



THE STUDENT'S KIT: BoSS
First Year (First Semester & Second Semester)
September 2020- August 2021

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Student's Information

Name of the Student:

Section: Roll No:

Tel No (Res): Mobile No:

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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.

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 Calendar

SK-3 Weekly Session Plan

YEAR 1 st SEMESTER – 1 st (BoSS)				
DAYS	TIME			
	11:00 – 12:30	12:30-1:00	1:00- 2:30	2:30- 4:00
SUN		B R E A K		
MON				
TUE				
WED				
THU	-			
FRI				

Weekly Session Plan

		SEMESTER – 2 nd		
DAYS	TIME			
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-Sem 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

Activities	Score Entire Online Semester	Score Partially Online Semester	Tentative Accomplishment Date
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 Course of Study**1st Semester**

Course Number	Course Title	Credit Hours
COMM 111	Seminar: Creative Writing	1

For the first time in the sad and enchanting history of literature, for the first time in the glorious and dreadful history of the world, the writer was welcome in the academic place. If the mind could be honored there, why not the imagination? – Paul Engle

Course Brief

The focus of this course is on developing the writing skills of students. Students have to first identify a social science topic to write on (with or without taking help from the college) and submit the paper to the college research committee.

Course Description

This introductory course on creative writing will include all genres viz. fiction, non-fiction and poetry. While non-fiction deals with people and places, fiction deals mainly with character and plots. Hence, the students first will be made familiar with the vocabulary and various figures of speech so that they can then start the more challenging task of creative writing, critical analysis and being critiqued. All together 11 lecture hours will be allotted for seminar type lecture classes where the students will be introduced to various concepts and styles of creative writing. Methodology followed will be collaborative writing. The class will be divided into a suitable number of groups each having a distinct topic to write on. At the end of the course each group will submit the paper the assessment of which will carry 50%, participation during class and assignments will carry 40% and remaining 10% will be for attendance.

Objective

1. Self exploration
2. Expand and improve writing vocabulary and styles
3. Learn various techniques of fiction, non-fiction and poetry
4. Critiquing and be critiqued
5. Preparation of an original paper in approx 2000 words
6. Contribute to publications and competitions

Unit and Title	Topics	Lecture Hours
Unit- I	Definitions, concepts of creative writing, self-expression, academia and creative writing, controversy, K-12 education	3

Unit and Title	Topics	Lecture Hours
Unit-II	Elements of creative writing; character, point of view, plot, setting, dialogue, style, theme and motif; forms of creative writing	4
Unit-III	Narrative craft (Theory+ use of published works)	3
Unit-IV	Character Development (Theory+ use of published works)	3
Unit-V	Figures of Speech and Tropes (theory+ use of published works)	3
	Total Lecture Hours	16

Required References:

Johnson, Burges and Syracuse University “Creative Writing”

Engle, P. “The Writer and the Place” In a Community of Writers: Paul Engle and the Iowa

Writers’ Workshop, edited by Robert Dana, 2 (Iowa City: University of Iowa Press, 1999)

Miller (1990). Tropes, Parables and Performatives. Duke University Press

Course Code	Course Title	Credit Hours
ECON 111	Introduction to Economics	3

Objective

The objective of this course is to acquaint the students with basic economic principles and phenomena. The course expresses the theories of demand and supply, factor pricing, national income, accounting and government's role in market economy. Also, the impacts and implications of economy in the society will be expressed through this course. After getting acquired with all these parameters, students could be able to understand the complex national economy. The course should also be able to interrelate itself with the social issues as well.

Contents

Units	Topics	Lecture Hours
1. Introduction to Economics	<ul style="list-style-type: none"> Nature of economics, Economic Problem: scarcity versus choice, production possibility curve, distinction and interdependence between micro and macroeconomics, scope of micro- and macro-economics 	6
2. Theory of Demand and Supply	<ul style="list-style-type: none"> Determinants of demand, demand function, movement along a demand curve, shift in demand curve, elasticity of demand, income and cross elasticity of demand Determinants of supply, supply function, movement along a supply curve, shift in supply curve, elasticity of supply Determination of equilibrium price; concept, degrees and measurement of price, applications 	9
3. Theory of Firm	<ul style="list-style-type: none"> Concept of product and production function, law of diminishing returns, concept of returns to scale, economies and diseconomies of scale, Cobb Douglas production function Cost functions, opportunity cost Revenue function: revenue under perfect and imperfect competition Short run equilibrium of firms and industry under perfect competition and monopoly Isoquant: Definition and derivation, properties, least cost combination of factors 	6
4. Theory of Factor Pricing	<ul style="list-style-type: none"> Industry determination of price and employment of inputs Pricing of Labor: marginal productivity theory of wages, wage differentials, minimum wage law and trade union, income- leisure choice of worker, modern theory of wages Pricing of Capital: investment and marginal productivity of capital, determination of interest rates Pricing of Land: Concept of economic rent and its determination 	6

Units	Topics	Lecture Hours
5. Theory of Product Pricing	<ul style="list-style-type: none"> • Perfect competition, Monopoly and Monopolistic Competition: Equilibrium of firm and industry in the short run and long run, price and output determination under perfect competition • Oligopoly: Characteristics, kinked demand curve model and cartels, Nash equilibrium determination of price and output in Duopoly • Price discrimination: first, second and third degree 	6
6. Basic concepts of macroeconomics	<ul style="list-style-type: none"> • Balance of trade and balance of payments, causes for disequilibrium of balance of payments • National Income, Gross Domestic Product: product, income and expenditure method; measurement difficulties of national income • Unemployment, Types: frictional, cyclical, structural; Causes of unemployment in Nepal • Inflation, Economic and non-economic consequences of inflation, Phillips Curve • Macroeconomic instability, Developing-country debt: concept of Capital Flight, IMF stabilization policies, problems with stabilization policies, • IMF and World Bank: the difference 	6
7. Classical and Keynesian theory	<ul style="list-style-type: none"> • Say's Law of markets and its criticisms • Quantity theory of Money, Laissez Faire concept; Classical Dichotomy, Paradox of thrift, Productivity Paradox • Determination of employment in classical economy • Determination of employment in Keynesian economy • Consumption function, Psychological Law of Consumption, Saving function, Investment function • Induced and Autonomous Investment: the difference, Investment multiplier, Derivation of Investment Multiplier using MPC 	9
8. Macroeconomic issues in Nepal	<ul style="list-style-type: none"> • Unemployment, remittance economy, inflation, failure of Philips Curve • Urban Giantism Problem, causes for urban giantism, First City Bias, five policy implications of rural-urban migration, Migration and employment strategy to combat rural-urban migration, Investment in health and education: Human Capital approach • Two kinds of world agriculture: developing and developed world; concept of Productivity Gap; Fragmentation and subdivision of land in Nepal: landlords, sharecroppers, tenant farmers, money-lenders; • Requirements for rural development in Nepal: Technology and Innovation, Land reform, Supportive Policies, Integrated Development Objectives 	

Units	Topics	Lecture Hours
	Total	48

Required Textbooks

1. Business Economics for BBS 1st Year by Khom Raj Kharel et al. Publisher: Sukunda Pustak Bhawan.
2. Economic Development 8th edition by Michael P. Todaro and Stephen C. Smith. Publisher: Pearson Education, Ltd.
3. Making Globalization Work by Joseph Stiglitz. Publisher: Penguin UK.

References

1. Microeconomics by Gregory Mankiw. Latest edition.
2. Macroeconomics 3rd edition by Olivier Blanchard. Publisher: Pearson Education, Ltd.

Course Number	Course Title	Credit Hours
ENGL 161	English - I	3

Objective

Upon completion of the course, students will be able to

- Write structured essays as per the writer's techniques
- Maintain a journal
- Use development related vocabulary
- Explain verbally and in writing in English the intercultural communication, education, mass media, gender roles and work.

