenda of development studies (concepts, approaches and recent trend in Nepal and global context)
<u>Seminar Issues:</u>
<ol style="list-style-type: none"> 1) Theoretical and conceptual studies on development (e.g. modernization, dependency and world system theory) along with their critiques 2) Debates of development discourses (post-developmental, post-modern and anti-developmental) along with their implications 3) Rural development (changing rural characteristics including demography, economy, socio-cultural and others; dimensions of rural development) 4) Rural-urban linkage in the federal context (typical context of Nepal after 2015) 5) Urbanization (status and emerging issues in Nepal and in global context)

- 6) Rural livelihood (different models, frameworks, systems e.g. DFID, SIDA, UNDP, CARE, ODI, etc.)
- 7) Sustainable rural livelihood (e.g. Scoones, 1998/ 2008; Chambers and Conway, 1992/ 2004)
- 8) Agriculture and development (e.g. production, market, value chains; and linkage to livelihood)
- 9) Smart agriculture (model farms, sustainable agriculture, agri-business farms and practices)
- 10) Agrarian relations in development (land, productivity, feminization of agriculture; and issues of farmers and stakeholders)
- 11) Role of non-agricultural sector in rural/ community development (e.g. industrial sector and service sector in development; industrialization and development implications, including contribution to employment and economic growth)
- 12) Poverty and inequality in development (rural-urban comparison; and analysis of causes and consequences; Feminization of poverty)
- 13) Demography, labor migration and remittance (recent status, use pattern and consequences in development)
- 14) Model village (idea and practices in Nepal and abroad; possibilities of models, in terms of different sectors (e.g. agro-tourism model village) or as a holistic approach (Sarvodaya village)
- 15) Rural social movements (e.g. farmers movement and movement of landless people)
- 16) Globalization and development (e.g. types and rural context of globalization and reference to Nepal)
- 17) Methodological practices in rural development
- 18) Methodological practices in livelihood studies
- 19) Related recent issues and new trends (if any)

Readings (For example)

Chambers, R., & Conway, G. (1992). *Sustainable rural livelihoods: practical concepts for the 21st century*. Institute of Development Studies (UK).

<https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/775/Dp296.pdf?sequence=1>

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Scoones, I. (2009). Livelihoods perspectives and rural development. *The journal of peasant studies*, 36(1), 171-196.

<https://www.tandfonline.com/doi/pdf/10.1080/03066150902820503>

Singh, K., & Shishodia, A. (2016). *Rural development: Principles, policies, and management*. SAGE Publishing India.

Theme II: Governance and Local Development (6 hrs)

Main purpose: Review of issues, actors and contemporary dynamics of governance as a research agenda in/from development perspective

Seminar Issues:

- 1) Conceptual and theoretical research on governance (e.g. organizational, linear, non-linear, multilinear, integrated governance, local governance, decentralization, devolution, etc.)
- 2) Idea of zero-governance, no governance and not being governed
- 3) Research on participatory and inclusive governance (Nepal and abroad)
- 4) Idea and practices of sectoral governance and (neo)institutionalism
- 5) Local leadership and people's participation in governance (issues, agendas, practices, perceptions and gaps)
- 6) State and non-state actors in governance (roles, interactions and effects)
- 7) E-governance and ICT-based governance (new trend, use, effectiveness and implications)
- 8) Research in SDG 2030 (beyond SDGs) and Nepal's long-term vision of development, including localization of SDGs and net zero emission 2050
- 9) Human resource management for governance and development
- 10) Service delivery at local levels (models and practices; perceptions and gaps including participation, taxation, public/ social auditing and RTI)
- 11) Power and functions: A comparative study of three tiers of government (legal and empirical)
- 12) Opportunities and challenges of federal system (at three tiers of government of Nepal)
- 13) Perception of stakeholders, duty bearers and service recipients on practices and services of local levels
- 14) Development planning (actors, institutions and structures, including the typical case studies of local levels, provincial planning and federal planning in Nepal)
- 15) Organizational management and governance
- 16) Designing development projects and issues of project management
- 17) Development administration (approaches, dimensions and issues in Nepalese context)
- 18) Methodological practices in governance studies and local development

19) Related recent issues and new trends (if any)

Readings (For example)

Baland, J. M., Moene, K. O., & Robinson, J. A. (2010). Governance and development.

