

NATIONAL COLLEGE

Introduction

Established in 1996, the National College-Center for Development Studies has already established its irrefutable reputation in the success rate not just in terms of the number of final year students, who graduate but also in terms of their career placement. Of the 635 (BDevS-480, BDFin-155) graduates by 2016, almost all of them are currently engaged either in development organizations holding key positions or are enrolled in universities at home or abroad for their higher education. The college really takes pride for producing such capable and efficient pool of human resources in various fields of development sector.

Brief Description of the Program

BoSS: Interdisciplinary studies of Social Sciences

- Relates the dynamics of the society and social change
- Creative Writing and presentation skills(Seminar series)
- Internships (GO, I-NGO, RO, PS)
- International Language (Chinese/German)
- Specialization (Demographic Sociology, Development Anthropology, Social Policy)
- Research Techniques (SIA) and Tools (GIS)
- Research and Analytical Skills workshops and Seminar
- Employment: Research and Policy Institution, INGO, GO, Self-employment, and Private Sector

BDevS: Interdisciplinary Studies of Socio Economic Development

- Economics, Sociology, Environment and Development Management,
- Specialization (Economic Development, Environment Development, Social Development)
- Development Research, Community Mobilization, Development Project Formulation, Implementation and Evaluation
- Research Techniques Impact Assessment(IA) and Tools (GIS)
- Research and Analytical Skills workshops and Seminar
- Employment: INGO, GO, Self-Employment, Private sector

BDFin: Multidimensional Financial Management of Business and Economic Development

- Economics, Finance, Management, Entrepreneurship and Development
- Internship in Corporate and Development Sectors
- Financial Research, Financial Institutions Management, Econometrics, e-Commerce,
- Promotion of Microfinance, Entrepreneurship and Business proposal development
- Integrated Impact Assessment
- Specialization: Sectoral Development
- Employment: Financial Institutions, Private sector, Self enterprise, INGO and GO

SK-2 Academic Calander

| SN | विवरण | Holidays | बार | गते | Date |
|----|--|---|-------------|------------------------|----------------|
| 1 | घटस्थापना | Ghatasthapana | बिहि | आश्विन ५ | Sep 21 |
| 2 | फूलपातीको अघिल्लो दिनदेखि कोजाग्रत पूर्णिमासम्म १० दिन | A day before Phulpati through Kojagrata Purnima | मंगल - बिहि | आश्विन १० देखि १९ सम्म | Sep 26 – Oct 5 |
| 3 | लक्ष्मीपूजादेखि भाइटीकाको भोलीसम्म | Laxmipuja through the next day of Bhaitika | बिहि - आइत | कात्तिक २ देखि ५ सम्म | Oct 19-22 |
| 4 | छठ पर्व | Chhathparva | बिहि | कात्तिक ९ | Oct 26 |
| 5 | माघी पर्व (थारु/ मगर/ छत्र्याल जातिको राष्ट्रिय पर्व) | Maghi | सोम | माघ १ | Jan 15 |
| 6 | शहीद दिवस, माघ १६ | Martyrs' Memorial Day | मंगल | माघ १६ | Jan 30 |
| 7 | महाशिवरात्री | Mahashivaratri | बुध | फाल्गुन २ | Feb 14 |
| 8 | राष्ट्रिय प्रजातन्त्र दिवस | National Democracy Day | सोम | फाल्गुन ७ | Feb 19 |
| 9 | फागुपूर्णिमा | Holi purnima | बिहि | फाल्गुन १७ | Mar 1 |

| SN | Examinations | Starting Date |
|----|-------------------------------|---------------|
| 1 | KU End Semester Make Up Exam* | Nov 7 |
| 2 | Fist Internal Assessment | Nov 12-18 |
| 3 | Second Internal Assessment | Dec 17 |
| 4 | Third Internal Assessment | Jan 15 |
| 5 | KU End Semester Exams* | Feb 12 |