This course will be continued with the ENGL162 English – II in the 1st Year, 2nd Semester.

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Unit and Title	Topics	Lecture Hours
1. Essential Activities	i) Maintaining a Journal	1.5
	ii) The Essentials of Writing <ul style="list-style-type: none"> • Structure of an essay • Writing process • Writing with sources 	3
	iii) A Writer's Techniques <ul style="list-style-type: none"> • main ideas and supporting details • purpose and audience • figures of speech • summarizing and paraphrasing • tone 	3
	iv) Vocabulary <ul style="list-style-type: none"> • Prefixes, roots and suffixes • Phrasal verbs idioms and collocations • Denotations and connotations • Context clues: synonyms and antonyms 	3
2. Thematic Readings	Intercultural Communication <ul style="list-style-type: none"> • Gary Althen, "American Values and Assumptions" • Lisa Davis, "Where Do We Stand?" • Robert Levine, "Time Talks with an Accent" • Yaping Tang, "Polite but Thirsty" • Margaret Nyndell, "Friends and Strangers" • Premchand, "A Coward" 	7.5

Unit and Title	Topics	Lecture Hours
	<ul style="list-style-type: none"> • John Godfrey Saxe, “The Blind Men and the Elephant” 	
	<p>Education</p> <ul style="list-style-type: none"> • John Holt, “School Is Bad for Children” • David Rothenberg, “How the Web Destroys the Quality of Students’ Research Papers” • David Miller Sadker and Myra P. Sadker, “Multiple Intelligences and Emotional Intelligence” • Nicholas Gage “The Teacher Who Changed My Life” • Ji-Yeon Mary Yuhfill, “Let’s Tell the Story of All America’s Cultures” • Harold Courlander, “Coyote and the Crying Song” • Cheryl Savageou, “First Grade – Standing in the Hall” 	7.5
	<p>Mass Media and Technology</p> <ul style="list-style-type: none"> • David Gelernter, “Computers and the Pursuit of Happiness” • Andrew Leonard, “We’ve Got Mail -- Always” • Ann McClintock, “Propaganda Techniques in Today’s Advertising” • Kate Zernike, “Students Shall Not Download, Yeah, Sure” • Madeline Drexler, “Don’t Touch That Dial” • Thaisa Frank, “Conceptual Fruit” • Richard Brautigan, “All Watched Over by Machines of Loving Grace” 	7.5
	<p>Gender Roles</p> <ul style="list-style-type: none"> • Hamilton McCubbin and Barbara Blum Dahl, “Sex Roles” • Barbara Kantrowitch and Claudia Kalb, “Boys Will Be Boys” • Deborah Tannen, “Sex, Sighs and Conversation” • Carol Barkalow, “Women Have What It Takes” • Noel Perrin, “The Androgynous Male” • Charlotte Pomerantz, “The Princess and the Admiral” • Rakesh Ratti, “The Greater God” 	7.5
	<p>Work</p> <ul style="list-style-type: none"> • Ruth Sidel, “The New American Dreamers” • Michael Ventura, “Someone Is Stealing Your Life” • J. Walljasper, “Our Schedules, Our Selves” • Horace Freeland Judson, “The Rage to Know” 	7.5

Unit and Title	Topics	Lecture Hours
	<ul style="list-style-type: none"> • Richard Rodriguez, “Los Pobres” • Heinrich Böhl, “Action Will Be Taken” • Marge Piercy, “To Be of Use” 	
	Total Lecture Hours	48

Required references

Gardner, Peter S. *New Directions*. 2nd ed. New Delhi: Cambridge University Press, 2009.

Course Number	Course Title	Credit Hours
NEPL 111	Nepali: Grammar & Writing (नेपाली-१: व्याकरण र लेखन)	3

उद्देश्य

यो विषयको अध्ययन गरिसकेपछि विद्यार्थीहरू नेपाली भाषामा लिखित एवम् मौखिक पठन, बोध तथा अभिव्यक्त गर्न सक्षम हुनेछन् ।

यो विषयलाई प्रथम वर्ष, द्वितीयसत्रमा राखिएको नेपाली २ विषयका साथ निरन्तरता दिइनेछ ।

विषयवस्तु :

एकाई र शीर्षक	विषय	अध्यापन घंटा
एकाई १ नेपाली व्याकरण	<p>१.१: वर्णविन्यास चिन्ह परिचय</p> <p>(क) तत्सम, तद्भव र आगन्तुक शब्दका सन्दर्भमा नेपाली वर्णविन्यासको ज्ञान र अभ्यास ।</p> <p>१) ह्रस्व र दीर्घ - (इ, ई, उ, ऊ) सम्बन्धी नियम र अपवादहरू</p> <p>२) श्, ष्, स्</p> <p>३) व्, व्</p> <p>४) व्, ओ, य्, ए, ऋ, रि, क्ष, छे, क्ष्य, छय,</p> <p>५) ड्, ज्, ण्, न्, म् तथा शिर्षविन्दु र चन्द्रविन्दु</p> <p>६) हलन्तसम्बन्धी नियम र अपवादहरू</p> <p>७) पदयोग र पदयोगसम्बन्धी नियमहरू</p> <p>८) तत्सम शब्दको सन्दर्भमा उपसर्ग र प्रत्ययसम्बन्धी वर्णविन्यास</p> <p>(ख) लेख्य चिन्हहरूको प्रयोग : पूर्णविराम, अल्पविराम, अर्धविराम, प्रश्नबोधक, निर्देशक, कोष्ठ र उद्धरणसम्बन्धी चिन्हको ज्ञान र अभ्यास ।</p>	४.५
	<p>१.२ : शब्दवर्ग र शब्दरूपायन</p> <p>(क) स्रोत : तत्सम, तद्भव र आगन्तुक : व्युत्पादन : पूर्वसर्ग (उपसर्ग), परसर्ग (प्रत्यय), समास र द्वित्व र विभिन्न शब्दवर्ग वा पदको स्रोत बनेोट र कार्यका आधारमा शब्दहरूको ज्ञान, पहिचान र अभ्यास ।</p> <p>(ख) नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजक, विस्मयादिबोधक र निपात जस्ता शब्दवर्ग वा पदकोटीहरूको सोदाहरण परिचय, पहिचान र अभ्यास ।</p> <p>(ग) रूपायन : नाम, सर्वनाम र विशेषणको लिङ्ग, वचन र आदरका आधारमा रूपायन र रूपावलीको सोदाहरण परिचय र अभ्यास ।</p> <p>(घ) लिङ्ग, वचन, पुरुष, आदर, काला पक्ष र भाव, वाच्य र अकरणका आधारमा क्रियापदको रूपायनको सोदाहरण परिचय र अभ्यास ।</p>	४.५
	<p>१.३: शब्दविन्यास (सन्धि/सहित)</p> <p>(क) शब्द र शब्दव्युत्पादनको प्रक्रिया, मूल शब्द र व्युत्पन्न शब्द (पूर्वसर्ग, परसर्ग, समास र द्वित्व प्रक्रिया, व्युत्पादन र रूपायनको भिन्नताको ज्ञान र अभ्यास ।</p> <p>(ख) उपसर्ग (पूर्वसर्ग) द्वारा शब्दनिर्माण</p> <p>निम्नलिखित उपसर्गहरू मात्र</p> <p>— अ, अन, कृ, बे, वि, वद्</p> <p>— प्र, अप, सं, अनु, वि, अधि, अति, उत्, प्रति, परि, उप, सु, निर, दुस्, दुर, ,</p> <p>परसर्गद्वारा शब्दनिर्माण</p> <p>निम्नलिखित कृत् प्रत्ययको ज्ञान र अभ्यास :</p> <p>— नु, ने, एको, तो, दो, एर, ई, न, आइ, ओट, आवट, अत, ओ, आउ, आहा,</p>	४.५

