

TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Central Department of Rural Development, Kirtipur
Kathmandu, Nepal



Course of Study 2024
Semester System
Master of Arts in Rural Development
Effective from 2081

Prepared by
Rural Development Subject Committee

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www.cdrd.tu.edu.np

1.1 Introduction

Development is a long-term complex process to bring positive desirable change in society. The ultimate goal of development is to develop society in such a way that every people have equal chance to cherish the fruits of development outcomes. As a dominant discourse of modern society, it is a matter of concern for the academicians to explore academic discourse in developmental studies. Understanding the global scenario of development practices, rural areas have been ignored in terms of development attention by policy makers, and development practitioners.

No doubt, Nepal is free from various discriminatory development practices in modern time. The rural areas profound with mass poverty, unemployment, inequality with poor resources use have been the pressing issues to integrate and articulate rural development agendas into mainstream development so as to reap the essence of balanced regional development. Realizing the need and urgency to address the issues, along with the huge consultancies of academia, development practitioners, policy makers and stakeholders, the Central Department of Rural Development (CDRD) was established in 2001 to run rural development as interdisciplinary subject under the Faculty of Humanities and Social Sciences in Tribhuvan University. It has visionary intention to initiate rural development education by contributing the nation's ultimate of goal of peaceful, sustainable, and prosperous Nepal. In a very short span of time right after the establishment of the department, it has been able to extend and offer various programs ranging from Secondary level education to Bachelor level, Masters Level, MPhil level and Doctoral level education in Nepal.

The increasing number of students along with expanding programs in many constituent campuses and private colleges of Nepal reflects its growing and expanding popularity in present day scenario. Moreover, amid evolving academic paradigms and dynamic labor market demands, the Rural Development Subject Committee has been involved to design a new master's degree curriculum in rural development which is to be commencing in the upcoming academic session. The aim of this new course of M. A. program is to align with labor market demands by equipping students with advanced knowledge, competencies, and skills. This course further aims to cultivate highly qualified professionals for rural development experts both nationally and internationally.

1.2 Course Structure of MA Program

CDRD started to offer MA level course under annual structure immediately after its inception in 2001. Then department started to offer semester system course according to the university structure in 2071 BS with varieties of interdisciplinary subjects. However, there has been several modifications of the courses and subjects in order to maintain and update the syllabus in contemporary issues. The new syllabus is the outcome of several dialogues, workshops and seminars organized by the Central Department of Rural Development with the stakeholders in order to mainstream the market driven course with strong framework of theoretical, practical basis. This course is semester based two years academic course systematized into four semesters. The course offers varieties of interdisciplinary subjects from theoretical, historical and empirical foundation so as to enable learners to get insight into development studies from holistic perspective. Similarly, it aims at imparting skills required for the students to develop into competent, capable and dynamic human resources. In addition, it offers non- credit applied courses such as SPSS and GIS training in order to enable students various supplementary skills for thesis, scientific and academic writing.

The first semester courses are foundational courses of the development studies. The second semester largely focuses on the study of major thematic areas of development. Similarly, the third semester covers various sectors of development and management. The fourth semester contains the study of major papers with one elective paper which assist students to carry out their thesis and scientific writing skills. Five papers of each semester with 3 credit hours are equivalent to 48 hours of teaching and are adjusted in the first, second and the third semester whereas the fourth semester contains the study of 18 credit hours (12 credit hours for paper and 6 credit hours for thesis writing). The details information of semester plan of the course cycle has been presented in the following table.

Course Cycle and Semester Plan

| Year | Semester | Course Code | Course Title | Credit Hours | Teaching Hours |
|-----------------------|----------|-------------|--|--------------|----------------|
| First | I | RD 501 | Economic Perspectives of Development | 3 | 48 |
| First | I | RD 502 | Sociological Perspectives of Development | 3 | 48 |
| First | I | RD 503 | Government, Governance and Development | 3 | 48 |
| First | I | RD 504 | Natural Resource Management | 3 | 48 |
| First | I | RD 505 | Research Methodology | 3 | 48 |
| Total | | | | 15 | 240 |
| First | II | RD 551 | Community Development | 3 | 48 |
| First | II | RD 552 | Sustainable Development and Climate Change | 3 | 48 |
| First | II | RD 553 | Planning and Public Policy | 3 | 48 |
| First | II | RD 554 | Rural Urban Linkage | 3 | 48 |
| First | II | RD 555 | Agriculture and Development | 3 | 48 |
| Total | | | | 15 | 240 |
| Second | III | RD 601 | Tourism and Development | 3 | 48 |
| Second | III | RD 602 | Gender and Development | 3 | 48 |
| Second | III | RD 603 | Migration and Development | 3 | 48 |
| Second | III | RD 604 | Disaster Risk Management | 3 | 48 |
| Second | III | RD 605 | Statistical Application | 3 | 48 |
| Total | | | | 15 | 240 |
| Second | IV | RD 651 | Project Management | 3 | 48 |
| Second | IV | RD 652 | Political Economy of Development | 3 | 48 |
| Second | IV | RD 653 | Academic Research and Scientific Writing | 3 | 48 |
| Choose any one | | | | | |
| Second | IV | RD 654-1 | Entrepreneurship Development | 3 | 48 |
| Second | IV | RD 654-2 | Computer Application in Research | 3 | 48 |
| Second | IV | RD 654-3 | Microfinance, Cooperatives and Development | 3 | 48 |
| Total | | | | 12 | 192 |
| Second | IV | RD 655 | Thesis (Compulsory) | 6 | |

1.3 Objectives of the MA Course

The course has been largely designed and developed on the principle of knowledge and skill-based education in order to link the development and labor market for further career. The course has been developed by incorporating learning skills, critical thinking skills, communicating skills, team work management skills, personal responsibility, research skills and practical skills as its core values.

The major objective of the course is to equip students with the broader intellectual foundation of development studies through knowledge of comprehensive development discourse on the basis of theoretical, historical and empirical foundations. The course offers a wide range of major thematic areas of development from interdisciplinary and multidisciplinary studies so that learners will be capable at enhancing their abilities to conceptualize development and its agenda. Various interdisciplinary approaches have been integrated in order to communicate the critical knowledge to compare, analyze and interpret development outcomes from global to national level. Finally, students will acquire and explore the knowledge to examine contemporary challenges and opportunities of development in general and rural development in particular.

1.4 Expected Learning Outcome of the Course

After the completion of the course, students are expected to acquire comprehensive knowledge and think critically to understand, analyze and interpret the development outcomes from theoretical and empirical foundations in various perspectives. It is also expected that students will basically develop and demonstrate various learning skills such as note taking, summarizing (orally and in written form); critical reading, teamwork learning strategies. Similarly, students are expected to develop transferable skills by engaging in meaningful oral participation in group settings, deep engagement with the subject matter; concise and precise oral formulation of opinions, arguments and puzzle listening; presenting and critically participating the discussion forums. Finally, students will acquire the knowledge and critical thinking skills, interdisciplinary analysis, and practical research skills to prepare themselves in real-world applications of development studies so that they can demonstrate skills in reviewing research papers by involving in research activities, policy analysis, to become globally competent human resource of development.

1.5 Teaching Instructions and Strategy

The course focuses on various teaching strategies and techniques by emphasizing the major course objectives through structured lesson plans, accessible reading materials, and diverse teaching methods such as brainstorming, group discussions, and PowerPoint presentations. It incorporates interactive learning methods, including Q&A sessions, group assignments, and presentations, with regular lesson reviews and unit summary for effective learning outcomes. The teaching faculties of each subject is supposed to follow the following strategies of teaching and learning activities to ensure effective learning outcomes.

- i. Classroom management for a positive learning environment by adopting model behavior, encouraging for active participation, avoiding collective punishment.
- ii. Adopting both summative and formative assessment, reflecting impartiality in continuous assessment of learning outcomes.
- iii. Adopting participatory and active learning strategies with regular QA session, reciprocal questioning, the pause procedure and muddiest point.
- iv. Adopting differentiated instruction with adjustment in content and processes, maintaining flexibility in teaching learning strategies.
- v. Implementing Universal Design for Learning (UDL) to ensure equal access to education for all.
- vi. Enabling students to adopt both convergent thinking skill and divergent thinking skill.
- vii. Ensuring to create peer teaching, project-based learning.

The language of instruction in teaching-learning activities is Nepali and English both.

1.6 Teaching Aids

The use of teaching aids is highly prioritized in this course as it facilitates the learning of students in various ways. Teachers usually use different teaching aids to attract the attention of students interestingly. Depending upon the availability and accessibility of the resources at department/ colleges, teachers are expected to use both traditional teaching aids and modern teaching aids in classroom. Some common teaching aids which can be used are:

- i. Traditional teaching aids: whiteboard, posters, globe, textbooks, chart, maps etc.

- ii. Modern teaching aids: audio-visual aids, PPT slides, interactive board, multimedia, web link, personal computer, computer software etc.

1.7 Evaluation Criteria and Procedure

Students are evaluated through summative and formative approaches in regular basis during their semesters. However, the course introduces some formal processes internally and externally by adopting 60-40 combinations under the following criteria and procedures. All the teaching faculties of the program should follow the following evaluation/ assessment policies based on the following four principles.

- i. Evaluation/assessment should encourage and reinforce learning skills and capacity of students.
- ii. Evaluation/assessment should enable robust and fair judgments about students' performance.
- iii. Evaluation/ assessment practices should be fair and equitable to students and give them the opportunity to demonstrate what they have learnt.
- iv. Evaluation/ assessment should maintain academic performance.

Internal evaluation: Internal evaluation here reflects the evaluation of 40 marks for each paper undertaken by the department/ campuses which has been allocated on the basis of the following components and criteria:

- i. **Attendance:** Every student must attend at least 80% in their classroom so as to ensure their physical presence and regularity in classroom. Any students failing to achieve the criteria will not be allowed to appear in final examination. Here, attendance carries 5 marks.
- ii. **Peer evaluation:** Peer evaluation is a process in which students assess each other's performance based on pre-defined criteria. To allocate 5 marks as internal evaluation, students will be oriented about the objectives and provided the rubric. Then, students evaluate each other based on the rubric with constructive feedback.
- iii. **Assignments:** Assignments is another major component of internal evaluation for 10 marks. During teaching learning time, each student is assigned to submit their assignment/s to their respective teachers under the prescribed format in a given deadline.

Teaching faculties are responsible to evaluate the assignments. Students need to secure at least 50% marks in their assignments.

- iv. **Presentation:** Presentation helps students to develop various communication skills, builds confidence in public speaking, enables students to build active engagement in team work and enhance critical thinking. Presentation is a compulsory tool to evaluate students' performance for 10 marks. Subject teachers assign certain task to the students and they can develop PPT slides or any presentation. Students can be evaluated either on individual basis or group basis and they must secure at least 50% marks in the presentation.
- v. **Mid-term examination:** In order to assess the progress of students, department/ campuses can conduct mid-term examination in the middle of the academic session with formal notice. Students need to appear in the exam of two hours and must secure at least 50% marks for each subject to be eligible for board examination. In case a student remains absent in internal examination due to serious illness, he/she will be given one time opportunity to appear in the exam if he/ she is able to produce an authorized medical certificate or any official document to justify his/her absentee.

| Criteria | Full marks (40) | Pass marks (20) | Remarks |
|-----------------|-----------------|------------------------------|------------|
| Attendance | 5 | Minimum 80% class attendance | Compulsory |
| Peer evaluation | 5 | Minimum 50% | Compulsory |
| Assignments | 10 | Minimum 50% | Compulsory |
| Presentation | 10 | Minimum 50% | Compulsory |
| Mid-term exam | 10 | Minimum 50% | Compulsory |

External evaluation: The external evaluation is the semester end-examination which is also known as board exam. The dean's office at the Faculty of Humanities and Social Sciences formally announces the examination schedule. The students must fulfill all the criteria of internal evaluation to appear final examination. The total weightage of external examination for each subject is 60% and the allocated exam duration is of 3 hours for each paper. The dean's office has developed the model questions for the exam in which altogether 13 questions (3 from long questions and 10 from short questions) can be asked in the examination. Students should write their answers in their own words as far as practicable for maintaining creativity in performance. Students can be asked to write answers in English or Nepali medium or both. Students should attempt any two questions

from “Group A” of long answer question and any eight questions from “Group B” of short answer questions where each long question weighs 10 marks and each short question weighs 5 marks. The coverage and nature of questions will be diverse in nature. It includes knowledge/understanding, comprehension, problem solving, application, critical analysis, case study, situation analysis, issue base, illustrative and so on.

Grading system: The grading system is based on absolute performance of student’s achievements in both internal evaluation and external evaluation of 40- 60 format respectively. Students need to pass separately in both internal evaluation and external evaluation. The performance of a student shall be made on four-point scale of Grade Point Average (GPA) which is a mathematical calculation of performance of a student in a semester-based examination

A student’s Cumulative Grade Point Average (CGPA) is the calculation of the average of all the grades of a student earned in all semesters at university after the completion of the course. The interrelationship between grade, CGPA, range of percentage and grading of performance is as below table.

| Grade | CGPA | Percentage Equivalent | Performance Remarks |
|-------|----------|-----------------------|----------------------------|
| A | 4.0 | 90 and above | Distinction |
| A- | 3.7-3.99 | 80-89.99 | Very Good |
| B+ | 3.3-3.69 | 70-79.99 | First Division |
| B | 3.0-3.29 | 60-69.99 | Second Division |
| B- | 2.7-2.99 | 50-59.99 | Pass in individual subject |
| F | 0.0 | Below 50 | Fail |

1.8 Eligibility and Admission Procedure

Students who have passed a Bachelor’s degree (undergraduate level) from Tribhuvan University or equivalence from any recognized institutions are eligible to apply for the entrance examination. The office of the dean formally announces admission open through national daily newspaper and its website with the details of procedure and deadline of submission of form. Students willing to study in the program need to fill up the details of their personal information with their academic records along with name of department/ colleges. The office of the dean is responsible to undertake entrance exam to test the basic ability of the students and officially publish the result of the entrance test. The entrance test is mandatory process where they must secure at least 40

marks as pass marks for the enrollment. Students appearing in entrance examination should face 50 objective questions (each with 2 marks) and are assigned to answer in one hour duration. Students can be enrolled on the basis of merit where the number of students enrollment will be fixed by the concerned authority on the basis of recommendation of department or concerned campuses.

1.9 Free ship and Scholarship

Among the total students enrolled in departments or colleges, 15% students are entitled to receive either free ship (only tuition fee) or scholarship (one student is entitled to receive only one type of scholarship). Free ship and scholarship are provided to only those students who have completed their SLC/SEE, +2 and bachelor degree from government schools, government campuses or community/ public colleges and secured better academic performance in the result. Scholarship quota will be divided among the students according to inclusive quota. Students failing in any exam are not qualified to get any scholarship. Students who get free ship will get refund of tuition fee on the basis of admission receipt.

1.10 Fieldwork and Internship

Fieldwork is mandatory to all students in the first semester of MA program of rural development subject which has been designed to provide practical exposure to rural development practices. The department can organize the short field trip/long field study/excursion for conducting field-based research work.

In this process, students will attend the orientation session to understand the objectives, methodologies, and expected outcomes of the fieldwork. Then, students will identify a relevant topic aligned with their coursework and research interests. The proposed topic must be approved by the assigned faculty. The department or campuses with the consensus of students will fix the venue, duration and date to visit the field for the study. For this process, students can be advised and equipped with set of questionnaires, research tools and all other necessary preparedness under the supervision of faculties before filed visit. All the necessary cost and expenses associated with short field trip or long field study should be managed by students themselves. Upon completion, students will have to submit a comprehensive fieldwork report. They also can present their findings in a seminar, followed by feedback and evaluation by the faculty and peers.

However, internship is optional in MA program. The internship provides an opportunity for students to gain professional experience in rural development organizations.

1.11 Extra Academic Activities

Both teaching faculties and students under the program, with the support of department and campuses, remain involved in conducting and engaging in different activities in order to achieve the objectives of effective learning outcomes.

- i. Organizing seminars, conferences, workshops and dialogues and engaging students in such activities.
- ii. Regularly organizing and managing guest lectures from recognized expert personals.
- iii. Encourage and assist the students in editing, writing, and reviewing articles for publication.
- iv. Engaging the students with alumni of the department/ colleges to share their experiences and expectations for their future career.
- v. Conducting supplementary activities by organizing essential events like celebration of festivals, international day, national day, welcome and farewell program, plantation, maintenance of healthy and hygienic environment inside and outside classroom.
- vi. Coordinating and collaborating with institutions and stakeholders to support students for internship and fellowship.
- vii. Regular psychological counseling and feedback support for needy students is conducted by the department/ campuses so as to keep the learning activities regular and effective.
- viii. Organize the monthly rural development lecture series to students by inviting experts.
- ix. Encourage students and faculty members to actively engage in academic writing and research such as research paper writing, original article writing, review paper and motivate to publish in departmental journal or any scientific journals.

For more details, please visit us: www.cdrd.tu.edu.np



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Economic Perspectives of Development | |
|---|---------------------------------------|
| Course Code: RD 501 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: I |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

The course explores the study of development discourse from different paradigms, more especially from economic perspective, along with the insights of theoretical framework of different development theories that is considered as the crucial and fundamental theme of development learners, thinkers and stakeholders. Additionally, the course offers the study of global issues of development and measurement of development indicators so as to understand and generalize the state of development of a country. Finally, it explores the development opportunities and challenges faced by Nepal in the context of open economy in the present-day situation.

The course is structured into four units. The first unit involves fundamental aspects to conceptualize development from different paradigms. The second unit includes theoretical foundations of major development theories basically from economic perspectives for which development theories have been organized into foundations of development theories, economic theory of development and heterodox theories of development. The third unit contains the study of global development issues along with the measurement of economic and non-economic indicators of development. The final unit of the syllabus covers the study of globalization and its impact in development process along with Nepalese experiences.

Course Objectives

The major objective of the syllabus is to impart the comprehensive knowledge of development with diverse development paradigms along with understanding and exploring the insight of development theories, more especially from economic perspective. In addition, the syllabus aims at imparting the knowledge of development issues and measurement of indicators of development so as to enable them to understand and generalize the level of development from global level to

national level. Finally, students will critically learn to assess the globalization and process of globalization along with the major impacts realized by Nepal due to adoption of globalization policies.

Expected Outcomes, Learning Skills and Competencies

After the completion of the course, it is expected that students will acquire comprehensive knowledge of development from diverse theoretical foundation to hypothesize, analyze and illustrate development theories and models, and demonstrate the ability to develop a potent human resource of development. Additionally, the students will develop study skills by involving in structured note taking, summarizing (orally and in written form); critical reading and reading comprehension, constructive feedback and teamwork; defining one’s own learning needs. Similarly, students are expected to develop transferable skills by engaging in meaningful oral participation in group settings, reflecting deep engagement with the subject matter; concise and precise oral formulation of opinions, arguments and puzzle listening; presenting and critically discussing scholarly work by others. Finally, students will acquire the knowledge and skill of critical thinking by developing the skills of reflexivity; reasoning; hypothesizing; structured argumentation of development thoughts, making inferences and articulating assumptions; the application of newly acquired knowledge to new situations.

| Course Contents | |
|---|---------------|
| Unit I: Conceptualizing Development | THs 10 |
| 1.1 Development: Dynamics, basic principles, dimensions, determinants and challenges | |
| 1.2 Economic growth vs economic development: Dilemma in the age of digital capitalism | |
| 1.3 Paradigm shift in development: Understanding, underlying assumptions and critiques of mainstream, alternative, post development, and anti-development | |
| 1.4 Local economic development: Meaning, characteristics/nature, objectives, importance, principles, challenges, actors and determinants | |
| 1.5 Development management: Concept, aims, scope, elements, characteristics and process | |
| Specific Instructional Techniques and Teaching Material: Emphasizing the alignment of course objectives with structured lesson plans, accessible reading materials, and diverse teaching | |

strategies such as brainstorming, opinion collection, group discussions, audio visual and PPT presentations by using interactive smart board/ multimedia.

Practical Evaluation/Assessment Example: It incorporates interactive evaluation methods, including Q&A sessions, group assignments, and presentations so as to ensure continuity and effective learning outcomes.

Required Readings

Cypher, J. M. (2014). *The process of economic development*. Routledge.
<https://www.academia.edu/download/104038770/M. Cyper L.Dietz The Process of Economic Development.pdf>

Desai, V., Potter, R. B., & Potter, R. B. (2013). *The companion to development studies*. Routledge. https://toc.library.ethz.ch/objects/pdf03/z01_978-0-415-82665-5_01.pdf

Geiser, U., Sharma, S. R., Upreti, B. R., Manandhar, P., & Sapkota, M. (2014). *Conceptualising contested development from grand narratives to the nitty-gritty of the everyday*.
<https://www.zora.uzh.ch/id/eprint/100591/1/2014%20GeiserU-2014-Narratives%20.pdf>

Pieterse, J. N. (2013). Trends in development theory. In *Global Political Economy* (pp. 177-192). Routledge.

Sapkota, B. D. (2022). *Economic dimension of development (2nd eds)*. Quest Publication.

Sapkota, M., & Tharu, M. (2016). Development as a 'contested discourse': An overview. *Nepalese Journal of Development and Rural Studies*, 13(1), 13-28.
https://www.academia.edu/download/58144395/Article_for_CDRD_TU-devt_discourse_.pdf

Schumpeter, J. A., & Swedberg, R. (2021). *The theory of economic development*. Routledge.
<https://doi.org/10.4324/9781003146766>

- 2.1 Foundations of development theories from economic perspective
 - 2.1.1 Classical school of thought: Introduction, underlying assumptions and main ideas of development
 - 2.1.2 Marxian perspective on development: Dialectical materialism, historical materialism, mode of production, class conflict, surplus value of labor and capitalistic mode of development
 - 2.1.3 Neo-classical school of thought: Introduction, underlying assumption and main ideas on development
- 2.2 Economic theories of development
 - 2.2.1 Balanced growth theory: Paul Rosenstein- Rodan, Ragner Nurkse
 - 2.2.2 Unbalanced growth theory: Hirschman
 - 2.2.3 Developmental state theory: Peter Evans
 - 2.2.4 Theory of backwash effects and spread effects: Myrdal
 - 2.2.5 Theory of development with unlimited supply of labour: Lewis
- 2.3 Heterodox theories of development
 - 2.3.1 Modernization theory: W.W. Rostow and Neil J. Smelser
 - 2.3.2 Dependency theory: A. G. Frank, and Samir Amin
 - 2.3.3 Neo-liberal theory: F. Hayak
 - 2.3.4 Human capability theory: Amartya Sen

Specific Instructional Techniques and Teaching Materials: Applying diverse teaching techniques of recalling, lecturing, Power point presentation by providing PPT slides using interactive board/multimedia.

Practical Evaluation/Assessment Example: Students will be grouped and engaged to make a review on provided articles/ or other any articles, books related to the theory of development so as to enable them to compare, synthesize the idea of development theories critically and share in classroom.

Required Readings

- Capello, R., & Nijkamp, P. (Eds.). (2019). *Handbook of regional growth and development theories: revised and extended second edition*. Edward Elgar Publishing.
https://books.google.com/books?hl=en&lr=&id=MDejDwAAQBAJ&oi=fnd&pg=PR1&dq=economic+development+theories+&ots=-3_3jg7Bk4&sig=4eAA7x_a5Cy4FJTrx9q9CGvTbLk
- Coccia, M. (2019). An introduction to theories of national and regional economic development. *Turkish Economic Review*, 5(4), 350-358.
<https://papers.ssrn.com/sol3/Delivery.cfm?abstractid=3316027>
- Crain, W. (2015). *Theories of development: Concepts and applications*. Routledge.
<https://www.gammaconstruction.mu/sites/default/files/webform/cvs/pdf-theories-of-development-concepts-and-applications-william-crain-pdf-download-free-book-0d0cfdc.pdf>
- Malizia, E., Feser, E. J., Renski, H., & Drucker, J. (2021). *Understanding local economic development* (p. 312). Taylor & Francis.
<https://library.oapen.org/bitstream/handle/20.500.12657/93601/1/9781000193930.pdf>
- Peet, R., & Hartwick, E. (2015). *Theories of development: Contentions, arguments, alternatives*. Guilford Publications.
- Sapkota, B. D. (2022). *Economic dimension of development (2nd eds)*. Quest Publication.
- Todaro, M. P., & Smith, S. C. (2020). *Economic development*. Pearson UK

Unit III: Development: Issues and Indicators

THs 12

- 3.1 Global issues of development: Poverty, inequality, unemployment and informal economy:
Concept, types, status, causes, consequences, and mitigation measures
- 3.2 Indicators of development: Concept, illustration, generalization and limitations
- 3.2.1 Economic indicators: GDP, GNP, NI, and PCI
- 3.2.2 Inequality indicators: Lorenz curve, Gini coefficient
- 3.2.3 Poverty indicators: Headcount index and multidimensional poverty index (MPI)
- 3.2.4 Human capability indicators: Human development index (HDI)

Specific Instructional Techniques and Teaching Materials Applying lecture method and power point presentation by using interactive board/ multimedia. Assisting and engaging students in reviewing publications of economic survey of Nepal, National Statistics Office, Human Development Report, Nepal Labor Force Survey and other relevant documents to obtain data and information relating to the issues and economic status of Nepal for writing key notes.

Practical Evaluation/Assessment Example: Students will be grouped and assigned to develop PPT slides to reflect the current situation of development level in terms of HDI, MPI, inequality and economic situation for presentation and evaluation.

Required Readings

Baster, N. (2018). Development indicators: An introduction. In *Measuring development: The role and adequacy of development indicators* (pp. 1-20). Routledge.

Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The globalization of world politics: An introduction to international relations*. Oxford university press, USA.
<https://spia.uga.edu/wp-content/uploads/2023/03/Barber-3200-fa23.pdf>

Hite, K. A., & Seitz, J. L. (2021). *Global issues: An introduction*. John Wiley & Sons.

Lind, N. (2019). A development of the human development index. *Social Indicators Research*, 146(3), 409-423. https://www.researchgate.net/profile/Peter-Kpolovie-2/publication/313372895_Continental_Comparison_of_Human_Development_Index_HDI/links/58987e7a92851c8bb6802156/Continental-Comparison-of-Human-Development-Index-HDI.pdf

Morse, S. (2013). *Indices and indicators in development: An unhealthy obsession with numbers*. Routledge. <https://doi.org/10.4324/9781849771719>

| | |
|--|---------------|
| Unit IV: Globalization and Economic Reforms | THs 10 |
| 4.1 Conceptualization of globalization | |
| 4.2 Economic reforms: Privatization, liberalization, and globalization | |
| 4.3 Debates on globalization and localization (glocalization) | |
| 4.4 Challenges and opportunities of globalization in Nepal | |

4.5 Impact of globalization in Nepal: Agriculture, trade, labor migration, employment and remittance

Specific Instructional Techniques and Teaching Materials Applying diverse techniques of lecture method, TPS (think-pair-share) method, debating in issues by providing lecture notes, PPT slides, using interactive board, audio visual clips.

Practical Evaluation/Assessment Example: Assisting and engaging students in reviewing the latest published documents of Nepal Rastra Bank, NEFAS, Economic survey of Nepal, National Planning Commission and other relevant documents to collect statistical data and information to generalize impact of globalization in Nepal. Students will be assessed either by presentation (individual/ group basis or by conducting debate in classroom.

Required Readings

Eriksen, T. H. (2020). *Globalization: The key concepts*. Routledge.

<https://www.hyllanderiksen.net/s/Globalization-The-Key-Concepts-second-ed-xc6f.pdf>

Keohane, R. O., & Nye, J. S. (2020). *Globalization: What's new? What's not? (And so what?)*.

In *Making policy happen* (pp. 105-113). Routledge.

<https://www.academia.edu/download/30534621/keohanenye.pdf>

Maharjan, S. (2016). Localization and globalization in Nepal. *Journal of Culture, Society and Development*, 22, 12-14. <https://core.ac.uk/download/pdf/234691184.pdf>

Oldekop, J. A., Sims, K. R., Whittingham, M. J., & Agrawal, A. (2018). An upside to globalization: International outmigration drives reforestation in Nepal. *Global Environmental Change*, 52, 66-74. <https://core.ac.uk/download/pdf/234691184.pdf>

Sapkota, M. (2023). Issues and challenges of modernization in Nepal: A development perspective. *Nepalese Journal of Development and Rural Studies*, 20(01), 28-41. <https://nepjol.info/index.php/njdrs/article/download/64163/48626>

Scholte, J. A. (2017). *Globalization: A critical introduction*. Bloomsbury Publishing.

Official and updated database/ reports from Nepal Rastra Bank, NEFAS, Economic survey of Nepal, National Planning Commission (NPC).

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examination. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions will be focused on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

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- Frank, A. G. (1967). *Capitalism and underdevelopment in Latin America*. Monthly Review Press.
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- Sachs, J. D. (2005). *The end of poverty: Economic possibilities for our time*. Penguin Books.
- Sapkota, B. D. (2020). *Development: Theory and discourse*. Quest Publication.
- Sen, A. (1999). *Development as freedom*. Anchor Books.
- Stiglitz, J. E. (2002). *Globalization and its discontents*. W.W. Norton & Company.
- Todaro, M. P., & Smith, S. C. (2020). *Economic development* (13th ed.). Pearson.



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Sociological Perspectives of Development | |
|---|---------------------------------------|
| Course Code: RD 502 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: I |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course enriches the development studies by fostering a holistic understanding of social theories, social structures, processes, and dynamics that shape human interactions and societal progress. The course has been designed to learn complex and multidimensional nature of development through both theoretical and empirical foundations. By engaging with key sociological theories, and global development challenges, students will be equipped to critically assess and contribute to development processes in a world marked by inequality, social change, and globalization.

Course Objectives

The objective of this course is to equip the students with diverse sociological perspectives of development, essential for understanding and addressing labor market dynamics. It aims to provide a comprehensive understanding of development, not merely as an economic process, but as a complex social and cultural phenomenon. The course offers an analytical review of the social, cultural, and human factors that contribute to social stratification. Additionally, the course examines the various dimensions and indicators of social development, highlighting the importance of social participation and community engagement in development.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, students will explore key sociological theories that shape our understanding of development. They will gain practical insights into how sociological knowledge can inform and enhance development practices. The course will also enable students to assess the

various dimensions and indicators of social development, with a focus on the significance of social participation and community growth.

