



<b>THE STUDENT'S KIT: BDevS</b> <b>Second Year (First Semester &amp; Second Semester)</b> <b>September 2020 - August 2021</b>	
<b>CONTENT</b>	
SK-01	Introduction to National College
SK-02	Academic Calendar
SK-03	Class Routine
SK-04	Evaluation Methods of KU Semester System
SK-05	Internal Evaluation Criteria
SK-06	Eligibility for End-Semester Examination
SK-07	Courses of Study
SK-08	Session Plans
<p><b><u>Student's Information</u></b></p> <p>Name of the Student: .....</p> <p>Section: ..... Roll No: .....</p> <p>Tel No (Res): ..... Mobile No: No:.....</p> <p>Email: .....</p>	

## NATIONAL COLLEGE

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# NATIONAL COLLEGE

## Introduction

Established in 1996, the National College 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 1015 (BDevS–684, BDFin-257, BoSS-74) graduates by September 2020, 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.

### 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 Calendar**

Shared via college official email also available at <https://nationalcollege.edu.np/download> .

**SK-3 Weekly Session Plan**

YEAR 2 <sup>nd</sup> SEMESTER – 1 <sup>st</sup> (Section – A)			
DAYS	TIME		
	6:45- 8:15	8:15- 8:45	8:45-10:15
SUN			
MON			
TUE			
WED			
THU			
FRI			

**SK- 4 EVALUATION METHODS UNDER SEMESTER SYSTEM OF KATHMANDU UNIVERSITY-  
National College  
Semester Evaluation Criteria  
(Sep-Feb Academic Session 2020-21)**

**CASE 1**

In view of the situation brought about by COVID 19 pandemic, National College (Affiliated to Kathmandu University School of Arts) will be conducting semester evaluation of its students for the **Sep-Feb 2020/21 Academic Session** as per the decision of the Academic Council meeting held on April 16, 2020. For administration and facilitation of semester evaluation for BDEVs, BDFIN and BOSS programs, the following general guideline shall be adopted by the concerned staff and faculty.

1. Apart from regular teaching and learning activities, faculties and college administration shall be responsible for continuously keeping the track of every student both in terms of academic performance and participation.
2. The semester evaluation process and steps shall be clearly communicated by the college administration and the respective subject course instructor to the students.
3. For evaluation of the students, there should be at least seven evaluation criteria. No criteria should carry more than 25% weightage.
4. The semester progress report of each student shall be maintained by the concerned course instructor/ faculty.
5. Each faculty will have to submit a mid-semester progress report including the weightage evaluated. Such reports collected from the faculty shall be compiled by the college administration and forwarded to the Office of the Dean, KUSOA and to the Office of the Controller of the Examinations, KU.
6. In order to ensure proper understanding of the evaluation process, one general outline of evaluation shall be developed and circulated among faculties. A sample of such an outline is shown in Table 1.
7. Respective faculties will have to send the final evaluation report including the final score (along with breakdown in each heading of the evaluation criteria) to the college administration.
8. Evaluation records of all the concerned students thus obtained shall be forwarded at the earliest possible to the Office of the Dean, KUSOA and to the Office of Controller of Examinations, KU.
9. **All the students are required to score at least 45% Marks to pass any course of the semester.**
10. **There will be no compartmental examinations for those who have failed to secure at least 45% marks in any subject. Students failing to pass the course need to repeat the course when the course is offered by the college.** As students are continuously evaluated through different assignments and tests, and are communicated regularly about their progress, **there will be no provision for retotaling and reevaluating.**
11. All the students need to fill in the course registration form as in the past in the prescribed format. College administration shall forward the compiled course registration forms to the Office of the Dean, KUSOA and to the Office of the Controller of the Examinations, KU.

12. The students also need to fill in a semester evaluation request form (similar to examination form as in the past) towards the end of the semester.
13. The compiled semester evaluation request forms shall be forwarded to the Office of the Dean, KUSOA and to the Office of the Controller of the Examinations, KU.

**Table 1: Sample Criteria for Semester Evaluation of Sep-Feb 2020-21 Session**

SN	Type of Assignment	Score Range	Outcomes
1	Assignment I (Individual)	10	Test of knowledge about the subject matter
2	Assignment II (Individual)	10	Test of change in knowledge about the subject matter after few lecture delivery
3	Assignment III (I Internal Test equivalent)	15	Test the students' ability and their level of knowledge developed in the due course of time about the subject matter
4	Assignment IV (Report + Presentation)	15	Test of general concepts and application about the subject matter.
5	Assignment V (Online Written Open-Book Test)	25	Test of specific knowledge of students and examine their analytical skill and ability to apply such knowledge into real practice
6	Class Participation and Interaction	10	Participation and involvement of students in interaction and inputs during online-class based learning process
7	VIVA-VOCE test	15	Test of specific knowledge of students in each chapter and ability of applying such knowledge.

As this is only a sample, respective course instructors can, if they wish, add a few more criteria or/and change the weightage of each criteria (however, no criteria shall exceed more than 25% weightage).

**National College**  
**Semester Evaluation Criteria**  
**(Sep-Feb Academic Session 2020-21)**

**CASE 2**

If the current pandemic is over and upon being able to conduct classes physically any time within January 2021, the evaluation criteria will be as followed

**Eligibility for End- Semester Examination**

A student has to fulfill the following pre-requisites in order to be qualified to appear in the End-Semester Examination at Kathmandu University:

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

<b>Activities</b>	<b>Score Entire Online Semester</b>	<b>Score Partially Online Semester</b>	<b>Tentative Accomplishment Date</b>
Assignment I (Practice type)	10	10	October 30
Assignment II (Creative type)	15	15	December 15
Assignment III (Preparation)	15	10	January 15
Assignment IV (Extension)	15	5	January 30
Third Internal Exams (Written)	No	5	February 5
Class interaction & Discipline	5	5	Through Out
Written Exams	25	50	March 5-20
VIVA	15	No	March 5-20

**SK-07 Courses of Study****COURSES OF STUDY****Bachelor in Development Studies**

Approved by KU Academic Council on July 24, 2019

**Second Year, First Semester**

<b>Code</b>	<b>Course Title</b>	<b>Credit</b>
DEVS 205	Community Development	3
ECON 303	Monetary Economics	3
ENVT 203	Community Based Natural Resource Management	3
PSYC 205	Human Behavior and Organizations	3
SOCL 204	Nepalese Culture and Society	3
STAT 205	Statistics II	3
	<b>Total</b>	18

**Kathmandu University  
School of Arts**

2019

Course Number	Course Title	Credit Hours
DEVS205	Community Development	3

### Objectives

Upon completion of the course, students will be able to

1. explain rural/urban communities, issues and dynamics;
2. Analyze the field realities in communities (rural and urban);
3. Explain community development practices and programs;
4. identify and locate roles and challenges of development workers; and
5. analyze scope and challenges of community development in Nepal.