In *Handbook of development economics* (Vol. 5, pp. 4597-4656). Elsevier.

<https://voices.uchicago.edu/jamesrobinson/files/2017/01/1-s2.0-B9780444529442000070-main.pdf>

Burlacu, S., Alpopi, C., Mitrită, M., & Popescu, M. L. (2019). Sustainable e-governance and human resource development. *European Journal of Sustainable Development*, 8(5), 16-16.

<http://www.ecsdev.org/ojs/index.php/ejsd/article/download/912/907>

Shah, A. (Ed.). (2006). *Local governance in developing countries*. World Bank Publications.

https://www.researchgate.net/publication/31774808_Local_Governance_in_Developing_Countries Ed de A Shah prol de Frannie A Leautier pref de Roumeen Islam

Theme III: Policy Research in Development Studies (6 hrs)

Main purpose: review of exiting legislative systems in any particular seminar issues and tracking out the policy issues, implications, gaps and recommendations

Seminar Issues:

- 1) Interface on public policy and research (policy cycle; holistic and sectoral approaches; finding of policy gaps and setting the issues for research)
- 2) Policy review of Constitution of Nepal (Fundamental Rights- Part 3, Development Policies- Part 4, State Restructuring/ governance- Part 5, 17,18, 19 and 20; , Annexes- 5 to 9)
- 3) Economics and development related polies in Nepal (e.g. FDI and industrial development policies (e.g. Public Private Partnership and Investment Act, 2019 (2076); Industrial Enterprises Act, 2020; Foreign Investment and Technology Transfer Act, 2019; National Intellectual Property Policy, 2017; Foreign Investment Policy, 2015 (2071); Industrial Policy, 2011 (2067); Cooperative Act, 2074; Cooperative Rule, 2075)
- 4) Gender and women development policies (e.g. conceptualizing the idea of gender-sensitive/ gender-responsive policy issues; and review of CEDAW, Gender Equality and Social Inclusion-GESI Frameworks, Gender Responsive Budgeting, National Gender Equality Policy, 2021 (2077)

- 5) Agriculture development policies (e.g. Agriculture Development Strategy-ADS, 2015; Food Rights and Food Sovereignty Act 2075; National Dairy Development Policy 2078; National Agroforestry Policy 2019 (2076); National Food Safety Policy 2076)
- 6) Planned development in Nepal (Review of periodic plans and annual budget/ programs of the government (current ones), and Local level case studies of periodic development plans)
- 7) Governance related policies (e.g. Local Governance Operation Act-2017; Inter-Governmental Fiscal Management Act, 2017; Local Level Planning and Budgeting Guidelines 2017, 2018 and 2021; Fiscal Code, Classification and Description, 2018; Local Level Planning and Budgeting Handbook); Right to Information Act, 2064 (2008) and Rules, 2065 (2009).
- 8) Review of tourism development plans, policies and acts (e.g. Tourism Act, 2035 (1978); Tourism Policy of Nepal 1995 and 2008; Nepal Tourism Board Act, 2053 (1997); Tourism Vision 2020; National Tourism Strategic Plan (2016-2025); Local level case study of tourism development plan; policy issues for new Tourism Act)
- 9) Land use acts and policies (e.g. National Land Use Policy 2015; Land Use Act 2019; National Land Policy 2019 (2075 BS); case study of local levels land use plans or zonings)
- 10) Climate change adaptation policies and Environmental protection policies (e.g. Climate Change Policy, 2011; National Climate Change Policy 2019 (2076); National Adaptation Program of Action (NAPA) to Climate Change; National Framework on Local Adaptation Plans for Action); National Environment Policy 2076; The Environment Protection Act, 2019 (2076); and Environment Protection Regulation 2020 (2077)
- 11) DRR policies (Disaster Risk Reduction and Management Act (2017); National Policy for Disaster Risk Reduction 2018 (2075)
- 12) Energy, ICT, and innovation (e.g. National science, technology and innovation policy, 2019); National Information and Communication Technology (ICT) Policy, 2015 (2072); Public Communication Policy, 2073)
- 13) Education and culture related policies (e.g. National Education Policy 2076; EDUCATION ACT, 2028 (1971) with amendments, 2077; The Act Relating to Compulsory and Free Education, 2075 and Guideline 2077; National Cultural Policy, 2067; ILO Convention 169; National Indigenous Nationalities Commission Act, 2074 (2017)