Students will develop an understanding of the complex relationship between society and development, implementing the approaches that are both sustainable and socially equitable for social development. They will gain valuable insights into designing and implementing policies that address the diverse needs of communities, with particular emphasis on the context of Nepal. The course will also enable students to analyze and propose solutions to critical societal development challenges, including inequality, alternative development practices, community participation, and social inclusion. Additionally, students will cultivate a global perspective on societal and developmental trends, considering both local and global contexts and the changing dynamics within them.

| Course Contents | |
|--|---------------|
| Unit I: Introduction to Sociology and Development | THs 10 |
| 1.1 Meaning, nature, and scope of sociology 1.2 Meaning, features, and types of society 1.3 Social development: Meaning, indicators, and outcomes of world summit for social development 1995 1.4 Development practices of Nepal: State-led, market-led, NGO-led, and people-centred 1.5 Inevitability of sociological knowledge and method in promoting development process | |
| Specific Instructional Techniques and Teaching Materials: Lecture method and Lecture notes, PPT slides, and digital resources. | |
| Practical Evaluation/Assessment Example: Prepare a presentation defining the sociology, society and social development. Also discuss different development practices practiced in Nepal. | |
| Required Readings Ayre, G. & Callway, R. (2012). <i>Governance for sustainable development: A foundation for the future</i> . (pp.14-42). Earthscan. Dak, T. M. & Josef (2001). <i>Social development</i> . Institute of Development Studies. Ritzer, G. (2007). <i>Sociological Theory</i> . (Fifth Edition). McGraw-Hill International Edition. | |

| Unit II: Theoretical Concept of Sociology for Development | THs 16 |
|--|---------------|
| <p>2.1 Thoughts of sociological development</p> <ul style="list-style-type: none"> 2.1.1 August Comte: Positivism 2.1.2 Emile Durkheim: Social facts 2.1.3 Karl Marx: Historical materialism 2.1.4 Max Weber: Bureaucracy 2.1.5 Herbert Spencer: Social evolution <p>2.2 Major perspectives of sociology</p> <ul style="list-style-type: none"> 2.2.1 Functionalism 2.2.2 Conflict 2.2.3 Symbolic interaction 2.2.4 Post-modernism <p>2.3 Current approaches to development</p> <ul style="list-style-type: none"> 2.3.1 Capability approach (Amartya Sen) 2.3.2 Actor oriented perspectives (Anthony Giddins) 2.3.3 Social approach (Boiurdieu) <p>2.4 Historical religious systems: Hinduism, Buddhism, Christianity and Islam; The religion in the contemporary world and new religious movements</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, PPT slides, Lecture notes and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc.</p> | |
| <p>Practical Evaluation/Assessment Example: Students will perform Group discussion and critical review on thoughts and sociological perspectives of development, current approaches to development as well as on religious system and movements.</p> | |
| <p>Required Readings</p> <p>Alexander, J. (1988). <i>Durkheimian sociology: Cultural studies</i>. Cambridge University Press.</p> <p>Ben, A. (1991). Critical theory, poststructuralism, postmodernism: Their sociological relevance. <i>Annual Review of Sociology</i>, 17, 105-131.</p> <p>Seidman, S. (2013). <i>Contested knowledge: Social theory today</i>. (5th ed.). John Wiley and Sons.</p> | |

| Unit III: Social Change and Development | THs 12 |
|--|---------------|
| <p>3.1 Meaning, forms, and factors of social change</p> <p>3.2 Theories of social change: Evolutionary theories, conflict theories, and dynamic theories</p> <p>3.3 Changing concept of development</p> <p>3.3.1 Human development</p> <p>3.3.2 Socio-cultural sustainability</p> <p>3.3.3 Social innovation</p> <p>3.4 Emerging social issues and development</p> <p>3.4.1 Social security</p> <p>3.4.2 Social justice and equity</p> <p>3.4.3 Ethnocentrism and cultural relativism</p> <p>3.4.4 Regionalism</p> <p>3.4.5 National integration</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, Peer teaching, Lecture notes, and PPT slides. Interactive smart board/multi-media, Audio-visual aids and Web links etc.</p> | |
| <p>Practical Evaluation/Assessment Example: Students will compose a term paper that defines the concept of development, examines the trends and processes of social change, and explore an emerging social issue.</p> | |
| <p>Required Readings</p> <p>Pawar, M. (2014). <i>Social and community development practice</i>. Sage Publication Ltd.</p> <p>Sen, A. (1999). <i>Development as freedom</i>. Oxford University Press.</p> | |

| Unit IV: Dimensions of Social Development | THs 10 |
|---|---------------|
| <p>4.1 Social movements and its role in societal transformation</p> <p>4.2 Strengths and challenges of faith-based organizations (FBOs) in delivering social services</p> <p>4.3 Culture as a driver or barrier to development</p> <p>4.4 Media misinformation and social development</p> | |

4.5 Prospects and challenges of social stratification in development

Specific Instructional Techniques and Teaching Materials: Lecture method, Peer teaching, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc.

Practical Evaluation/Assessment Example: Students will prepare a presentation to explain different dimensions of social development.

Required Readings

Al-Khazraji, S.H., Saleh H.H., Khalil, A.I., & Mishkal, I. A. (2023). Impact of deepfake technology on social media: Detection, misinformation, and societal implication. *The Eurasia Proceedings of Science, Technology, Engineering & Mathematics (EPSTEM)*, 23, (pp. 429-441).

Rimmerman, A. (2013). *Social inclusion of people with disabilities: National and international perspectives*. The Cambridge University Press.

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Amin, S. (1974). *Accumulation on a world scale: A critique of the theory of development*. Monthly Review Press.
- Aron, R. (1970). *Main currents in sociological thought, Vol. II*. Penguin.
- Bendix, R. (1962). *Max Weber: An intellectual portrait*. Anchor Books.
- Black, M. (1961). *The social theories of Talcott Parsons: A critical examination*. Prentice-Hall.
- Blaut, J. M. (1977). Two views of diffusion. *Annals of the Association of American Geographers*, 67 (3), 343-349.
- Coser, L. (1956). *The functions of social conflict*. The Free Press.
- Derrida, J. (1982). *Margins of philosophy*. The University of Chicago Press.
- Dreze, Jean & Sen, A. (1999). *India: economic development and social opportunity*. Oxford University Press.
- Franchetti, S. (Ed.) (1974). *Social indicators: Problems of definition and of selection* (pp. 7-10). The UNESCO Press.
- Gautam, S. (2020). *Society and development*. Alchemy Publication.
- Goven, M. P. (1996). *Doctrine of development*. Routledge.
- Höfer, A. (1979). *The caste hierarchy and state in Nepal: A study of Muluki Ain of 1854*. Universitätsverlang Wagner.
- Horn, R. V. (1993). *Social application of indicators. Statistical indicators for the economic and social sciences* (pp 146-205). The Cambridge Press.
- Hughes, J. A., Martin, P. J. & Sharrock, W. W. (1995). *Understanding classical sociology: Marx, Weber and Durkheim*. Sage Publications.
- Kiely, R. & Phil, M. (1998). *Globalization and the third world*. Routledge.
- Krishna, V. V. (1993). *S. S. Bhatnagar on science, technology, and development*. Wiley Eastern.
- Martin, F. & Linkenbach, A. (2003). *Social movements. The Oxford India companion to sociology and social anthropology*. Oxford University Press.
- Mead, G. H. (1962). *Mind, self and society: From the standpoint of a behaviorist*. Chicago University Press.
- Midgley, J. (1994). *Social development: The development perspective in social welfare*. Sage.
- Mukharji, P. N. (1977). Social movement and social change: Towards a conceptual clarification and theoretical framework. *Sociological Bulletin*, Vol. 26, no.1, March.

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- Patel, S. & Deb, K. (2006). *Urban studies*. Oxford University Press.
- Robertson, R. (1994). Globalization of glocalization. *Journal of International Communication*, Vol. I (1).
- Schutz, A. (1967). *The phenomenology of the social world*. Northwestern University Press.
- Stark, W. (1958). *The sociology of knowledge: An essay in aid of deeper understanding of the history of ideas*. Routledge and Kegan Paul.
- Turner, J. H. (1995). *The structure of sociological theory, (4th edition)*. Rawat.
- Weiner, M. (1966). *Modernization: The dynamics of growth*. Basic Books.



TRIBHUVAN UNIVERSITY

Faculty of Humanities and Social Sciences

Master in Rural Development

| Course Title: Government, Governance and Development | |
|--|---------------------------------------|
| Course Code: RD 503 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: I |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course offers the study of theories, systems, and practices of government, governance and development, focusing on their interplay across government levels. It provides tools to analyze governance frameworks, decentralization, and development administration, with an emphasis on Nepal, highlighting good governance, social accountability, and bureaucracy's role in development.

Course Objectives

The objective of this course is to understand the fundamental concepts and theoretical perspectives of government, governance and their connection to development. Moreover, it enhances the knowledge of federalism, decentralization processes and their role in enhancing public service delivery, particularly for development. It helps to analyze the structure and functioning of Nepal's local governance system and the interrelations among federal, provincial, and local levels with practical skills. Furthermore, it helps to strengthen the knowledge about the role of bureaucracy in development administration, focusing on its practices, challenges, and prospects in Nepal.

Expected Outcomes, Learning Skills and Competencies

After completion of the course, students will be able to explain key governance theories and their implications for sustainable development with the ability to critically evaluate the relationship between governance and development in diverse contexts. In addition, students will understand the principles of decentralization and their application for effective development outcomes which enhance the capability to analyze and propose improvements to public service delivery systems in

decentralized governance frameworks. Students will be able to describe the structure of Nepal's governance system and its power dynamics and they will gain insights into the functions and challenges of development administration in Nepal. Finally, students will acquire practical skills to assess the roles and interrelations of federal, provincial, and local governments in promoting good governance.

| Course Contents | |
|--|---------------|
| Unit I: Theoretical Perspectives of Governance and Development | THs 16 |
| <p>1.1 Government, governance and development</p> <ul style="list-style-type: none"> 1.1.1 Concept and organs of government 1.1.2 Power and function of legislature, executive and judiciary 1.1.3 Concept, objective and new trends of governance 1.1.4 Relationship between governance and development <p>1.2 Governance Theory</p> <ul style="list-style-type: none"> 1.2.1 New public management 1.2.2 multi-level governance 1.2.3 Rational choice theory 1.2.4. Algorithmic governance <p>1.3 Local Governance and central-local relations</p> <ul style="list-style-type: none"> 1.3.1 Concept, principle, and changing perspective of local governance 1.3.2 Theoretical perspectives of local governance: Ideal decentralization, citizen centered local governance, new institutionalism, responsive and accountable governance 1.3.3 Concept, rationale, and different perspectives of central and local government relation: Pluralist perspective, principle of power jurisdiction, principle of correspondence, democratic perspective, administrative perspective <p>1.4 Good governance and development</p> <ul style="list-style-type: none"> 1.4.1 Concept, elements, principle, characteristics and tools of good governance 1.4.2 Relationship between good governance and development 1.4.3 Issues and challenges of good governance 1.4.4 Concept, objectives, pillars and importance of e-governance | |

Specific Instructional Techniques and Teaching Materials: Lecture method, Interactive method, Lecture notes, PPT slides, Digital learning and Question answer session etc.

Practical Evaluation/Assessment Example (Group discussion): Government, Governance, and Development *Task:* Form groups to discuss the concepts, theories, and practical implications of governance and development. Address the roles of government organs, governance theories, central-local relations, and good governance principles. Highlight Nepal's context and global perspectives. Prepare a short presentation, make two critical questions for peers, and submit a 500-word summary of key insights.

Required Readings

Ansell, C., & Torfing, J. (2016). *Handbook on theories of governance*. Edward Elgar Publishing Limited.

Bevir, M. (2011). *The SAGE handbook of governance*. Sage Publications Ltd.

Kharel, S. & Gyawali, K.P. (2077). *Local governance and development*. Quest Publication.

Shah, A., & Shah, S. (2006). The new vision of local governance and the evolving roles of local governments. In A. Shah (Ed.), *Public sector governance and accountability series: Local governance in developing countries* (pp. 1-47). The World Bank.

| Unit II: Federalism, Decentralization and Public Service Delivery for Development | THs 12 |
|---|---------------|
| <p>2.1 Federalism and unitary governance system</p> <ul style="list-style-type: none"> 2.1.1 Concept, form, principles and determinants of federalism 2.1.2 Opportunities and challenges of federalism in Nepal 2.1.3 Rationale of federalism in Nepal 2.1.4 Concept, principles and determinants of unitary system <p>2.2 Decentralization and local governance approach</p> <ul style="list-style-type: none"> 2.2.1 Concept, argument and principles of decentralization 2.2.2 Forms and types of decentralization 2.2.3 Relevance and challenges of decentralization in development 2.2.4 Concept, principles, importance and challenges of local self-governance | |

| |
|--|
| <p>2.3 Decentralization and public service delivery</p> <p>2.3.1 Concept, types and principles of public service delivery</p> <p>2.3.2 Models and mechanism of public service delivery</p> <p>2.3.3 Challenges of public service delivery in Nepal</p> |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, Collaborative learning, Group discussion and Debate etc.</p> |
| <p>Practical Evaluation/Assessment Example (Presentation): Prepare a presentation analyzing decentralization and local governance, focusing on its principles, forms, and relevance in rural development. Discuss the challenges faced in local governance, explore the concepts of federalism and unitary systems, and examine fiscal federalism in Nepal. Conclude with the models and mechanisms of public service delivery and their challenges in the Nepalese context</p> |
| <p>Required Readings</p> <p>Bhatta, B. D. (1990). <i>Decentralization in Nepal</i>. Reliance Publication.</p> <p>Dahal, D. R. (1994). <i>Decentralization and development in Nepal</i>. NEFAS.</p> <p>Jacob, T. (2007). <i>Federalism and government</i>. Aavishkar Publisher.</p> <p>Majeed, A. (2010). <i>An introduction to federalism</i>. Centre for Federal Studies.</p> |

| Unit III: Local Governance System in Nepal | THs 10 |
|--|---------------|
| <p>3.1 Structure of state, distribution of state power in Nepal and concept and importance of inter-governmental relations (IGR)</p> <p>3.2 Local Government in Nepal: Formation, power and functioning of rural municipalities, urban municipalities and District Coordination Committee with special references of local government operation act 2074</p> <p>3.2.1. Participatory planning and development at local level (rural municipality and municipality)</p> <p>3.3. Fiscal federalism and practices of economic and revenue power by local governments in Nepal</p> <p>3.4. Role of different stakeholders in local good governance</p> <p>3.4.1 Fiduciary risk of local governance and role of CIAA, Auditor General and local governments in maintaining fiscal discipline at local level</p> | |

| |
|---|
| <p>3.4.2 Market/ private sectors</p> <p>3.4.3 Civil society</p> <p>3.4.4 INGOs, NGOs and external development partners</p> <p>3.5 Approaches and tools of social accountability at local level</p> |
| <p>Specific Instructional Techniques and Teaching Materials: Interactive lecture method, Role playing method, Collaborative learning methods and Group discussion method.</p> |
| <p>Practical Evaluation/Assessment Example (Term Paper): Write a term paper exploring the structure of the state in Nepal, focusing on the roles and jurisdictions of the federal, provincial, and local governments. Analyze the interrelations between these levels and the roles of various organizations (e.g. CBOs, NGOs, civil society) in promoting good governance.</p> |
| <p>Required Readings</p> <p>Kharel, S., & Gyawali, K. P. (2079). <i>Governance and development</i>. Quest Publication.</p> <p>Law Book Management Board. (2015). <i>Constitution of Nepal 2015</i>. Law Book Management Board.</p> <p>Law Book Management Board. (2017). <i>Local government regulation act 2017</i>. Law Book Management Board.</p> <p>PRAN Program for Accountability in Nepal. (2011). <i>Accountability, social accountability and PRAN</i>. World Bank.</p> |

| Unit IV: Bureaucracy and Development Administration | THs 10 |
|--|---------------|
| <p>4.1 Introduction to bureaucracy and development administration</p> <p> 4.1.1 Weberian bureaucracy, Neo- Weberian state and digital bureaucracy</p> <p> 4.1.2 Role of bureaucracy in policy formulation, implementation and development</p> <p>4.2 Concept, nature, approaches and objectives of development administration</p> <p> 4.2.1 Genesis of development administration</p> <p> 4.2.2 Changing patterns, functions and priorities of development administration</p> <p> 4.2.3 Local level development administration in Nepal: Practice, challenges and prospects</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, Peer teaching, Digital learning and Question answer method etc.</p> | |

Practical Evaluation/Assessment Example (Field visit and report writing):

During the field visit, observe and assess local government operations, focusing on the local plan formulation, project implementation, monitoring, governance, community participation, and service delivery system. Submit a detailed report highlighting your findings, analysis, and recommendations based on the field visit.

Required Readings

Heady, F. (2001). *Public administration: A comparative perspective* (6th ed.). Marcel Dekker.

Margetts, H., & Dunleavy, P. (2013). The second wave of digital-era governance. *Public Administration Review*, 73(1), 85–93. <https://doi.org/10.1111/j.1540>

Naidu, S. P. (2001). *Public administration: Concepts and theories*. New Age International Publishers.

Sapru, R. K. (1997). *Development administration*. Sterling Publishers Pvt. Ltd.

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

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- Acharya, K. (2018). Local governance restructuring in Nepal: From government to governmentality. *Dhaulagiri Journal of Sociology Anthropology*, 12, 37–49. <https://doi.org/10.3126/djsa.v12i0.22032>
- Arora, R. K. (1990). *Comparative public administration*. Associated Publishing House.
- Awortwi, N. (2016). Decentralisation and local governance approach: A prospect for implementing the post-2015 sustainable development goals. In G. M. Gómez & P. Knorringa (Eds.), *Local governance, economic development and institutions* (pp. 39–63). Palgrave Macmillan. https://doi.org/10.1007/978-3-319-27088-4_4
- Dahal, R. K., & Kharel, S. (2008). *Local governance and political economy of Nepal*. Dikshanta Pustak Bhandar.
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- Kharel, S., Kharel, K. R., Upadhyaya, Y. M., Ghimire, S. R., & Pradhan, P. M. (2024). Enhancing administrative service delivery practices of local government: Experiences from Nepal. *Business Perspectives*, 13(1), 150–161. <https://doi.org/10.21511/pmf.13>
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- Shah, R. K. (2019). Fiscal federalism in Nepal: Challenges and opportunities. *Research Nepal Journal of Development Studies*, 2(1), 151–170. <https://doi.org/10.3126/rnjds.v2i1.29952>
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TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Natural Resource Management | |
|--|---------------------------------------|
| Course Code: RD 504 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: I |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course provides a comprehensive foundation in natural resource management, equipping students with essential knowledge, skills and the competencies to address real-world challenges. This course provides the foundational concepts, knowledge, and skills in natural resource management within the field of rural development. It offers the study of various type of natural resource management practices. In addition, the course provides in-depth knowledge and skills to assess the status of natural resources, environmental pollution and coping mechanism. The course emphasizes the various techniques and tools of identifying environmental issues, state and capability assessment.

By blending theoretical knowledge with practical exposure, this course enables students to assess key environmental issues, capacity assessment of community with respect to environmental disaster and mitigation measures particularly in the field of rural development.

Course Objectives

The objective of this course is to equip the students with comprehensive knowledge and practical skills in natural resource management, with a particular emphasis on rural development. This course will acquaint the students with the fundamental concepts of natural resource and its management approach, tools and practices. This course is prepared to impart students with the knowhow of environmental and natural resources. Specifically, this course acquaints students with theoretical and practical knowledge of natural resource management techniques and tools while working in the field of development. Importantly with the emerging environmental issues and natural resource management, students will have an ample opportunity to grab the market opportunities in present context.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, students will have enhanced knowledge on natural resources, types, global, regional and local environmental issues and management practices adopted to combat the prevailing issues. They will also acquire knowledge on approaches, policies and practices to protect and conserve natural resources by employing different techniques and tools in natural resource management.

| Course Contents | |
|--|---------------|
| Unit I: Environment and Natural Resource Management: Concept and Theory | THs 10 |
| 1.1 Environment and natural resources 1.2 Human- nature interrelationship: Determinism, possibilism and interactionalism 1.3 Natural resource management and inclusive green growth 1.4 Integrated approach for managing environmental issues 1.5 Collaborative governance and adaptive management theory | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Lecture notes, PPT slides, and digital resources: Interactive smart board/multi-media, Audio-visual aids and web links etc. | |
| Practical Evaluation/Assessment Example: Students will undertake intellectual debate on possibilism, determinism within their classmate and discuss about approaches regarding management of environmental issues with their peers, using practical examples to illustrate its application. | |
| Required Readings ADB (2020). <i>Country integrated diagnostic on environment and natural resources for Nepal</i> . https://shorturl.at/Gz2bZ Bhusal, M.P. (2012). <i>Natural resource management (in Nepali)</i> . Pairavi Prakashan. Emerson, K. & Nabatchi, T. (2015). Collaboration dynamics: principled engagement, shared motivation, and the capacity for joint action. In K. Emerson and T. Nabatch (Eds.), <i>Collaborative governance regimes</i> (pp. 57-80). Georgetown University Press. George, H., Stankey, R. N., Clark, B. & Bormann, T. (2005). <i>Adaptive management of natural resources: Theory, concepts, and management institutions</i> . USDA. | |

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Pradhan, P. K. & Pradhan, B. (2012). *Environment and natural resources: Concepts, methods, planning and management*. Quest Publication.

Rapp, C. (2019). Hypothesis and theory: Collaborative governance, natural resource management and the trust environment. *Sec. Science and Environmental Communication*, 5. <https://doi.org/10.3389/fcomm.2020.00028>

UNEP. (1997). *Global Environmental outlook*. UNDP.

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| Unit II: State of Environment and Natural Resources Management in Nepal | THs 14 |
|--|--------|
| <p>2.1 State of environment: Water quality, air quality, land use, and ecosystem health</p> <p>2.2 Environmental pollution: Air pollution, water pollution, noise pollution and land pollution</p> <p>2.3 Impact of environmental pollution on environment and public health</p> <p>2.4 Status of natural resources: Land, water, forest, minerals and mines</p> <p>2.5 Conservation efforts for natural resources management: Water, land, forest, and bio diversity</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, Lecture notes, PPT slides, and digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc.</p> | |
| <p>Practical Assessment Example: Students will involve in assignment relating to the topic of state of environment and natural resources and their impacts on biodiversity and public health. Finally, students will share their ideas in classroom.</p> | |
| <p>Required Readings</p> <p>Asian Development Bank [ADB]. (2020). <i>Country integrated diagnostic on environment and natural resources for Nepal</i>. ADB. https://www.adb.org/sites/default/files/publication/606441/country-diagnostic-environment-nepal.pdf</p> <p>ADB. (2013-17). <i>Country environment note: Nepal</i>. https://www.adb.org/documents/country-environment-note-nepal</p> <p>Bhattarai, B. P., & Pokhrel, D. (2015). <i>Forest resources of Nepal: An overview</i>. Forest Research and Training Centre.</p> | |

Bhattacharai, R., & Sitaula, B. K. (2018). Water pollution in Nepal: Current status and challenges. *Environmental Research Letters*, 14(3), 035009.

Dahal, B. M., & Khadka, R. B. (2017). *Soil pollution in agricultural lands of Nepal: Causes and consequences*. Nepal Agricultural Research Council.

IUCN Nepal. (2017). *Biodiversity of Nepal: Status and trends*. IUCN Nepal.

Millennium Ecosystem Assessment. [MEA]. (2005). *Ecosystems and human well-being: Synthesis*. Island Press.

Ministry of Forests and Environment. (2019). *State of Nepal's forests*. Government of Nepal.

Ministry of Population and Environment. (MoPE). (2019). *National report on environmental pollution in Nepal*. Government of Nepal.

Pradhan, P., & Sthapit, M. (2016). Noise pollution in urban areas of Nepal. *International Journal of Environmental Studies*, 73(4), 585-599.

Rockström, J., & Falkenmark, M. (2015). *Water resilience for human prosperity*. Cambridge University Press.

Shiva, V. (2002). *Water wars: Privatization, pollution, and profit*. South End Press.

UNEP (2001). *Nepal: State of the environment 2001*. UNEP.

| Unit III: Policies and Practices of Natural Resource Management: International and National Context | THs 14 |
|--|---------------|
| 3.1 Common pool resource management (G. Hardin and Then after) 3.2 UN framework: SDG 15 and Paris agreement 3.3 Payment of environmental services (PES) 3.4 Nepal environmental protection act 2076 and regulation 2077 3.5 Community based resource management practices in Nepal: Water, watershed, forest | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, TPS (think-pair-share) method, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc. | |
| Practical Evaluation/Assessment Example: Students will conduct a mock focus group discussion on a topic related to community based natural resource management and PES and summarize the findings. | |

Required Readings

- Agrawal, A., & Gibson, C. C. (1999). Enchantment and disenchantment: The role of community in natural resource conservation. *World Development*, 27(4), 629–649.
- Barrow, C. J. (2000). *Environmental management: Principle and practices*. Routledge.
- GWP (2000). *Integrated water resources management*. Global Water Partnership Technical Advisory Committee.
- Kunwar, K. J. (2008). Payment of environmental services: A case study of Shivapuri National Park, Kathmandu, Nepal. *The Initiative 2008*.
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- MoI (2006). *Water induced disaster management policy*. Government of Nepal, Ministry of Irrigation.
- Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press.
- United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*.
- Wunder, S. (2005). *Payments for environmental services: Some nuts and bolts*. CIFOR Occasional Paper No. 42.
- Government of Nepal. (2076). *Environmental protection act (2076)*.
<https://faolex.fao.org/docs/pdf/nep202860.pdf>

| Unit IV: Techniques and Tools for Natural Resources Management | THs 10 |
|--|---------------|
| 4.1 Identification of key environmental issues | |
| 4.2 DPSIR (Drivers-Pressure-State-Impact-Response) analytical framework | |
| 4.3 Environment assessment: Brief environmental study, initial environmental examination, environmental impact assessment, | |
| 4.4 Vulnerability capacity assessment, social impact assessment | |
| 4.5 Resettlement implementation plan | |

Specific Instructional Techniques and Teaching Materials: Lecture method, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc.

Practical Evaluation/Assessment Example: Students will apply DPSIR analytical framework on different types of natural resources and participate in peer evaluations of their work.

Required Readings

- Pradhan, P.K & Pradhan, B. (2012). *Environment and natural resources: Concepts, methods, planning and management*. Quest Publication.
- Bhusal, M.P. (2012). *Natural resource management (in Nepali)*. Pairavi Prakashan.
- CARE (2009). *Climate vulnerability and capacity analysis handbook*. CARE International.
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- ICIMOD/UNEP/MOEST. (2007). *Kathmandu valley environment outlook 2007*. ICIMOD.
- GoN. (2011). *National framework on local adaptation plans for action*. Government of Nepal. Ministry of Environment.
- http://climate.mohp.gov.np/downloads/National_Framework_Local_Adaptation_Plan.pdf
- Ives, J D & Messerli, B. (1989). *Himalayan dilemma: Reconciling development and conservation*. Routledge.
- Convention on Biological Diversity [CBD]. (2020). *Global biodiversity outlook 5*. CBD.
- Robbins, P. (2019). *Political ecology: A critical introduction*. Wiley-Blackwell.
- Karkee, K., (2004). Land degradation in Nepal: A menace to economy and ecosystems international Master's Programme in environmental science, University of Lund, Sweden.
- Ness, B., Anderberg, S., & Olsson, L. (2010). Structuring problems in sustainability science: The multi-level DPSIR framework. *Geoforum*, 41(3), 479–488.
- UNEP. (1997). *Global environmental outlook*. United Nations Environmental Programme (UNEP).

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous

and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|----------------|---|--|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

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- Bishop, B. C. (1991). *Karnali under stress: Livelihood strategies and seasonal rhythms in a changing Nepal Himalaya*. The University Press.
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- Chhetri, R. B. & Gurung, O. (Eds.). (1999). *Anthropology and sociology in Nepal*. SASON.
- Disaster Prevention Technical Centre (DPTC). (2024). *Water induced disaster review*. DPTC.
- FAO (Food and Agriculture Organization). (1976). *A framework for land evaluation 1976*.
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- Shukla et al. (1997). *Participatory irrigation management in Nepal*. Department of Irrigation, Kathmandu.
- Stevens, S. F. (1993). *Claiming the high grounds: Sherpas, subsistence and environmental change in the highest Himalaya*. University of California Press.
- Water and Energy Commission Secretariat (WECS). (2020). *Nepal water resource policy 2077*. <http://www.wecs.gov.np/storage/listies/December2020/1608454123212-jalshrot-niti-2077-inner-part.pdf>



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Research Methodology | |
|---|---------------------------------------|
| Course Code: RD 505 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: I |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course provides a comprehensive foundation in research methodology, equipping students with essential knowledge, practical research skills, and the competencies to address real-world challenges. This course aims to equip students with foundational concepts, knowledge, and skills in research methodology within the field of rural development. It is designed to provide in-depth knowledge and skills to the students with different research designs and processes while providing an in-depth understanding of quantitative, qualitative, and mixed research processes, different designs, and methods, emphasizing their applications and basic philosophical understanding. The course emphasizes the various methods and techniques of sampling, data collection, and data analysis, as well as triangulation.

By blending theoretical knowledge with practical exposure, this course enables students to design and conduct rigorous research, select appropriate designs, develop data collection tools, and effectively communicate their findings, particularly in the field of rural development.

Course Objectives

The objective of this course is to equip the students with comprehensive knowledge and practical skills in social science research methods, with a particular emphasis on rural development. This course will acquaint the students with the fundamental concepts of research and the scientific process and research designs. The course equips students with competencies and skills in qualitative, quantitative, and mixed-method research processes, including sampling methods and data collection tools and techniques. This course will also enable the students to prepare to use

statistics in quantitative data analysis and use different approaches in qualitative data analysis. Furthermore, the course enables students to design research projects based on different types of inquiry and conduct research using appropriate methods and approaches.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, students will be equipped with the ability to design and execute rigorous research projects using quantitative, qualitative, and mixed-method approaches. They will develop analytical, methodological, and problem-solving skills, enabling them to critically evaluate research, apply appropriate tools for data collection and analysis, and address real-world challenges. Students will gain competencies in integrating multidisciplinary frameworks, adhering to scholarly research practices, and effectively communicating research findings in practical fields. Additionally, they will be prepared to apply these skills to practical and collaborative research endeavors, particularly in the field of rural development.

| Course Contents | |
|--|---------------|
| Unit I: Fundamentals of Research and Research Methodology | THs 10 |
| 1.1 Definition, purpose, key characteristics, significance of research 1.2 Sources of knowledge, scientific research and social science research 1.3 Types of research: Application based, objectives based and inquiry mode 1.4 Comparison and contrast quantitative and qualitative research, research approaches: Deductive, inductive and abductive 1.5 Key philosophical assumptions and research paradigms: Epistemology, ontology, axiology, positivism and post-positivism | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, TPS (think-pair-share) method, Peer teaching, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web based resources/links etc. | |
| Practical Evaluation/Assessment Example: Students will choose a research approach and present it to their peers, using practical examples to illustrate its application. | |

Required Readings

Babbie, E.R. (2010). *The practice of social research (12th ed.)*. Wadsworth, New York.

Creswell, J. W. (2011). *Research design: Quantitative and qualitative methods*. Sage South Asia Publication.

Kumar, R. (2008). *Research methodology: A step-by-step guide for beginners*. Pearson Education.

O’Gorman, K., & MacIntosh, R. (2016). Research philosophy and paradigm. *Research methods for accounting and finance*, 59-80.

Walter, M. (2014). *Social science research*. Oxford University Press.

| Unit II: Quantitative Research Process and Methods | THs 14 |
|---|---------------|
| <p>2.1 Introduction to quantitative research, key characteristics of quantitative research, strengths and limitations, and steps of quantitative research process</p> <p>2.2 Quantitative research designs: Descriptive, exploratory, explanatory, correlational, causal comparative, experimental and quasi-experimental</p> <p>2.3 Sampling method in quantitative research: Simple random sampling, stratified random sampling, systematic sampling, and cluster sampling</p> <p>2.4 Sources of data and quantitative data collection methods: Primary and secondary, non-participant observation, survey questionnaire, formal interview, and observation checklists</p> <p>2.5 Reliability and validity in quantitative research</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Discussion and demonstration method, Role play method, Gallery method, Templates, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc.</p> | |
| <p>Practical Assessment Example: Students will design survey questionnaire based on their research interest and share in the classroom.</p> | |
| <p>Required Readings</p> <p>Creswell, J. H. (2007). <i>Qualitative inquiry and research design: Choosing among the five approaches</i>. Sage Publication.</p> | |

Panta. P. R. (2012). *Social science research and thesis writing*. Buddha Publication.

Rea, L. M. & Parker, R. A. (2014). *Designing and conducting survey research: A comprehensive guide (Fourth Edition)*. Wiley Brand.