### Contents

Unit and Title	Topics	Lecture Hours
1. Introduction	<ul style="list-style-type: none"> <li>• Community Development and its Need for Development</li> <li>• Why Community Development? Community and its Elements</li> <li>• How community differs from Group and Society</li> <li>• Meanings and Types of Community Revision of some Development and Modernization theories</li> <li>• Classical and Neoclassical Theories</li> <li>• Modernism, Post Modernism and Post-Developmentalism</li> </ul>	4.5
2. Community Development and Community Organizations	<ul style="list-style-type: none"> <li>• Identification of Community and Its Problems</li> <li>• Identifying Resources. Community Capability and Resource Assessment Development Alternatives for Community</li> <li>• John Tropman and Jack Rothman Model of Community Practices [An Introduction]</li> </ul>	4.5
3. John Tropman and Jack Rothman Model of Community Practices	<ul style="list-style-type: none"> <li>• Locality Development Model [Democratic Community Based Model]</li> <li>• Social Planning and Social Advocacy Model [Industrialized and Semi-democratized Development Model]</li> <li>• Organized Mass Action [Social Action] Model by Sir Saul Alinsky</li> <li>• Roles of Community Development Workers</li> <li>• Do's and Don't's for Community Workers/ Change Agents. Ethics of Community Workers. Cross cultural issues.</li> </ul>	4.5
4. Rural Community Development	<ul style="list-style-type: none"> <li>• Geimenschaft and Gessellschaft Concepts</li> <li>• Meanings, Theories given by Ferdinand Tonnies</li> <li>• Some historical cases in Nepal: Preunification 1746 AD, Rana Regime (1847-1951), Panchayat Rule, (1961-1990) Post Democratic Era (1991)</li> <li>• Indigenous community-based development strategies in Nepal [From Ancient History till today]</li> </ul>	9



Unit and Title	Topics	Lecture Hours
	<ul style="list-style-type: none"> <li>○ Guthi of Newars</li> <li>○ Bheja of Magars</li> <li>○ Dhukor of Thakalis</li> <li>○ Parma/ Nogar/ Pareli of Western Hill Matawalis, Sherpa and Lobas</li> <li>○ Ro-Dhin of Gurungs</li> <li>● Modernized indigenous and caste-based community organizations</li> <li>● Community based organizations in practice and in existence; CBOs, User Group, Ama Samuha, NGOs and Civil Society.</li> <li>● Case studies on Community Development Initiatives of Nepal.</li> <li>● Integrated Rural; Development Project [IRDP]</li> <li>● Self Reliant Development Project [Swawalamban]</li> <li>● Recently adopted policies in Community Development Sectors</li> <li>● Livelihood Based Infrastructure Development Program [National Planning Commission]</li> </ul>	
5. Policy	<ul style="list-style-type: none"> <li>● Policy Formulation, Setting Plans, Program Design and Project Settings</li> <li>● One household One Employment Policy</li> <li>● Rural Youth Self-Employment Program</li> <li>● Designing Community Development Projects based on above ideas</li> <li>● Project planning of an area regarding economic and human development conditions, assessing resource availability, estimating opportunities to create employments in man days. Estimating required budget and projecting employment opportunities to the people along with local infrastructure development. Taking districts as references from Karnali zone</li> </ul>	4.5
6. Participation	<ul style="list-style-type: none"> <li>● [Theories by Cohen and Uphoff 1979]</li> <li>● Authentic and Pseudo Participation</li> <li>● Group Dynamics: Meanings and Concepts</li> <li>● Bruce Tuckman's theory of Group Dynamics</li> <li>● Preliminary ideas on Power, Conflict, Cooperation, Empowerment and Community Leadership.</li> <li>● Focoults and Weber's Theories</li> </ul>	4.5
7. Urban Community Development	<ul style="list-style-type: none"> <li>● Meaning and characteristics of urban community;</li> <li>● Difference between rural and urban, rural-urban linkage</li> <li>● Third world Urban tensions, conflicts and problems: Challenges in urban community development (Experiences from Nepal and India);</li> <li>● Urban community development interventions in Kathmandu Valley;</li> </ul>	6

Unit and Title	Topics	Lecture Hours
	<ul style="list-style-type: none"> <li>• Third world cities, communities and globalization</li> </ul>	
8. Some Case Studies on Community Development in South Asia	<ul style="list-style-type: none"> <li>• “Grameen Bank” from Bangladesh</li> <li>• “Change Agent Program (CAP)” from Sri Lanka</li> <li>• “Community Development Program (CDP)” from India</li> </ul>	4.5
9. Bureaucratic Organization structures at District and Village level	<ul style="list-style-type: none"> <li>• Organogram and chain of command in VDC and DDC</li> <li>• Field Study: <ul style="list-style-type: none"> <li>○ Observation of Community Development Programs and projects, Observation of community forestry-based community organizations.</li> <li>○ Issues related with community organization</li> <li>○ Data Collection</li> <li>○ PRA/RRA Trainings</li> </ul> </li> <li>• Critical analysis of underdevelopment and causes of underdevelopment</li> <li>• Resource identification and allocation techniques</li> </ul>	6
	<b>Total Lecture Hours</b>	<b>48</b>

### References

AP Thirlwall, Growth and Development

B Pradhan, Rural Development: Problems and Prospects (1984) ICIMOD

B. Shrestha, Participatory Community Development in Nepal (1999), Text paper, Kathmandu.

Bhattachan KB and Mishra C, Indigenous Community Development Practices in Nepal.

Bongratz H and Dahal DR, Development Studies;

Chambers Robert, Monitoring Development

Development Practices in Nepal, K.B.Bhattachan and C. Mishra.

Five-year plans, National Planning Commission, HMG, Nepal.

Integrated Approaches to Rural Development, Hasnat Abdul Hye, University Press Ltd, Dhaka, 1984.

International Journal of Community Development, UK.

Rural Development: Problems and Practices (1990), Eds: Henry Buller & Susan Wright, Averbury Grower Publishing Co. Ltd. USA, 1990.

Rural Development: Putting the Last First (1996), Robert Chambers, Longman, England.

Singh Katar, Rural Development

SK Shukla, S. Sundaram, Community Development (1995), Commonwealth Publishers, New Delhi.

Studies in Nepali History and Society (SINHAS), Vol 1-6, Mandala Book Point.

World Development Report

Course Number	Course Title	Credit Hours
ECON303	Monetary Economics	3

### Objectives

Upon completion of the course, students will be able to

- Explain the concepts and theories of monetary economics;
- Conduct portfolio selection for Term Structure of Interest Rates;
- Elaborate the factors of foreign exchange;
- Analyze the effects of monetary policy (variables) on the macroeconomic system;
- Elaborate the role of the Central Bank; and
- Interpret the monetary policy in closed and open economies;