एकाई र शीर्षक	विषय	अध्यापन घंटा
	<p>अक्कड, अन्त, उवा, इलो — अक, अन, इत, त, ता, ति, य, तव्य, अनीय । निम्नलिखित तद्धित ज्ञान र अभ्यास — ली, आली, आलु, आहा, इया, इयार, इलो, औली, यौली, ए, एली, ले, आई, याई, पन, पना — आलु, यक, यत, ई, इय, ईन, ईण, क, तम, ता, त्व, मय, मान्, वान्, य ।</p> <p>(ग) समासद्वारा शब्दनिर्माण समासको चिनारी, समास र विग्रहको प्रक्रिया एवं समस्त शब्दवर्गहरूको परिचानको अभ्यास । समासका प्रमुख भेदहरू (तत्पुरुष, कर्मधारय, द्विगु, अव्ययीभाव, बहुव्रीहि र द्वन्द समास मात्र) र र तिनका आधारमा समस्त शब्दहरूको निर्माण र विग्रह गर्ने एवं समासको नामको पहिचान गर्ने अभ्यास ।</p> <p>(घ) द्वित्वद्वारा शब्दनिर्माण द्वित्व र अन्य व्युत्पादन प्रक्रियामा फरक, पूर्ण र आंशिक द्वित्व प्रक्रियाद्वारा शब्दनिर्माण गर्ने अभ्यास ।</p> <p>(ङ) सन्धि नियम नेपाली तत्सम र तत्भव शब्दमा प्रयोग हुने प्रमुख सन्धि नियमको परिचय र अभ्यास ।</p>	
	<p>१.४ : वाक्यतत्व (क) सरल वाक्यका उद्देश्य र विधेय तथा यीनको विस्तारको परिचयात्मक ज्ञान र अभ्यास । (ख) क्रियाको परिचय १) अकर्मक, सकर्मक, द्विकर्मक र पूरकापेक्षी तथा मुख्य र सहायक क्रियाको पहिचान २) प्रेरणार्थक क्रिया ३) नामधातु ४) सरल र संयुक्त क्रियामा फरक</p> <p>काल १) कालको परिचय २) भूत र अभूतकाल (वर्तमान र भविष्यत्)</p> <p>(ग) पक्ष १) पक्षको परिचय २) काल र पक्षमा फरक ३) पक्षका प्रकार (सामान्य, पूर्ण, अपूर्ण, अभ्यस्त, अज्ञात)</p> <p>(घ) भाव अर्थ १) भाव र अर्थको परिचय २) सामान्यार्थ, विध्यर्थ (आज्ञार्थ, इच्छार्थ) अनिश्चयार्थ (सम्भावनार्थ, संकेतार्थ)</p> <p>(ङ) वाच्य १) वाच्यको परिचय, वाच्यका भेद २) कर्तृवाच्य, कर्मवाच्य र भाववाच्यमा फरक</p> <p>(च) संगति १) लिंग, वचन, पुरुष, आदर आदिका आधारमा कर्ता र समापिका क्रियाविच संज्ञा २) विशेषण-विशेष्य तथा भेदक-भेद्यका वीचको संगति ३) नाम र सर्वनाम वीचको संगति</p> <p>छ) करक र विभक्ति १) करकको परिचय, करक र विभक्तिको सम्बन्ध, करक भेद २) कर्ता, कर्म, करण, सम्प्रदान र अधिकरणका साथै सम्बन्ध र पूरकको परिचय ३) प्रत्यक्ष र अप्रत्यक्ष कर्ममा फरक ४) सरल र तिर्यक करक तथा तत्सम्बन्धी विभक्ति नियम ५) ले, लाई, मा, को, वाट, देखि विभक्तिको प्रयोगसम्बन्धी नियम</p> <p>ज) पदक्रम १) पदक्रमको चिनारी २) विशेषण-विशेष्यको पदक्रम (भेदक, विशेषण र नाम, क्रियायोगी र क्रियाका वीच) ३) कर्ता र क्रिया : कर्ता, कर्म (अप्रत्यक्ष र प्रत्यक्ष कर्म) र क्रिया, कर्ता, कर्म र</p>	४.५

एकाई र शीर्षक	विषय	अध्यापन घंटा
	क्रियायोगीकको पदक्रम ४) व्याकरणात्मक र साहित्यिक (आलंकारिक) पदक्रम	
	१.५ : वाक्यका प्रकार र वाक्यान्तरण १) सरल, संयुक्त र मिश्र वाक्यको पहिचान र अभ्यास २) सरल सामान्य वाक्यको उद्देश्य र विधेय तथा तिनको विस्तार चिन्ने अभ्यास : वाक्यान्तरण: सरल सामान्य वाक्यबाट विभिन्न अर्थका वाक्यमा परिवर्तन ३) मिश्रवाक्यका मुख्य र आश्रित उपवाक्य चिन्ने अभ्यास ४) सरल वाक्यबाट सरल, संयुक्त र मिश्र वाक्यमा वाक्य संश्लेषण गर्ने अभ्यास ५) वाक्य संश्लेषण गर्दा हुने संयोजक, सर्वनाम र असमापिका क्रियाको प्रयोग र विभिन्न पद र पदावलीको लोपको ज्ञान र अभ्यास । ६) सरल वाक्यको नामीकरण, विश्लेषीकरण र क्रियायोगीकरण ७) प्रत्यक्ष कथन र अप्रत्यक्ष कथनका आधारमा उक्ति परिवर्तनको अभ्यास ।	३
एकाई २. नेपाली बोध तथा अभिव्यक्ति (प्रयोजनपरक)	२.१. बोध ज्ञान, विज्ञान, प्रविधि, कला, साहित्य संस्कृति, सभ्यता, आदि क्षेत्रका दृष्टांश तथा अदृष्टांश सामग्रीको बोध	३
	२.२. बुँदा टिपोट ज्ञान, विज्ञान, प्रविधि, कला, साहित्य, आदि क्षेत्रका साथै प्रतिवेदनका दृष्टांश तथा अदृष्टांश सामग्रीबाट मुख्य मुख्य बुँदा ठम्याए टिपोट गर्ने अभ्यास ।	३
	२.३. संक्षेपीकरण पढेका, सुनेका, सोचेका कुरा र ज्ञान, विज्ञान, प्रविधि, साहित्य, संस्कृति आदि क्षेत्रका सामग्रीको एक तिहाई शब्दमा मूल अभि व्यक्तिलाई एक तिहाई शब्दमा पुनर्लेखन गर्ने अभ्यास ।	३
	२.४. अनुच्छेद लेखन विवरणात्मक, वर्णनात्मक, विप्लेषणात्मक आदि शैलिमा लेखिएका अनुच्छेद ठम्याउने र त्यस्तै समसामयिक विविध विषयमा अनुच्छेद लेख्ने अभ्यास ।	३
	२.५. पत्र लेखन निवेदन, नियुक्ति, सूचना, निमन्त्रणापत्र, करारनामा, भभाई, विविध किसिमका विज्ञान, (टेण्डर आदि पनि) लेखन सम्बन्धी अभ्यास ।	३
	२.६. शब्द भण्डार शिक्षा, संस्कृति, समाजशास्त्र, कानून, यातायात, वन, चिकित्साशास्त्र आदि विविध क्षेत्रका प्राविधिक तथा पारिभाषिक शब्दको अर्थबोधका साथै प्रयोग गर्ने अभ्यास ।	१.५
	२.७. निबन्ध लेखन विभिन्न समसामयिक विषयमा वस्तुपरक, आत्मपरक, भावपरक, विचारात्मक र विवरणात्मक निबन्ध लेख्ने अभ्यास ।	३
	२.८. टिप्पणी लेखन कुनै समसामयिक विषय, समस्या, घटना तथा सार्वजनिक (सार्वकालिक पनि) महत्व र चासोका विषयमा टिप्पणी लेख्ने तरीकाको अभ्यास ।	३
	२.९. प्रतिवेदन लेखन कुनै सभा, समारोह, यात्रा, समस्या, घटना, अध्ययन आदि विषयमा विप्लेषणात्मक किसिमको मझौला किसिमको प्रतिवेदन लेख्ने तरीकाको अभ्यास र प्रयोग ।	३
२.१० साहित्य गद्य लेखन र साहित्योत्तर गद्य लेखनका गुणदोष	१.५	
	जम्मा अध्यापन घंटा	४८