Trochim, W.M.K (2008). *Research methods: Knowledge base*. [http:// www.social research methods.net/kb](http://www.socialresearchmethods.net/kb).

| Unit III: Qualitative Research Process and Methods | THs 14 |
|---|---------------|
| <p>3.1 Introduction to qualitative research, key characteristics of qualitative research, strengths and limitations, comparison of qualitative and quantitative research, and steps of qualitative research process</p> <p>3.2 Qualitative research designs: Narrative inquiry, ethnography, phenomenology, case study and grounded theory or [participatory action research/PAR]</p> <p>3.3 Sampling in qualitative research: Purposive sampling, quota sampling, snowball/chain sampling, convenience sampling and theoretical sampling</p> <p>3.4 Data collection methods: Participant observation, in depth interview, focus group discussion, rapid rural appraisal (RRA) and participatory rural appraisal (PRA)</p> <p>3.5 Trustworthiness in qualitative research</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, Problem solving, TPS (think-pair-share) method, Peer teaching, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc.</p> | |
| <p>Practical Evaluation/Assessment Example: Students will conduct a mock focus group discussion on a topic related to community development and summarize the findings.</p> | |
| <p>Required Readings</p> <p>Creswell, J. H. (2007). <i>Qualitative inquiry and research design: Choosing among the five approaches</i>. Sage Publication.</p> <p>Panta. P.R. (2012). <i>Social science research and thesis writing</i>. Buddha Publication.</p> <p>Rea, L. M. & Parker, R. A. (2014). <i>Designing and conducting survey research: A comprehensive guide (Fourth Edition)</i>. Wiley Brand.</p> | |

Trochim, W.M.K (2008). *Research methods: Knowledge base*. http://www.social_research_methods.net/kb.

| Unit IV: Mixed Method Research and Data Analysis | THs 10 |
|--|---------------|
| 4.1 Introduction to mixed method research, characteristics, strengths and limitations | |
| 4.2 Mixed research designs: Exploratory sequential, explanatory sequential, embedded and convergent parallel | |
| 4.3 Triangulation in research | |
| 4.4 Quantitative data analysis: Descriptive analysis, correlational analysis and inferential analysis | |
| 4.5 Qualitative data analysis: Narrative analysis, thematic analysis, and content/document analysis | |
| Specific Instructional Techniques and Teaching Materials: Demonstration method, Group work activities, Hands on practice, Student presentation, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc. | |
| Practical Evaluation/Assessment Example: Students will write about various types of research triangulation and participate in peer evaluations of their work. | |
| Required Readings | |
| Creswell, J. H. (2007). <i>Qualitative inquiry and research design: Choosing among the five approaches</i> . Sage Publication. | |
| Panta. P.R. (2012). <i>Social science research and thesis writing</i> . Buddha Publication. | |
| Rea, L. M. & Parker, R. A. (2014). <i>Designing and conducting survey research: A comprehensive guide (Fourth Edition)</i> . Wiley Brand. | |

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous

and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|----------------|---|--|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Armstrong, R. L. (1974). Hypotheses: Why? When? How? *Phi Delta Kappan*, 54, 213-214.
- Baker, T. L. (1999). *Doing social research (Third Ed.)*. McGraw Hill Higher Education.
- Black, T. R. (2002). *Understanding social science research*. Sage Publication.
- Denscombe, M. (1999). *The good research guide: For small scale research projects*. Open University Press.
- Denscombe, M. (2014). *The good research guide (5th ed)*. McGraw-Hill/Open University Press.
- Denzin, N. K. & Y. Lincoln (eds.) (2005). *The sage handbook of qualitative research (Third edition)*. Sage Publication.
- Guest, G., MacQueen, K. & Namey, E. (2012). *Applied thematic analysis*. Sage Publications.
- Kanji, G. K. (2006). *100 statistical tests*. Sage Publication.
- Kaur, J. (edited) (n.d.). *Methodology of research and statistical techniques*. Laxmi Publications (P) Ltd.
- Kerlinger, F. N. (2000). *Foundation of behavioural research*. Surjeet Publication.
- Khatri, B. B. & Pasa, R. B. (2021). *Research methodology*. Hira Book Publication.
- Khatri, B. B. (2070). *Research and statistics in population education*. Kriti Publication.
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- Marczyk, G. R., DeMatteo, D., & Festinger, D. (2010). *Essentials of research design and methodology (Vol. 2)*. John Wiley & Sons.
- Nachmais, C. F. and D, Nachmais (1996). *Research methods in the social sciences*. St. Martin's Press.
- Patton, M.Q. (2002). *Qualitative evaluation and research method (3rd ed.)*. Sage Publication.

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- Rugg, G., & Petre, M. (2006). *A gentle guide to research methods*. McGraw-Hill Education.
- Shavelson, R. J. (1988). *Statistical reasoning for the behavioral sciences* (second edition). Allyn and Bacon.
- Wikinson, T. S. & Bhandarkar, P.L. (1979). *Methodology and techniques of social research*. Himalayan Publishing House.
- Winch, P. (1958). *The idea of a social science and its relation to philosophy*. Routledge & Kegan Paul.
- Young, P.V. (2009). *Scientific social survey and research (Fourth Ed.)*. Prentice Hall.



TRIBHUVAN UNIVERSITY

Faculty of Humanities and Social Sciences

Master in Rural Development

| Course Title: Community Development | |
|-------------------------------------|---------------------------------------|
| Course Code: RD 551 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: II |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course aims to enable the students to recognize community transformation by mobilizing local resources and fostering ownership and acceptance in alignment with community development initiatives. The course emphasizes the various process, methods, and techniques of community development. It provides a foundation for acquiring fundamental concepts, historical evolution, theoretical knowledge, philosophy, practical skills, and critical competencies essential for community development. This course emerges as a foundation for acquiring core knowledge and critical skills/competencies associated with professional community development. The course emphasizes professional ethics while upholding people's rights and entitlements.

This course has been systematically organized into four chapters. The first chapter incorporates the very conceptual terminologies used in community development. The second chapter entails the basic theoretical underpinning and approaches to community development. The third chapter entails cross-cutting issues of community development and finally, the fourth chapter includes measures to community development and indigenous/induced community development practices.

Course Objectives

The objective of this course is to equip the students with comprehensive knowledge and practical skills in community development. This course will familiarize the students to impart knowledge for understanding the basic concepts, dimensions, principles, processes, strategies, methods, and techniques of community development. The course equips students with the sensitivity and commitment for working with communities. Furthermore, the course will enable the students to acquire new ideas with specific

emphasis on local knowledge, indigenous and induced practice and successful case studies including national and international context.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, students will be able to operationalize the basic terminologies associated with community development. Students will get insights about different theoretical perspectives of community development with a critical point of view. Similarly, students will be able to depict the new trends and various cross-cutting issues of community development. Furthermore, the course will enable to impart successful community development practices and case study approach. Additionally, students will be enabled to understand multiple frameworks of community development, induced and indigenous organizational effort and able to develop log-frame of policies and projects related to community development. Finally, they will learn to appreciate values, ethics, knowledge, attitudes, skills, behaviour, and techniques required by a professional community development worker working in different context.

| Course Contents | |
|--|---------------|
| Unit I: Foundation of Community Development | THs 10 |
| 1.1 Operationalization of the basic concepts: Community, community collaboration, appreciative inquiry in community development, community empowerment, development in community, development of community, and smart village/city 1.2 Concept, meaning, ingredients of community development 1.3 Principles/values and dimensions of community development 1.4 Factors affecting to community development: PESTEL analysis 1.5 Process, strategies and methods of community development | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Group discussion, PPT slides, Reference books, and Digital resources: Audio-visual & Web links. | |
| Practical Evaluation/Assessment Example: Critically evaluate the foundational dimensions of Smart Village/city development and design a pathway to smart village/city development model with respect to Nepalese context and participate in classroom presentation. | |

Required Readings

- Banks, S., Shevellar, L., & Narayanan, P. (2023). Ethical issues in community development: Setting the scene. *Community Development Journal*, 58(1), 1-18. <https://doi.org/10.1093/cdj/bsac043>
- Phillips, R., & Pittman, R. (Eds.). (2014). *An introduction to community development*. Routledge. <https://shorturl.at/R2aBA>
- Sapkota, B. D. (2020). *The concept and practice of community development: Theories and approaches*.
- Theodori, G. L. (2005). Community and community development in resource-based areas: Operational definitions rooted in an interactional perspective. *Society and Natural Resources*, 18(7), 661-669. <https://doi.org/10.1080/08941920590959640>

| Unit II: Theories and Approaches to Community Development | THs 16 |
|--|---------------|
| <p>2.1 Theories of community development</p> <ul style="list-style-type: none">2.1.1 Socio-democratic theory of community development: Antonio Garamsi2.1.2 System theory of community development: Ludwig Von Bertalanffy2.1.3 Community Builder's approach: Theory of change2.1.4 Social capital theory: Pierre Bourdieu2.1.5 Social choice theory: Amartya Sen <p>2.2 Approaches to community development</p> <ul style="list-style-type: none">2.2.1 Asset-based community development2.2.2 Capacity building approach to community development2.2.3 Self-help group approach to community development2.2.4 Participatory community development approach2.2.5 Dialogic and developmental approach to community development (concept, principles and transformational skills) | |

Specific Instructional Techniques and Teaching Materials: Lecture method, Group discussion, Peer teaching, PPT slides, Textbooks, Reference books, Articles, and Digital resources: Multi-media, Audio-visual aids and Web links.

Practical Evaluation/Assessment Example (Group Discussion): Different theories and approaches are in community development discourse. Critically review community development theories and approaches (prescribed in syllabus) in classroom by developing peer groups to discuss, debate, and analyze their implication for advancing community development, with special reference to developing countries like Nepal.

Required Readings

Bourdieu, P. (2018). *The forms of capital* (pp. 78-92). Routledge.

Phillips, R., & Pittman, R. (Eds.). (2014). *An introduction to community development*. Routledge.

Sen, A. (1977). Social choice theory: A re-examination. *Econometric*, 45(1), 53–88. <https://doi.org/10.2307/1913287>

| Unit III: Cross-cutting Issues to Community Development | THs 10 |
|---|---------------|
| <p>3.1 Contemporary issues in community development: Brain-drain, brown-drain, brain-gain, social erosion, isolation, gated communities, and issues of identity</p> <p>3.2 Community development assessment, community leadership and workforce training for community development</p> <p>3.3 Gender equity and social inclusion</p> <p>3.4 Stakeholders analysis</p> <p>3.5 Slum: concept, factors, consequences (land encroachment, right to food security, housing and livelihood), and relocation</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, PPT slides, inter-group discussion, animations and images, podcasts, and digital resources: Interactive smart board/multi-media, Audio, Video, Text, and Web links.</p> | |

Practical Evaluation/Assessment Example (Term Paper): Prepare and submit an assignment based on the cross-cutting issues of community development with the close supervision of respective subject teacher.

Required Readings

Banks, S., Shevellar, L., & Narayanan, P. (2023). Ethical issues in community development: Setting the scene. *Community Development Journal*, 58(1), 1-18.
<https://doi.org/10.1093/cdj/bsac043>

Barasa, H. (2021). Resource and stakeholder mobilization by community-based organizations for community economic development in Kenya: A survey of community-based organizations in Siaya County. *Journal of Public Policy & Governance*, 5(3), 81-98.
<https://doi.org/10.53819/81018102t6001>

DFID/WB, (2006): *Unequal citizens: Gender, caste and ethnicity exclusion in Nepal: Summary*. DFID/the World Bank, Nepal.

Phillips, R., & Pittman, R. (Eds.). (2014). *An introduction to community development*. Routledge.

| Unit IV: Measures to Community Development and Indigenous /Induced Community Development Practices | THs 12 |
|--|---------------|
| <p>4.1 Community well-being</p> <p>4.2 Community development management</p> <p>4.3 Group dynamics in community development and social/community mobilization</p> <p>4.4 Role of indigenous community-based organizations: <i>Dhikur, Rodi, Bheja, Guthi, Kipat, Dharma Panchayat, Parma/Pareli, Mothers’ group, and Tole Vikas Sanstha</i></p> <p>4.5 National and international community development practices</p> <p>4.5.1 National: Community forestry in Nepal, Mundum based resource management of Rai and Limbu Community, The <i>Barghar system</i> in Tharu community of Nepal, and <i>Kumeti</i> in Jumla of Karnali Province.</p> | |

4.5.2 International: The Saemaul Undong (New Community Movement) in the Republic of South Korea (1970)

Specific Instructional Techniques and Teaching Materials: Lecture method, Peer group discussion, PPT slides, Figures, Maps, Textbooks, Articles, Field work, and Digital resources: Interactive smart board, Audio, Video and Web links.

Practical Evaluation/Assessment Example (Case Study): Globally, community-based organizations are worthwhile and provide valuable insights regarding community development. In Nepal, CBOs have immense prospects and opportunities for rural community development. In this context, select a leading community-based organization in your locality and prepare its Strength, Weakness, Opportunities and Challenges (SWOC) by conducting an intensive case study approach. Finally submit this report to the respective subject teacher.

Required Readings

Choe, C. S. (2005). Key factors to successful community development: The Korean experience. *IDE Discussion Paper*, 39. Institute of Developing Economies, Japan External Trade Organization (JETRO). <https://doi.org/10.20561/00038122>

Rafique, Z., & Khoo, S. L. (2018). Role of community-based organizations (CBOs) in promoting citizen participation: A survey study of local government institutions of Punjab, Pakistan. *International journal of sociology and social policy*, 38(3/4), 242-258. <https://doi.org/10.1108/IJSSP-02-2017-0008>

Rai, S. D. (2021). Indigenous knowledge in Mundum and Suptulung. *AMC, Journal*, 2(1), 74-87. <https://doi.org/10.3126/amcj.v2i1.35789>

Sapkota, B. D. (2014). Mobilization of community-based organizations: An ideal model of rural development. *Scientific Journal of International Research*, 1 (2), 43-48. Nims College Kanibahal.

https://www.academia.edu/10070769/Scientific_Journal_of_International_Research_ISS_N_2350_8728_Vol_1_No_2_2014_July_December

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Asian Development Bank. (2012). *The Saemaul Undong movement in the Republic of Korea: Sharing knowledge on community-driven development*. Asian Development Bank.
- Banks, S., Shevellar, L., & Narayanan, P. (2023). Ethical issues in community development: Setting the scene. *Community Development Journal*, 58(1), 1-18. <https://doi.org/10.1093/cdj/bsac043>
- Barasa, H. (2021). Resource and stakeholder mobilization by community-based organizations for community economic development in Kenya: A survey of community-based organizations in Siaya County. *Journal of Public Policy & Governance*, 5(3), 81-98. <https://doi.org/10.53819/81018102t6001>
- Biddle, William W. (1965). *The community development process*. Amerind Publishing Company Ltd.
- Choe, C. S. (2005). Key factors to successful community development: The Korean experience. *IDE Discussion Paper*, 39. Institute of Developing Economies, Japan External Trade Organization (JETRO). <https://doi.org/10.20561/00038122>

Connell, J. P., & Kubisch, A. C. (1998). Applying a theory of change approach to the evaluation of comprehensive community initiatives: Progress, prospects, and problems. *New approaches to evaluating community initiatives*, 2(15-44).

https://pdfs.semanticscholar.org/af41/0504d2cfe5a812808c16d0a4418784d9da64.pdf?_ga=2.180138208.557151032.1530336188-893317387.1530336188

Dryzek, J. S., & List, C. (2003). Social choice theory and deliberative democracy: A reconciliation. *British Journal of Political Science*, 33(1), 1–28. doi:10.1017/S0007123403000012

Feldman, A. M., & Serrano, R. (2006). *Welfare economics and social choice theory*. Springer Science & Business Media.

Hagen, T. (2019). *Vikendrikaran ra vikas: Prajatantrik siddhantakko bhumika [Decentralization and development: Role of democratic principle]*. Himal Kitab.

Haines, A. (2009). Asset-based community development. In Rhonda Phillips and Robert H. Pittman (Eds.), *Introduction to community development* (pp. 38-48). Routledge.

<https://doi.org/10.2307/1913287>

John, H. N., Muturi, W., & Nyang'au, A. (2017). Factors influencing strategies adopted by community-based organizations in Kenya: A case of Nyamira County.

<https://doi.org/10.9790/487X-1904028394>

Khanal, K., & Khanal, S. P. (2022). The study of slum definitions, its demographic characteristic and distribution patterns in Kathmandu Valley, Nepal. *Nepal Journal of Mathematical Sciences*, 3(1), 59-74. <https://doi.org/10.3126/njmathsci.v3i1.44126>

Mattessich, Paul W (2009). Social capital and community building. In Rhonda Phillips and Robert H. Pittman (Eds.), *Introduction to community development* (pp. 49-57). Routledge.

Mohan, D. (2009). *Handbook on integrated community development-seven D approach to community capacity development*. Asian Productivity Organization.

Pawar, M. (2014). *Social and community development practice* (pp. 3-63). SAGE.

Peet, R., & Hartwick, E. (2015). *Theories of development: Contentions, arguments, alternatives*. Guilford Publications.

- Peter. W., & Gerard. D. (2013). *Theory and practice of dialogical community development: International perspectives*. Routledge.
- Rachmad, Y. E. (2022). Proactive community theory. Brest Océan Éditions Internationales, Edition Speciale 2022. <https://doi.org/10.17605/osf.io/b57h6>
- Rafique, Z., & Khoo, S. L. (2018). Role of community-based organizations (CBOs) in promoting citizen participation: A survey study of local government institutions of Punjab, Pakistan. *International Journal of Sociology and Social Policy*, 38(3/4), 242-258. <https://doi.org/10.1108/IJSSP-02-2017-0008>
- Rai, S. D. (2021). Indigenous knowledge in Mundum and Suptulung. *AMC, Journal*, 2(1), 74-87. <https://doi.org/10.3126/amcj.v2i1.35789>
- Roitman, S. (2010). Gated communities: Definitions, causes and consequences. *Proceedings of the Institution of Civil Engineers-Urban Design and Planning*, 163(1), 31-38. [doi:10.1680/udap.2010.163.1.31](https://doi.org/10.1680/udap.2010.163.1.31)
- Sapkota, B. D. (2020). *The concept and practice of community development: Theories and approaches*. Quest Publication.
- Sapkota, B. D. (2023). Role of primary stakeholders in needs assessment for local development planning. *KMC Research Journal*, 7(1), 17-28. <https://doi.org/10.3126/kmcj.v7i1.65069>
- Sen, A. (1977). Social choice theory: A re-examination. *Econometric*, 45(1), 53-88. [doi:10.2307/1913287](https://doi.org/10.2307/1913287)
- Sen, A. (2018). *Development as freedom*. Oxford University Press.



TRIBHUVAN UNIVERSITY

Faculty of Humanities and Social Sciences

Master in Rural Development

| Course Title: Sustainable Development and Climate Change | |
|--|---------------------------------------|
| Course Code: RD 552 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: II |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course provides a comprehensive exploration of the principles, theories, and practices essential for fostering sustainability. It examines the evolution of sustainable development concepts, the UN Sustainable Development Goals (SDGs), and various theoretical frameworks, including the capability approach, circular economy, and planetary boundaries. Students will learn about the social, economic, and environmental dimensions of sustainability, with practical insights into bridging projects such as renewable energy and sustainable agriculture. The course further investigates climate change science, global agreements, and strategies for mitigation and adaptation, emphasizing community resilience. Governance, policy frameworks, and the role of stakeholders in promoting sustainability are discussed, alongside innovations and future perspectives that shape sustainable development. Real-world case studies provide practical examples of successful sustainability initiatives, equipping students with actionable insights for driving change.

Course Objectives

This course aims to familiarize students with the foundational concepts and evolution of sustainable development and provide a deep understanding of the SDGs and their global significance. It seeks to equip learners with the ability to analyze the interconnections among social, economic, and environmental sustainability dimensions. The course fosters critical thinking around climate change impacts and adaptation strategies, while also emphasizing the role of

governance, policies, and stakeholder engagement in sustainability leadership. Additionally, the course highlights innovations in technology and community-driven solutions, encouraging interdisciplinary approaches to addressing sustainability challenges.

Expected Outcomes, Learning Skills, and Competencies

By the end of this course, students will have a solid grasp of sustainability concepts and frameworks and will be capable of critically assessing climate change mitigation and adaptation strategies. They will gain proficiency in interpreting global sustainability agreements, analyzing governance and policy approaches, and applying interdisciplinary research methods. The course will develop skills in problem-solving, collaboration, and ethical decision-making, empowering students to design and implement sustainable solutions. Furthermore, learners will acquire competencies in evaluating best practices, promoting stakeholder engagement, and driving innovations in sustainability-focused projects, positioning them as effective contributors to a sustainable future.

| Course Contents | |
|---|---------------|
| Unit I: Introduction to Sustainable Development | THs 14 |
| 1.1 Sustainable development: Concept, evolution, and principles 1.2 Overview of the UN Sustainable Development Goals (SDGs) 1.3 Theoretical approaches: Capability approach, circular economy, planetary boundaries theory, triple bottom line 1.4 Sustainability concept and indicators of social, economic and environmental sustainability 1.5 Sustainability dimensions bridging projects: Renewable energy, sustainable agriculture, green urban development | |
| Specific Instructional Techniques and Teaching Materials: Interactive lectures, Group discussions, Case study, Multimedia presentations, Academic articles, Reports etc. | |
| Practical Evaluation/Assessment Example: Students will be assessed through case study analysis, SDG mapping, and application of theoretical approaches, evaluation of sustainability indicators, and the development of project proposals bridging sustainability dimensions. | |

Required Readings

- Bebbington, J., Unerman, J., & O'Dwyer, B. (2020). *Sustainability accounting and accountability* (3rd ed.). Routledge.
- Elkington, J. (1997). *Cannibals with forks: The triple bottom line of 21st century business*. Capstone Publishing.
- Meadows, D. H., Randers, J., & Meadows, D. L. (2004). *Limits to growth: The 30-year update*. Chelsea Green Publishing.
- Panwar, N. L., Kaushik, S. C., & Kothari, S. (2011). Role of renewable energy sources in environmental protection: A review. *Renewable and Sustainable Energy Reviews*, 15(3), 1513–1524.
- Pretty, J. (2018). *Sustainable agriculture and food: Four-volume set*. Routledge.
- Raworth, K. (2017). *Doughnut economics: Seven ways to think like a 21st-century economist*. Chelsea Green Publishing.
- Roberts, B. H. (2019). *The green city: Sustainable homes, sustainable suburbs*. Routledge.
- Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.
- Sen, A. (1999). *Development as freedom*. Oxford University Press.
- United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. UN General Assembly.

Unit II: Climate Change: Mitigation and Adaptation

THs12

- 2.1 Climate science basics: Greenhouse effect, global warming, and climate systems
- 2.2 Impacts of climate change: Social, economic, and environmental consequences (migration, health, biodiversity)
- 2.3 Global climate agreements: Kyoto protocol, Paris agreement, and COP discussions
- 2.4 Mitigation strategies: Renewable energy, carbon capture, reforestation, and behavioral change
- 2.5 Adaptation policies: Community-based adaptations and resilience building

Specific Instructional Techniques and Teaching Materials: Interactive lectures, group discussions, case study, multimedia presentations, documentaries, academic articles, reports

Practical Evaluation/Assessment example: Evaluate students' ability to analyze climate systems, assess climate change impacts, explain global agreements, and propose effective mitigation and adaptation strategies through case studies, group discussions, and practical projects.

Required Readings

Harvey, F. (2020). Carbon capture and storage: Challenges and opportunities. *Nature Energy*, 5(12), 998–1005. <https://doi.org/10.1038/s41560-020-00719-3>

IPCC. (2021). *Climate Change 2021: The physical science basis*. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change. Cambridge University Press. <https://www.ipcc.ch/report/ar6/wg1/>

Pelling, M. (2011). *Adaptation to climate change: From resilience to transformation*. Routledge. <https://doi.org/10.4324/9780203889046>

Stern, N. (2007). *The economics of climate change: The stern review*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511817434>

United Nations Framework Convention on Climate Change. [UNFCCC]. (2015). *The Paris agreement*. UNFCCC Secretariat. <https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>

| Unit III: Governance, Policy, and International Cooperation | THs 12 |
|--|---------------|
| 3.1 Environmental governance: Roles of governments, NGOs, international organizations and private sectors | |
| 3.2 Climate policy frameworks: National policies for sustainability and climate action (NAPA, LAPA) | |
| 3.3 Global economic systems: Trade access, development finance and aid, foreign direct investment (FDI), technology transfer | |
| 3.4 Sustainability leadership: Decision-making, ethics, and stakeholder engagement. | |

3.5 Public participation: Role of public awareness, advocacy, and activism in promoting sustainability

Specific Instructional Techniques and Teaching Materials: Interactive lectures, Group discussions, Case study, Role-play, Multimedia presentations, Documentaries, Academic articles, Reports etc.

Practical Evaluation/Assessment Example: Students will analyze governance roles and climate policy frameworks through case studies, evaluate global economic systems in group presentations, and design stakeholder engagement strategies, including advocacy plans, to address real-world sustainability challenges.

Required Readings

Adhikari, R., & Sharma, N. P. (2020). Local adaptation plans of action (LAPA): A tool for bottom-up climate change adaptation in Nepal. *Climate and Development*, 12(3), 221-233. <https://doi.org/10.1080/17565529.2019.1639842>

Fischer, F., & Green, D. (2017). Public participation in sustainability decisions: Lessons from civil society advocacy. *Environmental Politics*, 26(4), 650-670. <https://doi.org/10.1080/09644016.2017.1303312>

Green, J. D., & Selsky, J. W. (2017). Leadership for sustainability: A review of models and frameworks. *Journal of Business Ethics*, 144(3), 513-525. <https://doi.org/10.1007/s10551-017-3411-4>

Ministry of Forests and Environment. (2018). *Nepal's national adaptation programme of action (NAPA)*. Government of Nepal.

Oxfam International. (2019). *Financing the global transition to sustainability: The role of international trade and investment policies*. Oxfam Policy Paper.

Slaughter, A. M. (2017). The governance of risk: Towards a new environmental governance framework. *Environmental Politics*, 26(6), 971-993. <https://doi.org/10.1080/09644016.2017.1324567>

| | |
|--|---------------|
| Unit IV: Innovations and Future Perspectives | THs 10 |
| <p>4.1 Technological innovations: clean technologies, circular economy, and green infrastructure</p> <p>4.2 Social innovations: Community-led initiatives, grassroots movements, and cultural adaptations</p> <p>4.3 Research methods: Interdisciplinary approaches to studying sustainable development and climate change</p> <p>4.4 Future perspectives: Regenerative development, global convergence, inclusive prosperity, technological equity and resilient societies</p> <p>4.5 Case studies: Best practices and lessons from global sustainability projects</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Interactive lectures, Group discussions, Case study, Peer-review, Presentations, Documentaries, Academic articles, Reports</p> | |
| <p>Practical Evaluation/Assessment Example: Assess practical applications of sustainability through the evaluation of clean technologies, analysis of social initiatives, interdisciplinary research proposals, critical reviews of future development models, and comparative case studies of global best practices.</p> | |
| <p>Required Readings</p> <p>Creswell, J. W., & Plano Clark, V. L. (2017). <i>Designing and conducting mixed methods research</i> (3rd ed.). SAGE Publications.</p> <p>Folke, C., Carpenter, S. R., Walker, B., Scheffer, M., Chapin, T., & Rockström, J. (2010). Resilience thinking: Integrating resilience, adaptability, and transformability. <i>Ecology and Society</i>, 15(4). https://doi.org/10.5751/ES-03610-150420</p> <p>Geissdoerfer, M., Savaget, P., Bocken, N. M. P., & Hultink, E. J. (2017). The circular economy – A new sustainability paradigm? <i>Journal of Cleaner Production</i>, 143, 757–768. https://doi.org/10.1016/j.jclepro.2016.12.048</p> <p>Leach, M., Scoones, I., & Stirling, A. (2010). <i>Dynamic sustainabilities: Technology, environment, social justice</i>. Earthscan.</p> <p>Mulgan, G., Tucker, S., Ali, R., & Sanders, B. (2007). <i>Social innovation: What it is, why it matters and how it can be accelerated</i>. Oxford Said Business School.</p> | |

Seyfang, G., & Smith, A. (2007). Grassroots innovations for sustainable development: Towards a new research and policy agenda. *Environmental Politics*, 16(4), 584–603. <https://doi.org/10.1080/09644010701419121>

UNEP. (2019). *Green technology and innovation for inclusive development*. United Nations Environment Programme.

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|--|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|---------------|---|-------------|--|
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Biermann, F., & Gupta, A. (2011). Accountability and legitimacy in earth system governance: A research framework. *Ecological Economics*, 70(11), 1856–1864.
- Brown, L. R. (2012). *Full planet, empty plates: The new geopolitics of food scarcity*. W.W. Norton & Company.
- Daly, H. E., & Farley, J. (2011). *Ecological economics: Principles and applications* (2nd ed.). Island Press.
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- Elkington, J. (2018). *The triple bottom line: Does it all add up?* Earthscan.
- Goodland, R., & Daly, H. (1996). Environmental sustainability: Universal and non-negotiable. *Ecological Applications*, 6(4), 1002–1017.
- Gupta, J. (2014). *The history of global climate governance*. Cambridge University Press.

- Hawken, P. (2017). *Drawdown: The most comprehensive plan ever proposed to reverse global warming*. Penguin Books.
- Houghton, J. T. (2009). *Global warming: The complete briefing* (4th ed.). Cambridge University Press.
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- Ostrom, E. (2009). A general framework for analyzing sustainability of social-ecological systems. *Science*, 325(5939), 419–422.
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- Rifkin, J. (2019). *The green new deal: Why the fossil fuel civilization will collapse by 2028, and the bold economic plan to save life on Earth*. St. Martin's Press.
- Rockström, J., & Klum, M. (2015). *Big world, small planet: Abundance within planetary boundaries*. Yale University Press.
- Senge, P. M., Smith, B., Kruschwitz, N., Laur, J., & Schley, S. (2010). *The necessary revolution: How individuals and organizations are working together to create a sustainable world*. Crown Business.
- Spangenberg, J. H. (2011). Sustainability science: A review, an analysis, and some empirical lessons. *Environmental Conservation*, 38(3), 275–287.
- Stern, P. C., & Dietz, T. (1994). The value basis of environmental concern. *Journal of Social Issues*, 50(3), 65–84.
- World Bank. (2010). *World development report 2010: Development and climate change*. World Bank.



TRIBHUVAN UNIVERSITY

Faculty of Humanities and Social Sciences

Master in Rural Development

| Course Title: Planning and Public Policy | |
|--|---------------------------------------|
| Course Code: RD 553 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: II |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course provides a comprehensive exploration of the principles, theories, and practices involved in planning and public policy. It is designed to equip students with the critical knowledge and analytical tools necessary to address complex social, economic, environmental, and political challenges. The course examines the processes of policy formulation, implementation, and evaluation. Students will build practical competencies in strategic planning, stakeholder engagement, micro and macro level analysis, and policy advocacy. Special emphasis is placed on understanding the role of public policy in promoting social justice, inclusivity, and sustainable development. Graduates of this course will be prepared to lead in diverse sectors, including government, non-government, and private organizations, contributing to impactful and forward-thinking policy initiatives.