### Content

Unit and Title	Topics	Lecture Hours
1. Introduction to Monetary Economics, The Nature of Money and the Interest Rate	functions of money, measuring money supply, interest rates and returns, nominal and real interest rate	3
2. Portfolio Selection and the Term Structure of Interest Rates	asset demand, diversification of risk, equilibrium interest rate in the supply and demand framework, term structure of interest rates	4.5
3. FOREX and other Financial Institutions	foreign exchange rates, Purchasing Power Parity, factors affecting exchange rates, financial intermediaries, operations of banks, overview of financial derivatives	4.5
4. Determinants of Money Supply and Money Demand	multiple deposit creation, determinants of money supply, theories of money demand	4.5
5. IS/LM framework and the money market in IS-LM	money market equilibrium, monetary shocks, factors affecting IS/LM curves, Keynesian and Classical frameworks	4.5
6. Central Banks Structures, Objectives and Instruments, Transmission Mechanism of Monetary Policy	tools of monetary policy, goals of central banks, intermediate targets, transmission channels for monetary policy	4.5
7. Money and Inflation	monetary policy and inflation, effects of budget deficits on inflation, classical and Keynesian theories, empirical evidence on money, prices and output	4.5
8. The Rational Expectations Hypothesis	role of rational expectations, effects of anticipated and unanticipated policy in alternative frameworks, the effects on macroeconomic variables, implications for stabilization policy	4.5
9. Monetary Policy Rules (Simple versus Optimal) and the choice of	instrument rules, choice of instrument, operating procedures, discretion versus	4.5

<b>Unit and Title</b>	<b>Topics</b>	<b>Lecture Hours</b>
Instrument	commitment, inflation targeting, the time inconsistency of discretionary policy	
10. Alternative Monetary Policy Regimes and a Review of a recent survey on Monetary Policy and the Nepalese Context	inflation targeting and other targeting regimes	4.5
11. Optimal Monetary Policy for Closed and Open Economies	optimal policy rule for closed and small open economies	4.5
<b>Total Lecture Hours</b>		<b>48</b>

### **Recommended References**

B McCallum (1989), *Monetary Economics*, Macmillan.

Budget Speech of Nepal Government.

CE.Walsh (2003), *Monetary Theory and Policy*, MIT Press, Second edition. (to be used in the latter part of the course)

Economic Survey Nepal Rastra Bank.

FS. Mishkin (2001), *The Economics of Money, Banking and Financial Markets*, Addison-Wesley, Sixth edition.

Course Number	Course Title	Credit Hours
ENVT 203	COMMUNITY BASED NATURAL RESOURCE MANAGEMENT	3

**Objectives:**

Upon completion of the course, students will be able to

- define and classify natural resources;
- explain flora and fauna and their conservation efforts;
- elaborate biodiversity and its management by community;
- explain basic concepts of ethnobotany, bio-resources and relevant policies and practices; and
- relate natural resource management in the other development sectors.

**Contents:**

Unit and Title	Topics	LH
1. Natural Resources	Definition, Classification, Conservation and Management of Resources - Land, air, water, forest, rangeland, wildlife, mineral energy.	7.5
2. Nepal's Flora and Fauna	Distribution, endangered species, management efforts at the national, local and community levels.	7.5
3. Biodiversity	Meaning, ecological role, bio-resources, man and biosphere, conservation policies and strategies, management of community-based biodiversity.	7.5
4. Energy and Alternative Sources	Concepts and use, Sources, Energy situation in Nepal, Renewable and Non-Renewable, management efforts at the community level.	7.5
5. Ethno botany	Concepts and importance, study in Nepal, importance of research, methods of research.	7.5
6. Bio-resources	Conservation and Management, man and biosphere, World wildlife fund.	6
7. Policies and Practices	Policy, legislation, institutional framework, governance, and community-based groups and linkages.	4.5
	<b>Total Lecture Hours</b>	<b>48</b>

**References:**

- Asthana, D.K and Asthana Meera. 2001. Environment. Second Revised Edition. New Delhi: S. Chand & Company Ltd..
- Jha, PK, PS Ghimire, SB Karmacharya, SR Baral, and P Lacoul, 1996. Environment and Biodiversity in the Context of South Asia. ESN, Kathmandu.
- Trivedi, PR. 1995. Natural Resources and Sustainable development in Hiamalayan, Shree Almora Book Depot, VP Hills, India.
- Soussan, J, BK Shrestha, and LP Uprety, 1995. The Social Dynamics of Deforestation: A Case Study from Nepal Parthenon Publishing Group, London.

- Siwakoti, G, G. Vorughese, E. Ostrom, A. Shukla, and G. Thapa (eds), 1996. People and Participation in Sustainable Development: Understanding the Dynamics of Natural Resources System - Proceeding of International Conference, Kathamndu.
- Lekhak, H.D. and Lekhak, Binod. 2003. Natural Resource Conservation and Sustainable Development in Nepal. Kathmandu: Kshitiz Publication.
- Pande, B.D. et.al. 2000. Environmental Education Course Book for Bachelor of Education Program, Kathmandu: IUCN- The World Conservation Union.
- Pandey G.N. 1997. Environmental Management. New Delhi: Vikash Publishing House Pvt. Ltd.
- Shrestha, Tirtha B. 1999. Nepal Country Report on Biological Diversity. Kathmandu: IUCN- The World Conservation Union.
- P.R. Trivedi, U.K. Singh, K.C. Sudarshan and TK Tuteja, 1994. International Encyclopedia of Ecology and Environment, Natural Resources Conservation. New Delhi, India: IIEE

Course Number	Course Title	Credit Hours
PSYC 205	Human Behavior and Development	3

**Objectives:**

Upon completion of the course, students will be able to

- Explain the dynamics of human behavior in organizations both in formal and informal ways;
- apply the theories of human behavior in assessing, planning, executing and monitoring the organizations/institutions; and
- relate the concepts and theories of human behavior in the other development sectors.

**Contents**

Unit and Title	Topics	Lecture Hours
1. Fundamentals of Human Behavior	The meaning concept and nature of human behavior in organizations Framework for understanding human behavior Contribution of organizational theories in the development of the study of human behavior in organizations Approaches to Organizational Behaviour Management functions and Mintzberg Management Roles Emerging issues in the field of organizational behavior	9
2. Behavioral Science & Methods of Study	Research Methods in Organizational Behavior Purpose and process of research in organizational behavior Evaluating Research Research Design Ethical question in research	4.5
3. Motivation and Human Behavior	Basic concept of Motivation Hierarchy of needs theory Theory X and Theory Y Two factors theory of motivation ERG theory Comparative Studies of three motivational need theories	9
4. Groups and Team work in organizations	Meaning and concept of group and team work Group dynamics: formal and informal Group formation, stages, structures and process	9

Unit and Title	Topics	Lecture Hours
	Types of teams Effectiveness of group and team work	
5. Communication	Concept of communication Communication process model Interpersonal and development communication Attributes of effective communications Potential problems and communication barriers Improving communication in development Diversity of communication styles	6
6. Conflict and Negotiation	Concept, Meaning and Views on conflict Causes of conflict Conflict process/stages Characteristics of a negotiation Approaches of negotiation Conflict resolution/negotiation strategies	6
7. Leadership	Concept, traits and styles of leadership in development process	4.5
	<b>Total Lecture Hours</b>	<b>48</b>

## References

- Anselm, Mercy (1985): Organizational Behavior- Towards an Integrated Organization, Himalaya Publishing House, Delhi.
- Davis, Keith (1985): Human Behavior at work organizational Behavior, Tata Mc Graw Hill Publishing Company, Ltd.
- Katz Daniel & Robert L. Kahn (1999): The Social Psychology of Organizations, John Wiley and Sons, New York.
- Kelly, Joe (1987): Organizational Behavior, its data, First Principles and Applications, Surjeet Publications, Delhi.
- Kerlinger, Fred. N. (1973): Foundations of Behavioral Research, Holt, Rinehart and Winston, Inc, USA.
- Luthans, F. (1977): Organizational Behavior, Tata Mac Graw Hill, New York.
- Morgan Clifford (1999): A brief Introduction to Psychology, Tata MacGraw Hill Company.
- Newstorm, john and Keith Davis (1995): organizational Behavior, Human Behavior at Work, Mc Graw Hill Inc., New York
- Robbins, Stephen P. (1983): Organizational Behavior- Concepts, Controversies and Application, Prentice Hall of India.