- 14) Urbanization policies and guidelines (National Urban Development Strategy (NUDS), 2017; Guidelines of Ministry of Urban Development)
- 15) Health related legislations: National Health Policy 2076; Public Health Service Act 2018 (2075); One Health Strategy, 2076); National Occupational Safety and Health Policy, 2076
- 16) Forestry and conservation policies: Forestry sector strategy (2016-2025); the Forest Act, 2019 (2076); Forest Policy 2075; National Parks and Wildlife Conservation Regulation (1974/ with amendments)
- 17) Population, development and Labor policies: National Population Policy 2071; Population Perspective Plan, 2010-2031; Labor Act, 2074 (2017) and Labor Rules, 2075 (2018)
- 18) Child rights, youths, and domestic violence: The Act Relating to Children, 2075 (2018); Senior Citizens Act, 2063 (2006) and Rules, 2065 (2008); Youth development policies (e.g. National Youth Policy 2072 (2015); The Act Relating to Rights of Persons with Disabilities, 2074 (2017) (with amendments 2075) and the Rules, 2077; Domestic Violence (Offence and Punishment) Act, 2066 (2009) and Rules 2067 (2010)
- 19) Related recent issues and new trends in policy research or existing legislations (if any)

Readings (For example)

Constitution of Nepal. Nepal Law Commission (2015), Government of Nepal.

<https://www.lawcommission.gov.np/en/wp-content/uploads/2021/01/Constitution-of-Nepal.pdf>

Fischer et al. (Eds.). (2007). *Handbook of public policy analysis: theory, politics and methods*.

CRC Press, Taylor & Francis Group. http://www.geschundkunstgesch.tu-berlin.de/fileadmin/fg95/Hauptordner_Megaprojekte/GarbManonPeters2006HPPA-EIChapter.pdf

Rich, R. F. (2018). *Social science information and public policy making*. Routledge.

Theme IV: Multidisciplinary Issues of research in Development Studies (6 hrs)

Main purpose: Placing the role of social, cultural, environmental and economic issues in development in general and community/ rural development in particular (idea and issues)

Seminar Issues:

- 1) Community development (concepts/ theories and principles of CD, e.g. participation, inclusion, consultation and ownership, etc.)
- 2) Community development (practices and issues: empirical research, e.g. modalities, success stories and failure cases)