Course Objectives

The objectives of this course is to equip students with the knowledge, skills, and ethical foundation necessary to address complex societal challenges through effective policy-making. The course aims to provide a deep understanding of the theoretical and practical aspects of public policy, including policy formulation, implementation, and evaluation. It seeks to foster critical thinking and analytical skills, enabling students to identify and address various issues of policy for development. The course emphasizes the importance of equity, ethics, and inclusiveness in public policy and planning.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, students will be equipped with the ability to justify various fundamentals related to planning and public policy. Similarly, students will acquire the knowledge of plan and public policy formulation at different level through theoretical and empirical foundations. Furthermore, students will be able to analyze various contemporary agenda of development and public policy by adopting ethical integrity, equity, and inclusiveness and ensuring to address diverse societal needs. Finally, students will develop proficiency in designing, implementing, and evaluating public policies using appropriate tools and methods in development field.

| Course Contents | |
|--|---------------|
| Unit I: Plan for Development | THs 12 |
| 1.1 Meaning, features, and types of plan: Fundamentals of plan, vision, mission, goal, objectives, policy, strategy, program, project, activities and task 1.2 Approaches of plan formulation: Reactive, inactive, pre-active, proactive, top-down, bottom up, composite, iterative, flexible and rigid 1.3 Planning theories: Rational theory, incremental theory and advocacy theory 1.4 Constraints to formulate development plan: Geographical, socio-cultural, environmental and political 1.5 Critical analysis of current periodic development plan of Nepal. | |
| Specific Instructional Techniques and Teaching Materials: Lecture Method, Group Discussion Method, Debate Method, and Expert Talk Method. Reference books, Lecture notes, PPT slides, and White Board | |
| Practical Evaluation/Assessment Example: Students will choose a sectoral plan of current periodic development plan, analyze it critically and participate in peer group discussion. | |
| Required Readings Blackely, E.J. & Ted, K.B. (2003). <i>Planning local economic development: Theory & practice</i> . Vistaar publication. Campbell, S., & Fainstein, S. S. (Eds.). (2012). <i>Readings in planning theory</i> (3rd ed.). Wiley-Blackwell. | |

Jhingan, M.L. (2007). *The economics of development planning*. Vrinda Publications.

National Planning Commission. [NPC]. (2024). *Sixteenth five-year plan (2024–2029)*. Government of Nepal.

| Unit II: Public Policy and Development | THs 12 |
|---|---------------|
| 2.1 Public Policy: Meaning, evolution, features, types, prospects and challenges | |
| 2.2 Rhetoric in policy making: Between ethos, logos and pathos | |
| 2.3 Theoretical model of public policy formulation: political system theory, elite theory, group theory, institutional theory, two-way communication theory, functional theory | |
| 2.4 Policy instruments for action system: Meaning, elements, importance | |
| 2.5 Policy paradox and ethical consideration in public policy | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Group discussion method, Simulation method, Guest lectures. Reference books, Lecture notes, PPT slides, and White board. | |
| Practical Evaluation/Assessment Example: Students will formulate evidence based public policy to solve the problems related to their own municipalities. | |
| Required Readings | |
| Dye, T. R. (2013). <i>Understanding public policy (14th ed.)</i> . Pearson. | |
| Fischer, F., Miller, G. J., & Sidney, M. S. (Eds.). (2007). <i>Handbook of public policy analysis: Theory, politics, and methods</i> . CRC Press. https://doi.org/10.1201/9781420017007 | |
| Kraft, M. E., & Furlong, S. R. (2020). <i>Public policy: Politics, analysis, and alternatives (6th ed.)</i> . CQ Press. | |
| Stone, D. (2012). <i>Policy paradox: The art of political decision making (3rd ed.)</i> . W.W. Norton & Company. | |

Wolff, J., & de-Shalit, A. (2007). *The ethics of public policy: A philosophical inquiry*. Oxford University Press.

| Unit III: Agenda of Development and Policy | THs 12 |
|--|---------------|
| 3.1 Development budget: Features, role and challenges 3.2 Foreign aid: Features, types, prospects and challenges 3.3 Inclusive development: Prospects and challenges 3.4 Good strategy/Bad strategy: The difference and why it matters 3.5 Rural transformation: Meaning, process and intervention area | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Group discussion method, Debate, Guest lectures. Reference books, Lecture notes, PPT slides, and White board, multi-media | |
| Practical Evaluation/Assessment Example: Students will write seminar paper on a topic related to the local, national and global agenda of development. | |
| Required Readings Dörffel, C., & Schuhmann, S. (2021). What is inclusive development? Introducing the multidimensional inclusiveness index. <i>Social Indicators Research</i> , 156(2), 407–432. https://doi.org/10.1007/s11205-021-02860-y Easterly, W. (2006). <i>The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good</i> . Penguin Books. Rumelt, R.P. (2012). Good strategy/bad strategy: The difference and why it matters. <i>Strategic Direction</i> , Vol. 28 No. 8. https://doi.org/10.1108/sd.2012.05628haa.002 | |

| Unit IV: Analysis of Public Policy | THs 12 |
|--|---------------|
| 4.1 Poverty alleviation policies and approaches in Nepal 4.2 Rural development policy and program in Nepal 4.3 Financial management practices of Municipalities in Nepal | |

4.4 Youth employment policy (2015), foreign investment policy (2015)

4.5 Trade policy (2015), social protection policy (2016)

Specific Instructional Techniques and Teaching Materials: Lecture method, Group Discussion method, Debate, Guest lectures and Expert talk. Reference books, Lecture notes, PPT slide, multi-media

Practical Evaluation/Assessment Example: Students will analyze the different public policies of Nepal. They will write the prospects and challenges of public policy and participate in peer evaluations.

Required Readings

Government of Nepal, Ministry of Commerce and Supplies. (2015). *Trade policy 2015 (2072)*.

Government of Nepal. https://fncci.org/ckfinder/userfiles/files/02%20TradePolicy_2015.pdf

Government of Nepal, Ministry of Industry. (2015). *Foreign investment policy 2015 (2071)*.

Government of Nepal. <https://www.investnepal.gov.np/portal/index.php?p1=downloadlist&p2=2>

Government of Nepal. (2017). *Social security act*. Government of Nepal.

Ministry of Industry, Commerce, and Supplies (MoICS). (2019). Foreign investment and technology transfer act (FITTA) 2019. Government of Nepal.

Ministry of Youth and Sports (MoYS). (2015). *National youth policy*. Government of Nepal.

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication

skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|-----------------|---|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business.

Banerjee, A. V., & Duflo, E. (2019). *Good economics for hard times*. Public Affairs.

Chambers, R. (1989). *Rural development: Putting the last first*. Longman Publishers

Government of Nepal. (2016). *Nationally determined contributions (NDC)*. <https://www.moe.gov.np>

Hill, M., & Hupe, P. (2014). *Implementing public policy: An introduction to the study of operational governance* (3rd ed.). SAGE Publications.

International Labour Organization. [ILO]. (2019). *Decent work country programme for Nepal (2018–2022)*. <https://www.ilo.org>

Khadka, G. (2066). *Rural development: Policy and strategy*. Sunlight publication.

Kingdon, J. W. (2011). *Agendas, alternatives, and public policies* (2nd ed.). Longman.

Lekhi, R.K. (2008). *Economic development and planning*. Kalyani Publisher.

Ministry of Federal Affairs and General Administration. [MoFAGA]. (2017). *Local government operation act*. Government of Nepal.

National Planning Commission. [NPC]. (2020). *Youth employment transformation initiative*. Government of Nepal.

- Nepal Investment Board. (2020). *Nepal investment guide 2020*. <https://www.investnepal.gov.np>
- Newman, K. (2005). The role of ethics in public policy. *Journal of Policy Analysis and Management*, 24(3), 437–446.
- OECD. (2017). *OECD recommendation on public integrity*. Organisation for Economic Co-operation and Development. <https://www.oecd.org>
- Osborne, D., & Gaebler, T. (1992). *Reinventing government: How the entrepreneurial spirit is transforming the public sector*. Addison-Wesley.
- Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press.
- Parsons, W. (1995). *Public policy: An introduction to the theory and practice of policy analysis*. Edward Elgar Publishing.
- R. K. (2004). *Public policy: Formulation, implementation and evaluation (2nd ed.)*. Sterling Publication
- Reejal, P. R. (2002). *Fundamental of public policy analysis (2nd Ed.)* Prithvi Prakashan Sapru,
- Seddon, D. (1998). *Nepal: A state of poverty*. Vikas Publishing House.
- Shakya, R. K. (2013). *Planning experiences in Nepal*. Quest Publication.
- United Nations Conference on Trade and Development. [UNCTAD]. (2020). *World investment report 2020: International production beyond the pandemic*. <https://unctad.org>
- United Nations Development Programme. [UNDP]. (2021). *Social protection in Nepal: An overview of policies and programs*. <https://www.undp.org>
- United Nations Development Programme. [UNDP]. (2021). *Youth employment initiatives in Nepal*. <https://www.undp.org>
- World Bank. (2019). *Review of social protection systems in Nepal*. <https://www.worldbank.org>



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Rural Urban Linkage | |
|--|---------------------------------------|
| Course Code: RD 554 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: II |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

The course explores the fundamental understanding of rural urban linkage along with the some basic theoretical framework to provide insights upon rural urban relationship and their application in the Nepalese context. Additionally, it aims at exploring practical knowledge and skill of measuring rural urban linkage and some key policy framework of rural urban linkage development in Nepal.

The course has been structured into four units. The first unit covers the major content in conceptualizing rural urban linkage and its significance in developing countries. The second unit introduces theoretical framework of rural urban relations and their application in the context of development in Nepal. The third unit covers the major techniques and procedures of measurement of rural urban linkage. And finally, the last unit includes the study of policy framework and strategies of rural urban linkage development in Nepal.

Course Objectives

The major objective of the course is to explore and impart the knowledge of rural urban linkage through insight of theoretical foundation of rural urban relation and its significance in regional balanced development in developing countries like Nepal. In addition, it aims at acquainting knowledge and practical skills to apply different techniques and procedures in measuring rural urban relation. Finally, the course assists students to learn and analyze policy framework and strategies of government of Nepal for fostering rural urban relation for balanced regional development.

Expected Outcomes, Learning Skills and Competencies

After completion of the course, it is expected that students will develop the capacity to conceptualize and think critically to understand, analyze, illustrate, and summarize the significance of rural urban linkage for balanced regional development from theoretical and empirical foundations. In addition, students are expected to develop and demonstrate learning skills, communicating skills and skills of reviewing research papers, research paper analysis, case study, team work management and paper presentation to develop himself/ herself into a globally competent human resource.

| Course Contents | |
|--|---------------|
| Unit I: Conceptualizing Rural Urban Linkage | THs 10 |
| 1.1 Rural-Urban relation: Concept, urban perspective, types, elements and rationale 1.2 Conceptual issues in rural urban relation: Distinction, process of transformation, dichotomy, continuum, and role of market towns 1.3 Settlement system and planning implication 1.4 Factors affecting evolution of towns: Environmental base, economic base, security base and religious base. 1.5 Challenges and opportunities of rural urban linkage development in Nepal | |
| Specific Instructional Techniques and Teaching Materials: Applying diverse teaching strategies such as brainstorming, opinion collection, group discussions, and power point presentations with PPT slides by using interactive board/multimedia. | |
| Practical Evaluation/Assessment Example: It incorporates interactive evaluation methods, including Q&A sessions, group assignments, and presentations so as to ensure continuity and effective learning outcomes. | |
| Required Readings Acharya, S., & Shah, R. (2022). Conceptualizing rural-urban linkages in Nepal: Challenges and opportunities. <i>Journal of Rural Development</i> , 43(2), 87-101. https://doi.org/10.2139/ssrn.3457609 Allen, J., & Massey, D. (Eds.). (1995). <i>Geographical worlds</i> (Chapter on "The rural-urban divide"). Oxford University Press. | |

Giri, M. P. (2020). *Urbanization and development in Nepal: From rural to urban transition*

Sharma, A. (2021). *Rural-urban linkages and development in South Asia*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198809572.013.31>

Sharma, P. (2017). Urbanization and its impact on rural livelihoods in Nepal: A case study of the Kathmandu Valley. *Journal of Rural Studies*, 54, 203-212. <https://doi.org/10.1016/j.jrurstud.2017.06.008>

Tacoli, C. (2006). Rural–urban interactions: A guide to the literature. *Environment and Urbanization*, 18(1), 147-166. <https://doi.org/10.1177/0956247806062175>

Tacoli, C. (2015). *Rural-urban linkages and pro-poor development*. Routledge

| Unit II: Theoretical Framework of Rural Urban Relations and Their Application in Nepal’s Context | THs 16 |
|---|---------------|
| <p>2.1 Central place theory: Comparison of Christaller and Losch</p> <p>2.2 Urban bias theory: Lipton</p> <p>2.3 Rural-urban linkage model</p> <ul style="list-style-type: none">2.3.1 Gateway model: Burghardt and Hirth2.3.2 Core periphery linkage model: John Friedman2.3.3 Urban land use model: Von Thunen <p>2.4 Spatial development models: Growth pole (Perroux) and growth center, diffusion of innovation (T. Hagerstrand), agropolitan model (Friedman and Douglas), market center approach</p> | |
| <p>Specific Instructional Methods and Teaching Materials: Applying diverse teaching techniques of lecturing, power point presentation by using PPT slides and interactive board/multimedia. Engaging students in reviewing books, articles relating to the theory so as to enable them compare, synthesize the theoretical understanding of rural urban linkage for development.</p> | |
| <p>Practical Evaluation/Assessment Example: Students will be grouped and assigned to make critical review on any one theory/model or case studies and share in class by using PPT slide.</p> | |

Required Readings

- Bretagnolle, A., et al. (2003). The impact of urban sprawl on travelled distances. *Transport Policy*, 10(4), 279-289. <https://doi.org/10.1016/j.tranpol.2003.02.003>
- Christaller, W. (1966). *Central places in Southern Germany*. Prentice-Hall.
- Friedmann, J. (1966). *Regional development policy: A case study of Venezuela*. MIT Press.
- Gateway model application to urbanization in Nepal's rural-urban linkage. <https://doi.org/10.1080/14650045.2022.1755512>
- Lipton, M. (1977). *Why poor people stay poor: Urban bias in world development*. Harvard University Press.
- Losch, A. (1954). *The economics of location*. Yale University Press.
- Sharma, A. P., & Rai, P. (2021). Analyzing the application of the core-periphery model in Nepal's development. *Asian Journal of Development*, 42(1), 35-53. <https://doi.org/10.1080/00905993.2021.1852278>
- Singh, R. K. (2020). *Urban growth and rural-urban linkage theories*.

| Unit III: Measures of Urban Rural Relations | THs 12 |
|--|---------------|
| 3.1 Centrality measures of market towns: Scalogram, centrality index, composite index, infrastructure index, functional magnitude and range | |
| 3.2 Hinterland measures: Expected hinterland measures (graphical and non- graphical) and actual hinterland measures (O-D survey and mean area of influence of center) | |
| 3.3 Linkage measures: Spatial interaction (gravity model), flow analysis, measures of accessibility (road density, transport network, connectivity, centrality measures) | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, power point presentation with PPT slides and interactive board/ multimedia. | |
| Practical Evaluation/Assessment Example: Group division, assisting and supervising students to develop questionnaire and guideline for market (nearby semi urban) survey to collect market information relating to rural urban linkage measures, and computing data to prepare report and sharing report findings in classroom. | |

Required Readings

Bhattarai, T. K. (2020). *Measuring rural-urban linkages: Statistical and spatial models*.

Haggett, P. (1977). *Locational analysis in human geography*. Edward Arnold.

Haynes, K. E., & Fotheringham, A. S. (1984). *Gravity and spatial interaction models*. Sage.

Hinterland measures and connectivity in Nepal's rural markets. <https://doi.org/10.1007/s11069-021-04371-0>

Pandey, M., & Sharma, D. (2022). Measuring rural-urban linkages: New techniques and methodologies. *Journal of Rural Studies*, 68(1), 85-100. <https://doi.org/10.1016/j.jrurstud.2022.05.014>

Taylor, P. J. (1971). Distance transformation and distance decay functions. *Geographical Analysis*, 3(3), 221-238. <https://doi.org/10.1111/j.1538-4632.1971.tb00471.x>

| Unit IV: Review of Policy Framework and Strategies of R-U Linkage Development in Nepal | THs 10 |
|--|---------------|
| 4.1 Criteria for urban rural differentiation | |
| 4.2 Integrated rural urban linkage planning and strategy: significance and challenges | |
| 4.3 Public private partnership investment | |
| 4.4 National urban development policy (NUDP)-2007 and national urban development strategy (NUDS), 2017, national sustainable transport strategy (NSTS) for Nepal (2015-2040) | |
| 4.5 Learning from rural urban linkage programs in Nepal (short review): RUPP, MEDPA | |
| Specific Instructional Techniques and Teaching Materials: Applying diverse teaching methods of lecturing, debating, arguing, PPT presentation by using PPT slides and interaction board. Engaging students for policy briefs, data analysis, publication reviews. | |
| Practical Evaluation/Assessment Example: Teachers role as facilitator to encourage students to study different case studies of community based rural urban linkage models and experiences of different countries and sharing in classroom for evaluation. | |

Required Readings

Ministry of Physical Infrastructure and Transport, Nepal. (2016). *Rural transport policy*.
<https://www.mopit.gov.np/>

National Planning Commission, Nepal. (2017). *National urban development strategy (NUDS)*.

Ministry of Federal Affairs and General Administration, Nepal. (2017). *Local government operation act*. <https://www.mofaga.gov.np/>

OECD. (2015). *Governing the rural-urban transition*. OECD Publishing.

UNCRD. (2015). *National Sustainable Transport Strategy (NSTS) for Nepal (2015-2040)*.
United Nations Centre for Regional Development.

UN-Habitat. (2016). *New urban agenda*. UN-Habitat. <https://habitat3.org/the-new-urban-agenda/>

Important Websites:

Ministry of Federal Affairs and General Administration (MoFAGA): www.mofaga.gov.np

Ministry of Physical Infrastructure and Transport (MoPIT): www.mopit.gov.np

Ministry of Agriculture and Livestock Development (MoALD): www.moald.gov.np

World Bank: www.worldbank.org

Asian Development Bank (ADB): www.adb.org

United Nations Development Programme (UNDP): www.undp.org

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Abdul Kalam; A. P. J & Singh S.P. (2011). *Target 3 billion*. Penguin Books.
- Bhatta, B. D. (2020). The role of market towns in Nepal's rural-urban linkage. *International Journal of Development Studies*, 33(3), 212-225. <https://doi.org/10.1007/s41301-020-00143-2>
- DUDBC. (2007). *National urban policy, 2007*. Ministry of Physical Planning and Works/ GON.
- ICIMOD. (2017). *Rural-urban linkages: Policy opportunities and challenges*. ICIMOD.
- Joshi, A. B. (2021). The application of central place theory in Nepal: Measurement of market town linkages. *Economic Geography Review*, 40(3), 140-154. <https://doi.org/10.1080/00130095.2021.1809747>
- Karki, R., & Shrestha, P. (2022). Rural-urban linkage models and their role in development planning in Nepal. *Nepal Journal of Development Studies*, 16(2), 121-139. <https://doi.org/10.1080/13474163.2022.2037345>
- Ministry of Agriculture and Livestock Development, Nepal. (2015). *Agriculture development strategy (ADS)*. <https://www.moald.gov.np/>
- Pradhan, P. K. (2003) *Manual for urban rural linkage and rural development analysis*. New Hira Books Enterprises.
- Randinelli, D. A. (1983). *Secondary cities in developing countries: Policies for diffusing urbanization*. Sage.
- Satterthwaite, D., et al. (2007). Adapting to climate change in urban areas. *Habitat International*, 31(3), 239-257. <https://doi.org/10.1016/j.habitatint.2007.06.005>
- UNCRD. (2015). *National sustainable transport strategy (NSTS) for Nepal (2015-2040)*. United Nations Centre for Regional Development
- Wilson, A. G. (2013). *Entropy in urban and regional modelling*. Routledge



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Agriculture and Development | |
|--|---------------------------------------|
| Course Code: RD 555 | Nature of Course: Theory and Practice |
| Level: MA | Year: First |
| Credit Hours: 3 (48 hours) | Semester: II |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course provides basic foundation in agriculture and development, equipping students with essential knowledge, skills, and the competencies to address real-world challenges. The course aims to equip students with key concept, theories, emerging trends in agricultural sector as well as policy and practices within the field of rural development. The course includes fundamentals of agriculture, agricultural development, analyze agricultural growth and sustainability, and critically examine the latest innovations transforming agricultural economies. The course also examines agricultural financing, policies, program and projects that support agricultural modernization, entrepreneurship, and rural development. By blending theoretical knowledge with policy and practices, this course enables students to evaluate agriculture development related program and project particularly in the field of agriculture development.

Course Objectives

The objective of this course is to equip the students with foundational knowledge and practical skills in agriculture development, with a particular emphasis on rural development. The course will acquaint the students with theoretical and empirical knowledge necessary to understand and navigate the complex relationship between agriculture development and rural development, especially in Nepalese context. The course is prepared to impart students with practical abilities necessary to succeed as agriculture development expert. By mastering these competencies, students will be well-prepared to tackle agricultural market-oriented extension and manage emerging trends in agriculture within a diverse, dynamic and value chain development in agriculture. The students can critically analyze the role of innovations and technologies in

transforming agricultural economies, and the challenges associated with sustainable agriculture development.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, the students will grasp the fundamentals of agriculture, agriculture development theories related to agriculture growth and sustainability. By achieving these outcomes, students will not only gain critical understanding on agriculture development process but also be able to analyze and navigate financial, technological and marketing related opportunities and challenges facing by the Nepalese farmers. The subject develops the practical skills and competencies needed to succeed as entrepreneur and professional. These skills will prepare students to take action, solve real-world problems, and navigate the agriculture modernization system. The students will also enhance research skills conducting field surveys and preparing a soil test report and mini-research report on agriculture development.

| Course Contents | |
|---|---------------|
| Unit I: Foundations and Theories of Agricultural Development | THs 10 |
| 1.1 Basics agricultural science: Branches of agriculture 1.2 Boserup's theory of agrarian change 1.3 Green revolution and agriculture modernization 1.4 Schultz's transformation of traditional agriculture 1.5 Agro-ecology: Ecological system theory | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Lecture notes, Peer teaching, PPT slides, Digital teach and Virtual field trips, Audio-Visuals. | |
| Practical Evaluation/Assessment Example: The students will conduct seminar on agricultural development related issues and challenges in Nepalese context. They will prepare short paper assignment and also involve in unit test examination. | |
| Required Readings Arshad, M. N. (2016). <i>Basics of agricultural sciences</i> . https://www.researchgate.net/publication/320842238_Basics_of_Agricultural_Sciences Boserup, E. (1965). <i>The condition of agricultural growth: The economics of agrarian change under population pressure</i> . Allen and Unwin. | |

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Food and Agriculture Development Organization [FAO]. (2018). *Guiding the transition to sustainable food and agricultural systems: Ten elements of agroecology*.
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Gliessman, S. R. (2015). *Agroecology: The ecology of sustainable food system*. CRC Press.

Schultz, T. W. (1964). *Transforming traditional agriculture*. Yale University Press.

Tittonell, P., Pineiro, G., Garibaldi, L. A., Dogliotti, S., Olf, H. & Jobbagy, E. G. (2020). Agroecology in large scale farming: A research agenda. *Front. Sustain. Food Syst.* 4, 584605. <https://doi:10.3389/fsufs.2020.584605>

| Unit II: Agriculture Growth and Sustainability | THs 14 |
|---|---------------|
| 2.1 Land use distributions and agricultural production trends in Nepal 2.2 Integrated farming system, cooperative farming system 2.3 Vedic farming: <i>Panchakavya, Amrit-pani</i> and <i>Krishi parashara</i> 2.4 Post harvest practices (large cardamom, orange and tomato) in Nepal 2.5 Smart farming and third green revolution, threats of sustainable farming | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, TPS (think-pair-share) method, PPT slides, Digital teach and Institutional visit. | |
| Practical Evaluation/Assessment Example: The students will conduct same day visit in any concerned government institutions. They will prepare institutional report as assignment and also involve in power point presentation. | |
| Required Readings Chang, S. T. & Hayes, W. A. (2013). <i>The biology and cultivation of edible mushrooms</i> . Academic Press. Edwards, C. A. & Arancon, N. Q. (2010). <i>Vermiculture technology: Earthworms, organic wastes, and environmental management</i> . CRC Press. Fageria, N. K., Baligar, V. C. & Jones, C. A. (2010). <i>Growth and mineral nutrition of field crops</i> (3rd ed.). CRC Press. | |

Resh, H. M. (2013). *Hydroponic food production: A definitive guidebook for the advanced home gardener and the commercial hydroponic grower* (7th ed.). CRC Press.

MoALD (Ministry of Agriculture and Livestock Development). (2023). *Statistical information on Nepalese agriculture 2021/22*. <https://moald.gov.np/wp-content/uploads/2023/08/Statistical-Information-on-Nepalese-Agriculture-2078-79-2021-22.pdf>

Roy, M. (2009). Agriculture in the Vedic period. *Indian Journal of History of Science*, 44, 4, 497-520. https://cahc.jainuniversity.ac.in/assets/ijhs/Vol44_4_2_MRoy.pdf

Das, J., Jha, S., Goyal, M. K. & Surampalli, R. Y. (2020). Challenges of sustainability in agricultural management. In R. Y. Surampalli, T. C. Zhang, M. K. Goyal, S. K. Brar, and R. D. Tyagi (Eds.), *Sustainability: Fundamentals and applications* (First Edition) (pp. 339-356). John Wiley & Sons Ltd.
<https://www.researchgate.net/publication/340271203>

| Unit III: Emerging Trends in Agriculture Development | THs 14 |
|--|---------------|
| 3.1 Climate smart agriculture, value chain development in agriculture 3.2 Application of indigenous technical knowledge (ITK) 3.3 Digital soil mapping and precision agriculture 3.4 ICT integration in agriculture: Mobile smartphones and agri-app, radios, televisions, printed mass media, the internet, and wireless networks 3.5 Agricultural market-oriented extension in federal context | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Brainstorming, Workshop, Digital teach and Virtual field trips. | |
| Practical Evaluation/Assessment Example: The students will conduct one day workshop on digital soil mapping and precision agriculture. They will also prepare and present soil test report assignment. | |
| Required Readings Bajracharya, R. & Sitaula, B. (2009). Indigenous technology knowledge in Nepal: A review. <i>Indian Journal of Traditional Knowledge</i> , 8. | |

<https://nopr.niscpr.res.in/bitstream/123456789/6260/1/IJTK%208%284%29%20569-576.pdf>

Food and Agriculture Organization. [FAO]. (2013). *Climate-smart agriculture: Sourcebook*.

Gebbers, R., & Adamchuk, V. I. (2010). Precision agriculture and food security. *Science*, 327(5967), 828–831. <https://doi.org/10.1126/science.1183899>

Heeks, R. (2018). *Information and communication technology for development (ICT4D)*. Routledge.

Kaplinsky, R. & Morris, M. (2001). *A handbook for value chain research*. IDRC.

Warren, D. M. (1991). *Using indigenous knowledge in agricultural development*. World Bank Discussion Paper No. 127.

Wu, W. & Feng, X. & Lu, C. (2024). The rise of smart agriculture in China: Current situation and suggestions for further development. *Experimental Agriculture*, 60. <https://doi10.1017/S001447972400022X>

| Unit IV: Agriculture Development Practices in Nepal | THs 10 |
|---|---------------|
| 4.1 Agricultural financing: Annual budget, agricultural loan and farm subsidies 4.2 Agriculture development strategy, global food security strategy Nepal 4.3 Land use regulation 2022, one village-one industry policy 4.4 Sahaj-Nepal agricultural market development program 4.5 Prime minister agriculture modernization project | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Peer teaching, Lecture notes, PPT slides, Digital teach and field visit. | |
| Practical Evaluation/Assessment Example: Students will conduct same day visit in the commercial farms, vegetable market and organic food shops. They will also prepare and present field report assignment. | |
| Required Readings Devkota, S. (2021). <i>Prime minister agriculture modernization project, Nepal</i> . https://doi.org/10.13140/RG.2.2.30259.96804 Mishra, A. K. (2024). Government investment in agriculture and policy recommendations. <i>SP Swag: Sudur Pashchim Wisdom of Academic Gentry Journal</i> , 1(1), 1-10. | |

<https://doi.org/10.5281/zenodo.11056826>

Ministry of Agriculture and Livestock Development. [MoALD]. (2015). *Agriculture development strategy (ADS) 2015–2035*. Government of Nepal.

Nepal Agricultural Market Development Program. [NAMDP]. (2020). *Conducting impact assessments and evaluations of the Nepal agricultural market development program phase- II (2020-2025)*. <https://shorturl.at/LhriB>

Timsina, K. P., Ghimire, Y. N., Gauchan, D., Sanjel, P. K., Padhyoti, Y., & Bista, H. B. (2023). Restructuring agricultural research, extension and education in Nepal’s federal system. *Nepal horticulture society, 13*(1), 85-97. Horticulturenepal.org. <https://shorturl.at/tilUY>

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|--|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|---------------|---|-------------|--|
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Adhikari, J. (2020). Agriculture adaptation practices in South Asia: A case of Nepal. SAWTEE Working Paper No. 01(iii)/14. https://sawtee.org/Research_Reports/R2014-04.pdf
- Ghatak, S. & Ingersent, K. (1984). *Agriculture and economic development*. Select Book.
- Mellor, J. W. (1966). *The economics of agricultural development*. Cornell University.

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<https://mof.gov.np/content/210/economic-survey-2080-81-fsubs/>
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Government of Nepal. <https://shorturl.at/MYYoB>
- National Statistics Office. [NSO]. (2023). *National agriculture census, 2021/22*.
<https://microdata.nsonepal.gov.np/index.php>
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- Simpson, S. D. (2024). *Top agricultural producing countries*.
<https://www.investopedia.com/financial-edge/0712/top-agricultural-producing-countries.aspx>



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Tourism and Development | |
|--|---------------------------------------|
| Course Code: RD 601 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: III |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course provides an in-depth understanding of tourism as a multifaceted industry, focusing on its theories, policies, planning, marketing, and contemporary issues. The course has been designed to equip students with theoretical knowledge relating to fundamentals of tourism and development, theories of tourism, impacts of tourism, process of tourism policy and planning, contemporary issues of tourism marketing and tourism marketing mix as well as different forms of tourism. Moreover, it enhances the practical insights into the tourism sector, with a special emphasis on Nepal's context.

Course Objectives

The course aims to provide a comprehensive understanding of tourism by exploring its concepts, components, and theoretical foundations, including diverse approaches to its study. It focuses on examining policy formulation, planning processes, and sustainable destination development. Students will gain insights into contemporary marketing, tourism marketing approaches and branding strategies, emphasizing innovation, technology, ethical practices and contemporary destination marketing issues. Moreover, the course addresses contemporary issues in tourism such as safety, climate change, and geopolitical challenges, while promoting knowledge on alternative and community-based tourism models like rural, agro, and eco-tourism to foster sustainable development.