Course Number	Course Title	Credit Hours
<b>SOCL 204</b>	<b>Nepalese Society and Culture</b>	<b>3</b>

**Objectives:**

Upon completion of the course, students will be able to

- describe about the history, culture and society of Nepal;
- explain the fundamentals of Nepalese culture and creative of life;
- illustrate cultural heritage of Nepalese civilization; and
- relate the cultural aspects with the other development sectors.

**Contents:**

Unit and Title	Topics	Lecture Hours
1. Introduction	Nepalese society and culture from historical perspectives from ancient period to unification of Nepal and the process of Nepalization	<b>9</b>
2. Himalayan Society and Culture	Ecology, Environment, Economy, Settlement pattern, Village organization, Family, Kinship Marriage, Life-cycle Ceremonies, Life-course Approaches Religion (Hinduism/Buddhism/Shamanism) & Festivals	<b>9</b>
3. Hilly Society and Culture:	Ecology, Environment, Economy, Settlement pattern, Village organization, Family, Kinship Marriage, Life-cycle Ceremonies, Life-course Approaches, Religion (Hinduism/Buddhism/Shamanism) & Festivals.	<b>7.5</b>
4 Terai Society and Culture	Ecology, environment, economy, Settlement patterns, Village organization, Family, Kinship Marriage, Life-cycle Ceremonies, Life-course Approaches, Religion (Hinduism/ Muslim) & Festivals	<b>7.5</b>
5 Gender Issues in Nepal	Gender Issues in Nepalese society and culture	<b>6</b>
6 Issues and Problems of National Integration in Nepal	Caste, Language, History, Ethnicity, Regionalism, Untouchability, Gender, Religion, Syncretism, Blends, Accommodations, Inclusion and Exclusion	<b>9</b>
	<b>Total Lecture Hours</b>	<b>48</b>

**Recommended Readings:**

G.D. Barreman – Hindus of the Himalayas. University of Berkeley.

Ghre, G.S.-Caste and Races.

Kamal P. Malla (Ed) Nepal- Prospective on continuity and change, CNAS.

Kunwar Ramesh Raj, 1996, Ethnicity in South Asia, Kathmandu: Laxmi Kunwar.

Kunwar, Ramesh Raj, 1999, Himalayan Heritage: Society, Culture and Religion, Kathmandu:  
Laxmi Kunwar.

Mukherji, D.P. - Diversities

Occasional paper – Department of Sociology Anthropology, TU.

Prabhu, P.N. - Hindu Social organization

Rajesh Gautam and Ashok K. Thapa Magar – Tribal Ethnography of Nepal, Vol. 1 and dll.

Regmi, Rishikeshap - Cultural patterns and economics Change (for Dhimal people).

Regmi, Rishikeshap - Ex Srot. Teen Dhara, sajha Prakashan, Kathmandu.

Regmi, Rishikeshap- Neplease History Culture and Society.

Regmi, Rishikeshap - Royal Cities of Kathmandu Patan and Bhaktapur, Nirale Publication, New  
Delhi.

Course Number	Course Title	Credit Hours
STAT 205	Statistics II	3

### Objective

This course is in continuation with the STAT105 Statistics offered in the 1<sup>st</sup> Year 2<sup>nd</sup> Semester.

Upon completion of the course, students will be able to

- Understand various types of statistical methods to extract required information and forecasting the trend in advance focusing on the inferential statistics with special reference to the analysis and management of finance related data;
- Impart knowledge about various statistical tests such as z-test, t-test, chi-square test, ANOVA, correlation and regression analyses; and
- Provide the skills in handling the statistical computer packages such as SPSS, Minitab, T etc and drawing inferences therein.

### Contents

Unit and Title	Topics	Lecture Hours
1. Basic terminologies	Descriptive statistics, inferential statistics, estimation, hypothesis, errors, parametric and non-parametric tests	3
2. Estimation	Estimation and estimators, types of estimates, criteria of good estimator, point estimation and interval estimation, determination of sample size and risk	3
3. Test of significance	Types of error, critical region, one and two tailed tests, t, f and z tests for sample means (small and large samples), sample proportions, paired t-test, chi-square test (test of independence and goodness of fit), test correlation coefficient, non-parametric tests	10.5
4. Correlation	Meaning, types, scatter diagram, coefficient of correlation (person's and spearman's), significance testing of r, multiple and partial correlation, coefficient of multiple determination, r for bivariate distribution, autocorrelation	7.5
5. Regression	Meaning, equation, Curve fitting, linear and multiple regression, nonlinear regression, polynomial regression, testing significance, data handling and interpretation	10.5
6. Analysis of variance	Meaning, components, one-way ANOVA, two-way ANOVA, three-way ANOVA	9
7. Analysis of data	Through statistical computer package (SPSS, MINITAB, R or any other) and presentation of results	4.5
<b>Total Lecture Hours</b>		<b>48</b>

### References

Chandan, J. S. 1999. Statistics for Business and Economics. Vikas Publishing Pvt.Ltd. India.  
 Sharma, P. K. and A. K. Chaudhary. 2001. Statistical Methods. Khanal Books Prakashan

**Course of Study 2<sup>nd</sup> Semester****COURSES OF STUDY****Bachelor in Development Studies**

Approved by KU Academic Council on July 24, 2019

**Second Year, Second Semester**

<b>Code</b>	<b>Course Title</b>	<b>Credit</b>
DEVS 204	Nepal's Political and Constitutional Development	3
DEVS 207	Development Communication	3
DEVS 303	Agriculture and Development	3
ECON 301	Public Finance and Budgeting	3
ENVT 202	Education for Sustainable Development	3
SOCL 206	Gender, Caste, Ethnicity and Social Inclusion	3
	<b>Total</b>	<b>18</b>

**Kathmandu University**  
**School of Arts**

**2019**

Course Number	Course Title	Credit Hours
DEVS 204	Nepal's Political and Constitutional Development	3

### Objective

Upon completion of the course, students will be able to

- explain the genesis of the Nepalese polity;
- analyze political development in Nepal from unification to the end of Rana system in 1947;
- describe the Revolution of 1951;
- comment on constitution and constitutional development in Nepal;
- elaborate constitutional governance and features of good governance; and
- relate politics in the other aspects of development i.e. infrastructure development, human development, etc.