आवश्यक सन्दर्भ सामग्रीहरू

(क) सोमनाथ शर्मा , मध्यचन्द्रिका, साभना प्रकाशन, काठमाडौं ।

(ख) मोहनराज शर्मा, शब्दरचना, वर्णविन्यास, काठमाण्डौ बुक सेन्टर, काठमाडौं

(ग) हेमाङ्ग राज अधिकारी, समसामयिक नेपाली व्याकरण, कुञ्जन प्रकाशन, काठमाडौं ।

(घ) लालनाथ सुवेदी, नेपाली वर्णविन्यास, साभ्ना प्रकाशन, काठमाडौं ।

अन्य सन्दर्भ सामग्रीहरू:

बृहत् नेपाली शब्दकोष, नेपाल राजकीय प्रज्ञाप्रतिष्ठान, काठमाडौं ।

समसामयिक पत्र पत्रिकामा प्रकाशित ज्ञान, विज्ञान, कला, साहित्य, धर्म, संस्कृति, संचारसंग सम्बन्धित नेपाली भाषाका स्तरीय लेख तथा सम्पादकीयहरू ।

Brief: The course aims to develop students' skill of verbal and writing expressions in Nepali language. It focuses on the syntax and writing styles in Nepali. It also helps foster usage of Nepali language in the daily life, social science, technology, literature and research. It is supplemented with the Nepali-2 course on research and literature.

Course Number	Course Title	Credit Hours
POLS 111	Politics, State & Society	3

Objective: This course aims to explore some of the great debates about the relationship between politics and society. It begins by looking at the canonical writings of authors like Marx, Weber and Tocqueville. The rest of the course will then provide with a chance to study some of the major political changes in Nepal. In addition, the course will discuss the social impact of the political changes

Contents

Unit and Title	Topics	Lecture Hours
Politics and State	Origin of political thoughts, Karl Marx, Max Weber, Rousseau. Modern states, democracy and participation.	9
Historical Overview	Politics and society of today's Nepal before 1768-69	4
Unification Project	The unification of Nepal and the evolution of Nepal as a nation	4
New Political experience	The Rana Rule, its major salient features, and Nepali society	4
First Law of Nation	Muluki Ain (Civil Code) of 1954	6
Democracy Struggle in Nepal	The Background of 1951 revolution; Actors of the revolution; External dimension of revolution: Role of China and India; The impact of 1951's political change in the Nepali society; First Parliamentary Election, 1959, and socio-political change; King's coup in 1960 and its consequences	6
Experience of Democracy	1990 people's movement: Causes and consequences; 1991 election and Nepali Congress Government; Mid-term election and consequences; Maoist Movement (1996-2005); Royal Massacre 2001; Dissolution of House of Representatives in 2002 and political change; King's coup in February 1, 2001; 12-points understanding and issue of Maoist mainstreaming; 2006 April uprising, election of the Constituent Assembly and social political transformation. Impacts of various political systems on Nepalese people	9
Current socio-political debate	Federalism, secularism, issue of marginalization	6
		48

Required references:

1. Baral Lok Raj (2012), NEPAL—NATION-STATE IN THE WILDERNES: Managing State, Democracy, and Geopolitics. Delhi: Sage
2. Baral, Lok Raj. (2006) *Oppositional Politics in Nepal*. Lalitpur: Himal Books, reprint
3. Hofer, A. (1979), The Caste Hierarchy And The State In Nepal: A Study Of The Muluki Ain Of 1954. Innsbruck: Universitätsverlag Wagner.
4. Hoftun, Martin, William Raeper and John Whelpton. (1999) People, politics and ideology: Democracy and Social Change in Nepal. Kathmandu: Mandala Book Point,
5. Interim Constitution of Nepal, 2007 available at <http://www.nic.gov.np/download/interim-constitution.pdf>
6. Joshi, Bhuwan Lal and Rose, Leo E. (1966) *Democratic innovations in Nepal: A case study of political acculturation*. University of California Press
7. Kumar, Dhruva (ed.) (2000) Domestic Conflict and Crisis of Governability in Nepal. Kathmandu: CNAS
8. [Shaha, Rishikesh](#). Ancient and Medieval Nepal (1992), p. 7. Manohar Publications, New Delhi
9. Sharma, Prayag Raj (2004) The State and Society in Nepal: Historical foundations and contemporary trends. Lalitpur: Himal Books.
10. Whelpton, John. (2005). A History of Nepal. Cambridge: Cambridge University Press.
11. Pyakurel, Uddhab Pd. (2007), Maoist Movement in Nepal: Sociological Perspectives. Delhi: Adroit

Course Number	Course Title	Credit Hours
SOCL 111	Sociology I	3

Objective:

The main objective of this introductory/foundation course in Sociology is to familiarize the students dealing with the fundamental concepts of Sociology and basic theories, researches and implications in the society. After completing this course, students will become able to analyze the social issues and conduct the basic sociological researches.

This will continue with Sociology II in 2nd year, 1st semester.

Contents

unit and title	topics	lecture hours
Introducing Sociology	Nature, Scope and Significance; Relationship with other social science subjects i.e. History, Economics, Political Science, Anthropology and Psychology	9
Basic Concepts	Society, Community, Association, Social Structure, Status & Role, Norms and Values	6
Social Institutions: Functions and Features	Marriage, Family, Kinship and Religion	6
Types of Societies and Characteristics	Tribal, Rural, Urban, Industrial and Post-Industrial.	9
Processes of Social Change	Industrialization, Modernization, Globalization and Secularization	6
Social Stratification	Caste, Class, Gender and Power	6
		48

Required references:

1. Ahuja, Ram (2003). *Society in India*, New Delhi: Rawat Publication.
2. Giddens, Anthony (2005). *Sociology*, Polity Press.
3. Gordon Marshall (1998). *Oxford Dictionary of Sociology*, New York: Oxford University Press.
4. Inkeles, Alex (1987):. *What is Sociology?* New Delhi: Prentice-Hall of India.
5. Maciver&Page(1974). *Society: An introductory Analysis*, New Delhi: Macmillan & co.
6. Mandelbaum, D.G. (1972). *Society in India*, Bombay: Popular Prakashan.
7. P. Gisbert (2010). *Fundamental of Sociology*, New Delhi: Orient Blackswan.
8. Sharma K.L. (1986). *Essays in Social Stratification*, Jaipur, Rawat Publications.
9. Singh Y. (1983). *Modernisation of Indian Tradition*. Jaipur, Rawat Publications.
10. Srinivas, M.N. (1985). *Social Change in Modern India*, New Delhi: Orient Longman.
11. Tumin, M.M. (1994). *Social Stratification: The Forms and Functions of Inequality*, New Delhi: PHI,

Course of Study 2nd Semester

COURSES OF STUDY

Bachelor of Social Sciences (BoSS)

Approved by KU Academic Council on July 24, 2019

First Year, Second Semester

Code	Title	Credit Hours
ANTH 111	Introduction to Anthropology	3
CHIL 111	Chinese Language-I	3
ENGL 162	English-II (Literature)	3
GEOG 111	Introduction to Human Geography	3
MAST 111	Quantitative Methods	3
NEPL 112	Nepali-II (Literature)	3
SOCL 121	Innovations in Social Science	1
	Total	19

**Kathmandu University
School of Arts**

2019

Course Number	Course Title	Credit Hours
ANTH 111	Introduction to Anthropology	3

Objective

Anthropology is the scientific study of humans, especially of their origin, their behavior, and their physical, social, and cultural development. Broadly defining, it the study of change in culture over time and context. This course is designed at an introductory level so that the students will comprehend broader and general understanding of anthropology as a whole.