Expected Outcomes, Learning Skills and Competencies

By the end of the course, students will be able to critically analyze tourism concepts, components, and theories while understanding their developmental impacts with a focus on Nepal. Students will

be able to understand tourism policy, planning, and governance frameworks to foster sustainable destination development. Along with this, students will be able to make tourism policy and plan practically. Students will also develop strategic marketing and branding skills for contemporary tourism destinations. Finally, they will develop innovative approaches to address contemporary issues and understand alternative tourism forms and its role in development. Additionally, they will be able to prepare tourism policy and planning, marketing strategy and SWOT analysis capacity as well.

| Course Contents | |
|--|---------------|
| Unit I: Tourism Overview and Theories | THs 10 |
| 1.1 Concept, components, typology and forms of tourism 1.2 Basic approaches to the study of tourism: Institutional approach, product approach, historical approach, managerial approach, economic approach, sociological approach, geographical approach, interdisciplinary approach, and system approach 1.3. Theories of tourism: Leiper’s tourism as a system, Butler’s tourism area life cycle and Doxey’s irritation index 1.4. Impact of tourism in development with reference to Nepal 1.5. Sustainability of tourism | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Interactive methods and multimedia/ audio- visual methods. | |
| Practical Evaluation/Assessment Example: Group discussion methods can be applied to encourage critical thinking to foster collaborative learning and effective communication. | |
| Required Readings Bhatia, A. K. (2010). <i>Tourism development: Principles and practices</i> . Sterling Publishers. Cooper, C., & Half, C. M. (2013). <i>Contemporary tourism: An international approach</i> . Goodfellow Publisher Ltd. Goeldner, C. R., & Ritchie, J. R. (2007). <i>Tourism: Principles, practices, philosophies</i> . Wiley India. | |

| Unit II: Tourism Policy Analysis and Planning Process | THs 14 |
|---|---------------|
| <p>2.1. Tourism demand and tourism supply</p> <p>2.2 Tourism policy: Definition, tourism philosophy, focus of tourism policy and process of tourism policy formulation</p> <p>2.3 Role of public sector and tourism policy: From governance to governance, multilevel governance and current tourism policy of Nepal</p> <p>2.4 Tourism planning: Relating tourism planning to tourism policy, process of tourism planning and need of tourism planning for sustainable destination development</p> <p>2.5 Five approaches of tourism planning: Boosterism, economic approach, industry-oriented approach, physical/ spatial approach, community- oriented approach and sustainable tourism approach</p> <p>2.5.1 Role of local, provincial and federal government in tourism planning and implementation in Nepalese context</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, Group discussion, Question answer, Peer teaching, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc.</p> | |
| <p>Practical Evaluation/Assessment Example: Each student will involve in SWOT analysis of one tourism destination with the supervision of subject teacher by case study method.</p> | |
| <p>Required Readings</p> <p>Bhatia, A. K. (2010). <i>Tourism development: Principles and practices</i>. Sterling Publishers.</p> <p>Cooper, C., & Half, C. M. (2013). <i>Contemporary tourism: An international approach</i>. Goodfellow Publisher Ltd.</p> <p>Kharel, S. (2020). <i>Tourism and development</i>. Quest Publication.</p> <p>Upadhyay, R. P. (2008). <i>Readings in rural tourism</i>. Sunlight Publication.</p> | |

| Unit III: Tourism Marketing and Branding the Contemporary Destination | THs 14 |
|--|---------------|
| <p>3.1 Tourism marketing concept: Tourism product, tourism market segmentation and tourism marketing mix</p> <p>3.2. Contemporary tourism marketing approach: Research driven tourism market information approach, relationship marketing approach, use of technological approach, new tourism</p> | |

| |
|--|
| <p>product development approach and corporate social responsibility and marketing ethics approach</p> <p>3.3. Contemporary destination marketing and branding</p> <p>3.3.1. Destination image: Components of destination image, role of images on destination marketing</p> <p>3.3.2. Contemporary destination marketing strategy: Positioning, destination branding, designing the destination brand and technology</p> <p>3.4. Contemporary destination marketing issues</p> <p>3.5. Joint marketing efforts: Public (local, provincial and federal) and private sectors</p> |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, Audio visual method, peer discussion method and interaction methods.</p> |
| <p>Practical Evaluation/Assessment Example: Students will present in contemporary tourism marketing approaches and issues with the guidance of subject teacher.</p> |
| <p>Required Readings</p> <p>Cooper, C., & Half, C. M. (2013). <i>Contemporary tourism: An international approach</i>. Goodfellow Publisher Ltd.</p> <p>Goeldner, C. R., & Ritchie, J. R. (2007). <i>Tourism: Principles, practices, philosophies</i>. Wiley India.</p> |

| Unit IV: Contemporary Forms of Tourism and Issues | THs 10 |
|---|---------------|
| <p>4.1. Alternative forms of tourism</p> <p>4.2. Rural tourism: Concept of rural tourism, rural tourism and community power, importance of rural tourism, false assumption of rural tourism, rural tourism and home stay tourism in Nepal</p> <p>4.3 Agro-tourism: Critical success factors of agro tourism, prospects and challenges of agro tourism, revitalization of rural economy through agro tourism in Nepal</p> <p>4.4 Eco tourism: Principles, issues and practices in Nepal</p> <p>4.5 Tourism led local development strategy (Penta Hslixs Strategies)</p> <p>4.6 Contemporary issues in tourism: Terrorism and crime; safety and security issues in tourism, climate change and sustainable issues and conflict and geopolitical issues.</p> | |

Specific Instructional Techniques and Teaching Materials: Lecture method, Peer teaching, Digital learning: Interactive smart board/multi-media, Audio-visual aids and Web links etc.

Practical Evaluation/Assessment Example: Students will visit one tourism destination (rural, urban, eco, religious, cultural, home stay etc.) and prepare brief field report of visit with the close supervision of the class teacher. (*Students will bear the cost of visit by themselves*).

Required Readings

George, E.W., Mair, H. & Reid, D. G. (2009). *Rural tourism development localism and cultural change*. Channel View Publication.

Hall, D., Kirkpatrick, I. & Mitchell, M. (Ed.) (2005). *Rural tourism and sustainable business*. Channel View Publications.

Pradhanang, S. B. (2009). *Village the new tourist destination of Nepal*. Adroit Publisher.

Putra, T. (2019). A review on Penta helix actors in village tourism development and management. *Journal of Business on Hospitality and Tourism*, 5(1), 63.

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Adhikari, B. B. (2020). Steps taken for development of home stay tourism in Nepal. *NUTA Journal*, 7(1-2), 18-30.
- Bhatiya, A. K. (2010). *Tourism development principles and practices*. Sterling Publishers.
- Chenavaz, R. Y., Leocata, M., Ogonowska, M., & Torre, D. (2022). Sustainable tourism. *Journal of Economic Dynamics and Control*, 143, 104483.
<https://doi.org/10.1016/j.jedc.2022.104483>
- George, E.W., Mair, H. & Reid, D. G. (2009). *Rural tourism development localism and cultural change*. Channel View Publication.
- Goeldner, C.R & Ritchie, J. R. (2007). *Tourism principles, practices, philosophies*. Wiley India.
- Ghimire, A., & Khadka, B. (2021). Sustainable tourism for rural development. Alchemy Publication.
- Ghimire, M. K. (2020). An overview of tourism diversity in Nepal. *Patan Pragya*, 6(1), 45-54.
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- Shrestha, P., & Parajuli, D. (2020). Factors affecting tourism industry of Nepal. *Journal of Tourism, Hospitality and Sports*, 51, 28-34.
- Wenan, T., Shrestha, D., Shrestha, D., Gaudel, B., & Jeong, S. R. (2020). Analysis and design of tourism recommender system for religious destinations of Nepal. In *2020 IEEE International Conference on Sustainable Engineering and Creative Computing (ICSECC)* (pp. 214-220). IEEE.



TRIBHUVAN UNIVERSITY

Faculty of Humanities and Social Sciences

Master in Rural Development

| Course Title: Gender and Development | |
|--------------------------------------|---------------------------------------|
| Course Code: RD 602 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: III |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course offers an interdisciplinary exploration of gender and its intersectional dynamics in development contexts, emphasizing theoretical and practical frameworks. Through a combination of lectures, readings, and case studies, students will critically examine the evolution of gender concepts, social constructions, and their implications across diverse institutions and practices. With the study of different perspectives of gender and development, it provides students with a nuanced understanding of gender as a pivotal factor in achieving sustainable and inclusive development.

Course Objectives

The objective of this course is to develop the students with a comprehensive understanding of the concepts of gender, sex, and their historical and social constructions. This course equips students with knowledge and skill to analyze gender roles, relations, and intersectionality within various social institutions and religious contexts. Further, the course facilitates with major theories and frameworks in gender and development, including feminist approaches and gender mainstreaming strategies. It also equips students with tools for gender-responsive development, such as gender auditing, budgeting, and policy development. Similarly, the course addresses gender issues in practice, including access to education, healthcare, political representation, disaster risk management, sustainable livelihood, and resource governance. This course will also enable the

students to develop critical thinking and analytical skills through the observation, case studies and real-world applications.

Expected Outcomes, Learning Skills and Competencies

At the end of this course, students can demonstrate a comprehensive understanding of gender concepts, terminologies, and their application in diverse social and institutional contexts. Similarly, students will be able to critically evaluate gender and development theories, applying them to analyze socio-economic and political dynamics. They can apply gender-responsive tools and frameworks to assess and design policies and programs aimed at promoting equity and inclusion. Students will develop competencies in identifying and addressing gender issues in development practice, including climate adaptation, disaster management, and resource governance. More specifically, they can cultivate advocacy and research skills for advancing gender equality and social inclusion at local, national, and global levels through which this course will enable to demonstrate the ability to connect theoretical knowledge with practical applications through case study analysis and community-based projects.

| Course Contents | |
|--|---------------|
| Unit I: Fundamentals of Gender | THs 10 |
| 1.1. Concept of sex and gender 1.2. Terminologies of gender: Patriarchy, feminism, gender equity and equality, gender discrimination, oppression and exploitation, subordination, liberation 1.3. Social construction of gender 1.4. Gender roles and relations in changing context 1.5. Gender and intersectionality in social institution: family, caste, ethnicity, and class | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Demonstration method. Lecture notes, PPT slides, and Digital resources: multi-media, Audio-visual aids and Web links etc. | |

Practical Evaluation/Assessment Example: To analyse on gender equity, equality, issue of intersectionality, subordination and liberation in group discussion.

Required Readings

Freud, S. 45 (1994). The social construction of gender. *Journal of Adult Development*. 1, 37–45. <https://doi.org/10.1007/BF02252981>

Hankivsky, O. (Intersectionality 101. 2022).
<https://resources.equityinitiative.org/handle/ei/433>

Kronsell, A., & Magnusdottir, G. L. (2021). Gender, intersectionality and institutions. In *Gender, Intersectionality and Climate Institutions in Industrialized States* (pp. 1-14). Routledge.

Meyerowitz, J. (2008). A history of gender. *American Historical Review*.1346-1356
<https://doi.org/10.1086/ahr.113.5.1346>

| Unit II: Theories and Frameworks in Gender and Development | THs 12 |
|---|---------------|
| <p>2.1 Gender equity, empowerment and mainstreaming</p> <p>2.2 Approaches to women and gender: Women in development (WID), women and development (WAD), gender and development (GAD)</p> <p>2.3 Gender movements in Nepal and global including four waves, CEDAW, BPFA+</p> <p>2.4 Feminist theories: Liberal, Marxist, socialist, radical and eco-feminism</p> <p>2.5 Gender framework: Harvard analytical framework & Moser's triple role framework</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, Discussion method, Peer teaching, lecture notes, PPT slides, and Digital resources: Power point presentation /multi-media, Web links etc.</p> | |
| <p>Practical Evaluation/Assessment Example: Students will prepare formatted paper/essay writing separately covering each issue like; unpaid labour, WID; BPFA, Marxist feminism, Harvard analytical framework.</p> | |

Required Readings

Boserup, Ester. (1970). *Women's Role in Economic Development*. Earthscan.

Ministry of Women, Children and Social Welfare [MWCSE]. (2000). *Beijing plus five, country report*. MWCSW, Government of Nepal.

Mohajan, H. (2022). *An overview on the feminism and its categories*. https://mpra.ub.uni-muenchen.de/114625/1/MPRA_paper_114625.pdf

Mohajan, H. (2022). *Four waves of feminism: A blessing for global humanity*. <https://mpra.ub.uni-muenchen.de/114328/>

Rathgeber, Eva M. (1990). WID, WAD, GAD: Trends in research and practice. *The Journal of Developing Areas*.

Warren, H. (2007). Using gender-analysis frameworks: theoretical and practical reflections. *Gender & Development*, 15(2), 187-198. <https://doi.org/10.1080/13552070701391847>

| Unit III: Tools and Strategies for Gender-Responsive Development | THs 14 |
|---|---------------|
| 3.1. Gender-sensitive policy development: Linking with current plan | |
| 3.2. Gender auditing and budgeting | |
| 3.3. Constitutional provision and localization of SDGs goal in gender | |
| 3.4. Gender dynamics and livelihood outcome: Access to resources, division of labour, decision making power, vulnerability and resilience | |
| 3.5. Gender equality and social inclusion (GESI) and gender equality, disability and social inclusion (GEDSI), World bank gender strategy 2024-2030 | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Interaction, Demonstration and problem-based learning on SDG localization, Lecture notes, PPT slides, and Digital resources, Audio-visual aids, Web links etc. | |
| Practical Evaluation/Assessment Example: Students will develop a gender-sensitive budget for any development project, and prepare the key takeaways of world bank gender strategy. | |

Required Readings

Bhul, B. (2022). Gender responsive budgeting and its implementation efforts in Nepal. *Journal of Management and Development Studies*, 10-22.

<https://doi.org/10.3126/jmds.v31i01.52849>

Integrity Action. (2016). *Gender equality and social inclusion (GESI) version 2*.

<https://integrityaction.org/media/4702/integrity-action-gesi-strategy-version-2.pdf>

Ministry of Federal Affair and General Administration. (2021). *Gender Equality and Social Inclusion (GESI) Strategy 2021 – 2023*. Government of Nepal.

<https://shorturl.at/Fb7Y3>

Rohdewohld, R. (2022). Decentralization, local governance, and localizing the sustainable development goals in Nepal. In *Decentralization, Local Governance, and Localizing the Sustainable Development Goals in Asia and the Pacific* (pp. 303-325). Routledge.

UNDP Nepal. (2017). *Gender Equality and Social Inclusion Strategy for Nepal's SDG Agenda*. UNDP.

| Unit IV: Gender Issues in Development Practice | THs 12 |
|---|---------------|
| <p>4.1 Gender and access to education, healthcare, political representation, and economic opportunities (e.g.: gender pay gap, unpaid labor),</p> <p>4.2 Role of gender in disaster risk management and climate change adaptation</p> <p>4.3 Gender and resource management practices: agriculture, forestry & cottage industries</p> <p>4.4 LGBTIQ+ rights and practices in Nepal</p> <p>4.5 Gender based violence, digital activism & collective empowerment (HeForShe)</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture presentation, Discussion, Field work, Panel discussion with experts. Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids, Web links etc.</p> | |
| <p>Practical Evaluation/Assessment Example: a) Preparation of field work report, submit case study report, Action Plan development to improve gender equity in education.</p> | |

b) Prepare a 5 days Gender awareness workshop content and conduct group presentation

Required Readings

Ahmed, A. U., Haq, S., Nasreen, M., & Hassan, A. W. R. (2015). Climate change and disaster management. *Sectoral Inputs towards the Formulation of the 7th Five Year Plan (2016–2021)*, 63. <https://shorturl.at/q0AvK>

Harcourt, W. (2017). Gender and sustainable livelihoods: linking gendered experiences of environment, community and self. *Agriculture and Human Values*, 34(4), 1007-1019. <https://doi.org/10.1007/s10460-016-9757-5>

Hemachandra, K., Amaratunga, D., & Haigh, R. (2018). Role of women in disaster risk governance. *Procedia engineering*, 212, 1187-1194. <https://doi.org/10.1016/j.proeng.2018.01.153>

LGBTQIA Resource Center. (Nov. 27, 2024). *Resource center glossary: Lesbian, gay, bisexual, transgender, queer, intersex, asexual*. <https://lgbtqia.ucdavis.edu/educated/glossary>

Timsina, T. R. (2024). Gender dynamics in agriculture: A Path to livelihood sustainability at Changunarayan, Bhaktapur. *Pragya ratna*, 6(2), 38-46. <https://doi.org/10.3126/pragya ratna.v6i2.70571>

World Bank. (2024). *World Bank gender strategy 2024-2030, Accelerate gender equality for a sustainable, resilient, and inclusive future*. World Bank. <https://shorturl.at/XF5aS>

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical

ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|-----------------|---|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*.
- Gender Equality and Social Inclusion Working Group. (2017). *A Common framework for gender equality & social inclusion*. GECI working group, Nepal. <https://shorturl.at/lm5Ke>
- March, C., Smyth, I. & Mukhopadhyay, M. (1999). *A Guide to Gender-Analysis Frameworks*. Oxfam.
- Ministry of Women, Children, and Senior Citizen. (2078BS). *National gender equality policy, 2077*. Government of Nepal. <https://shorturl.at/pTezv>
- Moser, C & Moser, A. (2005). Gender mainstreaming since Beijing: A review of success and limitations in international institutions. *Gender and Development*. 13 (2). 11-22. <https://www.jstor.org/stable/20053145>
- Moser, C. O. N. (1989). Gender planning in the third World: Meeting practical and strategic gender needs. *World Development*. 17 (11), 1799-1824.
- Pokharel, B., Timsina, T. R., & Khatri, B. B. (2024). Feminist perspective of community development practices in Nepal. *Far Western Review*, 2(1), 74-89. <https://doi.org/10.3126/fwr.v2i1.70501>
- Razavi, S. & Miller, C. (1995). From WID to GAD: Conceptual shifts in the women and development discourse. *Occasional paper*, United Nations Research Institute for Social Development, UNDP.
- Razavi, S. (1997). Fitting gender into development institutions. *World Development*, 25(7), 1111-1125. [https://doi.org/10.1016/S0305-750X\(97\)00023-5](https://doi.org/10.1016/S0305-750X(97)00023-5)
- Sandler, J., & Goetz, A. M. (2020). Can the United Nations deliver a feminist future? *Gender & Development*, 28(2), 239–263. <https://doi.org/10.1080/13552074.2020.1753432>

- UN Women. (2014). *Gender mainstreaming in development planning: A reference manual for governments and other stakeholders*. UNDP.
- UNDP Nepal. (2017). *Gender equality and social inclusion strategy for Nepal's SDG agenda*.
- Viswanath, S., Lubina, P. A. (2017). Traditional agroforestry systems. In: Dagar, J., Tewari, V. (eds) *Agroforestry*. Springer. https://doi.org/10.1007/978-981-10-7650-3_3



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Migration and Development | |
|--|---------------------------------------|
| Course Code: RD 603 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: III |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course provides widespread foundation in population, migration and development, equipping students with essential knowledge, skills, and the competencies to address real-world challenges. The course aims to equip students with key concept and theories of migration and its interaction with remittance and development. The course includes conceptualizing population, migration and development as well as paradigmatic classification and dimensions of migration theories. The course also examines critical understanding of the migration-remittance-development nexus and prepare them for addressing migration-remittance related challenges in global context. By blending theoretical knowledge with practices, this course enables students to analyze economics of migration in the field of rural development. The course also examines foreign labor migration trends and distribution of remittances, key skills and occupations and migration destinations, regional patterns of migration, migration-related services, and the role of remittances in rural development in the context of Nepal.

Course Objectives

The objective of this course is to equip the students with foundational knowledge and practical skills in migration and development, with a particular emphasis on rural development. The course will acquaint the students with theoretical and empirical knowledge necessary to understand and navigate the complex relationship between migration and development, especially in Nepalese context. The course is prepared to impart students with practical abilities necessary to succeed as development expert. By mastering these competencies, students can analyze how migration theories explain population dynamics and migration patterns, and how these theories can be

applied in real-world situations. The students can critically analyze the foreign labor migration trends and distribution of remittances, occupational skills and migration destinations in regional level, migration-related services, and the role of remittances in promoting rural development in the context of Nepal. The learning will also focus to impart research skills to students in investigating and exploring real world issues on migration and development pattern.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, the students will grasp the analytical dimensions of migration theories related to migration and development issues. By achieving these outcomes, students will not only gain critical understanding on migration and development process but also be able to analyze and navigate economic and social returns of migration as well as macro-micro determinants of migration. Upon completion of this course, the students will also be able to analyze foreign labor migration trends and distributions of remittances, understand regional migration patterns, assess occupational skills and migration destinations, and evaluate the role of remittances in rural development especially in Nepalese context. The subject develops the practical skills and competencies needed to succeed as independent researcher on migration and remittance related issues. These skills will prepare students to take action, solve real-world problems, and navigate the migration and development.

| Course Contents | |
|--|---------------|
| Unit I: Conceptualizing Population, Migration and Development | THs 10 |
| 1.1 Population as development issues 1.2 Neo-colonialism through population control 1.3 Human mobility: Types, circulation and migration 1.4 Social mobility: Concept, determinants and types 1.5 Fertility, culture and development | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, TPS (think-pair-share) method, Lecture notes, PPT slides, Digital teach, Virtual field trips and Seminar. | |
| Practical Evaluation/Assessment Example: The students will conduct seminar on population as development issue, human mobility and social mobility related issues in Nepalese context. They will prepare short paper assignment and also involve in unit test examination. | |

Required Readings

Ehrlich, P. R. (1971). *The population bomb*. Sierra Club.

<https://biotech.law.lsu.edu/blog/Ehrlich-Population-Bomb-Ch1.pdf>

Haub, C. (2009). *Birth rates rising in some low birth-rate countries*. Population Reference Bureau. <http://www.prb.org/Articles/2009/fallingbirthrates.aspx>.

Iversen, V., Krishna, A. & Sen, K. (Eds.) (2021). *Social mobility in developing countries: Concept, methods and determinants*. Oxford University Press. <https://shorturl.at/m8Rml>

Kuumba, M. B. (1993). Perpetuating neo-colonialism through population control: South Africa and the United States. *Africa Today*, 40(3), 79–85.

Schultz, T. P. (2008). Population policies, fertility, women’s human capital, and child quality. In T. P. Schultz & J. Strauss (Eds.), *Handbook of development economics* (Vol. 4, pp. 3249–3303). North-Holland, Elsevier.

Weeks, J. R. (2012). *Population: An introduction to concepts and issues* (11th ed.). Wadsworth.

| Unit II: Classification and Dimensions of Migration Theories | THs 14 |
|---|---------------|
| 2.1 Paradigmatic classification and dimensions of migration theories 2.2 Five analytical dimensions of migration theories: Level of analysis, geographical context, social groups, point of time and disciplinary perspectives 2.3 Todaro model of labor migration and urban unemployment 2.4 Social capital, chain migration and network theory 2.5 De Haas framework of migration aspiration capabilities | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Peer teaching, Lecture notes, PPT slides, Digital teach and Workshop. | |
| Practical Evaluation/Assessment Example: The students will conduct one day workshop on analytical dimensions and models of migration. They will also prepare and present Flip chart among the groups. | |
| Required Readings De Haas, H. (2007). <i>Migration and development: A theoretical perspective</i> . Paper presented at the conference on ‘Trans-nationalisation and Development (s): Towards a North-South Perspective’. Center for Interdisciplinary Research, Bielefeld, Germany, May 31 - June 01. | |

Massey, D. S. (2019). The perils of seeing twenty-first century migration through a twentieth-century lens. *International Social Science Journal*, 68(227–228), 101–104.

Portes, A. (2010). Migration and social change: Some conceptual reflections. *Journal of Ethnic and Migration Studies*, 36(10), 1537–1563.

Todaro, M. P. (1969). A model of labor migration and urban unemployment in less developed countries. *The American Economic Review*, 59(1), 138–148.

Todaro, M. P. (1997). *Internal migration in developing countries: A review of theory, evidence, methodology and research priorities*. International Labour Organization.

United Nations Development Programme. [UNDP]. (2009). *Overcoming barriers: Human mobility and development*. UNDP.

| Unit III: Migration, Remittance and Development Interactions | THs 14 |
|--|--------|
| 3.1 Migration as a household living strategy 3.2 Pluralist heterogeneous migration and development interactions 3.3 Shifting trends in global migration: Skilled migration, reverse migration, brain gain 3.4 Migration and development linkage: Optimists versus pessimists 3.5 Role of remittance in rural development | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Brain storming, Lecture notes, PPT slides, Digital teach, Virtual field trips and Institutional visit. | |
| Practical Evaluation/Assessment Example: The students will conduct same day visit in any concerned government institutions. They will prepare institutional report assignment and also involve in power point presentation. | |
| Required Readings Bailey, A. & Mulder, C. H. (2017). Highly skilled migration between the Global North and South: Gender, life courses and institutions. <i>Journal of Ethnic and Migration Studies</i> , 43(16), 2689-2703. https://doi.org/10.1080/1369183X.2017.1314594 De Best, R. (2024). <i>Annual remittance inflow to LMI countries worldwide 2016-2023, by region</i> . https://www.statista.com/statistics/962772/remittance-flows-by-region/ De Haas, H. (2021). <i>A theory of migration: The aspirations-capabilities framework</i> . <i>CMS</i> 9, 8. https://doi.org/10.1186/s40878-020-00210-4 | |

Ellis, F. (2003). *A livelihoods approach to migration and poverty reduction*. Paper commissioned by the DFID (CNTR 03 4890). University of East Anglia.

Gould, W.T.S. (2009). *Population and development*. Routledge

McAuliffe, M. & Oucho, L. A. (Eds.) (2024). *World migration report 2024*. International Organization for Migration (IOM), Geneva.
https://digitallibrary.in.one.un.org/TempPdfFiles/28519_1.pdf

Zweig, D., Tsai, K. & Singh, A. (2021). Reverse entrepreneurial migration in China and India: The role of the state. *World Development*. 138. 105192.
<https://doi.org/10.1016/j.worlddev.2020.105192>

| Unit IV: Migration-Remittances Interrelationship in Nepalese Context | THs 10 |
|--|--------|
| 4.1 Migration trends and patterns 4.2 Remittances: Nature, types, medium and international remittances 4.3 Trends of foreign labour migration, regional status of labor migration 4.4 Skill, occupation and countries of destination 4.5 Distributions of remittance, labor migration related services | |
| Instructional Methods and Teaching Materials: Lecture method, Peer teaching, Lecture notes, PPT slides, Digital teach and field visit. | |
| Practical Evaluation/Assessment Example: Students will conduct same day visit in any particular communities receiving remittances. They will also prepare and present field report assignment. | |
| Required Readings Bhattarai, A., Adhikari, P. & Gautam, S. P. (2023). State of urbanization in Nepal: The official definition and reality. <i>Environmental Challenges</i> , 13, 1-19. https://doi.org/10.1016/j.envc.2023.100776 Kathiwada, P. P. (2014). International migration and citizenship in Nepal. <i>Population Monograph of Nepal, (VOL. I, p 211-283)</i> . Central Bureau of Statistics. Ministry of Labor, Employment and Social Security. [MoLESS]. (2022). <i>Nepal labour migration report 2022</i> . Government of Nepal. | |

Nepal Rastra Bank. [NRB]. (2023). *Annual report fiscal year 2022/23*.

<https://www.nrb.org.np/contents/uploads/2024/03/Annual-Report-2022-23-English.pdf>

Suwal, B. (2014). Internal migration in Nepal. *Population Monograph of Nepal*, (Vol. I, p 241-239). Central Bureau of Statistics.

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|--|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking |

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|---------------|---|-------------|--|
| | | | skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Agunias, D. R. (2009). *Guiding the invisible hand: Making migration intermediaries work for development*. United Nations Development Program.
- Czaika, M. & Vothknecht, M. (2012). *Migration as cause and consequence of aspirations* (International Migration Institute IMI working paper no. 57). Oxford University Press.
- De Best, R. (2024). *Largest remittance countries worldwide in 2023, by estimated value of remittance inflow towards said country*. <https://www.statista.com/statistics/962827/leading-remittance-receiving-countries/>

- International Organization for Migration. [IOM]. (2023). *UN migration Nepal: Annual report 2023*. <https://shorturl.at/eGOGd>
- KC, B. K. (2003). *Migration, poverty and development in Nepal*. Economic Commission for Asia and the Pacific.
- Khatri, B. B. & Pasa, R. B. (2022). *Population, migration and remittance* (1st ed). New Hira Books Publication.
- Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A. & Taylor, E. J. (1994). An evaluation of international migration theory. *Population and Development Review*, 20 (4), 699-751.
- Nepal Rastra Bank. [NRB]. (2024). *Current macroeconomic and financial situation of Nepal* (Based on ten months data ending mid-May, 2023/24). <https://shorturl.at/4P7Mh>
- Statista (2024). *Value of personal remittances in Nepal from 2000 to 2023, based on remittance inflow from any other country*. <https://www.statista.com/statistics/880745/nepal-value-of-remittances/>
- Van Hear, N. (2014). Reconsidering migration and class. *International Migration Review*, 48(1), 100–121.



TRIBHUVAN UNIVERSITY

Faculty of Humanities and Social Sciences

Master in Rural Development

| Course Title: Disaster Risk Management | |
|--|---------------------------------------|
| Course Code: RD 604 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: III |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course offers a comprehensive knowledge with skills to Disaster Risk Management (DRM), emphasizing its fundamental concepts, theoretical frameworks, and practical applications. Designed to address the Nepalese context, the course explores disaster risk reduction, preparedness strategies, response mechanisms, and recovery processes. Additionally, the course provides the knowledge in global frameworks of disaster risk reduction relating to Nepal's specific policies, challenges, and community-based approaches to disaster management.

Course Objectives

The course aims to provide students with a foundation in disaster risk management by introducing key concepts, theories, and frameworks essential for understanding and addressing disaster risks. It emphasizes analyzing Nepal's disaster context, focusing on the major hazards affecting the country and their implications. Students will be equipped with practical skills in risk assessment, preparedness, response, and recovery strategies to address disaster scenarios effectively. Additionally, the course explores the critical role of stakeholders and community-based approaches in disaster risk management, fostering collaboration and local engagement. Finally, it encourages students to critically examine existing policies, practices, and challenges, enabling them to propose innovative solutions for strengthening disaster resilience in Nepal.

Expected Outcomes, Learning Skills and Competencies

By the end of the course, students will develop a comprehensive understanding of key concepts, theories, and frameworks in disaster risk management, gaining insights into major hazards and disaster risks specific to Nepal. They will also explore the relevance of global and national policies in the context of DRM. Through hands-on learning, students will acquire skills to conduct risk assessments using tools such as GIS and early warning systems, design and implement disaster preparedness and response plans, and develop effective strategies for recovery and reconstruction. Furthermore, they will build competencies in applying theoretical perspectives to practical disaster scenarios, collaborating with diverse stakeholders to execute DRM initiatives, and evaluating community-based approaches to enhance disaster risk reduction. Overall, the course equips students with the essential knowledge, skills, and competencies to contribute effectively to disaster risk management at both local and global levels.

| Course Contents | |
|---|--------------|
| Unit I: Introduction to Disaster Risk Management | THs16 |
| 1.1 Concept and types of disaster 1.2 Disaster management cycle 1.3 Key theoretical perspectives: Pressure and release model (Wisner), risk equation theory (Aven), resilience theory (Moore), collaborative governance theory (Ansell) 1.4 Nepal’s disaster context: Major hazards (earthquakes, floods, landslides, GLOFs, fire) 1.5 Global Frameworks: Hyogo framework for action 2005-2015 and Sendai framework for disaster risk reduction 2015-2030 | |
| Specific Instructional Techniques and Teaching Materials: Interactive lectures, group discussions, case study, multimedia presentations, academic articles, reports etc. | |
| Practical Evaluation/Assessment Example: Students will analyze real-world disaster scenarios and develop brief reports applying relevant concepts, theories, and frameworks. | |
| Required Readings Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. <i>Journal of Public Administration Research and Theory</i> , 18(4), 543–571. https://doi.org/10.1093/jopart/mum032 | |

Aven, T. (2015). *Risk analysis*. Wiley.

Coppola, D. P. (2020). *Introduction to international disaster management* (4th ed.). Elsevier.

Government of Nepal. (2017). *Disaster risk reduction and management act*. Ministry of Law, Justice, and Parliamentary Affairs.

UNISDR. (2007). *Hyogo framework for action 2005–2015: Building the resilience of nations and communities to disasters*. United Nations Office for Disaster Risk Reduction (UNDRR).