* To be confirmed by the KU Controller of Exams

| SN | Fridays for BDevS and BDFin Programs | | Saturdays for BoSS Program | |
|----|--------------------------------------|----------------|----------------------------|----------------|
| | Dates | Number of Days | Dates | Number of Days |
| 1 | Sep 15, 22, 29 | 3 | Sep 16, 23, 30 | 3 |
| 2 | Oct 6, 13, 20, 27 | 4 | Oct 7, 14, 21, 28 | 4 |
| 3 | Nov 3, 10, 17, 24 | 4 | Nov 4, 11, 18, 25 | 4 |
| 4 | Dec 1, 8, 15, 22, 29 | 5 | Dec 2, 9, 16, 23, 30 | 5 |
| 5 | Jan 5, 12, 19, 26 | 4 | Jan 6, 13, 20, 27 | 4 |
| 6 | Feb 2, 9, 16, 23 | 4 | Feb 3, 10, 17, 24 | 4 |
| 8 | Total | 24 | Total | 24 |

| SN | Program | Year | Starting Date |
|----|---------|-----------------|-----------------------------------|
| 1 | BoSS | 1 st | Nov 17 Fri, Jan 12 Fri |
| 2 | BDevS | 1 st | Nov 16 Thu, Dec 21 Thu, an 11 Thu |
| 3 | BDFin | 1 st | Dec 23 Sat |
| 4 | BDevS | 2 nd | Dec 10 |
| 5 | BDFin | 2 nd | Dec 5 |
| 6 | BoSS | 2 nd | Dec 1 |
| 7 | BDevS | 3 rd | Nov 19 |
| 8 | BDFin | 3 rd | Nov 23 |
| 9 | BoSS | 3 rd | Nov 27 |

* Dates may vary depending upon the availability of resource persons, lodge facilities and other field situations.

| SN | Activities | Date |
|----|--|-------------------|
| 1 | Faculty Workshop | Sep 9 Sat |
| 2 | First Year Orientation | Sep 15-16 Fri-Sat |
| 3 | Faculty's Meeting 4 th Years All programs | Sep 22 Fri |
| 4 | Faculty's Meeting 3 rd and 2 nd Year All programs | Sep 24 Sun |
| 5 | Faculty's Meeting 1 st Year All programs | Oct 6 Fri |
| 6 | First Year Welcome and Talent Show | Nov 17 |
| 7 | Faculty's First Report (within a Week after 1 st Internal completion) | Nov 17 |
| 8 | KU Convocation | Dec 15 Fri |
| 9 | Graduate Felicitation | Dec 16 Sat |
| 10 | Faculty Meeting on Question Setting and Internal Evaluation | Jan 6 Sat |
| 11 | Faculty's Final Report (within a Week after 3 rd Internal completion) | Jan 22 |

SK-3 Weekly Session Plan (September-February, 2017/18)

| YEAR 4 th | | SEMESTER – 1 st | | Group: Social Development | |
|----------------------|--|----------------------------|--|-------------------------------------|--|
| DAYS | TIME | | | | |
| | 6:45- 8:15 | | 8:15- 8:45 | 8:45-10:15 | |
| SAT | Public Health -Mr Gajendra Rai | B | Child Rights -Mr Kumar Bhattarai | | |
| SUN | Public Health -Mr Gajendra Rai | | R | Urban Sociology -Rajendra Sharma | |
| MON | OFF | | E | OFF | |
| TUE | Child Rights -Mr Kumar Bhattarai | A | Urban Sociology -Rajendra Sharma | | |
| WED | Proposal and Report Writing (Sec A) -Indresh M Sharma | K | Proposal and Report Writing (Sec B) -Indresh M Sharma | | |
| THU | Proposal and Report Writing (Sec A) -Indresh M Sharma | | Proposal and Report Writing (Sec B) -Indresh M Sharma | | |

Weekly Session Plan (February-July 2018)

| YEAR 4th SEMESTER – 2 nd | | | |
|-------------------------------------|------------|------------|------------|
| DAYS | TIME | | |
| | 6:45- 8:15 | 8:15- 8:45 | 8:45-10:15 |
| SAT | | B | |
| SUN | | R | |
| MON | | | |
| TUE | | E | |
| WED | | A | |
| THU | | K | |

SK- 4 EVALUATION METHODS UNDER SEMESTER SYSTEM OF KATHMANDU UNIVERSITY-**1. Course Evaluation**

- i. In-semester Assessment (50%), and
- ii. End-semester Exam (50%)

2. In-semester Assessment

- i) Written test (internal assessments)
- ii) Term paper/Case studies
- iii) Oral test, Open book test, Workshop, Home assignment
- iv) Record of Attendance and Class Participation