Unit and Title	Topics	Lecture Hours
Unit: I. Introduction	<ul style="list-style-type: none"> · Definition, nature and scope of anthropology · Historical development of anthropology in the world and in Nepal · Anthropology as a multi-disciplinary subject · Anthropology and its sub-fields · Concept and characterizes of culture: acculturation, cultural lag, subculture, cultural shock, Sanskritization, cultural relativism, ethnocentrism, cultural pluralism and cultural change and factor influencing cultural change 	5
Unit: II. Theories of Anthropology	<ul style="list-style-type: none"> · Classical evolutionism (Tylor, Morgan and Frazer), Historical particularism (Boas), Diffusionism (British, German and American), Functionalism (Malinowski); Structural- functionalism (Radcliffe-Brown) Structuralism (Levi - Strauss and E. Leach), Culture and personality (Benedict, Mead, Linton, Kardiner and Cora - du Bois), Neo-evolutionism (Childe, White, Steward, Sahlins and Service), Cultural materialism (Harris), Symbolic and interpretive theories(Turner, Schneider and Geertz), Post- modernism in anthropology. 	9
Unit: III Methods of anthropology	<ul style="list-style-type: none"> • Fieldwork tradition in anthropology, Distinction between technique, method and methodology, Etic vs. emic perspective • Diachronic vs. synchronic study • Tools of data collection: observation, interview, schedules, questionnaire, case study, genealogy, life-history, oral history, secondary sources of information, participatory methods. Analysis, interpretation and presentation of data. 	6
Unit: IV Implication of Anthropology	<ul style="list-style-type: none"> • Major social institutions (family, marriage, religion, education) as analyzed by different anthropological theories. Family: Definition and universality; Family, household and domestic groups; functions of family; Types of family (from the perspectives of structure, 	15

Unit and Title	Topics	Lecture Hours
	<p>blood relation, marriage, residence and succession); Impact of urbanization, industrialization and feminist movements on family.</p> <ul style="list-style-type: none"> • Marriage: Definition and universality; Laws of marriage (endogamy, exogamy, hypergamy, hypogamy, incest taboo); Types of marriage (monogamy, polygamy, polyandry, group marriage). Functions of marriage; Marriage regulations (preferential, prescriptive and proscriptive); Marriage payments (bride wealth and dowry) • Kinship: Consanguinity and Affinity; Principles and types of descent (Unilineal, Double, Bilateral, Ambilineal); Forms of descent groups (lineage, clan, moiety and kindred); Kinship terminology (descriptive and classificatory); Descent, Filiations and Complimentary Filiations; Descent and Alliance. • The distinction between households and families, and between types of families: matrifocal, nuclear and extended, varieties of extended; kinship patterns. • Diversity in family forms according to class, ethnicity, religion, family size, marital status, age and family life cycle. • The debate about the postulated universality of the nuclear family. • Different theories of the relationship of the family to the economy and wider society. • Changes and continuities in family functions; debates about the relationship between the family and the State. • Changes in family and household structure and their relationship to industrialization and urbanization. • The nature and extent of changes within the family, with reference to gender roles, domestic labor, patriarchy and power relationships, and to changes in the status of children and childhood. • Changing patterns of marriage, cohabitation, separation, divorce and child bearing; the causes and consequences of these changes • Religion: Anthropological approaches to the study of religion (evolutionary, psychological and functional); monotheism and polytheism; sacred and profane; myths and rituals; forms of religion in tribal and peasant societies (animism, animatism, fetishism, naturism and totemism); religion, magic and science distinguished; magicoreligious functionaries (priest, shaman, medicine man, sorcerer and witch). • Different theories of the nature of religion and ideology • Comparison of the major theories of religion and their 	

Unit and Title	Topics	Lecture Hours
	<p>relevance to issues of order, change and equality.</p> <ul style="list-style-type: none"> • Examine the relationship between religious beliefs, organizations and social groups. • Examine the role of religion in relationship to issues of ethnicity, gender, age and social class. • The nature of the secularization debate. • The development of cults, sects, denominations, and new religious movements. • Religion, fundamentalism, modernity and post modernity <p>Education:</p> <ul style="list-style-type: none"> • Different theories of the links between education, the economy and social inequality. • Debates about the relationship between education and the State. • Education and social mobility; educational achievement and intelligence. • Explanations of inequality and educational achievement according to social class, gender, ethnicity, regional differences, cultures and identities. • The social construction of knowledge and learning; power and social control as factors influencing the structure, content and development of the curriculum. <p>Language, deprivation and knowledge.</p> <ul style="list-style-type: none"> • Teacher/pupil relationships: streaming, labeling, hidden curriculum, and the gendered curriculum. • Pupil sub-cultures and attitudes to education • Economic organization: Meaning, scope and relevance of economic anthropology; Formalist and Substantivist debate; Principles governing production, distribution and exchange (reciprocity, redistribution and market), in communities, subsisting on hunting and gathering, pastoralism, horticulture, and agriculture; globalization and indigenous economic systems. • Political organization and Social Control: Band, tribe, chiefdom, kingdom and state; concepts of power, authority and legitimacy; social control, law and justice in simple societies. 	
<p>Unit: V Anthropology of Nepal</p>	<ul style="list-style-type: none"> • Paleolithic, Mesolithic, Neolithic to modern Nepal- Historical/ecological/socio-economical specificity of different culture of Nepal related to different caste and ethnic groups. (This can be done with assigning each student project work on ethnography of one tribe of Nepal based on guidelines given below) • Role of anthropology in tribal and rural development • Contributions of anthropology to the understanding of 	<p>13</p>

Unit and Title	Topics	Lecture Hours
	<p>regionalism, communalism, and ethnic and political movements.</p> <ul style="list-style-type: none"> • Tribal situation in Nepal – Bio-genetic variability, linguistic and socio-economic characteristics of tribal populations and their distribution. • Problems of the tribal Communities — land alienation, poverty, indebtedness, low literacy, poor educational facilities, unemployment, underemployment, health and nutrition. • Developmental projects and their impact on tribal displacement and problems of rehabilitation. Development of forest policy and tribals. Impact of urbanization industrialization on tribal populations. • Problems of exploitation and deprivation of Scheduled Castes, Scheduled Tribes and Other Backward Classes. Constitutional safeguards for Scheduled Tribes and Scheduled Castes. • Social change and contemporary tribal societies: Impact of modern democratic institutions, development programs and welfare measures on tribal and weaker sections. • The concept of ethnicity; Ethnic conflicts and political developments; Unrest among tribal communities; Regionalism and demand for autonomy; Pseudo-tribalism; Social change among the tribes associated with current political transformation • Impact of religious conversion on tribal societies. • Tribe and nation state • History of administration of tribal areas, tribal policies, plans, programs of tribal development and their implementation. Role of NGOs in tribal development. 	
	Total Lecture Hours	48

Required References:

Course Number	Course Title	Credit Hours
CHIL 111	Chinese Language-I	3

Objective

The overall goal of this course is to make the students thinking beyond the customary borders, and expand their view of the world. It will help them communicate with other people in other cultures and societies in a variety of settings, and participate more actively in the global community and marketplace. Specifically, it will also help students develop some language related skills

including translation, interpretation, and cultural performance. It will also help them gain direct access to additional bodies of knowledge, and eventually develop their personality.