UNISDR. (2015). *Sendai framework for disaster risk reduction 2015–2030*. United Nations Office for Disaster Risk Reduction (UNDRR).

Wisner, B., Blaikie, P., Cannon, T., & Davis, I. (2004). *At risk: Natural hazards, people's vulnerability, and disasters* (2nd ed.). Routledge.

| Unit II: Disaster Risk Reduction and Preparedness | THs12 |
|--|--------------|
| <p>2.1 Risk assessment: Identify and analyze potential hazard, vulnerability and exposure</p> <p>2.2 Tools used in disaster risk reduction: Geographic information systems (GIS), early warning systems (EWS), Remote sensing (RS) and Satellite imagery (SI), emergency management software, community-based tools</p> <p>2.3 Risk reduction strategies: Structural and non-structural measures</p> <p>2.4 Preparedness: Emergency planning, early warning systems, drills and simulations, resource stockpiling, community awareness</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Interactive lectures, group discussions, case study, simulation, role-play, multimedia presentations, audio-visual aids, digital tools, manuals and guidelines, community engagement modules, reports</p> | |
| <p>Practical Evaluation/Assessment Example: Students will conduct a risk assessment, apply disaster reduction tools, and design preparedness strategies through case-based projects and simulations.</p> | |
| <p>Required Readings</p> <p>ESRI. (2020). <i>GIS for disaster management</i> (2nd ed.). ESRI Press.</p> | |

FEMA. (2021). *Guidelines for hazard mitigation planning*. Federal Emergency Management Agency.

International Federation of Red Cross and Red Crescent Societies. [IFRC]. (2018). *Disaster preparedness: A guide for effective action*. IFRC.

Kelman, I., Gaillard, J. C., & Mercer, J. (2015). Climate change's role in disaster risk reduction's future: Beyond vulnerability and resilience. *International Journal of Disaster Risk Science*, 6(1), 21–27. <https://doi.org/10.1007/s13753-015-0038-6>

National Research Council. (2007). *Tools and methods for estimating populations at risk from natural disasters and complex humanitarian crises*. National Academies Press.

Smith, K., & Petley, D. N. (2009). *Environmental hazards: Assessing risk and reducing disaster* (5th ed.). Routledge.

United Nations Office for Disaster Risk Reduction. [UNDRR]. (2020). *Early warning systems: A checklist for implementing people-centred EWSs*. UNDRR.

| Unit III: Disaster Response and Recovery | THs 12 |
|---|---------------|
| <p>3.1 Disaster response: Concept, principles and types</p> <p>3.2 Immediate response (emergency operation): Search and rescue operations, provision of emergency shelter, medical care and triage, supply of food, water, and essential items, restoration of basic communication</p> <p>3.3 Short-term response (relief operation): Restoration of basic services, continued medical support, food distribution, psychosocial support, clearing debris and reopening essential infrastructure</p> <p>3.4 Long-term response (recovery and reconstruction): Rebuilding infrastructure, economic recovery, resettlement programs, capacity building</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Interactive lectures, group discussions, case study, simulation, role-play, multimedia presentations, audio-visual aids, digital tools, manuals and guidelines, community engagement modules, reports etc.</p> | |
| <p>Practical Evaluation/Assessment Example: Students will demonstrate disaster response proficiency through role-playing and simulations of emergency operations, create recovery</p> | |

plans for rebuilding infrastructure, and evaluate case studies to identify effective practices in short-term and long-term disaster response strategies.

Required Readings

Alexander, D. (2002). *Principles of emergency planning and management*. Oxford University Press.

Cova, T. J. (2005). Public safety in the urban-wildland interface: Should fire-prone communities have a maximum occupancy? *Natural Hazards Review*, 6(3), 99–108.

Haddow, G., Bullock, J., & Coppola, D. P. (2021). *Introduction to emergency management* (7th ed.). Elsevier.

International Federation of Red Cross and Red Crescent Societies (IFRC). (2017). *Psychosocial support in emergencies: A handbook for practitioners*. IFRC.

National Research Council. (2006). *Facing hazards and disasters: Understanding human dimensions*. National Academies Press.

Sphere Association. (2018). *The Sphere handbook: Humanitarian charter and minimum standards in humanitarian response*. Sphere Association.

Tierney, K., Lindell, M. K., & Perry, R. W. (2001). *Facing the unexpected: Disaster preparedness and response in the United States*. Joseph Henry Press.

Twigg, J. (2015). Disaster risk reduction. *Good Practice Review* 9. Overseas Development Institute.

| Unit IV: Policies and Practices in Nepal | THs 8 |
|---|--------------|
| <p>4.1 Disaster risk reduction and management act (2017)</p> <p>4.2 Major stakeholders and their role in DRM in Nepalese context</p> <p>4.3 Community-based disaster risk reduction (CBDRR): Participatory approaches in Nepal</p> <p>4.4 Challenges and best practices of DRR initiatives in Nepal</p> | |
| <p>Instructional Methods and Teaching Materials: Interactive lectures, group discussions, case study, policy analysis, multimedia presentations, community engagement modules, legal documents, research papers, reports.</p> | |

Practical Evaluation/Assessment Example: Students will analyze the Disaster Risk Reduction and Management Act (2017) through case-based scenarios, evaluate stakeholder roles in Nepal's DRM with group projects, design community-based DRR strategies using participatory tools, and assess challenges and propose best practices for improving DRR initiatives through presentations and policy briefs.

Required Readings

Asian Disaster Preparedness Center [ADPC]. (2020). *Best practices in disaster risk reduction and management in Nepal*. ADPC.

Government of Nepal. (2017). *Disaster risk reduction and management act*. Ministry of Home Affairs, Nepal. <https://www.moha.gov.np>

International Federation of Red Cross and Red Crescent Societies. [IFRC]. (2018). *Stakeholder roles in disaster risk management: A case study from Nepal*. IFRC.

Sharma, K. R., & Uprety, B. K. (2019). Challenges in implementing disaster risk reduction initiatives in Nepal: Lessons learned from the 2015 earthquake. *International Journal of Disaster Risk Reduction*, 33, 207–214.

Shrestha, A., & Dhakal, S. (2020). Community-based disaster risk management in Nepal: Successes and challenges. *Journal of Disaster Research*, 15(3), 345-358.

Twigg, J. (2015). *Good practice review: Disaster risk reduction*. Overseas Development Institute.

United Nations Development Programme [UNDP]. (2019). *Strengthening disaster risk governance in Nepal*. UNDP Nepal.

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a

formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|-----------------|---|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Alexander, D. E. (2015). *Emergency management and disaster resilience: New theories and practice*. CRC Press.
- Bankoff, G., Frerks, G., & Hilhorst, D. (2004). *Mapping vulnerability: Disasters, development, and people*. Earthscan.
- Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (1994). *At risk: Natural hazards, people's vulnerability, and disasters*. Routledge.
- Burton, I., Kates, R. W., & White, G. F. (1993). *The environment as hazard (2nd ed.)*. Guilford Press.
- Cannon, T. (1994). *Vulnerability analysis and the explanation of natural disasters*. In A. Varley (Ed.), *Disasters, development and environment* (pp. 13–30). Wiley.
- Comfort, L. K., Boin, A., & Demchak, C. C. (Eds.). (2010). *Designing resilience: Preparing for extreme events*. University of Pittsburgh Press.
- Cutter, S. L. (1996). Vulnerability to environmental hazards. *Progress in Human Geography*, 20(4), 529–539. <https://doi.org/10.1177/030913259602000407>
- Cutter, S. L., Boruff, B. J., & Shirley, W. L. (2003). Social vulnerability to environmental hazards. *Social Science Quarterly*, 84(2), 242–261. <https://doi.org/10.1111/1540-6237.8402002>
- Eriksen, S. H., & O'Brien, K. (2007). Vulnerability, poverty, and the need for sustainable adaptation measures. *Climate Policy*, 7(4), 337–352. <https://doi.org/10.1080/14693062.2007.9685660>
- Gaillard, J. C. (2010). Vulnerability, capacity, and resilience: Perspectives for climate and development policy. *Journal of International Development*, 22(2), 218–232. <https://doi.org/10.1002/jid.1675>
- Hewitt, K. (1983). *Interpretations of calamity from the viewpoint of human ecology*. Allen & Unwin.

- IPCC. (2012). *Managing the risks of extreme events and disasters to advance climate change adaptation*. Cambridge University Press.
- Lindell, M. K., & Perry, R. W. (2012). *Behavioral foundations of community emergency planning*. Taylor & Francis.
- Mileti, D. S. (1999). *Disasters by design: A reassessment of natural hazards in the United States*. Joseph Henry Press.
- Moore, M. L., & Westley, F. R. (2011). Surmountable chasms: Networks and social innovation for resilient systems. *Ecology and Society*, 16(1), 1-15. <https://doi.org/10.5751/ES-03812-160105>
- O'Brien, G., O'Keefe, P., Rose, J., & Wisner, B. (2006). Climate change and disaster management. *Disasters*, 30(1), 64–80. <https://doi.org/10.1111/j.1467-9523.2006.00307.x>
- Pelling, M. (2011). *Adaptation to climate change: From resilience to transformation*. Routledge.
- Quarantelli, E. L. (1997). Ten criteria for evaluating the management of community disasters. *Disasters*, 21(1), 39–56. <https://doi.org/10.1111/1467-7717.00047>
- Smith, J. A. (2011). *Environmental hazards: Assessing risk and reducing disaster*. Routledge.
- Tierney, K. (2014). *The social roots of risk: Producing disasters, promoting resilience*. Stanford University Press.
- UNDP. (2019). *Nepal disaster report 2019: The road to Sendai*. Government of Nepal and UNDP Nepal.
- Wisner, B., Gaillard, J. C., & Kelman, I. (2012). *The Routledge handbook of hazards and disaster risk reduction*. Routledge.



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Statistical Application | |
|--|---------------------------------------|
| Course Code: RD 605 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: III |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course intends to provide students with a foundational understanding and calculation of statistical methods and their applications in social research in relation to development. The course emphasizes both descriptive and inferential statistical techniques, enabling students to collect, analyze, interpret, and present data effectively. Special attention is given to applying statistical tools to measure social and economic development, such as income, inequality and poverty indices. This course is designed to equip students with the analytical skills necessary for evidence-based decision-making in social sciences.

Course Objectives

The objective of this course is to equip the students with fundamental knowledge and practical skills of statistical application in social science research. Students will be able to understand the role and importance of statistics in developmental research and can develop the skills to collect, manage, and analyze both qualitative and quantitative data. Likewise, students will be able to apply descriptive and inferential statistical techniques to real-world social problems. Furthermore, students will have basic skill and idea to interpret statistical results and use them to inform decision-making and policy development. Overall, this course enables students to explore and apply statistical measures for assessing social and economic development.

Expected Outcomes, Learning Skills and Competencies

Upon successful completion of this course, students will be able to explain the fundamental concepts and applications of statistics in social sciences. Further, the students will be equipped with the skill to differentiate and appropriately use various data types, measurement scales, and

data collection techniques. They will have the competencies to perform descriptive statistical analyses, including central tendency, variability, and visualization techniques. Likewise, students will have the skill to apply inferential statistical analyses, including sampling, estimation, and hypothesis testing along with the idea to apply parametric and non-parametric tests. Additionally, this course has expected to equip students to calculate and interpret development indicators to analyze social and economic strengths and inequalities.

| Course Contents | |
|---|--------------|
| Unit I: Introduction to Statistics | THs 8 |
| 1.1 Definition, application and role of statistics in social science research 1.2 Concept, types and application of measurement scales: Nominal, ordinal, interval, ratio 1.3 Definition, types and application of variables: Dependent and independent, intervening and moderating, quantitative and qualitative, extraneous and confounding, control and composite variables 1.4 Diagrammatic and graphical presentation of data: Pie charts, bar diagram, histograms, frequency curve | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Demonstration method, Lecture notes, PPT slides, Digital resources: Interactive smart board/multi-media projector, Audio-visual aids etc. | |
| Practical Evaluation/Assessment Example: a) Graphically present sector-wise GDP trend on Nepalese economy. b) Collect field-based data, select different variables, and identify the appropriate measurement scales. | |

Required Readings

- Hahs-Vaughn, D. L., & Lomax, R. (2020). *An introduction to statistical concepts*. Routledge.
- Illowsky, B., & Dean, S. (2018). *Introductory statistics*.
<https://commons.erau.edu/cgi/viewcontent.cgi?article=1005&context=oer-textbook>
- Weiss, N. A., Weiss, C. A., & Griffey, L. R. (2012). *Introductory statistics*. Pearson education.
<https://testbankdeal.com/sample/introductory-statistics-10th-edition-weiss-solutions-manual.pdf>
- Wilcox, R. (2017). *Modern statistics for the social and behavioral sciences: A practical introduction*. Chapman and Hall/CRC. <https://doi.org/10.1007/978-0-387-71265-9>.

| Unit II: Descriptive Statistics and Probability | THs 15 |
|--|---------------|
| 2.1 Measures of central tendency: Definition, characteristics, calculation, applications and limitations of measures (mean, median, partition values, and mode) | |
| 2.2 Measures of variability: Concept and functions of variability in data, definition, characteristics, applications and limitations of measures (range, quartile deviation, mean deviation, standard deviation, and coefficient of variance) | |
| 2.3 Concept, applications, calculation and interpretation of simple, partial and multiple correlation | |
| 2.4 Concept, applications, calculation and interpretation of simple and multiple regression | |
| 2.5 Probability and probability distribution | |
| 2.5.1 Definition and approaches of probability | |
| 2.5.2 Additive and multiplicative theorem and its application | |
| 2.5.3 Probability distribution: Binomial and normal distribution | |
| Specific Instructional Methods and Teaching Materials: Lecture method, Guided and collaborative problem solving, Discussion method, PPT slides, Manual calculation and Digital resources: Interactive smart board/multi-media, white board for problem solving, etc. | |
| Practical Evaluation/Assessment Example: a) Calculation of different numerical problem from related reading sources and interpret the result with applying in an issue of development. b) Group discussion about binomial and normal distribution with suitable example. | |

Required Readings

- Akrong Hesse, C., & Benjamin Ofosu, J. (2018). *Statistical methods for the social sciences*. Akrong Publications Ltd.
- Best, S. (2020). *Understanding and using statistics in the social sciences*. Sage Publications.
- Mohanty, B. & Misra, Santa (2016). *Statistics for behavioural and social sciences*. Sage.
- Rossi, G. B. (2014). Measurement and probability. In *A probabilistic theory of measurement with applications*. Springer. <https://doi.org/10.1007/978-94-017-8825-0>

| Unit III: Inferential Statistics and Its Application | THs 15 |
|---|---------------|
| 3.1 Sampling methods, sampling distribution and sample size determination | |
| 3.2 Estimation: Point and interval estimation for mean and proportion | |
| 3.3 Hypothesis testing: Null and alternative hypotheses, confidence level, degree of freedom, critical region, level of significance, tail of test | |
| 3.4 Parametric test: Z-test, t-tests, and analysis of variance (ANOVA) | |
| 3.5 Non-parametric test: Chi-square, Wilcoxon signed rank test, and Mann-Whitney | |
| Specific Instructional Methods and Teaching Materials: Problem solving, Peer teaching, Project work, PPT slides, Manual calculation sheet and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc. | |
| Practical Evaluation/Assessment Example: a) Evaluate the hypothesis formulation and testing approach in group projects. b) Calculate and interpret the value for Z-test, T-test & Chi-square in classroom. | |
| Required Readings | |
| Cochran, W. J. (1977). <i>Sampling techniques</i> . Wiley. | |
| Devore, J. L., & Berk, K. N. (2021). <i>Modern mathematical statistics with applications</i> (3rd ed.). Springer. https://doi.org/10.1007/978-3-030-63469-5 | |
| Nair, J., Wierman, A., & Zwart, B. (2022). <i>The fundamentals of heavy tails: Properties, emergence, and estimation</i> . Cambridge University Press. https://doi.org/10.1017/9781108861390 | |

Najmi, A., Sadasivam, B., & Ray, A. (2021). How to choose and interpret a statistical test? An update for budding researchers. *Journal of family medicine and primary care*, 10(8), 2763-2767.

| Unit IV: Measurement of Development | THs 10 |
|--|---------------|
| 4.1 Concept and measurement of national income: GDP (nominal and real), GNP, NNP, NI, PCI, and GDP deflator 4.2 Inequality measurement and application: Lorenz curve and Gini coefficient 4.3 Human development index: Components, basic calculation and applications 4.4 Multidimensional poverty index: Components and applications | |
| Specific Instructional Methods and Teaching Materials: Lecture method, Guided problem solving, Peer teaching, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, and Web links etc. | |
| Practical Evaluation/Assessment Example: a) Hypothetical data and value calculation of GDP, GNP and construction of Lorenz Curve. b) Develop and present an HDI or MPI report for a hypothetical data set or national status interpretation. | |
| Required Readings Alkire, S., & Foster, J. (2011). Counting and multidimensional poverty measurement. <i>Journal of public economics</i> , 95(7-8), 476-487. https://doi.org/10.1016/j.jpubeco.2010.11.006 Gregory, N. (2020). <i>Macroeconomics (5th edition)</i> . https://shorturl.at/xteI9 . Neumayer, E. (2001). The human development index and sustainability: A constructive proposal. <i>Ecological Economics</i> , 39(1), 101-114. https://doi.org/10.1016/S0921-8009(01)00201-4 | |

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses

based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|-----------------|---|--|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Anand, S. (2000). *The Measurement of income inequality*. Oxford University Press.
- Baskota, S. (2006). *Statistical methods for rural development*. New Hira Books Enterprises.
- Chou, Y. (1969). *Statistical analysis*. Holt, Rinehart and Winston, Inc.
- Cochran, W.J. (1977). *Sampling techniques*. Wiley.
- Croxton, F. E. Cowden D. J. & Klein, S. (1988). *Applied general statistics*. Prentice Hall of India Limited.
- Dooley, D. (1997). *Social research methods*. Prentice Hall of India Private Limited.
- Goon, A. M., Gupta M. K. & Gupta B. D. (1965). *Fundamentals of statistics*. (Volumes One and Two). The World Press Private Limited.
- Gupta, S. (1993). *Research Methodology and statistical techniques*. Deep and Deep Publications.
- Gupta, S. P. (1987). *Statistical methods*. S. Chand and Sons.
- Kanel, N. R. (1993). Lorenz curve and Gini coefficient: Conceptual considerations. *The Economic Journal of Nepal*, 16 (4/64), 221-230.
- Khatri, B. B. (2012). *Research and statistics in population education*. Kriti Publication.
- Najmi, A., Sadasivam, B., & Ray, A. (2021). How to choose and interpret a statistical test? An update for budding researchers. *Journal of family medicine and primary care*, 10(8), 2763-2767.
- National Planning Commission. [NPC]. (2018). *Nepal multidimensional poverty index: Analysis towards action*. Government of Nepal

- National Planning Commission. [NPC]. (2020) *Nepal human development report 2020 beyond graduation: Productive transformation and prosperity*. Government of Nepal.
https://www.npc.gov.np/images/category/NHDR_2020.pdf
- Shavelson, R. J. (1988). *Statistical reasoning for the behavioral sciences* (second edition). Allyn and Bacon.
- Spiegel, M. R. Schiller, J. & Srinivasan, R. (2004). *Probability and statistics* (Second Edition). McGraw Hill.
- Subedi, P. K. (2012). *Foundation of scientific research*. Ratna Pustak Bhandar.
- Wikinson, T.S. & Bhandarkar, P. L. (1979). *Methodology and techniques of social research*. Himalayan Publishing House.
- Winch, P. (1958). *The idea of a social science and its relation to philosophy*. Routledge & Kegan Paul.
- Yamane, T. (1967). *Statistics: An introductory analysis*. Harper and Row.
- Young, P.V. (2009). *Scientific social survey and research (Fourth Ed.)*. Prentice Hall.



TRIBHUVAN UNIVERSITY

Faculty of Humanities and Social Sciences

Master in Rural Development

| Course Title: Project Management | |
|----------------------------------|---------------------------------------|
| Course Code: RD 651 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: IV |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course offers an in-depth understanding of project management principles, methods, and practices with a focus on the Nepalese context. It covers key topics, including project identification, formulation, appraisal, implementation, monitoring, and evaluation. By integrating theoretical foundations with practical approaches, the course offers students to design, execute, and assess projects effectively, emphasizing socio-economic development and stakeholder engagement in Nepal.

Course Objectives

The course is designed to provide a robust understanding of project management, beginning with the introduction of foundational concepts and theoretical frameworks that underpin the discipline. It aims to develop practical skills in project identification, planning, and formulation using multi-dimensional analysis tools for addressing complex development challenges. Students will explore techniques for effective project appraisal, implementation, and capacity building, along with methodologies for result-based monitoring, evaluation, and participatory assessment of project outcomes. Additionally, the course delves into the unique challenges and opportunities in project management within the socio-economic and cultural context of Nepal, equipping students to navigate and contribute to local development initiatives effectively.

Expected Learning Outcomes, Skills, and Competencies

By the end of the course, students will acquire the ability to define and apply key concepts and frameworks of project management in various social science contexts. They will be proficient in conducting comprehensive project formulation, including feasibility studies and risk analyses, and will possess the knowledge to design action plans, logical frameworks, and budgets for effective project execution. The course emphasizes hands-on application of result-based monitoring and participatory evaluation methods, fostering an ability to critically assess and address project challenges. Students will also develop the competency to propose innovative solutions tailored to Nepal's unique socio-economic environment, ensuring the relevance and sustainability of their project management practices.

| Course Contents | |
|--|---------------|
| Unit I: Introduction to Project Management | THs 10 |
| 1.1 Concept and characteristics of project and project management 1.2 Theoretical perspective: Theory of change 1.3 Project classification 1.4 Interrelation between plan, program, project, and activities: Hierarchical and functional relationships. 1.5 Project cycle: Key phases | |
| Specific Instructional Techniques and Teaching Materials: Interactive lectures, Group discussions, Case study, Brainstorming, Multimedia presentations, Academic articles, Reports. | |
| Practical Evaluation/Assessment Example: Evaluate a project's lifecycle through case study analysis, develop a theory of change model for a given project scenario, classify different project types based on real-world examples, and map the hierarchical and functional relationships among plans, programs, projects, and activities. | |

Required Readings

Hill, G. M. (2008). *The complete project management methodology and toolkit*. CRC Press.

Kerzner, H. (2017). *Project management: A systems approach to planning, scheduling, and controlling (12th ed.)*. Wiley.

Meredith, J. R., Shafer, S. M., & Mantel, S. J. (2018). *Project management: A managerial approach (10th ed.)*. Wiley.

NPC Nepal (2020). *National project bank guidelines*. Government of Nepal.

PMI. (2021). *A guide to the project management body of knowledge (PMBOK guide) (7th ed.)*. Project Management Institute.

Turner, J. R. (2016). *Gower handbook of project management (5th ed.)*. Routledge.

Vogel, I. (2012). *Review of the use of 'Theory of Change' in international development*. UK Department for International Development (DFID).

Westland, J. (2019). *The project management lifecycle: A complete step-by-step methodology for initiating, planning, executing, and closing a project successfully*. Kogan Page.

| Unit II: Project Identification, Formulation, Appraisal, and Implementation | THs 16 |
|--|---------------|
|--|---------------|

2.1 Project identification, need assessment. situation analysis, Identifying gaps and opportunities

2.2 Project formulation

2.2.1 Feasibility Study: Technical, financial, market, social, economic, environmental, legal, operational, risk

2.2.2 Stakeholder analysis, problem tree analysis, objective analysis, strategy analysis, SWOC analysis

2.2.3 Developing logical framework, action plan, budget, and project proposal

2.3 Project appraisal: Criteria, cost-benefit analysis and decision making

2.4 Project implementation

2.4.1 Ensuring effective operations

2.4.2 Capacity building of local stakeholders

2.4.3 Implementing a project

Specific Instructional Techniques and Teaching Materials: Interactive lectures, Case studies, group discussions, Role-play, Problem-solving, Multimedia presentations, Templates etc.

Practical Evaluation/Assessment Example: Conducting case studies, preparing and presenting project proposals, performing feasibility analyses, creating and analyzing logical frameworks, developing action plans and budgets, role-playing stakeholder meetings, and completing hands-on simulations of project appraisal, implementation, and decision-making processes to assess understanding and application of the concepts

Required Readings

Azzopardi, R. M. (2011). *Feasibility studies made simple*. Lulu Press.

Boardman, A. E., Greenberg, D. H., Vining, A. R., & Weimer, D. L. (2018). *Cost-benefit analysis: Concepts and practice*. Cambridge University Press.

Bryson, J. M. (2004). What to do when stakeholders matter: A guide to stakeholder identification and analysis techniques. *Public Management Review*, 6(1), 21–53.

Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations*. Jossey-Bass.

Ghimire, S. (2021). *Feasibility and stakeholder engagement in Nepalese projects*. GoN.

Government of Nepal. (2017). *Project implementation framework*. GoN.

Nepal Government, National Planning Commission. (2020). *Guidelines on project management and planning*. NPC.

| Unit III: Monitoring and Evaluation | THs 14 |
|--|---------------|
| <p>3.1 Concept, differences, types, objectives, and basis of M & E</p> <p>3.2 Result-based M&E: Concepts and basic</p> <p> 3.2.1 Results-based monitoring: Typologies, bases, provisions, and methods</p> <p> 3.2.2 Results-based evaluation: Phases, criteria, arrangement, and methods of evaluation</p> | |

3.3 Participatory monitoring and evaluation: Objectives, methods, and tools

3.4 Evaluation report

3.5 Critical reflection: Learning from project successes and failures

Specific Instructional Techniques and Teaching Materials: Interactive lectures, Case studies, group discussions, Role-play, Multimedia presentations, Templates, Reports etc.

Practical Evaluation/Assessment Example: Designing and presenting M&E frameworks, analyzing case studies to identify types and objectives of M&E, conducting mock results-based monitoring and evaluation exercises, using participatory tools in simulated stakeholder settings, drafting comprehensive evaluation reports, and facilitating critical reflection sessions to draw lessons from project successes and failures.

Required Readings

Bamberger, M., Rugh, J., & Mabry, L. (2019). *Real world evaluation: Working under budget, time, data, and political constraints*. Sage Publications.

Government of Nepal. (2013). *National Monitoring and Evaluation Guidelines*. National Planning Commission.

National Planning Commission. [NPC]. (2019). *Evaluation guidelines for national projects*. NPC.

OECD, (2010). *Evaluation: A guide for results-based management*. OECD.

Perrin, B. (2013). *Bringing accountability up to date with results-based management*. Canadian Journal of Program Evaluation.

Practical Action Nepal. (2018). *Participatory approaches in monitoring and evaluation*. Practical Action Nepal.

UNDP. (2009). *Handbook on planning, monitoring, and evaluating for development results*. UNDP.

| | |
|--|--------------|
| Unit VI: Project Management with Reference to Nepal | THs 8 |
| <p>4.1 Problems and challenges in project implementation in Nepal</p> <p>4.2 Requirements for successful project management</p> <p>4.3 Evolution of monitoring and evaluation systems in Nepal</p> <p>4.4 Existing methods and systems of monitoring and evaluation in Nepal</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Interactive lectures, Case studies, group discussions, Historical timelines, Comparative analysis, In-depth analysis, Multimedia presentations, Policy documents, Reports etc.</p> | |
| <p>Practical evaluation/Assessment Example: Analyzing case studies of project implementation in Nepal to identify problems and propose solutions, developing action plans addressing key requirements for successful project management, preparing and presenting timelines showing the evolution of M&E systems in Nepal, conducting comparative analyses of existing M&E methods and systems, and engaging in group discussions or role-playing exercises to simulate decision-making and problem-solving scenarios.</p> | |
| <p>Required Readings</p> <p>Asian Development Bank. [ADB]. (2020). <i>Nepal: Project performance and challenges</i>. ADB.</p> <p>Dhakal, T. N. (2014). Governance and monitoring practices in Nepal: An Overview. <i>Journal of Development Administration</i>.</p> <p>National Planning Commission. [NPC]. (2022). <i>Periodic plans and implementation reports</i>. NPC.</p> <p>Ojha, H. R., & Pokharel, B. (2008). Monitoring and evaluation of development programs in Nepal: Historical perspectives. <i>Nepal Development Journal</i>.</p> <p>UNDP Nepal. (2019). <i>Monitoring and evaluation in Nepal: Trends and progress</i>. UNDP Nepal.</p> <p>Uprety, L. P. (2010). Development practices in Nepal: Issues, challenges, and opportunities. <i>Journal of Political Science</i>.</p> <p>World Bank. (2018). <i>Strengthening monitoring and evaluation systems in Nepal: Current practices and recommendations</i>. WB.</p> | |

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Argyris, C., & Schön, D. A. (1996). *Organizational learning II: Theory, method, and practice*. Addison-Wesley.
- Cleland, D. I., & Gareis, R. (2006). *Global project management handbook: Planning, organizing, and controlling international projects*. McGraw-Hill.
- Crawford, P., & Bryce, P. (2003). Project monitoring and evaluation: A method for enhancing the efficiency and effectiveness of aid project implementation. *International Journal of Project Management*, 21(5), 363–373.
- Estrella, M., & Gaventa, J. (1998). *Who counts reality? Participatory monitoring and evaluation: A literature review*. IDS.
- Finnerty, J. D. (2013). *Project financing: Asset-based financial engineering* (4th ed.). Wiley.
- Gardiner, P. D. (2005). *Project management: A strategic planning approach*. Palgrave Macmillan.
- Harrison, F. L., & Lock, D. (2004). *Advanced project management: A structured approach*. Gower Publishing.
- Kattel, S. R., & Acharya, S. (2020). Public project performance in Nepal: Key challenges and opportunities. *Asian Journal of Development Studies*, 9(2), 44–56.

- Kerzner, H. (2017). *Project management: A systems approach to planning, scheduling, and controlling*. Wiley.
- Kusek, J. Z., & Rist, R. C. (2004). *Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners*. World Bank Publications.
- Mackay, K. (2007). *How to build M & E systems to support better government*. World Bank Publications.
- Maskey, B. K. (2019). *Development management in Nepal*. Mandala Book Point.
- Mayne, J. (2007). Challenges and lessons in implementing results-based management. *Evaluation*, 13(1), 87–109.
- Morris, P. W. G. (1997). *The management of projects*. Thomas Telford.
- Ojha, H. R. (2009). Localizing governance: Issues and challenges in Nepal. *Journal of Political Science*, 11(1), 21–30.
- Pinto, J. K. (2015). *Project management: Achieving competitive advantage*. Pearson.
- Pinto, J. K. (2021). *Project management: Planning, execution, and control* (12th ed.). Pearson.
- Regmi, K. D. (2017). Policy design and governance challenges in federal Nepal. *South Asia Economic Journal*, 18(1), 123–145.
- Rolstadås, A. (2008). *Understanding project management*. Routledge.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2019). *Evaluation: A systematic approach* (8th ed.). SAGE Publications.
- Thapa, R. (2015). Monitoring and evaluation frameworks in Nepal: Trends and best practices. *Nepal Development Journal*, 7(3), 19–35.
- Weiss, C. H. (1998). *Evaluation: Methods for studying programs and policies* (2nd ed.). Prentice Hall.
- Youker, R. (1999). Managing the dynamics of project stakeholders. *Project Management Journal*, 30(2), 23–25.
- Young, T. L. (2016). *Successful project management*. Kogan Page.



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Political Economy of Development | |
|---|---------------------------------------|
| Course Code: RD 652 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: IV |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course provides a comprehensive exploration of the political economy of development through conceptual, theoretical, historical, and contemporary perspectives. It bridges global theoretical frameworks with the Nepalese context, examining challenges, opportunities, and policies.