Details of Written test**a. for 50% internal evaluation**

| 1st/2nd Internal (Weightage 5 marks each) | | | | | | 3rd Internal (Weightage 10 marks) | | | | | |
|---|---------------------|----------------------|----------|----------|-------|-----------------------------------|---------------------|----------------------|----------|----------|-------|
| Duration hours | Objective Questions | Subjective Questions | | | Marks | Duration Hours | Objective Questions | Subjective Questions | | | Marks |
| | | Long | Medium | Short | | | | Long | Medium | Short | |
| 1.5 | 10x1 mark | 1x8 mark | 1x4 mark | 1x3 mark | 25 | 3 | 10x1 mark | 3x8 mark | 3x4 mark | 2x2 mark | 50 |

b. Modality of Questions for End-Semester Exam:

| Subjects | Objective | Time | Subjective | Time | Practical |
|-----------|-----------|---------|------------|----------|-----------|
| English | 10 | 15 mins | 40 | 2.30 Hrs | NA |
| Nepali II | 10 | 15 mins | 40 | 2.30 Hrs | NA |

3. Grade Values:

| Score | Grade | Grade Value |
|---|-------|-------------|
| 80 and Above | A | 4 |
| 75 and Above | A- | 3.7 |
| 70 and Above | B+ | 3.3 |
| 65 and Above | B | 3.0 |
| 60 and Above | B- | 2.7 |
| 55 and Above | C+ | 2.3 |
| 50 and Above | C | 2.0 |
| 45 and Above | C- | 1.7 |
| 40 and Above | D | 1.0 |
| Below 40 | F | 0 |
| Students should secure average grade value = 2.0 | | |

4. **Minimum Grade Value:** If students should secure less than two for example 1.9 passing all the subjects he/she can sit for re-exam for two subjects to increase the average grade value.
5. **Fail and Compartment Exam:** Fail is of two types: i) Temporary, and ii) Permanent
- Temporary fail is given opportunity to appear in exam within two months for compartment exam. If failed again, will be given opportunity to sit in next regular exam. (Maximum chance to pass the failed subject is three times beside the first regular examination.)
 - While with permanent fail (F) students should appear in the next regular exam.

| |
|---|
| Students may continue their studies with one permanent "F" |
|---|

| |
|---|
| Students may continue their studies with two compartmental papers. |
|---|

6. Cumulative Grade Point Average (CGPA) Calculation and Conversion

a. Formula:

$$CGPA = \frac{C_1g_1 + C_2g_2 + \dots + C_n g_n}{C_1 + C_2 + C_3 + \dots + C_n}$$

$$C_1 + C_2 + C_3 + \dots + C_n$$

b. CGPAs will be converted into words as follows:

3.5 & above → Distinction

3 & below 3.5 → 1st Division

2 & below 3 → 2nd Division

- Students who cannot pass the failed subjects in at most three chances, they will carry permanent fail (PF) remarks.
- Students with permanent fail (PF) remarks will have opportunity to complete the subject by registering in the similar subject after clearing all the other courses.

SK-05 Criteria of Internal Evaluation Marks

Internal Evaluation of the students carries 50 marks as given in the following table.

| SN | Criteria for Evaluation | Internal Marks (FM-50) Distribution |
|-----|---|-------------------------------------|
| 1. | Attendance | 5 |
| 2. | Assignments | 25 |
| 2.1 | Term Paper | 8 |
| 2.2 | Presentation to be based on either of the followings areas: Field study | 5 |

| | | |
|-----|---|-----------|
| | Findings, Practicum, Application | |
| 2.3 | General Assignments (At least three from the following four options): Library search, Web search, Field Study, Long Answer Questions | 12 |
| 2.4 | Term Paper | |
| 3. | Internal Assessments | 20 |
| 3.1 | 1st internal | 5 |
| 3.2 | 2nd internal or Quiz | 5 |
| 3.3 | 3rd internal | 10 |
| | TOTAL | 50 |

Faculty may adjust internal marks within the components. Students will be informed of the adjustments beforehand.