This course (CHIL 111) will be continued with CHIL 211 in the 2nd Year, 1st Semester.

Upon consultation and coordination with the Confucius Institute at Kathmandu University, detail courses of Chinese I & II have been developed, and implemented.

Course Number	Course Title	Credit Hours
ENGL 162	English - II	3

Objective

This course is in continuation with the ENGL161 English – I offered in the 1st Year 1st semester.

Upon completion of the course, students will be able to

- Use the English language skills and strategies of continuing ideas, making passive sentences and making connections pertinent to the world health scenario;
- Share main ideas, unfavored and favored views and reduced relative clauses for living in a multicultural society;
- Use English language for definition, classification, tabulation, illustrations, comparison and contrast; and
- Apply the concepts of Problem-Solution Texts, *-ing* Words that Express Results and Nominalization.

Unit and Title	Topics	Lecture Hours
Unit 1: World Health in the Twenty-First Century	<p>Skills and Strategies</p> <ul style="list-style-type: none"> • Continuing Ideas • Cause and Effect • Passive Sentences • Making Connections: Exercises <p>Relevant Readings:</p> <ul style="list-style-type: none"> • Heart Disease and Changing Attitudes • Cardiovascular Disease: A Good News – Bad News Story • Medicine and Genetic Research: Promise and Problems • AIDS – Not Someone Else’s Problem • Better Health for Everyone: Health Care in Two Worlds 	12
Unit 2: Living in a Multicultural	<p>Skills and Strategies</p> <ul style="list-style-type: none"> • Main Ideas 	12

Unit and Title	Topics	Lecture Hours
<p style="text-align: center;">al Society</p>	<ul style="list-style-type: none"> • Unfavored and Favored Views • Reduced Relative Clauses • Making Connections: Exercise <p>Relevant Readings:</p> <ul style="list-style-type: none"> • The Age of Immigration • Who Are Today's Immigrants? • Views on Multiculturalism • Experimental Evidence on the Nature of Prejudice • The Challenge of Diversity 	
<p style="text-align: center;">Unit 3: Aspects of Language</p>	<p>Skills and Strategies</p> <ul style="list-style-type: none"> • Definition and Classification • Tables and Illustrations • Comparison and Contrast • Making Connections: Exercises <p>Relevant Readings:</p> <ul style="list-style-type: none"> • Variation in Language • Sociolinguistic Rules of Speaking • Child Language Acquisition: Phonology • Brain Development and Learning a Second Language • Language Acquisition: The Early Years 	12
<p style="text-align: center;">Unit 4: Looking After Planet Earth</p>	<p>Skills and Strategies</p> <ul style="list-style-type: none"> • Problem-Solution Texts • <i>-ing</i> Words that Express Results • Nominalization • Making Connections: Exercises <p>Relevant Readings:</p> <ul style="list-style-type: none"> • The Aral Sea: An Environmental Crisis • Ecology, Overpopulation and Economic Development • Unsustainable Development and Mayan Civilization • Biological Diversity under Attack • Climate Change: Managing the Global Greenhouse 	12
	Total Lecture Hours	48

Required References

Pakenham, Kenneth J. *Making Connections: A Strategic Approach to Academic Reading*. 2nd edition. New York: Cambridge University Press, 2005.

Readings as mentioned in the unit contents.

Course Number	Course Title	Credit Hours
GEOG 111	Introduction to Human Geography	3

Objective

This course will focus on the geographical concepts pertinent to sociology and anthropology, and will be a base for the courses having geographical dimensions and covering the fields of culture, indigenous people, environment, ethnicity, tourism, heritage, social impact assessment as well as the subjects to be offered in the electives such as rural/urban sociology, migration, and natural resource management. This will also highlight concepts of field research techniques while covering field works will on socio-cultural-economics.

CONTENT

Unit and Title	Topics	Lecture Hours
1. Introduction	<ul style="list-style-type: none"> • Key geographic concepts • Introduction to human geography <ul style="list-style-type: none"> – Meaning – Concepts: cultural landscape, ecumene, acculturation – Scope 	4
2. Theories or models	<ul style="list-style-type: none"> • Factors (theories) of origin of human settlements • Man and environment relationships models: <ul style="list-style-type: none"> – Determinism – Possibilism – Interactionalism • Sanctuary theory: potentials of natural resources in the mountains for use 	10
3. Applications – Ecology, adaptation and structure and forms of human settlements	<ul style="list-style-type: none"> • Human ecology and adaptation patterns <ul style="list-style-type: none"> – Agro-ecological-cultural zones and production systems (land based –agriculture, water-based – fishing, and pasture/forest based livestock rearing) – Cultural patterns and processes: indigenous groups • Rural land use and settlement patterns <ul style="list-style-type: none"> – Village and field work relationships – Village and service relationships • Urban land use dynamics and urban function and pattern <ul style="list-style-type: none"> – Urban, urban growth and urban land use – Urban systems: articulated and integrated 	18

Unit and Title	Topics	Lecture Hours
	types – Urban functions, network and linkages • Planning, policies and programmes – Human settlements development – Squatter and slums: conservation and measures	
4. Practical – analytical techniques and case studies	<ul style="list-style-type: none"> • People and resource relationship: density, carrying capacity • Spatial distribution patterns of human settlements and their planning implications <ul style="list-style-type: none"> – Clustered, random, and regular patterns • Human settlements and resource associations mapping <ul style="list-style-type: none"> – Understand, interpret and use of maps (toposheet, aerial photos, satellite-google images) and spatial data set at different scales the relationships among patterns and processes • Case studies: human activities & environmental impacts <ul style="list-style-type: none"> – City's garbage workers and street vendors – River dams: Kali Gandaki, Marsyangdi, etc – Parks and people conflicts around national parks – Roads: major highways – Shifting cultivation (Chepang) and transhumance (the Gurungs of Ghale gaon area: <i>Bhendi goth</i>) 	16
5. Major components	<ul style="list-style-type: none"> • Concepts and approaches • Theories and models • Human ecology and adaptation patterns • Mapping tools and case studies 	
	Total Lecture Hours	48

Assignments (individual/group): library/web search, data collection/analysis, field observation, works on case study, report writing, presentation etc

Field Study (probable sites): students spend 3 days in nearby settlements (villages and towns) and acquire knowledge about settlements and relationships with their surroundings and share their experiences through discussions in the class.

Evaluation: participation in the field activities and discussion in the class, assignment

Teaching methods: **Lecture, demonstration, discussion, observation, and participation**

Required References:

- De Blij, H J and Alexander B Murphy (2007), *Human Geography: Culture, Society, and Space*, 8th Edition. New York: John Wiley,
- Rubenstein, James M (2004), *The Cultural Landscape: An Introduction to Human Geography* 8th Edition, Prentice Hall.
- Pradhan, PK (2004), *Rural-Urban Relations with Particular Reference to Nepal*. Kathmandu: MLD/UNDP.

अन्यकमलमम चमामचमलमक

- CBS (2003), *Population Monograph of Nepal*. Kathmandu: Central Bureau of Statistics
- Chisholm, M (1962), *Rural Settlements and Land Use: an Essay in Location*. London: Hutchinson.
- Knowles, R and Wareing, J (1988), *Economic and Social Geography*. New Delhi: Rupa Publication.
- Pradhan, PK and Pradhan, B (2006), *Environment and Natural Resources: Concepts, Methods, Planning and Management*, Kathmandu: Quest Publication
- Shrestha, CB (1981), *Cultural Geography of Nepal*. Bhaktapur: K.K. Shrestha and K.L. Joshi.