This course has been organized into four units in which first two units include conceptualization of political economy and employing political economy as a particular approach for the study of politics and economics in holistic approach, explores foundational theoretical concepts and explanatory traditions respectively. Similarly, the last two units have been introduced for the study of Nepalese political economy and experiences. The third unit specifies the study and analysis of Nepalese political economy under different regimes with some major events and policies. And the last unit is to discuss and explore some contemporary issues, challenges and prospects of Nepalese development through the lens of political economy.

Course Objectives

The major objective of the course is to impart the knowledge to conceptualize and understand political economy as a powerful approach to analyze development along with getting insight into the fundamental theoretical framework and approaches to study political economy from global to national perspective. In addition, the course aims at communicating the critical knowledge to compare, analyze and interpret the historical development context in Nepal under different regimes from the lens of political economy. Finally, students will acquire and explore the knowledge to

examine contemporary challenges and opportunities of development in Nepal by employing appropriate approaches of political economy.

Expected Outcomes, Learning Skills and Competencies

After the completion of the course, it is expected that students will acquire the knowledge to conceptualize and think critically to understand, analyze, interpret, and summarize the development outcomes from theoretical and empirical foundations of political economy at global level and national level. In addition, it is expected that students will basically develop and demonstrate learning skills by involving in structured note taking, summarizing (orally and in written form); critical reading and reading comprehension, constructive feedback and teamwork; defining one’s own learning needs.

Similarly, students will develop transferable skills by engaging in meaningful oral participation in group settings, reflecting deep engagement with the subject matter; concise and precise oral formulation of opinions, arguments and puzzle listening; presenting and critically discussing scholarly work by others. Finally, students will acquire the knowledge and skill of critical thinking, interdisciplinary analysis, and practical research skills to prepare students for real-world applications in development studies and demonstrate skills in reviewing research papers, policy analysis, teamwork management, paper presentation and developing into a competent human resource.

| Course Contents | |
|--|---------------|
| Unit I: Conceptualizing Political Economy | THs 10 |
| 1.1 Meaning, nature, components and significance of political economy 1.2 Forms of political economic system: Capitalistic, socialistic, communist and mixed 1.3 Issues of political economy 1.4 Market effects and political responses 1.5 Political economy of development: Key concept and significance | |
| Specific Instructional Techniques and Teaching Materials: Emphasizing the alignment of course objectives with structured lesson plans, accessible reading materials, and diverse teaching | |

strategies such as brainstorming, opinion collection, group discussions, audio visual and PowerPoint presentations, PPT slides by using interactive smart board/ multimedia.

Practical Evaluation/Assessment Example: It incorporates interactive evaluation methods, including Q&A sessions, group assignments, and presentations so as to ensure continuity and effective learning outcomes.

Required Readings

Bates, R. H. (Ed.). (2020). *Toward a political economy of development*. University of California Press.

Bhambra, G. K. (2020). Colonial global economy: Towards a theoretical reorientation of political economy. *Review of International Political Economy*, 28(2), 307-322. <https://www.tandfonline.com/doi/pdf/10.1080/09692290.2020.1830831>

Gilpin, R. *The political economy of international relations*. Princeton University Press.

O'brien, R., & Williams, M. (2024). *Global political economy: Evolution and dynamics*. Bloomsbury Publishing. <https://www.revistasice.com/index.php/ICE/article/download/752/752>

Peet, R., & Hartwick, E. (2015). *Theories of development: Contentions, arguments, alternatives*. Guilford Publications.

Sapkota, M., (2023). विकासको विवादास्पद भाष्य: एक दार्शनिक विवेचना. *GS Spark: Journal of Applied Academic Discourse*. 1(1), 107-122. <https://doi.org/10.5281/zenodo.8378236>

Wicksell, K. (2022). *Lectures on Political Economy (Routledge Revivals): Volume I: General Theory*. Routledge. <https://doi.org/10.4324/9780203835579>

| Unit II: Diverse Perspectives of Political Economy | THs 10 |
|--|---------------|
| <p>2.1 Contending political economy perspectives</p> <ul style="list-style-type: none"> 2.2.1 Realist perspective 2.2.2 Liberalist perspective 2.2.3 Marxist perspective 2.2.4 Imperialist perspective <p>2.2 Historical perspective of legacy of colonialism and post colonialism development</p> <p>2.3 Modern international political economic approaches</p> | |

2.3.1 Neo- liberalism and post-industrialism

2.3.2 The capitalism, democracy and contemporary crisis

Specific Instructional Techniques and Teaching Materials: Applying diverse teaching techniques of recalling, lecturing, PPT presentation by providing PPT slides using interactive board.

Practical Assessment Example: Students will be grouped and engaged to make a review on provided articles/ or other any articles, books related to diverse perspectives of political economy so as to enable them to compare, synthesize and interpret development outcomes from the lens of political economy and share in classroom.

Bhambra, G. K. (2020). Colonial global economy: towards a theoretical reorientation of political economy. *Review of International Political Economy*, 28(2), 307-322. <https://doi.org/10.4324/9781003419679>

Block, F. (2021). The ruling class does not rule: Notes on the Marxist theory of the state. In *The political economy: Readings in the politics and economics of American public policy* (pp. 32-46). Routledge.

Carroll, T., Hameiri, S., & Jones, L. (Eds.). (2020). *The political economy of Southeast Asia: politics and uneven development under hyperglobalisation*. Palgrave Macmillan.

Cohn, T. H., & Hira, A. (2020). *Global political economy: Theory and practice*. Routledge.

Fanon, F. (1963). *The wretched of the earth*. Grove Press

Gilpin, R. G. (2016). *The political economy of international relations*. Princeton University Press.

<http://ereserve.library.utah.edu/Annual/POLS/2100/Pingree/pols2100peconomy.pdf>

Polyani, K. (1944). *The great transformation: Economic and political origins of our time*. Rinehart

Stilwell, F. (2023). The future for political economy: towards unity in diversity? *Review of Political Economy*, 35(1), 189-210. <https://doi.org/10.1080/09538259.2022.2063515>

| Unit III: Political Economy of Nepal's Development: Historical Perspective | THs 16 |
|---|---------------|
| <p>3.1 Pre-Rana Regime: Political and economic structure, <i>Dibyopadesh</i>, Sugauli treaty</p> <p>3.2 Rana Regime: Isolationism, Muluki Ain, <i>Gorkha Bharti</i>, Nepal- British relationship, land administration, and major reforms</p> <p>3.3 First democratic period (2007-2017): Power struggle, and development initiatives</p> <p>3.4 Panchayat Regime: Political economy of state led development-land reform, national education system plan (NESP) 2028, industrial development</p> <p>3.5 Post 1990 Era: Political situation, economic reforms (LPG) and consequences, state restructuration</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Lecture method, Power Point presentation along with audio visual study in class room, classroom discussion, PPT slides by using interaction board. Inspiring students for timeline studies, case studies and policy analysis for policy comparison across regimes and their implications for development and engage them in critically evaluating the development approaches undertaken in different regimes.</p> | |
| <p>Practical Evaluation/Assessment Example: Students will be grouped to assign to analyze development outcomes of anyone regime by employing political economic perspective and will be assessed on the basis of peer learning.</p> | |
| <p>Adhikari, P., & Lawoti, M. (2024). Nepal. In <i>An Introduction to South Asian Politics</i> (pp. 149-172). Routledge. https://factsforlife.org/pdf/7_case_study_NEPAL_4web.pdf</p> <p>Gellner, D. (2016). The idea of Nepal. https://ora.ox.ac.uk/objects/uuid:c993ff4f-c25d-4f81-88926e5f0ae651f8/download_file?file_format=pdf&safe_filename=MC%2Blecture%2B2016.pdf&type_of_work=Book</p> <p>Jha, P. (2014). <i>Battles of the new republic: A contemporary history of Nepal</i>. Oxford University Press.</p> <p>Michaels, A. (2024). <i>Nepal: A History from the Earliest Times to the Present</i>. Oxford University Press.</p> <p>Regmi, M. C. (1971). <i>A study in Nepali economic history, 1968-1846</i>. Adroit Publishers</p> <p>Rose, L. E. (2021). <i>Nepal: Strategy for survival</i>. University of California Press.</p> <p>Whelpton, J. (2005). <i>A history of Nepal</i>. Cambridge University Press.</p> | |

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| Unit IV: Contemporary Political Economic Issues in Nepal’s Development | THs 12 |
| <p>4.1 State capacity and economic development</p> <p>4.2 Ethnicity, culture, national integration and state building</p> <p>4.3 Geo- political situation and international relation</p> <p>4.4 Federalism and development</p> <p>4.5 Foreign aid and foreign direct investment (FDI): Opportunities and risks</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Applying diverse teaching methods of lecturing, arguing, PowerPoint presentation and organizing debate in classroom by using PPT slides and interaction board. Engaging students for policy briefs, data analysis, publication reviews and group work for evaluation.</p> | |
| <p>Practical Evaluation/Assessment Example: One group will choose one issues to develop PPT slides and share in classroom.</p> | |
| <p>Required Readings</p> <p>Gautam, B. L. (2022). Language politics in Nepal: A socio-historical overview. <i>Journal of World Languages</i>, 7(2), 355-374.</p> <p>Gilpin, R. (1975). <i>Power and the multinational corporation: The political economy of foreign direct investment</i>. Basic Books.</p> <p>Oldekop, J. A., Sims, K. R., Whittingham, M. J., & Agrawal, A. (2018). An upside to globalization: International outmigration drives reforestation in Nepal. <i>Global Environmental Change</i>, 52, 66-74. https://doi.org/10.1016/j.gloenvcha.2018.06.004</p> <p>Pokharel, S., Pandey, A., & Dahal, S. R. (2024). Globalization, brain drain, and its impact in Nepal. <i>Futurity Philosophy</i>, 3(3), 4-21. https://doi.org/10.57125/FP.2024.09.30.01</p> <p>Sapkota, M. (2023). Issues and challenges of modernization in Nepal: A development perspective. <i>Nepalese Journal of Development and Rural Studies</i>, 20(01), 28-41. https://doi.org/10.3126/njdrs.v20i01.64163</p> | |

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to

external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Publishers.
- Baldwin, R. (2016). *The great convergence: Information technology and the new globalization*. Harvard University Press.
- Chang, H.-J. (2014). *Economics: The user's guide*. Bloomsbury Press.
- Chibber, V. (2014). The developmental state in retrospect and prospect: Lessons from India and South Korea. In M. Williams (Ed.). *The end of the developmental state?* (pp. 30–54). Routledge.
- Fortin, J. (2012). Is there a necessary condition for democracy? The role of state capacity in postcommunist countries. *Comparative Political Studies*, 45(7), 903–930. <https://doi.org/10.1177/0010414011428587>
- Hall, P. A. (2010). Historical institutionalism in rationalist and sociological perspective. In J. Mahoney & K. Thelen (Eds.), *Explaining institutional change: Ambiguity, agency, and power* (pp. 204–223). Cambridge University Press.
- Lake, D. A. (2009). International political economy. In D. A. Wittman & B. R. Weingast (Eds.), *The Oxford handbook of political economy*. Oxford University Press.

- Mazzucato, M. (2013). *The entrepreneurial state: Debunking public vs. private sector myths*. Anthem Press.
- Rodrik, D. (2011). *The Globalization paradox: Democracy and the future of the world economy*. W.W. Norton & Company.
- Underhill, G. (2000). State, market, and global political economy: Genealogy of an (inter) discipline. *International Affairs*, 76(4), 805–824. <https://doi.org/10.1111/1468-2346.00163>
- Whelpton, J. (2005). *A history of Nepal*. Cambridge University Press.



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Academic Research and Scientific Writing | |
|---|---------------------------------------|
| Course Code: RD 653 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: IV |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course offers comprehensive knowledge and understanding of the fundamental concepts, structure, processes, contents, and examples of academic research and scientific writing. It is designed to equip students with the theoretical foundations as well as more practical skills and competencies required to conduct rigorous academic research and produce well-structured academic documents such as a thesis/dissertation and scientific research writing and publication. This course emphasizes the types of research, components, structure, content, and examples of proposals and theses/dissertations. In the same vein, it enables the students to ensure ethical research practices and scholarly publication.

Course Objectives

The course aims to enable students to develop knowledge, skills, and competencies in academic research and scholarly writing. It seeks to equip students with the ability to conceptualize the academic proposal, how to write a thesis, and how to execute rigorous academic research while adhering to ethical and academic standards. Students will gain insights into the preparation of research proposals, thesis/dissertation writing, and systematic literature reviews. Additionally, the course emphasizes the development of skills in identifying the research problem, formulating research questions, selecting appropriate research designs, analyzing data, and effectively presenting research findings. By integrating theoretical knowledge with practical applications, the course fosters the competencies required for high-quality scientific writing and successful

scholarly publication. This course is designed to align with labour market demands, equipping students to excel in research and contribute to innovation in a knowledge-based society.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, students will have a comprehensive understanding of academic research processes and scientific writing, enabling them to design well-structured research proposals, conduct systematic literature reviews, identify research gaps, and know how to write a thesis/dissertation. Students will develop the ability to write key sections of a thesis or dissertation with clarity and scholarly rigor. Students will acquire critical skills in selecting appropriate research methodologies, analyzing qualitative and quantitative data, and adhering to ethical standards in research, including proper citation and plagiarism avoidance. Furthermore, they will be proficient in using web-based tools for literature searches, constructing conceptual and theoretical frameworks, and preparing manuscripts for scholarly publication, equipping them with the essential skills and competencies to excel in academic and professional research endeavors.

| Course Contents | |
|--|---------------|
| UNIT I: Essential Understanding and Knowledge in Academic Research | THs 10 |
| 1.1 Definition, nature, characteristics, and purpose of academic research 1.2 Significance of academic research and role of academia in research 1.3 Academic research vs non-academic/commercial research, academic proposal vs technical proposal, proposal as an academic product 1.4 Research issues in rural development, selection of research title, structure, format and example of academic proposal 1.5 Basic components in thesis/dissertation: Preliminary part, main body and supplementary part | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Demonstration method, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids, Templates and Web links etc. | |

Practical Evaluation/Assessment Example: Students will select as specific as possible, unique, and novel research title, then present, share, and discuss them in the classroom individually.

Required Readings

Gruba, P., & Zobel, J. (2017). *How to write your first thesis*. Springer.

Hammond, M. (2022). *Writing a postgraduate thesis or dissertation: tools for success*. Routledge.

RMIT University Library. (2022). *Research and writing skills for academic and graduate researchers*. RMIT University Library via RMIT Open Press.

| UNIT - II: Writing Introduction and Literature Review in Thesis/Dissertation | THs 14 |
|--|---------------|
| <p>2.1 Thesis as a master piece of academic research</p> <p>2.2 Writing introduction section: Structure, context, content, and examples</p> <p> 2.2.1 Writing background: introduce the key terminologies, and context</p> <p> 2.2.2 Writing statement of problem: sources of research problem and identify research gap</p> <p> 2.2.3 Framing research question (RQ) and formulation of research objective (RO)</p> <p> 2.2.4 Writing significance of the study in thesis</p> <p> 2.2.5 Writing limitations of the study in thesis</p> <p>2.3 Doing literature review and writing structure with examples</p> <p> 2.3.1 Definition, purpose, significance and steps of literature review</p> <p> 2.3.2 Types of literature review: Conceptual, theoretical and empirical, narrative review vs systematic review</p> <p> 2.3.3 Web based literature search strategy: Google scholar, Boolean searches, Search strings</p> <p> 2.3.4 Examples of literature review (LR) and LR writing practice</p> <p>2.4 Identification of research gap, developing theoretical and conceptual framework</p> | |

Specific Instructional Techniques and Teaching Materials: Lecture method, Gallery method, Peer teaching, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc.

Practical Evaluation/Assessment Example: Students will design survey questionnaire based on their research interest and share in the classroom.

Required Readings

Bickman, L., & Rog, D. J. (2009). Applied research design: A practical approach. In *The SAGE handbook of applied social research methods* (pp. 3-43). SAGE Publications, Inc.

Gruba, P., & Zobel, J. (2017). *How to write your first thesis*. Springer.

Hammond, M. (2022). *Writing a postgraduate thesis or dissertation: tools for success*. Routledge.

Locharoenrat, K. (2017). *Research methodologies for beginners*. Jenny Stanford Publishing.

Marczyk, G. R., DeMatteo, D., & Festinger, D. (2010). *Essentials of research design and methodology* (Vol. 2). John Wiley & Sons.

Miles, D. A. (2017). *Problem statement development: How to write a problem statement in a dissertation*. <http://surl.li/zpqguc>

Okoli, C. (2015). A guide to conducting a standalone systematic literature review. *Communications of the Association for Information Systems*, 37.

Ratan, S. K., Anand, T., & Ratan, J. (2019). Formulation of research question: Stepwise approach. *Journal of Indian Association of Pediatric Surgeons*, 24(1), 15–20. https://doi.org/10.4103/jiaps.JIAPS_76_18

Student Learning Development. (2017). *Writing a literature review*. University of Otago https://www.otago.ac.nz/data/assets/pdf_file/0032/297473/writing-a-literature-review-615355.pdf

Web link: <https://researcher.life/blog/article/what-are-research-objectives-how-to-write-them-with-examples/>

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|--|----------------------|
| <p>UNIT - III: Writing Research Methodology, Results, Discussion and Conclusion in Thesis/Dissertation</p> | <p>THs 14</p> |
| <p>3.1 Definition, significance, and basic components of methodology, selection of appropriate research design, selection of sampling method and sample size determination</p> <p>3.2 Sources of data, appropriate selection and designing data collection tools and techniques, and ensuring validity and reliability of data</p> <p>3.3 Criteria for selecting appropriate analysis for quantitative and qualitative data</p> <p>3.4 Writing results and discussion: structure, content and examples</p> <p>3.5 Writing the conclusion section: summary of findings, conclusion and recommendations</p> | |
| <p>Specific Instructional Techniques and Teaching Materials: Demonstration method, Gallery method, TPS (Think-Pair-Share), Guided practice, Templates, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc.</p> | |
| <p>Practical Evaluation/Assessment Example (Group work): Students will undertake a small research-based project for data source selection, designing reliable data collection tools, and analyzing qualitative or quantitative data using appropriate techniques. They will write and present the report, including results, discussion, and conclusion and present in classroom.</p> | |
| <p>Required Readings</p> <p>Bickman, L., & Rog, D. J. (2009). Applied research design: A practical approach. In <i>The SAGE handbook of applied social research methods</i> (pp. 3-43). SAGE Publications, Inc.</p> <p>Cals, J. W., & Kotz, D. (2013). Effective writing and publishing scientific papers, part VI: discussion. <i>Journal of Clinical Epidemiology</i>, 66(10), 1064.</p> <p>Marczyk, G. R., DeMatteo, D., & Festinger, D. (2010). <i>Essentials of research design and methodology</i> (Vol. 2). John Wiley & Sons.</p> <p>RMIT University Library. (2022). <i>Research and writing skills for academic and graduate researchers</i>. RMIT University Library via RMIT Open Press.</p> <p>Rugg, G., & Petre, M. (2006). <i>A gentle guide to research methods</i>. McGraw-Hill Education.</p> <p>Walliman, N. (2017). Qualitative data analysis. In <i>Research Methods: The Basics</i> (pp. 148-166). Routledge.</p> | |

Haynes-Brown, T. K. (2024). The role of the implementation matrix in designing and reporting integration decisions in a mixed methods study. *Journal of Mixed Methods Research*, 15586898241252204. <https://doi.org/10.1177/15586898241252204>

| Unit - IV: Scientific Writing and Scholarly Publication Practice | THs 10 |
|---|--------|
| 4.1 Definition, types, and format of scientific writing and practice 4.2 Presentation of scientific writing and scholarly publication (journal selection, peer review process and article publication) 4.3 Application of APA format: Citation and referencing style 4.4 Ethical and plagiarism issues in research 4.5 Use of AI in research: Advantages and challenges | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Guided individual study, Discussion method, Hands on demonstration, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc. | |
| Practical Evaluation/Assessment Example: Students will write an article (2500- 3000 words) on a given topic, applying a specific type and format of scientific writing. | |
| Required Readings American Psychological Association. [APA] (2019). <i>Concise guide to APA style 7th edition</i> . American Psychological Association. Cargill, M., & O'Connor, P. (2021). <i>Writing scientific research articles: Strategy and steps</i> . John Wiley & Sons. Khatri, B. B. (2020). Peer review process in scholarly communication and scientific publishing. <i>Nepalese Journal of Development and Rural Studies</i> , 17, 15–19. https://doi.org/10.3126/njdrs.v17i0.34947 Moher, D., Bouter, L., Kleinert, S., Glasziou, P., Sham, MH., Barbour, V., et al. (2020). The Hong Kong Principles for assessing researchers: Fostering research integrity. <i>PLoS Biol</i> 18(7): e3000737. https://doi.org/10.1371/journal.pbio.3000737 MRU Library. (2022). <i>How to prepare a good presentation for thesis defense?</i> https://www.mruni.eu/wp-content/uploads/2022/12/How-to-prepare-a-good-presentation-for-thesis-defence-2022-12-09.pdf | |

Naegle, K. M. (2021). Ten simple rules for effective presentation slides. *PLoS Computational Biology*, 17(12), e1009554.

Sharma, R. K., & Ogle, H. L. (2022). Twelve tips for students who wish to write and publish. *Medical Teacher*, 44(4), 360-365.

<https://doi.org/10.1080/0142159X.2021.1908977>

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|--|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|---------------|---|-------------|--|
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

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- Becker, H. S. (2008). *Writing for social scientists: How to start and finish your thesis, book, or article*. University of Chicago Press.
- Bickman, L., & Rog, D. J. (2009). Applied research design: A practical approach. In *The sage handbook of applied social research methods* (pp. 3-43). Sage Publications, Inc.
- Black, T. R. (2002). *Understanding social science research*. Sage Publication.
- Blair, L. (2016). *Writing a graduate thesis or dissertation*. Sense Publishers.
- Bryman, A., & Burgess, R. G. (Eds.). (1994). *Analyzing qualitative data* (Vol. 11). Routledge.

- Creswell, J. H. (2007). *Qualitative inquiry and research design: Choosing among the five approaches*. Sage Publication.
- Creswell, J. W. (2011). *Research design: Quantitative and qualitative methods*. Sage South Asia Publication.
- Denscombe, M. (2014). *The good research guide*. 5th ed. McGraw-Hill/Open University Press.
- Denzin, N. K. & Lincoln, Y. (eds.) (2005). *The sage handbook of qualitative research (Third edition)*. Sage Publication.
- Golding, C. (2017). Advice for writing a thesis (based on what examiners do). *Open Review of Educational Research*, 4(1), 46-60.
- Gruba, P., & Zobel, J. (2017). *How to write your first thesis*. Springer.
- Guest, G., MacQueen, K. & Namey, E. (2012). *Applied thematic analysis*. Sage Publications.
- Habtu, Y., & Deressa, W. (2024). How to write a “results section” in biomedical scientific research papers? Critical review. *Research Methods in Medicine & Health Sciences*, 26320843241237444.
- Hammond, M. (2022). *Writing a postgraduate thesis or dissertation: tools for success*. Routledge.
- Hempel, S. (2020). *Conducting your literature review*. American Psychological Association.
- Kerlinger, F. N. (2000). *Foundation of behavioural research*. Surjeet Publication.
- Khatri, B. B. (2012). *Research and statistics in population education*. Kriti Publication.
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- Kumar, R. (2008). *Research methodology: A step-by-step guide for beginners*. Pearson Education.
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- Patton, M.Q. (2002). *Qualitative evaluation and research method (3rd ed.)*. Sage Publication.
- Punch, K. F. (2005). *Introduction to social research: quantitative and qualitative approaches*. Sage Publications.
- Young, P.V. (2009). *Scientific social survey and research (Fourth Ed.)*. Prentice Hall.



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences

Master in Rural Development

| Course Title: Entrepreneurship Development | |
|--|---------------------------------------|
| Course Code: RD 654-1 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: IV |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course provides widespread foundation in entrepreneurship development, equipping students with essential knowledge, skills, and the competencies to address real-world challenges. The course aims to equip students with key concept, theories, social entrepreneurs, marketing as well as policy and practices within the field of rural development. The course includes fundamentals of entrepreneurship, institutions types, social entrepreneurship and emerging entrepreneurship in Nepal. The course also examines policies and practices that support entrepreneurship development, equipping students with the skills to understand and navigate the relationship between entrepreneurs, marketing and development. By blending theoretical knowledge with policy and practices, this course motivates students to become entrepreneur and also enables to prepare family business plan and marketing strategies particularly in the field of rural entrepreneurship development.

Course Objectives

The objective of this course is to equip the students with foundational knowledge and practical skills in entrepreneurship development, with a particular emphasis on rural development. The course will acquaint the students with theoretical and empirical knowledge necessary to understand and navigate the complex relationship between entrepreneurship and marketing, especially in Nepal's evolving entrepreneurial landscape. The course is prepared to impart students with practical abilities necessary to succeed as entrepreneurs. By mastering these competencies, students will be well-prepared to tackle the real-world challenges of entrepreneurship and effectively manage marketing strategies within a diverse and dynamic business environment.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, the students will grasp the core concepts, principles, and relationships between entrepreneurship and marketing. By achieving these outcomes, students will not only gain a solid understanding of the entrepreneurial process but also be able to analyze and navigate the unique challenges and opportunities that entrepreneurs face, particularly in the context of Nepal. The subject develops the practical skills and competencies needed to succeed as entrepreneurs and marketing professionals. These skills will prepare students to take action, solve real-world problems, and navigate the entrepreneurial ecosystem effectively. The students will also enhance research skills on integrating entrepreneurship and marketing strategies in the rural development process.

| Course Contents | |
|---|---------------|
| Unit I: Fundamental and Theories of Entrepreneurship | THs 10 |
| 1.1 Basic entrepreneurship: Institutions types (I & II) and functions, self-employment, business ownership rate 1.2 Status of micro, small and medium-size enterprises (MSMEs) in Nepal 1.3 Innovation theory of Schumpeter, and Kirzner's theory of entrepreneurial discovery 1.4 Max Weber's theory and political system theory of entrepreneurial growth 1.5 The 4Ps of creativity theory: Person, process, press, and product | |
| Specific Instructional Methods and Teaching Materials: Lecture method, Peer teaching, Lecture notes, PPT slides, Digital teach and Virtual field trips. | |
| Practical Evaluation/Assessment Example: The students will conduct debate session on entrepreneurship culture, issues and challenges. They will prepare short paper assignment and also involve in unit test examination. | |
| Required Readings Badi, R.V. & Badi, N. V. (2018). <i>Rural marketing</i> . Himalaya Publishing. Bhagyalakshmi, R. R. (2023). <i>Entrepreneurship development MCOM</i> . https://www.researchgate.net/publication/375393358 <u>Entrepreneurship Development MCOM</u> | |

Bula, H. O. (2012). Evolution and theories of entrepreneurship: A critical review. *International Journal of Business and Commerce*, 1(11), 81-96. <https://dhriiti.com/wp-content/uploads/2017/11/Evolution-and-Theories-A-Kenyan-Perspective.pdf>

Harper, D. A. (2003). *Foundations of entrepreneurship and economic development*. Rutledge.

Mackin, C. (1995). *The ownership theory*. Foundation for Enterprise Development Annual Report.

| Unit II: Social Entrepreneurship and Development | THs 14 |
|--|---------------|
| 2.1 Nature and roles of social entrepreneurs 2.2 Kaizen model in social entrepreneurship process 2.3 Three circle model of family business 2.4 Stages of family business development 2.5 Stages of family business plan | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, TPS (think-pair-share) method, Lecture notes, PPT slides, Digital teach and Institutional visit. | |
| Practical Evaluation/Assessment Example: The students will conduct same day visit in any concerned government institutions and prepare institutional report assignment. They will also involve in power point presentation. | |
| Required Readings Davidsson, P. (1995). Culture, structure and regional levels of entrepreneurship, entrepreneurship and regional development. <i>An International Journal</i> , 7(1), 41-62. http://dx.doi.org/10.1080/08985629500000003 Falana, O., Durodola, O. & Oladipupo, O. (2022). <i>Implementing Kaizen/continuous improvement in manufacturing industry</i> . https://doi:10.13140/RG.2.2.21692.92807 Khanka, S. S. (2014). <i>Entrepreneurial development</i> (5th eds.). S. Chand Publication. Parker, S. C. (2009). <i>The economics of entrepreneurship</i> . Cambridge University Press. Shapter, M., Volery, T., Weber, P., & Lewis, K. (2010). <i>Entrepreneurship and small business</i> (3rd Asia-Pacific ed.). John Wiley & Sons. Vijayashree, P. T. & Alagammal, M. (2016). <i>Entrepreneurial development and small business management</i> . Margham Publication. Walzer, N. (Ed.) (2007). <i>Entrepreneurship and local economic development</i> . Lexington Books. | |

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|--|---------------|
| Unit III: Emerging Entrepreneurships and Marketing in Nepal | THs 14 |
| 3.1 Green enterprises: Agriculture and non-agriculture 3.2 Indigenous skill and major ethnic entrepreneurship 3.3 Rural entrepreneurship: Social entrepreneurship, women entrepreneurship 3.4 Marketing management: Customer discovery-validation-creation-company building 3.5 e-entrepreneurship and marketing | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Brain storming, Lecture notes, PPT slides, Digital teach and Virtual field trips. | |
| Practical Evaluation/Assessment Example: The students will conduct one day workshop on emerging entrepreneurship and marketing issues and presenting in flip charts. | |
| Required Readings Barringer, B. R. & Ireland, R. D. (2020). <i>Entrepreneurship: Successfully launching new business</i> . Pearson India. Charantimath, P. M. (2009). <i>Entrepreneurship development and small business enterprises</i> . Pearson, Delhi, India Hisrich, R. D., Peter, M. P. & Shepherd, D. A. (2016). <i>Entrepreneurship</i> . Tata McGraw Hill. Hisrich, R. D., Peters, M. P. & Shepherd, D. A. (2019). <i>Entrepreneurship</i> . McGraw Hill. Khanka, S. S. (2007). <i>Entrepreneurship development</i> . S. Chand & Co. Publication. Malhotra, N. K. (2021). <i>Marketing research: An applied orientation</i> . Shapter, M., Volery, T., Weber, P., & Lewis, K. (2010). <i>Entrepreneurship and small business</i> (3rd Asia-Pacific ed.). John Wiley & Sons. | |

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|--|---------------|
| Unit IV: Entrepreneurship Development Policy and Practices | THs 10 |
| 4.1 Nepal's startup policy 2023 4.2 Nepal's industrial enterprise act 2020 4.3 Quality assurance management 4.4 Entrepreneurship and informality 4.5 Women-led MSMEs: Prospects and problems | |

Specific Instructional Techniques and Teaching Materials: Lecture method, TPS (think-pair-share) method, Lecture notes, PPT slides, Digital teach and Field visit.

Practical Evaluation/Assessment Example: Students will conduct same day visit in the agriculture, tourism and ethnic related enterprises. They will also prepare field report assignment in the groups.

Required Readings

Behera, M. (2020). "Is lack of access to finance impeding the growth of female-led small businesses in Nepal?" <https://www.uncdf.org/article/4358/is-lack-of-access-to-finance-impeding-the-growth-of-female-led-small-businesses-in-nepal>

Khanal, R., Khanal, K., Gadtaula, M., Poudel, S. & Basnet, R. K. (2023). *Start-up businesses and micro, small and medium enterprises in Nepal: A policy perspective*. [PRI Publication No. 072]. Policy Research Institute.

Prajapati, R., Dahal, A., Khanal, A., Sharma, P., Shrestha, R., Kandel, S., Lamsal, S., & Giri, S. (2023). Status of occupational health and safety in Nepal: Current scenario and strategies for improvement. *Journal of Multidisciplinary Research Advancements*, 1(2), 114-122.