SK-06 Eligibility for End- Semester Examination

A student has to fulfill the following prerequisites in order to be qualified to appear in the End-Semester Examination of Kathmandu University:

- Class Attendance (Minimum 80%): Minimum 25 out of 32 Class Days
- Minimum Marks to be Secured in the Internal Evaluation (40%):
10 out of 25; 20 out of 50
- Completed Examination Form to be submitted by the Given Deadline

SK-07 Courses of Study

| Course Number | Course Title | Credit Hours |
|----------------|--|--------------|
| DEVS403 | Proposal/ Report Writing and Presentation | 3 |

Objective

Upon completion of the course, students will be able to

- Explain the basic concepts of proposal/report writing;
- Prepare a proposal by incorporating the basic elements;
- Use the tool of logical framework in proposals
- Analyze problems, participants, beneficiaries of projects;
- Prepare a report by incorporating the basic components; and
- Present on the proposal/report.

| Unit and Title | Topics | Lecture Hours |
|--|--|---------------|
| 1. Introduction to proposal writing | Meaning, types of proposal, what is a professional proposal writing skill? Project Cycle Management (PCM) and its purpose, Project cycle, proposal format of different organizations | 4.5 |
| 2. Development concept and participatory processes of change | Understanding development concept, process of change in logical framework approach, sustainability issues to be addressed in logical framework, identification and selection of problems | 4.5 |

| Unit and Title | Topics | Lecture Hours |
|-------------------------------|--|---------------|
| 3. Effective proposal writing | Vision, mission, goal and determining the objectives and hypothesis, marketing creative ideas, concept paper preparation, components of the proposal, explanation of all components in detail | 6 |
| 4. Logical framework | Meaning, conceptualizing the future project by developing a log-frame, problems, objectives, assumptions, time and cost, problem analysis, analysis of participants, consideration of the beneficiaries, up scaling and uptake pathways, testing the vertical logic of the proposal, development of the Gantt chart, review of realism, practicality and collaboration | 9 |
| 5. Report writing | Meaning, necessity, types, components, note taking and forming thesis sentence, Acronyms and footnotes, Abstract, summary and conclusion, Citation, referencing, appendices and handling reference materials, Presentation and visual display of data | 9 |
| 6. Practical | Each student is assigned to write at least one development or research or evaluation proposal. Research committee of the college will evaluate the proposal and the student will present and defend the proposal in a seminar before submission to the concerned organization. Each student has to write one of the review or survey types of report and present in a seminar. Evaluation of both activities will be done by the panel of experts on the basis of the ideas incorporated and scientific and systematic presentation of the activities with logical analysis. | 15 |
| Total Lecture Hours | | 48 |

References:

Elective Sociology

| Course Number | Course Title | Credit Hours |
|---------------|--------------|--------------|
| | Child Rights | 3 |

Objective

Upon completion of the course, students will be able to

- Explain the basic principles of human rights and its relation to child rights
- Explain the international instruments relating to the child rights
- Elaborate on the Convention on the Rights of the Child (CRC)
- Elaborate the standards pertinent to child's civil freedoms and rights, family environment and alternative care, and basic health, social welfare, education, leisure and cultural activities;
- Explain children in special circumstances;

- Identify harmful traditional practices affecting the health of women and children; and
- Interpret child rights in the national legal order.

| Unit and Title | Topics | Lecture Hours |
|--|--|---------------|
| 1. Introduction | <ul style="list-style-type: none"> • Human rights' sources <ul style="list-style-type: none"> ○ Instruments (international and regional), resolutions of the Commission on Human Rights and reports of its mechanisms and the resolutions of the UN General Assembly ○ National legislation ○ Guidelines on the form and content of reports to be submitted by States Parties • Historical background about human rights <ul style="list-style-type: none"> ○ First: Development of human rights before World War 1 (Greek and Roman times), Separation of powers, Codification in the 19th century, Minority rights, League of Nations ○ Second: Exceptions to sovereignty: <ul style="list-style-type: none"> - Humanitarian intervention - Human rights conventions - Exceptions by the Charter of the League of Nations - States' responsibility ○ Humanitarian law | 7.5 |
| 2. The international human rights system | <ul style="list-style-type: none"> • First: The Charter of the United Nations signed in San Francisco Conference on 26 June 1945 (Prohibition of the use of force, Tolerance, Universality, Equality between men and women, Non-discrimination on the basis of race, sex, language or religion, Self-determination, and International cooperation in the social and economic fields) • Second: International human rights instruments • Third: International monitoring and follow-up mechanisms (Charter-based, and Treaty-based) • Fourth: regional systems for human rights | 9 |
| 3. Selected international instruments relating to the child rights | <ul style="list-style-type: none"> • Geneva Declaration of the Rights of the Child 1924, and five principles (Developing child physical and spiritual capacities, Feeding the hungry child, taking care of the sick child and helping the hesitating child, Helping children firstly in emergency cases, Education and protection from exploitation, and Brining up child in a way that advances his talents) • Declaration of the Rights of the Child 1959, and ten principles (Non-discrimination, Best interest, Right to nationality, Right to social security, Protection of children in special circumstances, Responsibility of parents, Free and compulsory education, Offering protection and care | 9 |