- 3) Gender and development (feminist issues in development, both in theory and practice; gender analysis; strategies for gender and development, including women development, and gender mainstreaming)
- 4) Political economic analysis of any particular locality or its issues (multidimensional issues; economic and political determinism; challenges and issues of political economy)
- 5) Health and development (Public health, gender dimension and local services)
- 6) Education and development (e.g. Interfaces between education and development; gender and other dimensions and ICT education)
- 7) Socio-cultural and economic changes in Nepali society (caste/ ethnic, class and gender roles)
- 8) Tourism and development interfaces (issues with different forms/ typologies of tourism, both in international and Nepal's context; tourism planning; tourism marketing)
- 9) Home-stay in Nepal: Principles/ rhetoric vs realities/ practices (e.g. Amaltari, Ghalegaun, Sirubari, Kaulepani, and other destinations in Nepal and abroad too)
- 10) Pandemic and research agendas of Nepal (e.g. crisis of pandemic and local economies/ livelihood systems; Social, cultural and economic impacts of COVID-19 including in tourism, remittance and formal/ informal economies, etc.)
- 11) Disasters risk reduction-DRR (e.g. conceptual and strategic issues; causes and mitigations in DRR; case studies of typical disasters, including Earthquake of Nepal, 2015 and other hazards)
- 12) Ecological issues on development (e.g. climate change adaptation; environment-people relations; buffer zone issues; nature services to the people; ecosystem and political ecology in development)
- 13) Indigenous knowledge management (cultural asset for development, idea of cultural and social capital in development; cultural turn in development; how culture matters in development; Nepalese context of caste/ ethnic, regional and community perspective)
- 14) Role of rural technologies in development (e.g. renewable energy, appropriate technologies, indigenous technologies and local resource use)
- 15) Infrastructure and development (e.g. role of road construction in economic development)
- 16) Role of natural resource and development (NRM perspective on land, water and forest)
- 17) Entrepreneurship and small-scale activities (case studies of youth and community or caste/ ethnic participation; analysis of market relations and value chains)

18) Micro-finance and co-operative (e.g. Financing in development, i.e. development finance; case studies of women and caste/ ethnic participation; role of saving and credit for poverty reduction and employment generation, etc.)

19) Related recent issues and new trends (if any)

Readings (For example)

Aquino, R. S., Lück, M., & Schänzel, H. A. (2018). A conceptual framework of tourism social entrepreneurship for sustainable community development. *Journal of Hospitality and Tourism Management*, 37, 23-32.

[https://openrepository.aut.ac.nz/bitstream/handle/10292/11860/AquinoRS%20L%C3%BCckM%20Sch%C3%A4nzelHA%20\(2018\)%20A%20conceptual%20framework%20of%20TSE%20for%20SCD_JHTM.pdf?sequence=2](https://openrepository.aut.ac.nz/bitstream/handle/10292/11860/AquinoRS%20L%C3%BCckM%20Sch%C3%A4nzelHA%20(2018)%20A%20conceptual%20framework%20of%20TSE%20for%20SCD_JHTM.pdf?sequence=2)

Bhandari, D., Neupane, S., Hayes, P., Regmi, B., & Marker, P. (2020). Disaster risk reduction and management in Nepal: Delineation of roles and responsibilities. *Kathmandu: Oxford Policy Management*.

[https://www.preventionweb.net/files/72985_delineationofresponsibilityfordisas\[1\].pdf](https://www.preventionweb.net/files/72985_delineationofresponsibilityfordisas[1].pdf)

Campbell, D., & Erbstein, N. (2012). Engaging youth in community change: Three key implementation principles. *Community Development*, 43(1), 63-79.

<https://www.tandfonline.com/doi/pdf/10.1080/15575330.2011.645042>

Evaluation Method:

- I. External evaluation:** 60% (i.e. 30 Marks as per the given guideline by Dean's Office, FoHSS, TU).
- II. Internal evaluation:** 40% (i.e. 20 Marks as per the weightage system prescribed by the Central Department of Rural Development).



Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Rural Development

MPhil-PhD
Micro-Syllabus

Course Title: Academic Writing	
Level: MPhil-PhD	Full Marks: 50
Course Code: RDS 715	Year: I
Credit Hours: 1.5 (24 hours)	Semester: II

Course Descriptions

This Academic writing course has been designed for the second semester MPhil-PhD students enrolled in Rural Development subject under the Faculty of Humanities and Social Sciences, Tribhuvan University. It introduces the nuances of academic writing and concentrates on the importance of academic writing in research, types/kinds of writing, process of writing, elements of writing and accuracy in writing.

Learning Objectives

This course will enable students to:

- understand what academic writing is and why the course is relevant to their research work,
- use mechanics appropriately in writing sentences and developing paragraphs,
- write research paper focusing on argument supported by reasons and evidence,
- The major objective of the course is to enhance student's knowledge and skills at academic writing and help them write research articles and reports. During the course, students will write one research article which will be finalized during the second half of the second semester.