United Nations. [UN]. (2020). *Micro, small and medium-sized enterprises' access to finance in Nepal* (MSME Financing Series No. 3). Economic and Social Commission for Asia and the Pacific. <https://www.unescap.org/resources/micro-small-andmedium-sized-enterprises-access-finance-nepal>

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Acharya, U. & Pandey, C. (2018). Women's entrepreneurial ecosystem in Nepal: A study based on Kathmandu Valley. *Westcliff International Journal of Applied Research*, 2, 5-17. <https://doi10.47670/wuwijar201822CPUA>
- Agrawal, G. R. (2006). *Entrepreneurship development in Nepal*. MK Publishers
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- Dabson, B. (2007). Entrepreneurship as rural economic development policy. In Norman Walzer (Ed.), *Entrepreneurship and local economic development* (pp. 21-38). Lexington Books.
- Joshi, J. & Chaulagai, T. (2024). Food and agribusiness management (FABM) implication of minimum support price as a substantive support to paddy farmers in Kanchanpur district, Nepal. *Food and Agribusiness Management*, 5, 39-44. <https://doi10.26480/fabm.02.2024.39.44>
- Koirala, K. D. (2010). *Principles of marketing*. MK Publishers
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- Montanye, J. A. (2006). Entrepreneurship. *The Independent Review*, 10(4), 547-569.
- Nuade, W. (Ed.) (2011). *Entrepreneurship and economic development*. Palgrave Macmillan in Association with United Nations University.
- Ramkishen, Y. (2013). New perspectives in rural and agricultural marketing. *Agricultural and Food Sciences*.
- Stam, E. (2008). Entrepreneurship and innovation. In B. Nooteboom & E. Stam (Eds.), *Micro-foundations for innovation policy* (pp. 135-172). Amsterdam University Press.



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Computer Application in Research | |
|---|-----------------------------|
| Course Code: RD 654-2 | Nature of Course: Practical |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: IV |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

In today's world, various types of research software are widely used to make research process faster, more manageable and systematic. In fact, research across in all disciplines would be nearly impossible without the use of computer software. These tools can support a wide range of research activities, including concept mapping, sampling, data collection, qualitative and quantitative data analysis, word processing, and presentation, in-text citation, referencing and more. However, previous experience indicates that many students entering the MA program in rural development lack sufficient knowledge and skills in using computer software for research. To address this gap, this course aims to build a strong foundational understanding of how to use computers in rural development research. It will provide practical knowledge on a number of computer software tools such as Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Mendeley, KoboToolBox, SPSS, and MAXQDA. Therefore, it will ensure to align with academic standards and practical applicability while promoting scientific research.

Course Objectives

The main objective of this course is to familiarize students with current software practices in research, emphasizing their importance and providing practical knowledge for using these tools in various research activities. These activities include data collection, management and analysis; report writing; referencing (documentation), and presentation of findings. Focusing on qualitative and quantitative research software, this course also aims to develop skills in identifying data patterns, interpreting results, and presenting findings effectively.

Expected Outcomes, Learning Skills and Competencies

By the end of this course, students will be able to align with current software practices in the job market and develop the skills to identify different types of software used in research activities. They will understand the importance and function of various software in research and competently apply them to create well-structured, formatted, and analyzed outputs while preparing and conducting research activities. Additionally, students will demonstrate the ability to manage and accomplish research tasks systematically, present results and findings in an organized manner, identify data patterns, interpret data effectively, and design professional and impactful research presentations using different software tools. Hence, this course will definitely produce skilled and research-oriented, competent human resources to address the contemporary job market demand.

| Course Contents | |
|---|---------------|
| Unit I: Introduction to Computer Software in Research | THs 12 |
| 1.1 Introduction, objectives and significance of computer software in research 1.2 Application of software in different phases of research and its advantages 1.3 Data collection: KoboToolBox/Google form 1.4 Data management and visualization tools: Microsoft Excel (including graph and charts), and Microsoft PowerPoint 1.5 Document preparation and referencing tools: Microsoft word (including APA formatting of text), and Mendeley/Zotero (referencing software) | |
| Specific Instructional Techniques and Teaching Materials: Lecture, Demonstration, Discussion method, Hands-on practice, Laptop/Desktop computer, Software, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web based resources/links etc. | |
| Practical Evaluation/Assessment Example: a) Choose any research title, then search literatures and make references in APA format by using Mendeley/Zotero in Microsoft Word. b) Provide students a set of questionnaires, ask them: <ul style="list-style-type: none"> - to develop Form in the KoboToolBox/Google form - deploy Form to mobile phone, - download Form in mobile phone - take interview, send data to own account, and open data from KoboToolBox | |

Required Readings

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. American Psychological Association.

Egyakosh. (n.d.). *Unit 16: Computer application in social science research*.

<https://egyankosh.ac.in/bitstream/123456789/63507/2/Unit-16.pdf>

Humanitarian Action. (2019). *Manual KoboToolBox*. https://kmp.hpc.tools/wp-content/uploads/2023/05/20230522_Kobo-toolbox-manual.pdf

Mendeley. (2010). *Getting started with Mendeley*. https://desktop-download.mendeley.com/download/Getting_Started_Guide.pdf

St. George's, University of London. (n.d.). *Excel-fundamentals*.

<https://www.sgul.ac.uk/about/our-professional-services/information-services/library/documents/training-manuals/Word-Fundamentals-Manual.pdf>

St. George's, University of London. (n.d.). *Microsoft PowerPoint fundamentals*.

<https://www.sgul.ac.uk/about/our-professional-services/information-services/library/documents/training-manuals/Word-Fundamentals-Manual.pdf>

St. George's, University of London. (n.d.). *Word-fundamentals*.

<https://www.sgul.ac.uk/about/our-professional-services/information-services/library/documents/training-manuals/Word-Fundamentals-Manual.pdf>

| Unit II: Quantitative Data Analysis with Statistical Package for Social Science (SPSS) | THs 14 |
|---|---------------|
| 2.1 Scale of measurement including discrete and continuous data | |
| 2.2 Introduction to the structure and functions of SPSS | |
| 2.3. Database creation and data entry | |
| 2.4. “Data” and “Transform” functions | |
| 2.5. “Analyze” Function and “Graphs” functions | |
| Specific Instructional Techniques and Teaching Materials: Lecture, Demonstration, Discussion, Hands-on practice, Guided study, Laptop/Desktop computer, Computer software Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc. | |

Practical Assessment Example: a) Provide a set of questionnaires to the students, and ask them to develop data entry template in SPSS. b) Provide a sample database to the students, choose three variables with many categories (occupation or age or caste/ethnicity), and ask them to recode the variables in a meaningful way. c) Choose 2-3 independent variables and ask them to tabulate outcome variable data for each category of the independent variable.

Required Readings

Gabrosek, J. (2013). *SPSS manual for introductory applied statistics: A variable approach*.

Department of Statistics, Grand Valley State University.

<https://www.gvsu.edu/cms4/asset/4CE39E3F-BF40-0D23-0D675539A8F525E7/spss.pdf>

Garth, A. (2008). *Analysing data using SPSS*. Sheffield Hallam University.

https://students.shu.ac.uk/lits/it/documents/pdf/analysing_data_using_spss.pdf

George, D. (2011). *SPSS for windows step by step: A simple study guide and reference, 17.0 update, 10/e*. Pearson Education India.

| Unit III: Qualitative Data Analysis with MAXQDA | THs 14 |
|--|---------------|
| 3.1. Introduction to the structure and functions of MAXQDA 3.2. Creating project and managing sources 3.3 Coding, developing themes, text extraction 3.4. Synthesizing text, and visual presentation of data 3.5 Format of qualitative research report | |
| Specific Instructional Techniques and Teaching Materials: Demonstration method, Discussion method, Hands-on practice, Project based method, TPS (think-pair-share) method, Lecture notes, Computer software, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc. | |
| Practical Evaluation/Assessment Example: a) Ask students to search at least five articles, one video, webpage from online platform, upload in MAXQDA in different folders, and generate themes using Auto Code function. b) Give at least three questions of qualitative nature to the students and ask them to write answers in Microsoft Word as transcripts, upload transcripts in MAXQDA, generate themes, extract text for each theme, transfer to the Microsoft Word and write synthesis. | |

Required Readings

Kuckartz, U., & Rädiker, S. (2019). *Analyzing qualitative data with MAXQDA* (pp. 1-290).

Springer International Publishing.

MAXQDA. (2019). *MAXQDA 2020: Getting started guide*. <https://www.maxqda.com/wp/wp-content/uploads/sites/2/GettingStarted-MAXQDA2020-EN.pdf>

Saldaña, J. (2012). *The coding manual for qualitative researchers*. SAGE Publications.

| Unit IV: Data Presentation and Ethical Application of Computer Software | THs 8 |
|---|--------------|
| 4.1 Slide design principles: Structuring and formatting presentations 4.2 Effective use of visuals: Graphs, charts, images, and multimedia elements 4.3 Key characteristics for academic and professional presentations 4.4 Research misconduct: Falsification, fabrication, manipulation, and plagiarism (FFMP) 4.5 Ethical application of computer software and use of artificial intelligence (AI) | |
| Specific Instructional Techniques and Teaching Materials: Guided study, Demonstration method, Discussion method, Lecture notes, PPT slides, and Digital resources: Interactive smart board/multi-media, Audio-visual aids and Web links etc. | |
| Practical Evaluation/Assessment Example: Provide selected papers to the students on the course topics and asked them to summarize in 2000 words. | |
| Required Readings Bostrom, N., & Yudkowsky, E. (2018). The ethics of artificial intelligence. In <i>Artificial intelligence safety and security</i> (pp. 57-69). Chapman and Hall/CRC. Bukola, A. D., Stephen, M. O., & Kamorudeen, A. A. (2013). Ethical use of computer technology. <i>Scholars Journal of Engineering and Technology (SJET)</i> . Miao, J., Thongprayoon, C., Suppadungsuk, S., Garcia Valencia, O. A., Qureshi, F., & Cheungpasitporn, W. (2023). Ethical dilemmas in using AI for academic writing and an example framework for peer review in Nephrology Academia: A narrative review. <i>Clin. Pract.</i> 14, 89–105. https://doi.org/10.3390/clinpract 14010008 Stengel, D., Calori, G. M., & Giannoudis, P. V. (2008). Graphical data presentation. <i>Injury</i> . doi:10.1016/j.injury.2008.01.050 www.saspublisher.com | |

Evaluation Criteria

| Evaluation Criteria (Practical) | Internal (40 marks) +Final (60 marks) =100 Marks |
|---|--|
| The evaluation focuses on students' ability to apply computer applications in research, covering practical task execution, application of research tools, data interpretation, report writing, and oral presentation. | |
| Internal evaluation: The class teacher/instructor evaluates in 40 marks by assigning different tasks and practical works. For example, class teacher provides questions for a project work to the students covering course topics, ask them to solve the questions using relevant software in the computer lab. | |
| Final evaluation: The course includes a practical evaluation worth 60 marks, assessed by an external examiner. <ul style="list-style-type: none">- Appoint external examiner for final evaluation. The external examiner is requested from different campus to maintain quality and impartiality, and provide an unbiased assessment of students' performance.- Class teacher provides questions for a project work to the students covering course topics, ask them to solve the questions using relevant software in the computer lab.- Students make oral present of the project work to the external examiner and class teacher/instructor.- Examiner and class teacher conduct short viva voce for evaluation. | |
| The breakdown of marks and evaluation components is as follows: <ul style="list-style-type: none">- Project work: 40- Appropriate use of software and tools: 10- Presentation: 10- Viva-voce: 10 | |

References

- Elliott, A. C., & Woodward, W. A. (2014). *IBM SPSS by example: A practical guide to statistical data analysis*. Sage Publications.
- Hancock, B., Ockleford, E., Windridge, K. (2007). *An introduction to qualitative research*. National Institute for Health Research.
- Kuckartz, Udo & Rädiker, S. (2019). *Analyzing qualitative data with MAXQDA: Text, audio, and video* (1st edition). Springer.
- Landau, S., & Everitt, B. S. (2003). *A handbook of statistical analyses using SPSS*. Chapman and Hall/CRC.

- Morgan, G. A., Barrett, K. C., Leech, N. L., & Gloeckner, G. W. (2019). *IBM SPSS for introductory statistics: Use and interpretation*. Routledge.
- Najmi, A., Sadasivam, B., & Ray, A. (2021). How to choose and interpret a statistical test? An update for budding researchers. *Journal of Family Medicine and Primary Care*, 10(8), 2763-2767.
- United States General Accounting Office. (1992). *Quantitative data analysis: An introduction*. United States General Accounting Office.



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Microfinance, Cooperatives and Development | |
|---|---------------------------------------|
| Course Code: RD 654-3 | Nature of Course: Theory and Practice |
| Level: MA | Year: Second |
| Credit Hours: 3 (48 hours) | Semester: IV |
| Time per Week: 3 hours | Time per Period: 1 hour |

Course Description

This course offers the comprehensive and critical role of microfinance and cooperatives in fostering inclusive and sustainable development in Nepal. It delves into their operational models, regulatory frameworks, and socio-economic impacts while examining the challenges and opportunities they face in a rapidly changing world. The course provides in-depth knowledge and skills on contemporary issues of microfinance, cooperative development, and apply them to real-world situation.

The course has been structured into four units. The first unit deals with the introduction of microfinance along with financing models and impact analysis of microfinance in Nepal. The second unit encompasses the critical review on the regulatory framework of microfinance in Nepal along with the study of growing issues in its operation. Similarly, the third unit introduces cooperatives on the basis of theoretical foundation. And, the fourth unit entails the study of regulatory framework of cooperatives with growing issues in Nepal in present day situation.

Course Objectives

The major objective of the course is to impart the knowledge to conceptualize and understand the microfinance and cooperatives along with some theoretical/ models along with prevailing regulatory framework of microfinance and cooperative regulation in Nepal. Additionally, it provides insight upon the roles played by the institutions in socio-economic transformation of society for sustainable and inclusive development along with insight upon growing issues in present day situation.

Expected Outcomes, Learning Skills and Competencies

After the completion of the course, students are expected to develop and demonstrate a comprehensive understanding of microfinance and cooperative model by critically analyzing the theories, principles, and diverse models of microfinance and cooperatives along with evaluating the legal, administrative, and operational frameworks governing microfinance and cooperatives in Nepal. In addition, students will be able to assess and synthesize the information on impact of microfinance and cooperatives on socio-economic transformation of people and communicate effectively through research papers, presentations, and group discussions. Similarly, students are will develop and demonstrate cognitive skills of critical thinking, analytical reasoning, problem-solving, and decision-making. Finally, students will generate practical skills of conducting research, data analysis, teamwork, communication (written and oral) and transferable skills of adaptability, time management, and ethical awareness.

| Course Contents | |
|--|---------------|
| Unit I: Introduction to Microfinance | THs 12 |
| 1.1 Microfinance: Concepts, definitions, evolution, and aligning with SDGs for sustainable development | |
| 1.2 Microfinance institutions (MFIs): Types, roles, and functions | |
| 1.3 Models of microfinance operation: Group lending, individual lending, Grameen Bank model (focusing on group-based lending), self-help groups/community organizations, and cooperative models | |
| 1.4 Impact of Microfinance: Poverty reduction, women's empowerment, and social inclusion | |
| 1.5 Digital transformation in microfinance: Mobile banking, fintech, blockchain, and challenges | |
| Specific Instructional Techniques and Teaching Materials: Applying diverse methods of interactive lecture method, case studies, group discussions, guest lectures, with PPT slides, web link using interactive board/ multimedia. | |
| Practical Evaluation/Assessment Example: It incorporates interactive evaluation methods, including Q&A sessions, group assignments, and presentations so as to ensure continuity and effective learning outcomes. | |

Required Readings

Armendáriz, B., & Morduch, J. (2021). *The economics of microfinance* (3rd ed.). MIT Press.

Bateman, M. (2010). *Microfinance and its enemies: Why credit cannot alleviate poverty*. Zed Books.

Demirgüç-Kunt, A., Klapper, L., Singer, D., & Ansar, S. (2015). *Digital finance and financial inclusion: Opportunities and challenges*. World Bank Studies. <https://doi.org/10.1596/978-1-4648-0463-9>

ICA. (n.d.). *Cooperative Models*. <https://www.ica.coop/en/cooperative-models-in-microfinance>

Ledgerwood, J. (2013). *The new microfinance handbook: A financial market system perspective*. World Bank.

Prahalad, C. K. (2010). *The fortune at the bottom of the pyramid: Eradicating poverty through profits*. Pearson.

| Unit II: Regulatory Framework of Microfinance in Nepal | THs 12 |
|--|---------------|
| 2.1 Legal and regulatory framework for microfinance in Nepal | |
| 2.2 Role of Nepal Rastra Bank in regulating MFIs | |
| 2.3 Supervision and monitoring of MFIs | |
| 2.4 Risks and challenges in microfinance: Over-indebtedness, mission drift, financial sustainability | |
| 2.5 Inclusive finance: Expanding access to financial services for marginalized communities | |
| Specific Instructional Techniques and Teaching Materials: Applying diverse teaching techniques of recalling, lecturing, group discussion, power point presentation by providing PPT slides using interactive board/ multimedia | |
| Practical Evaluation/Assessment Example: Short field visit to MFIs by developing guideline for interview so as to collect information relating to microfinance operation, loan disbursement model, loan recovery, risk and challenges. Share the findings in classroom. | |

Required Readings

Bhusal, L. N. (2017). *Effectiveness of microfinancing in Nepal: Institutional development, regulation, and supervision*. APRACA.

Jha, D. K., & Wellalage, N. H. (2016). Governance and regulatory issues: Microfinance and development of rural communities in Nepal. *Corporate Ownership & Control*, 13(3), 506–515. <https://doi.org/10.22495/cocv13i3c3p8>

Nepal Rastra Bank. (n.d.). *Unified directives for microfinance financial institutions*. <https://www.nrb.org.np>

Nepal Rastra Bank. (n.d.). *Supervision and monitoring guidelines*. <https://www.nrb.org.np>

Nepal Rastra Bank. (n.d.). *Stricter rules for microfinance loans*. <https://www.nrb.org.np>

Nepal Rastra Bank. (n.d.). *Initiatives for inclusive finance*. <https://www.nrb.org.np>

| Unit III: Introduction to Cooperatives | THs 12 |
|--|---------------|
| 3.1 Cooperatives: Concepts, principles and global cooperative movement 3.2 Models of cooperatives: Raiffeisen model, Schulze-Delitzsch model, Rochdale Principles 3.3 Types of cooperatives: Agricultural, consumer, saving credit, and producer cooperatives 3.4 History and development of cooperatives in Nepal 3.5 Role of cooperatives in climate resilience for sustainable agriculture, disaster risk reduction and community development | |
| Specific Instructional Techniques and Teaching Materials: Lecture method, Classroom discussion, PPT slides by using interaction board/ multimedia. | |
| Practical Evaluation/Assessment Example: Students will be grouped to select any title of the content and subjected to peer review or assigned to share any case studies relating to impact of cooperatives. | |
| Readings Required Agricultural cooperatives and climate resilience: Evidence from Nepal. (n.d.). <i>Journal of Cleaner Production</i> , 212, 23–30. https://doi.org/10.1016/j.jclepro.2019.01.030 | |

Bateman, M. (2010). *Why doesn't microfinance work? The destructive rise of local moneylending in Bangladesh*. *Journal of Peasant Studies*, 37(1), 1–28. <https://doi.org/10.1080/03066150903421771>

Cooper, T. E. (2015). *Cooperative enterprises: Concepts, principles, and theories*. Available in various libraries and online bookstore

Develtere, P., Pollet, I., & Wanyama, F. (2015). *Cooperatives and sustainable development: Case studies from Africa*. Zed Books

Li, D. (2010). *The role of social capital in the cooperative behavior of small farmers in China*. *China Economic Review*, 21(1), 101–111. <https://doi.org/10.1016/j.chieco.2009.05.003>

Reed, D. (2014). *The role of cooperatives in poverty reduction and social inclusion*. *Journal of Rural Cooperation*, 42(2), 137–156.

The role of cooperatives in community development: A case study of Nepal. (n.d.). *International Journal of Development Studies*, 47(5), 749–771. <https://doi.org/10.1080/13504509.2018.1434487>

Zeuli, K. A., & Cropp, R. (2004). *Cooperatives: Principles and practices in the 21st century*. University of Wisconsin Cooperative Extension Publishing

| Unit IV: Regulatory Framework and Issues in Cooperative Development in Nepal | THs 12 |
|---|---------------|
| 4.1 Cooperative laws and regulations in Nepal 4.2 Role of the Department of Cooperatives in Nepal 4.3 Cooperative governance, digital transformation and management 4.4 Challenges in cooperative development: Governance issues, financial sustainability, competition 4.5 Impact of cooperatives: Economic, social, and environmental impacts | |
| Specific Instructional Techniques and Teaching Materials: Lecture, group discussion, argumentation, PPT slides, web link by using interactive board/multimedia. | |

Practical Evaluation/ Assessment Example: Field visit to nearby cooperatives by developing guideline for interview so as to collect information relating to cooperative operation, loan disbursement model, loan recovery, risk and challenges. Share the findings in classroom:

Required Readings

Adhikari, K. R. (2024). *Revitalizing Nepal's cooperative sector*. The Annapurna Express. Retrieved from <https://theannapurnaexpress.com/story/51018/>

Cooperative laws and regulations in Nepal: Current status and future directions. (2020). *Journal of Cleaner Production*, 258, Article 124567.

<https://doi.org/10.1016/j.jclepro.2020.124567>

International Cooperative Alliance. (2019). *Legal framework analysis: Key highlights - Nepal*. Coops4Dev.

https://coops4dev.coop/sites/default/files/filefield_paths/Legal%20Frameworks%20Highlights%20-%20Nepal.pdf

Sharma, R. (2021). Digital transformation in cooperative management: Opportunities and challenges. *Journal of Co-operative Management*, 18(2), 145–160.

<https://doi.org/10.1108/JCOM-07-2020-0100>

Sykes, W. E., & Thomas, M. (2020). *Cooperative management and governance: Principles and practices*.

Tiwari, R. C. (2014). *The cooperative movement in Nepal: Challenges and opportunities*.

Evaluation Criteria (Internal 40% and External 60%)

The Faculty of Humanities and Social Sciences under the university has adopted a 40-60 evaluation model, where 40% of the total marks are allocated to internal evaluation and 60% to external evaluation. This model ensures that students are assessed holistically through continuous and semester-end evaluations. The internal evaluation is conducted by departments and campuses based on attendance, peer evaluation, assignments, presentations, and mid-term exams, ensuring active engagement in academic activities. It emphasizes regularity, teamwork, communication

skills, and readiness for final examinations. Meanwhile, the external examination consists of a formal semester-end exam with written exam designed to test students' understanding, analytical ability, critical thinking and problem-solving skills through long and short questions. Evaluation criteria will be as explained below:

Internal Evaluation Criteria

| Criteria | Internal (40 Marks) | Pass Marks | Remarks |
|-----------------|---|-------------|--|
| Attendance | 5 Marks: Students must attend at least 80% of the classes to ensure presence and regularity. | Minimum 80% | Attendance is compulsory to appear in the final examination. |
| Peer Evaluation | 5 Marks: Students assess each other's performance based on pre-defined criteria and rubrics. | Minimum 50% | Encourages mutual evaluation and constructive feedback. |
| Assignments | 10 Marks: Assignments must be submitted in the prescribed format within the deadline. | Minimum 50% | Teaching faculties evaluate the assignments. Securing at least 50% is mandatory for eligibility to appear in final exam. |
| Presentation | 10 Marks: Students give individual or group presentations using PPT slides. | Minimum 50% | Enhances communication, teamwork, and critical thinking skills. Presentations are compulsory for internal evaluation. |
| Mid-term Exam | 10 Marks: A formal two-hour examination is conducted mid-semester to assess progress and readiness. | Minimum 50% | A one-time opportunity for retake is provided with valid justification (e.g., medical certificate). It is compulsory for final written exam. |

External Evaluation (Final Written Exam)

| Criteria | Written Exam (60 Marks) | Remarks |
|-----------------|---|---|
| Long Questions | 20 Marks: Answer any 2 out of the 3 long questions. Each question carries 10 marks. | Questions focus on in-depth understanding, application, critical analysis, and creativity. |
| Short Questions | 40 Marks: Answer any 8 out of 10 short questions. Each question carries 5 marks. | Questions cover conceptual understanding, comparison, problem-solving, case studies, and illustrative examples. |

| Criteria | Written Exam (60 Marks) | Remarks |
|--------------------|--|---|
| Examination Format | 3-hour exam conducted at the end of the semester. Students can answer in English, Nepali, or both. | Students must meet internal evaluation criteria to qualify for the final written examination. |

This evaluation system ensures fairness, academic rigor, and comprehensive assessment through a combination of internal and external evaluations.

References

- Ali, M., & Usman, M. (2020). Microfinance and poverty reduction: A systematic review. *World Development*, 132, Article 105044. <https://doi.org/10.1016/j.worlddev.2020.105044>
- Bhattarai, K. (2019). Governance challenges in cooperative development in Nepal. *Journal of Development Studies*, 55(4), 543–561. <https://doi.org/10.1080/00220388.2018.1554321>
- ICA. (n.d.). *Cooperatives and climate action*. <https://www.ica.coop/en/our-work/sustainable-development>
- IFAD. (2011). *Cooperatives and rural development: A case study from Nepal*. International Fund for Agricultural Development. <https://www.ifad.org/documents/10180/272234/Cooperatives+and+rural+development.pdf>
- Ledgerwood, J. (2013). *The new microfinance handbook: A financial market system perspective*. World Bank.
- Li, D. (2010). The role of social capital in the cooperative behavior of small farmers in China. *China Economic Review*, 21(1), 101–111. <https://doi.org/10.1016/j.chieco.2009.05.003>
- Nepal Rastra Bank. (2024). *Monetary policy for 2024/25*. <https://www.nrb.org.np/contents/uploads/2024/08/Monetary-Policy-in-English-for-2024-25.pdf>
- Paudel, N. (2013). Socio-economic impact of microfinance in Nepal. *Journal of Management and Development Studies*, 25, 85–98. <https://doi.org/10.3126/jmds.v25i0.24999>

- Poudel, K. P., & Pokharel, B. (2018). Impact of good governance on performance of cooperatives in Nepal. *Management & Marketing*, 16(2), 207–224. <https://doi.org/10.2478/mmcks-2018-0014>
- Roodman, D., & Morduch, J. (2014). *The impact of microfinance on poverty: A meta-analysis*. *Journal of Economic Studies*, 41(3), 65–83. <https://doi.org/10.1111/joes.12065>
- United Nations Research Institute for Social Development. [UNRISD]. (n.d.). *Social inclusion and cooperatives*. <https://www.unrisd.org>
- Wanyama, F., Develtere, P., & Pollet, I. (2011). Cooperatives and rural development in Africa: Case studies from Uganda and Kenya. *Journal of Development Studies*, 47(5), 749–771. <https://doi.org/10.1080/00220388.2010.543099>



TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences
Master in Rural Development

| Course Title: Thesis | |
|-----------------------------|-----------------------------|
| Course Code: RD 655 | Nature of Course: Practical |
| Level: MA | Year: Second |
| Credit Hours: 6 | Semester: IV |

Course Description

The thesis/dissertation course is designed to enable students for conducting independent, systematic, and original research on a topic relevant to their academic discipline. The course provides students with an opportunity to apply theoretical knowledge with relevant research methodologies to investigate real-world of knowledge in respective field.

Course Objectives

In fourth semester, the thesis/dissertation course enables master's degree students independently apply the theoretical and methodological knowledge throughout the program focusing the research project. Students will demonstrate their ability to identify research problems, design a study, collect and analyze the data by using appropriate tools, and critically interpret the findings in light of existing literature. The course further emphasizes developing skills in academic writing, oral presentation, and defense of research findings, while adhering to ethical research practices. By the end of the semester, students will have to produce a comprehensive and original dissertation, contributing to their academic field and preparing them for professional or post graduate-level research.

Learning outcomes, Skills and Competencies

Upon the successful completion of dissertation work, master's degree students will demonstrate the ability to independently design and execute a systematic research activity, showcasing advanced skills in literature review, research design, data collection, and analysis. They will develop critical thinking, problem-solving, and academic writing skills, enabling them to

synthesize knowledge, evaluate complex issues, and contribute original insights to the various development fields. Students will also gain technical proficiency in using research tools, enhance their oral presentation and defense capabilities, and demonstrate ethical and socially responsible research practices. Equipped with these skills and competencies, students will be prepared to engage in interdisciplinary research and lifelong learning while addressing real-world challenges in the social science discipline.

Process and Requirements

Students begin the thesis/dissertation course by selecting a research topic of their interest and prepare a pre-proposal to submit to the department/campus. The department/campus will organize a pre-proposal defense where students will present their initial ideas and receive feedback from experts. Based on the suggestions and feedback, students will develop a detailed research proposal, which need to be approved by the department before initiating any research activities.

Upon approval, a thesis supervisor will be assigned to supervise the student throughout the research process. Students will conduct their research under the close supervision of their thesis supervisor and adhere strictly to the department's prescribed format for both the proposal and the dissertation. During the research period, students are encouraged to enhance their academic skills by actively participating in seminars, conferences, workshops, and symposiums. The students should submit her/his research thesis within the stipulated deadline. This structured approach ensures that students produce a high-quality, original dissertation while gaining valuable research and presentation experience.

Final Thesis/Dissertation Submission and Presentation/Viva-voce

The student has to prepare the final dissertation in the prescribed format of TU-CDRD for final evaluation and presentation. The final report must be signed duly by respective supervisor/s. Students will be notified the date of the defense/viva-voce/examination of the dissertation. During the presentation, each member of Research Evaluation Committee (REC) may ask question(s). The Research Committee Chairperson or Supervisor will facilitate the defense programme and the discussion session. During the final evaluation, every component of dissertation will be discussed. All members of the Evaluation Committee will evaluate the candidate during the defense. By

compiling the independent and confidential scores given by the expert members, the REC will make a recommendation whether the dissertation has been accepted or not.

Evaluation

The detail mark allocation of the thesis/dissertation is as outlined below:

| Evaluation Scheme | Marks' Division |
|------------------------------------|-----------------|
| Research Proposal and Presentation | 10 % |
| Mid-term Progress Presentation | 20% |
| Thesis Writing | 20% |
| Final Thesis and Thesis Defense | 50% |
| Total | 100% |

Marks Division

| Evaluator | Marks | Percent |
|--------------------|------------|-------------|
| Head of Department | 40 | 20% |
| Supervisor | 80 | 40% |
| External Examiner | 80 | 40% |
| Total | 200 | 100% |

Note: The external examiner should be the faculty member of rural development subject.

Evaluation Criteria and Sample Evaluation Sheet

| SN | Descriptions | Marks in % | Obtained Marks |
|--------------|--|------------|----------------|
| 1. | Clarity and innovative research idea | 5 | |
| 2. | Problem statement, research questions and objectives | 10 | |
| 3. | Relevance and significance of the study | 5 | |
| 4. | Literature review and conceptual framework | 10 | |
| 5. | Methodology, research design and justification | 7.5 | |
| 6. | Sampling procedure and rigor of data collection and analysis | 7.5 | |
| 7. | Logical interpretation of results, discussion and conclusions | 25 | |
| 8. | Contribution and originality | 10 | |
| 9. | Academic rigor, clarity, criticality and confidence in presenting findings | 10 | |
| 10. | Structure, coherence, language, academic standard, referencing and formatting. | 10 | |
| Total | | 100 | |