### Contents

Unit and Title	Topics and Reading Materials	Lecture Hours
1. Constitution and Constitutional Development	<ul style="list-style-type: none"> <li>• The meaning of constitution, types of constitution, the basic features of a constitution</li> <li>• Meaning of political system</li> <li>• Types of political system: Autocracy, authoritarianism, oligarchy By-party/multiparty democratic system, Totalitarian system and Communism</li> <li>• State sovereignty and its source (the king as the source and depository of sovereignty versus people as the source and depository of sovereignty).</li> <li>• Forms of Governance (Presidential, mixed and West Minister or parliamentary)</li> <li>• State Structure (Unitary, Quasi-Federal and Federal)</li> </ul> <p><b>Reading materials</b></p> <ol style="list-style-type: none"> <li>1. Kashyap, Subhash C (2001), <i>Our Constitution</i>, New Delhi: National Buuk Trust India.</li> <li>2. Debates on various issues in the Constituent Assembly of Nepal (2008-2012), available in <a href="http://www.ccd.org.np/index.php?action=publication">http://www.ccd.org.np/index.php?action=publication</a></li> <li>3. Pant Shastra Dutta (1995) <i>Comparative constitutions of Nepal</i>. Kathmandu: Research Centre for South Asia.</li> </ol>	6
2. Features of a Constitution	<ul style="list-style-type: none"> <li>• Preamble</li> <li>• fundamental rights</li> <li>• Directive principles of state policy</li> <li>• Separation of powers and interrelationship among</li> </ul>	6

Unit and Title	Topics and Reading Materials	Lecture Hours
	<p>executive, legislature and judiciary</p> <ul style="list-style-type: none"> <li>• Independence of judiciary and its importance</li> <li>• Central versus local governance in Nepal and constitutional and legal arrangements for decentralization in Nepal</li> <li>• System of governance: the executive branch of the government, the ministries, the cabinet, and the legal arrangements for the governance of the country</li> <li>• The rule of law and the procedure established by law</li> <li>• Human rights</li> </ul> <p><b>Reading materials</b></p> <ol style="list-style-type: none"> <li>1. Kashyap, Subhash C (2001), <i>Our Constitution</i>, New Delhi: National Book Trust India.</li> <li>2. Debates on various issues in the Constituent Assembly of Nepal (2008-2012), available in <a href="http://www.ccd.org.np/index.php?action=publication">http://www.ccd.org.np/index.php?action=publication</a></li> <li>3. Pant Shastra Dutta (1995) <i>Comparative constitutions of Nepal</i>. Kathmandu: Research Centre for South Asia.</li> </ol>	
3. The Genesis of the Nepalese polity	<ul style="list-style-type: none"> <li>• Politics and society of today's Nepal before 1768-69.</li> <li>• The unification of Nepal and the evolution of Nepal as a nation.</li> <li>• Political condition in 18th century AD and the challenges faced by Nepal.</li> </ul> <p><b>Reading materials</b></p> <ol style="list-style-type: none"> <li>1. Whelpton, John. 2005. <i>A History of Nepal</i>. Cambridge: Cambridge. University Press</li> <li>2. Shaha, Rishikesh. <i>Ancient and Medieval Nepal</i> (1992), New Delhi: Manohar Publications,</li> <li>3. Hoftun, Martin, William Raeper and John Whelpton. (1999) <i>People, politics and ideology: Democracy and Social Change in Nepal</i>. Kathmandu: Mandala Book Point,</li> <li>4. Joshi, Bhuwan Lal and Rose, Leo E. (1966) <i>Democratic innovations in Nepal: A case study of political acculturation</i>. University of California Press</li> </ol>	7.5
4. Political development in Nepal from unification to the end of Rana system in 1947	<ul style="list-style-type: none"> <li>• Main features of the internal politics of Nepal</li> <li>• The Kot Parva: its causes and consequences.</li> <li>• The Rana Rule, its major salient features, and Nepali polity.</li> <li>• Nepal's relations with neighbors and Consequences.</li> <li>• War and Treaty with East India Company (1814-1816).</li> <li>• War and Treaty with Tibet (China) in 1856.</li> </ul>	7.5

Unit and Title	Topics and Reading Materials	Lecture Hours
	<p><b>Reading materials</b></p> <ol style="list-style-type: none"> <li>Whelpton, John. 2005. A History of Nepal. Cambridge: Cambridge. University Press</li> <li>Hoftun, Martin, William Raeper and John Whelpton (1999). People, politics and ideology: Democracy and Social Change in Nepal. Kathmandu: Mandala Book Point</li> <li>Joshi, Bhuwan Lal and Rose, Leo E. (1966) Democratic innovations in Nepal: A case study of political acculturation. University of California Press</li> </ol>	
5. The Democracy movement 1947-51	<ul style="list-style-type: none"> <li>The Background of 1951 revolution</li> <li>Actors of the revolution</li> <li>External dimension of revolution: Role of China and India</li> <li>The impact of 1951's political change in the Nepali society</li> <li>First Parliamentary Election, 1959, and socio-political change</li> <li>King's coup in 1960 and its consequences</li> </ul> <p><b>Reading materials</b></p> <ol style="list-style-type: none"> <li>Whelpton, John. (2005). A History of Nepal. Cambridge: Cambridge. University Press</li> <li>Shaha, Rishikesh. Ancient and Medieval Nepal (1992), p. 7. Manohar Publications, New Delhi</li> <li>Hoftun, Martin, William Raeper and John Whelpton. (1999) People, politics and ideology: Democracy and Social Change in Nepal. Kathmandu: Mandala Book Point</li> <li>Joshi, Bhuwan Lal and Rose, Leo E. (1966) Democratic innovations in Nepal: A case study of political acculturation. University of California Press</li> </ol>	6
6. Panchayat Era (1960-90)	<ul style="list-style-type: none"> <li>New innovation (election without political parties)</li> <li>Village Return Program (<i>Gaun Pharka</i>)</li> <li>Practice of Class Organization (<i>Bargiya Sangathan</i>)</li> <li>Referendum, result and consequences</li> <li>1990 people's movement: Causes and consequences</li> </ul> <p><b>Reading materials</b></p> <ol style="list-style-type: none"> <li>Baral, Lok Raj. (2006) <i>Oppositional Politics in Nepal</i>. Lalitpur: Himal Books, reprint</li> <li>Sharma, Prayag Raj (2004) The State and Society in Nepal: Historical foundations and contemporary trends. Lalitpur: Himal Books.</li> <li>Joshi, Bhuwan Lal and Rose, Leo E. (1966) <i>Democratic innovations in Nepal: A case study of political</i></li> </ol>	6

Unit and Title	Topics and Reading Materials	Lecture Hours
	<p><i>acculturation</i>. University of California Press</p> <p>4. Hoftun, Martin, William Raepel and John Whelpton. (1999) <i>People, politics and ideology: Democracy and Social Change in Nepal</i>. Kathmandu: Mandala Book Point</p>	
7. Restoration of Democracy (1990-2006)	<ul style="list-style-type: none"> <li>• 1991 election and Nepali Congress Government</li> <li>• Mid-term election and consequences</li> <li>• Maoist Movement</li> <li>• Royal Massacre</li> <li>• Dissolution of House of Representatives in 2002 and political change</li> <li>• King's coup in February 1, 2001</li> <li>• 12-points understanding, and issue of Maoist mainstreaming</li> <li>• 2006 April uprising and social political impact</li> </ul> <p><b>Reading materials</b></p> <ol style="list-style-type: none"> <li>1. Hoftun, Martin, William Raepel and John Whelpton. (1999) <i>People, politics and ideology: Democracy and Social Change in Nepal</i>. Kathmandu: Mandala Book Point</li> <li>2. Kumar, Dhruva (ed.) (2000) <i>Domestic Conflict and Crisis of Governability in Nepal</i>. Kathmandu: CNAS</li> <li>3. Baral Lok Raj (2012), <i>NEPAL—NATION-STATE IN THE WILDERNES Managing State, Democracy, and Geopolitics</i>. Delhi: Sage</li> <li>4. Interim Constitution of Nepal, 2007 available at <a href="http://www.nic.gov.np/download/interim-constitution.pdf">http://www.nic.gov.np/download/interim-constitution.pdf</a></li> </ol>	9
	<b>Total Lecture Hours</b>	<b>48</b>