| Unit and Title | Topics | Lecture Hours |
|--|--|---------------|
| | <p>for children in all circumstances, Protection from all forms of carelessness, cruelty and exploitation, Protecting the child from practices that leads to racial and religious discrimination and all forms of discrimination)</p> <ul style="list-style-type: none"> • Selected international instruments | |
| 4. Convention on the Rights of the Child (CRC) | <ul style="list-style-type: none"> • Another instrument on child rights • 1959 declaration • Differences: • Objectives (promotion and protection) • Information about CRC • CRC and UNICEF • CRC and NGOs • Definition of the Child (Criminal law, criminal responsibility, adolescence and puberty; and Civil transactions law: Legal capacity and puberty) • General principles (Non-discrimination, The child's best interest, Right to life, survival and growth, and Respect the opinions of the child) • General comments and general recommendations of the Committee on the Rights of the Child. • Guidelines on the form and content of reports. | 4.5 |
| 5. Civil freedoms and rights | <ul style="list-style-type: none"> • Standards: <ul style="list-style-type: none"> - Name and nationality - Preservation of identity - Freedom of expression - The ability of attaining appropriate information - Freedom of thought, conscience and religion - Freedom of association and peaceful assembly - Protection of privacy - The right to protection from being subjected to torture and other cruel, inhuman or degrading treatment or punishment | 3 |
| 6. Family environment and alternative care | <p>Standards:</p> <ul style="list-style-type: none"> - Parents guidance - Responsibilities of parents - Separation from parents - Unity of the family - Child's maintenance - Child deprived of family environment - Adoption - Offense and carelessness - Physical and psychological recovery and social reintegration - Periodic review of placement | 3 |
| 7. Basic health, social welfare, | <p>Standards:</p> <ul style="list-style-type: none"> - Survival and growth - Handicapped children | 3 |

| Unit and Title | Topics | Lecture Hours |
|---|--|---------------|
| education, leisure and cultural activities: | <ul style="list-style-type: none"> - Hygiene and health services - Social insurance, services and utilities of child care - Standard of living - Education, including vocational training and guidance - Education objectives - Leisure, welfare and cultural activities | |
| 8. Children in special circumstances | <ul style="list-style-type: none"> • Children in emergency situations (Refugee, armed conflicts, psychological and physical rehabilitation and social reintegration) • Children under the administration of juvenile justice system (juvenile disappearance, deprived of their liberty, Convicting, physical and psychological rehabilitation and social reintegration) • Children in exploitation situation, including physical and psychological rehabilitation and social reintegration (Economic exploitation, Misuse of drugs, Sexual exploitation and aggression, Children sale, traffic and abduction, and others) • Children who belong to a minority or a group of indigenous peoples | 3 |
| 9. Harmful traditional practices affecting the health of women and children | <p>Kinds of practices:</p> <ul style="list-style-type: none"> - Female genital mutilation - Preference of the boy child to the girl child - Female infanticide - Early marriage and dowry - Violence against women • Mechanisms for the elimination of harmful traditional practices affecting the health of women and children (National, Regional and International) | 3 |
| 10. Child rights in the national legal order | <ul style="list-style-type: none"> • National laws relevant to the rights of the child | 3 |
| | Total Lecture Hours | 48 |

References

- NGO Group for the CRC, 2012. ADVOCACY TOOLKIT (Campaign for the ratification of the third Optional Protocol to the CRC on a communications procedure) For activities targeting the ratification of the third Optional Protocol to the CRC on a communications procedure (May 2012) http://www.childrightscoalitionasia.org/wp-content/uploads/2012/05/Advocacy_toolkit_May-2012-short-version-EN.pdf
- UNICEF, 2002. UNICEF's Priorities for Children 2002-2005
http://www.unicef.org/publications/index_4441.html
- UNICEF, 2009. The State of the World's Children Special Edition: Celebrating 20 Years of the Convention on the Rights of the Child
http://www.unicef.org/publications/index_51772.html