Course Contents

Unit I: Introduction to Academic Writing and Research (6 hrs)	
1.1	Defining and understanding academic writing
1.2	Academic Writing as a part of Research and Science
1.3	Features of Science and Research in Academic Writing
1.4	Types of Academic Writing
1.5	Importance of Good Academic Writing in Various Academic Works

Readings	Greene, S. & Lidinsky, A. (2015). <i>From inquiry to academic writing: A practical guide</i> , 3rd ed. Boston & New York: Bedford/ St. Martins.
Unit II: Kinds of Academic Writing (4 hrs)	
1.1	Different Kinds of Writing
1.2	Journalistic Writing
1.3	Creative Writing
1.4	Academic Writing
1.5	The Role of Grammar and Usage
Readings	American Psychological Association (APA). (2020). <i>Publication manual of the American Psychological Association (APA)</i> . 7 th edition. Washington. Greene, S. & Lidinsky, A. (2015). <i>From inquiry to academic writing: A practical guide</i> , 3rd ed. Boston & New York: Bedford/ St. Martins. Walwork, A. (2017). <i>English for writing research papers, 2nd ed.</i> New York: Springer.
Unit III: Writing Process (6 hrs)	
1.1	Background to Writing
1.2	Avoiding Plagiarism
1.3	From Titles to Outlines
1.4	Evaluating Texts
1.5	Selecting Key Points, Note-making, Paraphrasing Summary Writing
1.6	Combining Sources, Organising Paragraphs, Organising the Main Body, Introductions, Conclusions
1.7	Rewriting and Proof-reading
Readings	Greene, S. & Lidinsky, A. (2015). <i>From inquiry to academic writing: A practical guide</i> , 3rd ed. Boston & New York: Bedford/ St. Martins. Walwork, A. (2017). <i>English for writing research papers, 2nd ed.</i> New York: Springer.
Unit IV: Elements of Writing and Accuracy in Writing (8 hrs)	
1.1	Argument, Assembling Reasons and Evidence
1.2	Cohesion, Comparison, Definitions, Discussion, Examples, Generalisations, Numbers, Opening Paragraphs, Acknowledgement, References and Quotations, Restatement and Repetition
1.3	Style, Synonyms, Variation in Sentence Length, Visual Information

1.4	Abbreviations, Academic Vocabulary, Adverbs, Articles, Caution, Confusing Pairs, Conjunctions Nationality Language, Nouns and Adjectives, Nouns – Countable and Uncountable, Nouns – Umbrella, Prefixes and Suffixes, Prepositions, Punctuation, Relative Pronouns, Singular or Plural?, Time Words and Phrases, Verbs and Tenses.
Readings	<p>Bizup, j. & Williams, J. M. (2014). <i>Style: Lessons in clarity and grace</i>, 11th ed. Pearson.</p> <p>Greene, S. & Lidinsky, A. (2015). <i>From inquiry to academic writing: A practical guide</i>, 3rd ed. Boston & New York: Bedford/ St. Martins.</p> <p>Walwork, A. (2017). <i>English for writing research papers, 2nd ed.</i> New York: Springer.</p>

Performance Evaluation/ Evaluation Method

The following are the procedural steps for evaluation:

- Each of the student has to make a presentation on an assigned topic from academic writing and submit the same presentation in written form;
- Each student will develop a full-fledged research article and submit it to the professor

References

Creswell, J.W. (2019). *Research design qualitative, quantitative, and mixed methods approaches*, 4th ed. SAGE Publication.

Lune, H. & Berg, B.L. (2017). *Qualitative research methods for the social sciences*, 9th ed. Pearson Publication.

Booth, C. W., Colomb, G. G., Williams, J.M., Bizup, J. & Fitzgerald, W. T. (2016). *The craft of research*, 4th ed. Chicago & London: The University of Chicago Press.