### Required and Recommended References

- Baral Lok Raj (2012), *NEPAL—NATION-STATE IN THE WILDERNES Managing State, Democracy, and Geopolitics*. Delhi: Sage
- Baral, Lok Raj. (2006) *Oppositional Politics in Nepal*. Lalitpur: Himal Books, reprint
- Debates on various issues in the Constituent Assembly of Nepal (2008-2012), available in <http://www.ccd.org.np/index.php?action=publication>
- Hoftun, Martin, William Raepel and John Whelpton. (1999) *People, politics and ideology: Democracy and Social Change in Nepal*. Kathmandu: Mandala Book Point
- Interim Constitution of Nepal, 2007 available at <http://www.nic.gov.np/download/interim-constitution.pdf>
- Joshi, Bhuwan Lal and Rose, Leo E. (1966) *Democratic innovations in Nepal: A case study of political acculturation*. University of California Press



- Kashyap, Subhash C (2001), *Our Constitution*, New Delhi: National Buuk Trust India.
- Kumar, Dhruba (ed.) (2000) *Domestic Conflict and Crisis of Governability in Nepal*.  
Kathmandu: CNAS
- Pant Shastra Dutta (1995) *Comparative constitutions of Nepal*. Kathmandu: Research Centre for South Asia.
- Shaha, Rishikesh. *Ancient and Medieval Nepal* (1992), New Delhi: Manohar Publications,
- Shaha, Rishikesh. *Ancient and Medieval Nepal* (1992), p. 7. Manohar Publications, New Delhi
- Sharma, Prayag Raj (2004) *The State and Society in Nepal: Historical foundations and contemporary trends*. Lalitpur: Himal Books.
- Whelpton, John. 2005. *A History of Nepal*. Cambridge: Cambridge. University Press

Course Number	Course Title	Credit Hours
DEVS207	Development Communication	3

### Objective

Upon completion of the course, students will be able to

- explain the theoretical concept of development communication and its relevance in the field of development studies.
- interpret the role of communication in development using theories/models/framework etc. of development communication.
- reflect the communication policies and framework relating it to Nepali society.
- identify various tools of development communication in relation to emerging trends in communication technology.
- Analyze critical theories and models of development communication, and apply these to a range of development interventions.
- comprehend and critically analyse pattern, practices and content of communication; and
- Discuss and interpret activities and discourse in the media and demonstrate both breadth and depth analysis.

### Content

Unit and Title	Topics	Lecture Hours
1) <b>Communication</b>	<ul style="list-style-type: none"> <li>• Definition/Meaning, Characteristics/ Elements/ Components/ Functions/ Types.</li> <li>• Communication Process/Models/Approaches.</li> </ul>	4.5
2) <b>Development communication</b>	<ul style="list-style-type: none"> <li>• General Introduction to Development Communication and its relevance to development studies/ Theoretical perspective to development communication.</li> <li>• Brief history of development communication, nationally and globally.</li> <li>• Models, theories and paradigms of development communication.</li> <li>• Needs/Prerequisites etc in development communication.</li> <li>• Value of development communication/challenges of development communication.</li> </ul>	9
3) <b>Mass Media in Development Communication</b>	<ul style="list-style-type: none"> <li>• Mass media (Definition/characteristics/types/role)</li> <li>• Mass communication (Some social function and criticism)</li> <li>• Importance of mass media in development</li> <li>• Emerging trends in communication technology.</li> </ul>	7.5

Unit and Title	Topics	Lecture Hours
4) <b>Development Journalism: A tool for social action.</b>	<ul style="list-style-type: none"> <li>• Development journalism vs. Development communication</li> <li>• Community radio in Nepal; a case study</li> <li>• Participatory communication (Media as a tool for empowerment, campaigns and communication)</li> </ul>	7.5
5) <b>Development communication in Nepal</b>	<ul style="list-style-type: none"> <li>• Discuss communication policy of Nepal; history and future trends.</li> <li>• Discuss the steps in planning and implementation of communication strategy; message design/development, systematic steps in audience involvement for message design</li> <li>• Explore the use of mass communication in Nepal, to promote economic growth and social development in relation with western scenario.</li> <li>• Sociology and politics of Nepali Media.</li> <li>• Media and contemporary social issues/ development problems in Nepal.</li> </ul>	7.5
6) <b>Tools of development communication</b>	<ul style="list-style-type: none"> <li>• Street theatre</li> <li>• Audio/video documentaries</li> <li>• Advertisement and commercials analysis. etc</li> </ul>	6
7) <b>Political economy of communication</b>	<ul style="list-style-type: none"> <li>• Political economy of communication</li> </ul>	3
8) <b>Critical reflection on development communication discourse.</b>	<ul style="list-style-type: none"> <li>• Critical reflection on development communication discourse</li> </ul>	3
	<b>Total Lecture Hours</b>	<b>48</b>

### References:

- A.G. Dragon, 2001. *Making waves: Stories of Participatory Communication for Social change*: The Rockefeller Foundation, 420 Fifth Avenue, New York, USA
- Government of Nepal, 1971. *National Communication service Plan: Communication for Development*:
- K.P Jayasankar and Anjali Monteiro, *Media, Power and Identity: Critical Media Education for Student of Social work*: Unit for Media and Communications, Tata Institute of Social Sciences, Mumbai
- Manjula. B. 2002. *Communication for Development, Humanscape*, September 2002 Issue
- National College, 2005. *Compilation of Notes on Development Communication*, Centre for development Studies, National College, Kathmandu, 2005.