Course Number	Course Title	Credit Hours
MAST 111	Quantitative Techniques	3

Objective

Upon the completion of this course, students will be able to

- understand the concepts of elementary mathematics
- learn the techniques of problem solving and apply to various fields of human life
- be acquainted with necessary mathematical tools and statistical methods
- understand how the simple models can be used to solve different types of problems in multiple areas of application.

Course Contents

Unit and Title	Topics	Lecture Hours
1. Numbers, Sets and Cardinality	Real numbers; Sets and operations; Cardinality;	3
2. Inequalities, Functions and Graphs	Linear inequalities and graphical representation; Typical functions and their graphs	3
3. Matrices and Determinants	Matrix and its types; Basic operations on matrices; Determinants up to third order; Simple properties of determinants; Inverse of a matrix	5
4. Solution of Linear Equations	Linear equations; System of linear equations up to three variables and its types; Consistency of the system of equations; Methods of solution (Cramer's rule, Row – equivalent matrix method,	5

Unit and Title	Topics	Lecture Hours
	Inverse matrix method); Verbal problems and their solution	
5. Measures of Central Tendency	Mean, median and mode; Measures of dispersion; Skewness and Kurtosis	4
6. Correlation and Regression	Meaning and the types of correlation; Coefficient of correlation; Calculation of correlation by Karl Pearson's and Spearman's rank methods; Meanings of regression, regression equations, regression coefficients and their interpretations	6
7. Quantitative Analysis	Probability; Conditional probability; Probability of independent events; Tree diagrams; Decision models; Linear programming problems and the graphical method of solution	6
One Lecture: 1.5 Hrs	Total Number of Lectures Total Number of Teaching Hours	32 48

Required References

1. D B Adhikary, A Textbook of Mathematics, Ekta Publications, Kathmandu
2. D B Adhikary, Nir Kshetri: Concise Business Mathematics and Statistics, Himalaya Book Stall, Dillibazar, Kathmandu
3. R E Larson, B H Edwards: Finite Mathematics, D C Heath and Company

Course Number	Course Title	Credit Hours
NEPL 112	Nepali: Research & Literature (नेपाली-२: शोध र साहित्य)	3

उद्देश्यहरू:

यो विषय प्रथम वर्ष, प्रथम सत्रमा राखिएको **नेपाली १** विषयको निरन्तरता हो ।

यो विषयको अध्ययन गरिसकेपछि विद्यार्थीहरू निम्न कार्यहरूमा सक्षम हुनेछन्

- शोधको सैद्धान्तिक ज्ञान गर्न,
- शोधको आधारभूत सैद्धान्तिक ज्ञानका आधारमा शोधप्रस्ताव गर्न र तदनुसार शोधकार्य गर्न,
- साहित्यिक रचनाहरूको विधा सिद्धान्तका सामान्य अध्ययन, ममन, चिन्तन गर्न,
- साहित्यिक रचनाको मर्म बोध गर्न,
- साहित्यिक रचनाको अध्ययनका आधारमा समाजशास्त्रीय जीवन जगतको अवलोकन गर्न ।

विषय सूची

एकाई र शीर्षक	विषय वस्तु	अध्यापन घण्टा
१. शोधको परिचय		२४
	१.१. ज्ञानार्जनका विविध प्रक्रियाका सन्दर्भमा वैज्ञानिक प्रक्रिया शोधको अर्थ, परिभाषा, आवश्यकता वा प्रयोजन र महत्व १.२. शोधका प्रकार : विषय, समय, स्थान, लक्ष्य, प्रयोजन र अनुसन्धाताका आधारमा तथा शोधार्थी / अनुसन्धाताका लक्षण र योग्यता	६

एकाई शीर्षक	विषय वस्तु	अध्यापन घण्टा
	<p>१.३.शोधक्षेत्रको छनोट : छनोट विधि (पूर्वज्ञान, अनुभव, पूर्वकार्यको समीक्षा, विज्ञहरूसँगको परामर्श)</p> <p>१.४.शोधप्रस्ताव : सैद्धान्तिक परिचय, शोधप्रस्तावको आवश्यकता र महत्व</p>	
२. शोधप्रस्तावको अङ्ग वा सङ्गठन तथा सङ्गठन निर्माणको विधि	<p>२.१.शीर्षक, समस्याकथन, उद्देश्यकथन, प्राक्कल्पना र पूर्वकार्यको समीक्षा</p> <p>२.२. शोधको महत्व, शोधको सीमाङ्कन, सामग्री सङ्कलन विधि,</p> <p>२.३. शोधको सैद्धान्तिक आधार र शोधको ढाँचा, शोधविधि, शोधपत्रको सम्भावित रूपरेखा, समयविधि र लागत</p> <p>२.४. सन्दर्भ कृतिसूची तथा शोधप्रस्तावका अङ्गहरूका बीचको सम्बन्ध</p>	६
३. सामग्री सङ्कलनका विधि	<p>३.१. पुस्तकालयीय कार्य : पुस्तकालयको प्रयोगको ज्ञान र टिपोट विधि</p> <p>३.२. क्षेत्रकार्य : पूर्वतयारी, प्रश्नावलीको परिचय र प्रकार</p> <p>३.३. बन्द, खुला तथा मिश्रित प्रश्नावलीको निर्माणविधि</p> <p>३.४. प्रश्नावलीको उपयोग, क्षेत्रकार्य : भ्रमणअवलोकन, अन्तर्वार्ता, शोधनी र टिपोट टिपोट विधि</p> <p>३.५. सर्वेक्षण र प्रयोगशालीय कार्य</p>	७.५
४. सामग्रीको अध्ययन विश्लेषण	<p>४.१. सम्पादन व्यवस्थापन, कोडीकरण, वर्गीकरण,</p> <p>४.२. शोधपत्र लेखन : शोधपत्रको भाषाशैली,</p> <p>४.३. वर्णन, विश्लेषण, तुलनाप्रतितुलना, खण्डनमण्डन, अन्वयव्यतिरेक, निष्कर्षण र सामान्यीकरण</p> <p>४.४. अध्याय, शीर्षक, उपशीर्षक, उपउपशीर्षकहरूको योजना, निर्माण र तिनका बीचको अन्तःसम्बन्ध</p> <p>४.५. शीर्षक उपशीर्षकअन्तर्गत अनुच्छेदयोजना र उद्धरणको प्रयोग र पादटिप्पणी (टिप्पणी)</p>	७.५
५. शोधपत्र वा प्रबन्धको सङ्गठन वा स्वरूपको परिचय	<p>५.१. शोधपत्रको आवरणपृष्ठ, निर्देशकको सिफारिस, मूल्याङ्कन समितिको मूल्याङ्कनपत्र, कृतज्ञताज्ञापन, संक्षिप्त शब्दसूची, चित्रसूची, सङ्केतसूची आदि ।</p> <p>५.२. शोधप्रबन्धको अन्त्य भागका सन्दर्भ सामग्री सूची, पारिभाषिक शब्दसूची वा अनुक्रमणिका, परिशिष्टको निर्माण तथा परिमार्जन, टङ्कन, छपाइशुद्धि, गाताबन्दी, प्रस्तुति र अन्तर्वार्ता</p> <p>५.३. कृतिसमक्षा : तीन घुम्ती उपन्यासको कथावस्तु, पात्रविधान,</p> <p>५.४. परिवेश, भाषाशैली</p> <p>५.५. उद्देश्य र शीर्षकीकरण</p> <p>५.६. बहुलाकाजीको सपना, शीर्षकीकरण, कथावस्तु, पात्रविधान,</p> <p>५.७. परिवेश, संवाद, भाषाशैली,</p> <p>५.८. उद्देश्य र शीर्षकीकरण</p> <p>५.९. कविता : कालीण्डकी कविताको (विधा तत्वका आधारमा समीक्षा)</p> <p>५.१०. कविता : मैनवतीको शिखा (विधा तत्वका आधारमा समीक्षा)</p> <p>५.११. निबन्ध : जयभूँडी (विधा तत्वका आधारमा समीक्षा)</p> <p>५.१२. निबन्ध : पहाडीजीवन (विधा तत्वका आधारमा समीक्षा)</p> <p>५.१३. कथा : कर्तव्य (विधा तत्वका आधारमा समीक्षा)</p> <p>५.१४. कथा : एउटा बूढो भ्वाइलन आशावरीको धुनमा (विधा तत्वका</p>	२१