UNICEF, 2012. The State of the World's Children 2012: Executive Summary

http://www.unicef.org/publications/index_61790.html

UNICEF, 2012. The State of the World's Children 2012: Children in an Urban World

http://www.unicef.org/publications/index_61789.html

Elective Sociology

| Course Number | Course Title | Credit Hours |
|---------------|-----------------|--------------|
| XXXXX | Urban Sociology | 3 |

Objective

Upon completion of the course, students will be able to

- explain concept, meaning and trend of Urban Sociology and Anthropology in the changing context of urban world;
- explain urban socio-economic structure, urban dynamics;
- identify urban issues;
- give inputs for urban planning; and
- relate urban sociology in the overall development.

| Unit and Title | Topics | Lecture Hours |
|---|---|---------------|
| 1. Introduction to urban sociology and anthropology | <ul style="list-style-type: none"> • Meaning, nature and scope of urban sociology and anthropology • Relation of urban sociology and anthropology with other social sciences • Anthropology of Urbanization: Community, City and Suburbs • Recent urban socio-anthropological trends | 6 |
| 2. Rural versus urban settlements | <ul style="list-style-type: none"> • Rural community and urban community • Poverty, crime and homelessness • Rural and urban society: characteristics, socio-anthropological issues, needs and development trends • Inequality: Caste, ethnicity, Class, power, Gender and privilege in the rural and urban context | 6 |
| 3. Urbanization and industrialization | <ul style="list-style-type: none"> • Global Urbanization and local urbanization • Industrialization and urbanization • Relationships between industrialization and urbanization • Consequences of rapidly growing industrialization and urbanization • Issues of industrialization and urbanization | 6 |
| 4. Urban Dynamics | <ul style="list-style-type: none"> • Historical development of cities and civilization • Meaning of historical development of cities and civilization • History of Urban settlements and development • Dynamics of urban Population and culture | 6 |

| Unit and Title | Topics | Lecture Hours |
|-----------------------------------|--|---------------|
| 5. Urban socio-economic structure | <ul style="list-style-type: none"> • Caste, ethnic group and class • Family, economic organization, specialization and the division of labor | 6 |
| 6. Urban issues | <ul style="list-style-type: none"> • Anthropology of Urban Poverty: Urban bound migration, intercultural communication, urban youth deviance, poverty and Welfare • Issues of housing (shelter), squatters and slums • Issue of unemployment • Issue of urban pollution and the Environment • Urban social issues of alcoholism, prostitution, drug-addiction, beggary, juvenile delinquency, vagrancy and HIV and AIDS | 9 |
| 7. Development planning | <ul style="list-style-type: none"> • Rural – urban relations and linkages • Urban Planning : meaning, objective and agencies involve in urban planning in special reference to Nepal • Efforts being carried out around the world for making urban centers sustainable and livable • The latest situation of rural urban relation, planning and development in Nepal | 9 |
| Total Lecture Hours | | 48 |

References:

- Anderson - Urban Sociology
 Burble - Urban Sociology
 Leith Mullings (Ed) - Cities of the United States (Studies in Urban Anthropology)
 Lewis, M -The culture of the cities
 Mukherjee - Social Profiles of a Metropolis.

Elective Sociology

| Course Number | Course Title | Credit Hours |
|---------------|----------------------|--------------|
| | Public Health | 3 |

Objective

Upon completion of the course, students will be able to

- define public health, components of the public health system, and the relationship between the public health, health care systems and development;
- identify major public health problems in Nepal;
- analyze the health issues with emphasis on determinants, indicators and disparities; and
- apply the strategy of community participation in the integration of health and development in the context of Nepal.

Content

| Unit and Title | Topics | Lecture Hours |
|--|---|----------------------|
| 1. Introduction to Public Health | <ul style="list-style-type: none"> • Concept of Health and disease <ul style="list-style-type: none"> ○ Concept of public health from medical model. ○ Concept of public health from non-medical model and occupational health model • Preventive health: Concept, level, scope and practice of prevention • Health promotion: Concept and scope of health promotion • Scope of public health • Development of Public Health in Nepal • Significant forces influencing Public Health <ul style="list-style-type: none"> ○ Health awareness and health habits • Current public health problems | 12 |
| 2. Primary Health care (PHC) | <ul style="list-style-type: none"> • Background of Primary Health care • Introduction and description of the Declaration of Alma Ata, the twenty two recommendation of Alma Ata. | 6 |
| 3. Community Health Development | <ul style="list-style-type: none"> • Application of Community Development theory and practice in community health programs | 6 |
| 4. Community Participations in Community Health Services | <ul style="list-style-type: none"> • Introduction to community participation (CP) with special reference to health service delivery and utilization. • Involvement of communities in health service and utilization process. • Mobilization of community resources. • Techniques of involving community members in implementing health program | 12 |
| 5. Public Health Administration and Management | <ul style="list-style-type: none"> • Concept, Principles and Scope of public health administration and Management | 6 |
| 6. Health and Development | <ul style="list-style-type: none"> • Concept and the frame work of Economics Health financing, insurance and its significance in development | 6 |
| | Total Lecture Hours | 48 |