- P. Kharel, 2007. *Dimensions of Communication*, Nepal Association of Media Educators (NAME), Kathmandu Nepal
- Paula Uimonen, *The Internet as a Tool for Social Development*: United Nations Research Institute for Social Development, Switzerland
- Robert W. McChesney, 2001. *Global Media, Neo-liberalism and Imperialism*: Monthly Review, Volume 52, Number 10, March 2001.
- Silvio Waisbord, PhD, *Family Tree of Theories, Methodologies and Strategies in Development Communication: Convergences and Differences*, Prepared for the Rockefeller Foundation (Source: [communicationforsocialchange.org](http://communicationforsocialchange.org))
- Srinivas R Melkote, H. Leslie Steeves, 2001. *Communication for Development in the Third World: Theory and Practice for empowerment*, Sage Publications
- Uma Narula, 2008. *Mass Communication: Theory and Practice*, Har-Anand Publications, New Delhi, India
- Uma Narula, 2010 *Development Communication: Theory and Practice*, Har-Anand Publications, New Delhi, India

Course Number	Course Title	Credit Hours
DEV303	Agriculture and Development	3

### Objective

Upon completion of the course, students will be able to

- Explain the agriculture sectors and its implications in food security
- Explain the farming system research and development of Nepal
- Explain the agricultural market system along with WTO perspectives
- Explain various components of agriculture resource management
- Explain the government policy on agriculture and the Agricultural Perspective Plan
- Explain the sustainability of agriculture
- Relate the principles of agriculture development in the other development sectors

### Contents

Unit and Title	Topics	Lecture Hours
1. Introduction	History, meaning, different disciplines in agriculture science, basic elements of agriculture and basic essentials for its development, constraints and opportunities of agriculture development in Nepal, Green revolution and its impact, debate between green and evergreen revolution, food security situation in Nepal	9
2. Farming system research and development (FSRD)	Agro-ecological zones of Nepal with their specificities, Farming Systems, different components of Nepalese farming systems and inter relationship between them, Farming Systems Research, Its method and stages, traditional and scientific farming systems, institutions related to agriculture research and development, participatory research and technology development, role of agriculture research in technology development, agriculture research and implications	9
3. Agricultural marketing	Marketing and market structure, agricultural marketing system, production function and relationships (F-F, F-P), agriculture extension and implications, agriculture credits and implications, agriculture trade policy of WTO	9
4. Agriculture resource management	Population and land resources, agriculture and water resources, forestry, bio-diversity, agro-inputs, intellectual property rights (IPR), Principles of integrated approaches (IPM, IDM, Integrated weed management, watershed management), indigenous knowledge in resource management, conventional and modern agriculture system and its impact in resource use and conservation, land use	10.5

Unit and Title	Topics	Lecture Hours
	and land use capability classes, conditions of mountain resources, types of erosion and landslides, land ownership and tenancy	
5. Policies of agriculture development in Nepal	Five years development plans and their critical evaluation with respect to agriculture and development, Agricultural Perspective Plan (APP)	4.5
6. Sustainability	Concept and features of SARD, indicators of unsustainability, sustainability of agriculture, ecological agriculture, its approaches and their applications in Nepalese context, sustainable livelihood security for rural poor	6
	<b>Total Lecture Hours</b>	<b>48</b>

### References

- Adhikari, R. and K. Adhikari (eds.). 2003. Farmers' rights to livelihood in the Hindu-Kush Himalayas. SAWTEE, Kathmandu, Nepal.
- Bendtsen, K. S. and K. M. Sthapit (eds.). 2000. Watershed development regenerative packages for participatory watershed development. Proceedings of Danida's third international workshop on watershed management, held in Kathmandu, Nepal from 26<sup>th</sup> Oct to 4 Nov 1999.
- CBS, 1998. A compendium on environmental statistics 1998. HMG/N, National Planning Commission Secretariat, CBS, Kathmandu, Nepal.
- HMG/N. 1994. Agricultural Perspective Plan (APP).
- HMG/N. 2003. The Tenth Plan, poverty reduction strategy paper (2002-2003). His Majesty's Government, National Planning Commission, Kathmandu, Nepal.
- Reddy, S. R. 2000. Principles of agronomy. Kalyani Publishers, New Delhi, India.
- Sankhayan, P. L. 1988. Introduction to the economics of agricultural production. Prentice Hall of India Pvt. Ltd. New Delhi, India.
- Sharma, N. P. 1997. Participatory processes for integrated watershed management, PWMTA-Farm Field Document No. 7, Kathmandu, Nepal.
- Shenji, P., S. R. Chalise, B. Bhatta, P. B. Shah, J. Eannette and D. Gurung. 2001. Natural resources management in mountain environment. Paper presented at the 10<sup>th</sup> anniversary symposium of ICIMOD, Kathmandu, Nepal.
- Singh, S. S. P. Gupta and A. K. Gupta. 2000. Handbook of agricultural sciences. Kalyani Publishers, New Delhi, India.

Course Number	Course Title	Credit Hours
ECON 301	Public Finance and Budgeting	3

### Objectives

Upon completion of the course, students will be able to

- explain the Public/ Government Financial system giving references to fiscal policy and budget;
- explain the principles of Public Expenditure and Banking Systems;
- explain taxation system with reference to sources as well as associated problems;
- describe the Central Bank, development banks; and
- relate public finance in the other development sectors.

### Content

Unit and Title	Topics	Lecture Hours
1. Introduction to Public/ Government Finance	Classical and modern concept of public/Government finance, Role of Government finances in development. Objectives and role of fiscal policy in LDC formulation of budget, components of budget, development vs regular budget, macro-economic stability and budgeting expansion, deficit financing, evolution of financial system, its role in economic development. Nature of budget and overall financial development	18
2. Principles of Public Expenditure and Banking Systems	Classification of public expenditure, principles of public expenditure major sources of government finances, Problems on the sources of government finances, internal and external debts, causes of growth in public expenditure. Principles of banking system, assets and liabilities of commercial banks, portfolio management and credit creation by bank	7.5
3. Taxation	Sources of public revenue, tax and non tax revenue, principle of taxation, direct and indirect taxes, impact incidence and shifting of taxation, need of public borrowing, internal and external borrowing effects of public borrowing, debt management; problems, potentials and changing nature of different types of taxes, loans, aid, long term and short term borrowing, deficit financing	10.5
4. Central Bank	Central Bank's role in credit control and economic development, development banks (Rural Development Banks and Agricultural Development Bank), insurance and finance companies: their functions and role in economic development, money market, capital market and their role in economic development.	12
	<b>Total Lecture Hours</b>	<b>48</b>

### Required references

Dalton, H. Public Finance

Publications of NRB, ADB/N, CBS, Ministry of Finance, National Planning Commission

Singh S.K. Public Finance in Theory and Practical

### Recommended references

Course Number	Course Title	Credit Hours
ENVT 202	Education for Sustainable Development	3

### Objectives

Upon completion of the course, students will be able to

- explain the relationship between education and development and education in Nepal;
- elaborate environmental education and education and sustainable development;
- explain the state of agricultural practices, pollution of natural resources and measures for sustainable development of natural resources.
- relate the Education for Sustainable Development in the other development sectors

### Content

Unit and Title	Topics	Lecture Hours
1. Education and Human Development	Introduction, Relationship between education and human development, development and expansion of education in Nepal, state of education in Nepal, educational challenges, policy responses, role of education in the development of education	10.5
2. Environmental Education	meaning, scope, principles, objectives, environmental education in Nepal, challenges, measures to overcome challenges, assessment of school level curriculum	10.5
3. Education for Sustainable Development	Sustainable development and ESD, meaning and scope of ESD, distinctive features of ESD, difference between environmental education and ESD, focus of ESD, major issues, strategy and application of ESD in development	9
4. Agriculture and Sustainable Development	Agricultural practices, irrigation and drainage, organic manure, chemical fertilizers, pest control and crop protection, genetic resources, sustainable agricultural development.	7.5
5. Pollution	Concept of pollution, types of pollution, detail explanation of air, water, land and noise pollution, measurement of pollution, health hazards, remedies,	4.5
6. ESD Organizations	Formal, non-formal and informal education in pollution control, efforts made by governmental agencies, I\NGOs and CBOs in pollution management	6
<b>Total Lecture Hours</b>		<b>48</b>

### Required References

Bhandari, Bishnu B. and Abe, Osamu. 2003. Education for Sustainable Development in Nepal. Japan: IGES.