एकाई शीर्षक	र	विषय वस्तु	अध्यापन घण्टा
		आधारमा समीक्षा)	
		जम्मा अध्यापन घण्टा	४८

पाठ्यपुस्तक

१. कोईराला, विश्वेश्वर प्रसाद. तीन घुम्ती , साभा प्रकाशन, काठमाडौं ।
२. मैनाली, गुरु प्रसाद. नासो (सम्बद्ध अंशमात्र) साभा प्रकाशन, काठमाडौं ।
३. मल्ल, विजय. बहुला काजीको सपना, साभा प्रकाशन, काठमाडौं ।
४. देवकोटा, लक्ष्मीप्रसाद. लक्ष्मी निबन्ध संग्रह (सम्बद्ध अंशमात्र), साभा प्रकाशन, काठमाडौं ।
५. घिमिरे, माधवप्रसाद. काली गण्डकी,
६. विकल, रमेश. एउटा बुढा भ्वाइलेन आशावरीको धुनमा
७. अर्याल, भैरव. जय भुँडी (सम्बद्ध अंश मात्र)
८. शेरचन, भूपी. मैना वतीको शिखा

सहायक पाठ्यपुस्तक

१. शर्मा, मोहनराज र लुइटेल् खगेन्द्र प्रसाद. शोध विधि, काठमाडौं ।
२. बन्धु, चुडापणि. अनुसन्धान र प्रतिवेदन, रत्न पुस्तक भण्डार, काठमाडौं ।
३. वुम्स, विन्थ र वाटेन खर्त पी. फन्डामेन्टल्स अफ गुड राइटिङ्ग, ए हयाण्डबुक अफ मडर्न एटोरिक, लाइन
४. जोशी, कुमारबहादुर. पाश्चात्य साहित्यका केही प्रमुखवाद, साभा प्रकाशन, काठमाडौं ।
५. थापा, मोहन हिमांशु. साहित्य परिचय, साभा प्रकाशन, काठमाडौं ।

Brief: In continuation of Nepali -I, this course includes research techniques in Nepali language and critiques of Nepali literature. It helps students use the Nepali language for studying sociology and other aspects of Nepalese lifestyles applicable to development.

Course Number	Course Title	Credit Hours
SOCL 121	Seminar: Innovations in Social Science	1

The inclusion of this course is to give a student an opportunity to explore and communicate creative thinking and innovative ideas on social dimension of development.

Objectives

Upon completion of the course, students will be able to -

- Identify challenges, issues or problems and appropriate remedies, solutions and mitigation measures pertinent to social dimension of development at local, national or global levels
- Explore creative and innovative ideas pertinent to social aspects of development sector
- Prepare a presentation notes with logical sequence for convincing the audiences including decision makers, donors, sponsors and other stakeholders
- Communicate the ideas using appropriate presentation media and styles
- Manage academic events at the college

CONTENT

Unit and Title	Topics	Lecture Hours
6. Background	<ul style="list-style-type: none"> • Definitions of challenges, issues or problems pertinent to development at local, national or global levels • Appropriate remedies, solutions or mitigation measures in respect to the challenges, issues or problems • Theories of creative thinking and innovative ideas on social dimension of development • Case Studies on Creative and Innovative Works pertinent to social dimension of development in Nepal or elsewhere - <ul style="list-style-type: none"> • Development policy, strategies and plans • Life style and social relations • Social works and services • Urbanization and modernization • others 	1.5
7. Oral Presentation	<ul style="list-style-type: none"> • Oral presentation <ul style="list-style-type: none"> • Types of presentations: informative, narrative, and persuasive • Overcoming Speech Anxiety • Audience Analysis • Organizing Message • Language and Etiquettes 	1.5
8. Poster presentation	<ul style="list-style-type: none"> • Poster presentation <ul style="list-style-type: none"> • Purpose of the event • Space and Format • Planning and Design 	1.5
9. Facilitation	<ul style="list-style-type: none"> • Master of Ceremony (schedule, protocol, bridging, question/answer, time management etc) • Rapporteur (summary, vote-of-thanks, announcements etc) 	1.5
10. Demonstration	<ul style="list-style-type: none"> • Models, Samples, Products • Performance, as applicable 	1.5
11. Events Management	<ul style="list-style-type: none"> • Events: Purpose and Planning • Venue and Logistics • Volunteers and Tasks Distributions • Audiences and Guests • Catering and Facilities • Organize an event coinciding with an occasion in the college e.g. <i>College Day on May 23</i> 	1.5
12. Practice	<ul style="list-style-type: none"> • Oral presentation @ 10 minutes (6 students per 	7.5

Unit and Title	Topics	Lecture Hours
Sessions (five)	session) followed by discussions <ul style="list-style-type: none"> Poster Presentation (final products to be displayed on an event day) 	
Total Lecture Hours		16.5

(Note: Unit 1 through 6 will be conducted in two sessions per week in the beginning, and for the Unit 7, there will be one practice session per week.)

Assignments (individual/group): library/web search for various techniques of presentation, data collection/analysis, field observation, works on case study, report writing, presentation etc

Field Study (probable sites):

- **Participate in workshop, seminar, symposium, conference or similar events**

Teaching methods:

- **Lecture on concepts and key elements of the topics of oral/poster presentations, Demonstration of effective presentations (first 4 sessions)**
- **Practice Presentations by students and self-evaluations in session (two presentations each in 12 sessions)**

Required References:

4-H. How to Give a Method Demonstration.
<https://www.lsuagcenter.com/MCMS/RelatedFiles/%7BD4E91CDO-EA91-4041-9326-C2BBF3694450%7D/How-to-Give-a-Method-Demonstration.pdf>

कृत्यचर्चा कृत्यचर्चा भत वा दृण्णदृइचर्वा एचभकमलतवतप्यल क्यर्पीक
 जततउस्सरउभयउभिभलनचालअकमाभमगरतहधरउगदधिअवतप्यलकरयचर्वाउचभकमलतवतप्यल।कपर्पी
 काउमा

Mandel, Steve. 2000. Effective Presentation Skills: A Practical Guide for Better Speaking
<http://my.safaribooksonline.com/book/communications/1560525266>

MINISIS. Product Demo Guide (MINISIS version 9.06.19) In
https://www.minisisinc.com/pdf/Product_Demo_Guide.pdf

क्यर्पीकथयगलभभमा दृण्णज्ञा एचभकमलतवतप्यल क्यर्पी
 जततउस्सरधध्याकपर्पीकथयगलभभमाअफरउचभकमलतवतप्यल।कपर्पीकाजर्ता

Recommended references:

Murray, R, Caulier-Grice, J and Mulgan, G. 2010. The Open Book of Social Innovation - Social Innovator Series: Ways to Design, Develop and Grow Social Innovation. UK: Young Foundation in
<https://youngfoundation.org/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovation.pdf>

Evaluation: as per KU policy (100% internal evaluation based on class attendance, assignments, internal tests)