Recommended references

Dixit, H . 'The quest for Health' Educational Enterprises, Kathmandu
 Dr. Yogendra Pradhananga- Samudaya Swasthya shikshyako Ruprekha
 Hanion Homian. Public Health Administration.
 Lee K (ed) The economic of Health in Developing Countries. Oxford University Press 1983
 Oakely , Peter- Community Involvement In Health Development. An Examination of the Critical
 issues- WHO Geneva 1989.

Ramchandran, L and Dharmaligam. A textbook of Health Education

Ross M.G, Community Organization. Harper and Row 1947

Turnock B.J. Public Health: What It Is and How It Works. 3rd ed. Sadbury.MA:Jones and Bartlen Publishers.

2nd Semester

| Course Number | Course Title | Credit Hours |
|---------------|--------------|--------------|
| DEVS405 | Project Work | 6 |

Objective

With the technical supervision of a concerned expert, a student will be able to

- Prepare a research proposal for an independent project work
- Conduct field works for data collection
- Prepare a final draft for external examination
- Present on the major components of the final draft
- Finalize the document for the partial fulfillment of the requirements for the Bachelor in Development Studies or Finance

Course Description:

Students have to prepare a research proposal on social, economical and financial development related issues which should be related to the courses they have studied. They have to defend their research proposal in front of a research committee. Once, a research proposal is approved, students will go and collect primary data for their research works. Individual project work guide (Supervisor) will be assigned from the college for assisting students for their research. At the end of the project, students will have to write a scientific report in a thesis format (Bachelor Thesis), and make scientific presentation in front of a thesis evaluation committee.

Evaluation (100 marks)

- a. Proposal finalization 25 marks
- b. Field work & draft report 50 marks
- c. Presentation & final report 25 marks

| Course Number | Course Title | Credit Hours |
|---------------|-------------------------|--------------|
| XXXXX | International Relations | 3 |

Objective

Upon completion of the course, students will be able to

- Explain the fundamental principles of international relations
- Apply the concepts of international relations in development practices
- Analyze the socio-economic, political and environmental issues from the perspectives of international relations
- Analyze the contemporary South Asian issues of international relations

| Unit and Title | Topics | Lecture |
|----------------|--------|---------|
|----------------|--------|---------|

| | | Hours |
|---|---|--------------|
| 1 Introduction | History, Classical Thoughts (Chanakya, Aristotle, Aristophanes, Thucydides) | 3 |
| 2 World Politics | Theories of World Politics, Evolution of Modern State System, Imperialism, Cold War, Globalization, Security | 6 |
| 3 International Politics | Theories of International Political Economy (Mercantilism (Statism); Liberalism; Marxist economics), International Political Economy (Trade and Investment) | 6 |
| 4 Development and modernization | Concepts (rationale, problems, opponents), Demographics and International Politics (Over-population questions; aging populations), Competition for Resources | 9 |
| 5 International Organizations | Governmental, non-governmental organizations | 6 |
| 6 International Law | Sovereignty, treaties, diplomacy, law of the sea, laws of war | 6 |
| 7 World System Today | Western Viewpoints (Fukuyama, Huntington), Non-western (Mahbubani) | 4.5 |
| 8 International Relations of South Asia | Region of South Asia (History, Legacies, Ideas and Beliefs); SAARC (South Asia Association for Regional Cooperation) – history, function, programs; Non-aligned Movement, the Nuclear Race in South Asia, Bilateral Conflicts | 7.5 |
| | Total | 48 |

Required References

Stephen L. Spiegel, Elizabeth G. Matthews, Jennifer M. Taw, Kristen P. Williams. *World Politics in a New Era, 5th ed.* Oxford University Press, 2012. ISBN: 9780199916450.

Classics of International Relations. Penguin Custom Editions. 2008. ISBN: 9780536143594

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