- MOES / Nepal Commission for UNESCO. (2003). Education for All – National Plan for Action Nepal (2001-2015). Kathmandu: Author
- Pande, B.D.et.al. (2002) Environmental Education Source Book for Bachelor of Education Programme. Kathmandu: IUCN – The World Conservation Union.

**Recommended References**

- Fukuda – Parr, Sakiko and Shiv Kumar, A.K. (2003). Readings in Human Development. New Delhi: Oxford
- HMG Nepal and UN Country Team. (2003). Millennium Development Goals. Kathmandu: Authors.
- National Planing Commission. (2002). The Tenth Plan. Kathmandu: Author
- Nepal South Asia Centre. (1998). Nepal Human Development Report 1998. Kathmandu: Author.
- UNDP. (2004). Nepal Human Development Report 2004. Kathmandu: Author.

Course Number	Course Title	Credit Hours
SOCL 206	Gender, Caste, Ethnicity and Social Inclusion	3

### Objectives

Upon completion of the course, students will be able to

- explain the Nepalese and western traditions in gender, sex and women.
- elaborate the social status of women in the Nepalese and contemporary societies; analyze the changing patterns of gender, sex and women; and relate the Gender and social Equity in the other development sectors.
- Explain about the caste system
- Elaborate how Nepali caste system is unique one in the world.
- understand definition of ethnic community in Nepal.
- explain what are the major issues related to ethnicity in Nepal.
- explain about the genesis of the concept of social inclusion.
- explain about concepts i.e. positive discrimination, affirmative action, reservation and quota.
- relate contemporary political discourse with the issue of marginalization and social inclusion in Nepal.

### Content:

Unit and Title	Topics	Lecture Hours
1. Sex, Gender and women	<ul style="list-style-type: none"> <li>• Concept of Sex, gender, and women</li> <li>• Nepalese approach on these concepts</li> <li>• Cultural variation and gender (western vs. Nepalese, one community vs. another community in Nepal)</li> </ul>	6
2. Nepalese women	<ul style="list-style-type: none"> <li>• Social status of Nepalese women (politics, culture, employment, property inheritance, education, rites and rituals, etc.)</li> <li>• Changing Partners of sex role Nepal</li> <li>• Women in contemporary Nepal (Constitutional/legal provisions and contemporary political discourse in Nepal)</li> </ul>	6
3. Caste system in Nepal	<ul style="list-style-type: none"> <li>• Genesis of Caste System (Ram Shah in Gorkha and Jayastithi Malla in Kathmandu)</li> <li>• Civil Code 1854 and its features</li> <li>• Comparison of Nepali caste system with the Indian caste system</li> <li>• Caste system and social exclusion</li> <li>• Concept of Dalit and non-Dalits</li> </ul>	9
4. Issue of ethnicity (adivasi/janajati discourse)	<ul style="list-style-type: none"> <li>• Concept of Adivasi/Janajati</li> <li>• 1990 constitution and adivasi/janajati</li> <li>• Hinduism vs. secularism and adavasi</li> <li>• Adivasi/jananti and women</li> </ul>	9

	<ul style="list-style-type: none"> <li>• Adivasi/janajato and Dalits</li> <li>• State restructuring and adivasi/janajati</li> <li>• Adivasi and social cohesion</li> </ul>	
5. Issues of other typed of marginalization (regional and religious)	<ul style="list-style-type: none"> <li>• Concept of Madhes and Madhesi</li> <li>• Historical overview of the status of Madhesi in Nepal</li> <li>• Karnali zone and Far Western region and issue of deprivation</li> <li>• Issue of people who perform Islam and Christianly as religion</li> <li>• Civil Code 1854 and religious minorities</li> <li>• Nepal as secular state and religious minorities today</li> </ul>	9
6. Social inclusion	<ul style="list-style-type: none"> <li>• Concept of Social Exclusion and Inclusion</li> <li>• Affirmative Action/Positive Discrimination policy and consequences</li> <li>• Reservation/quota system</li> <li>• Differences between Affirmative Action/Positive Discrimination policy and Reservation/quota system</li> <li>• Contemporary debate on social inclusion in Nepal</li> </ul>	9
	<b>Total Lecture Hours</b>	<b>48</b>

### Reading materials

#### Unit 1. Sex, Gender and women

Bhasin K. (2002) Understanding Gender New Delhi: Kali publication,

Sharmila Rage (2004): Sociology of Gender, Sage, New Delhi.

McCormack, C. And M. Strathern (ed.) (1980): Nature, Culture and Gender. Cambridge: Cambridge University Press.

#### Unit 2. Nepalese women

[http://www.pitzer.edu/academics/ilcenter/study\\_abroad/orientation/nepal-articles/01-Bennett-Ch1-2-3.pdf](http://www.pitzer.edu/academics/ilcenter/study_abroad/orientation/nepal-articles/01-Bennett-Ch1-2-3.pdf).

Women in Nepal: Country Briefing Paper,

[http://www.adb.org/sites/default/files/pub/1999/women\\_nepal.pdf](http://www.adb.org/sites/default/files/pub/1999/women_nepal.pdf)

Bennett, Lynn (1983) Dangerous Wives and Sacred Sisters. Social and Symbolic Roles of High-Caste Women in Nepal. New York: Columbia University Press

Subedi, Prativa (2010). Nepali Women at the Crossroads. Kathmandu: Sahayogi Press.

Pyakurel Uddhab (2006), "Women in Armed Conflict: Lesson to be learn from the Telengana People's Movement," Contribution to the Nepalese Studies, Vol. 33 (3), July.

#### Unit 3. Caste system in Nepal

Hofer, A. (1979), The Caste Hierarchy and The State in Nepal: A Study Of The Muluki Ain Of 1954. Innsbruck: Universitatsverlag Wagner.

Ambedkar, B.R. (2007) ANNIHILATION OF CASTE, Delhi: Critical Quest.

Bhattachan, Krishna B., Tej B. Sunar and Yasso Kanti Bhattachan (Gauchan), (2009) Caste-based Discrimination in Nepal, Working Paper Series. Vol III (8). New Delhi: Indian Institute of Dalit Studies, available in

[http://idsn.org/fileadmin/user\\_folder/pdf/New\\_files/Nepal/Caste-based\\_Discrimination\\_in\\_Nepal.pdf](http://idsn.org/fileadmin/user_folder/pdf/New_files/Nepal/Caste-based_Discrimination_in_Nepal.pdf)

Pyakurel, Uddhab (2010), "Dalit assertion and Democratic Transition", Nepali Journal of Contemporary Studies, Vol. XX No. 2, October.

Pyakurel, Uddhab (2011) Exclusion through Consent, The Kathmandu post, February 03

#### Unit 4. Issue of ethnicity (adivasi/janajati discourse)

Bhattachan, K.B. and Pyakuryal, K.N. (1996). "The issue of National Integration in Nepal. An Ethnoregional Approach". Occasional Papers on Sociology and Anthropology. 5: 17-38.

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**Sk-8 Session Plan**

**To be share by Faculty**