



THE STUDENT'S KIT: BoSS	
Second Year (First Semester & Second Semester)	
September 2020 - August 2021	
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<u>Student's Information</u>	
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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 nd SEMESTER – 1 st (BoSS)				
DAYS	TIME			
	8:45-10:15	10:15-10:45	10:45-12:15	
SUN		B R E A K		
MON				
TUE				
WED				
THU			-	
FRI			-	

Weekly Session Plan

SEMESTER – 2 nd				
DAYS	TIME			
SUN		B R E A K		
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 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**COURSES OF STUDY****Bachelor of Social Sciences (BoSS)**

Approved by KU Academic Council on July 24, 2019

Second Year, First Semester

Code	Title	Credit Hours
ANTH 211	Indigenous People and Culture	3
CHIL 211	Chinese Language-II	3
GEOG 211	GIS in Social Science	3
PSYC 211	Social Psychology	3
SOCL 211	Sociology-II	3
SOCL 212	Social Mobilization	3
	Total	18

**Kathmandu University
School of Arts**

2019

Course Number	Course Title	Credit Hours
ANTH 211	Indigenous People and Their Culture	3

Objective

This course will focus on the lifestyle of native ethnic minorities, who have been marginalized from the national development mainstream. It will cover various aspects of their societies such as population and distribution, history, traditional knowledge and culture, especially on their environment. It will include the United Nations' 2007 Declaration on the Rights of Indigenous Peoples, Policies of International Labor Organization and the World Bank.

Course Detail

UNIT	Detail	Lecture Hours
1. Meaning and Concept	Meaning and concept of indigenous peoples and their rights including the UN 2007 Declaration and ILO and World Bank policies	4.5
2. History and Demography	Historical development of society and culture, ethnic and linguistic diversity, race, population, role of geography in Nepalese culture	9
3. Social Structure and Ethnic Groups	Nepalese society: Structure and castes; Origin and history of ethnic groups and their religions, settlements, social organizations, art, architecture, festivals and rituals	9
4. Social Institutions in Major Ethnic Groups	The Sherpas, the Kiratas, the Tamangs, the Gurungs, the Magars, the Khasas, the Newars, the Danuwars, the Tharus, The Kumals and the Satars with a focus on family, marriage and kinship	9
5. Minorities and Disadvantaged Communities	Endangered indigenous groups, Dalit-groups, issues and problems of national integration	6
6. Socio-cultural Changes	Emerging patterns of socio-cultural change in Nepalese indigenous communities vis-à-vis Sanskritization, modernization and urbanization	4.5
7. Women's Status	Status of women in Nepalese culture and society with a concentration on women from the ethnic communities	3
8. Traditional Technologies	Indigenous technology and its transfer from one to another generation major features of economy	3

Reference Books

Bista, Dor Bahadur, People of Nepal, Kathmandu, Ratna Pustak Bhandar
 Sharma, Janak Lal, Hamro Samaj, Kathmandu, Sajha Prakashan

Nepali, Gopal Singh, *The Newars*, Bombay, United Asia Publications, 1964

Gurung, Ganesh Man, *The Chepangs*

Rakesh, Ram Dayal, *Folk Culture of Nepal: An Analytical Study*, New Delhi, Nirala Publication, 1990

Adhikari, Surya Mani, *The Khasa Kingdom*, New Delhi, Nirala Publication, 1997

Snellgrove, D L, *Himalayan Pilgrimage*, 1981

Kunwar, Ramesh Raj, *Himalayan Heritage*, Kathmandu, 1999

Chemjong, Iman Singh, *The Kiratas*

Course Number	Course Title	Credit Hours
CHIL 211	Chinese Language II	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 211) is a continuation of CHIL 111 in the first year, second 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
GEOG 211	Geographical Information System (GIS) in Social Science	3

Objectives

The main purpose of the course is to equip the students with practical and scientific tool of research in social sciences. Specifically, they will gain concepts and skills GIS and allied subjects and their applications in social sciences. Students will be exposed to latest versions of software such as Arc View- ArcGIS desktop software form Environmental System Research Inc (ESRI), and ENVI (Image Processing Software). This course will have 18 sessions (equivalent to 27 lecture hours) of theory and 12 sessions (equivalent to 18 lecture hours) of practical in a laboratory. However, students will be encouraged to continue their practices beyond the session hours.

Upon completion of the course, students will be able to

- explain the basic principles of Geographic Information System (GIS), Remote Sensing (RS), and Global Positioning system (GPS);
- describe on the applications of GIS/ RS/ GPS in social sciences and other fields;
- apply different techniques for gathering, analyzing and presenting geographic information;
- process satellite imagery using the basic and practical knowledge of Remote Sensing and Image Processing; and
- use the skill of Global Positioning System (GPS).

Course Contents:

Unit and Title	Topics	Lecture Hours
Introduction to GIS	Introduction, GIS definition, Functions of GIS, Development of GIS, Components of GIS, Application area of GIS, Data and information, Merits of digital maps over paper maps.	3.0
in Sociology and Anthropology	GIS technology to improve the quality of research, Structural changes in social patterns, historical and comparative methodology using GIS, utilizing (GIS) software to shed the regional, ethnic, and religious-based distinctions, spatially analyze social characteristics.	4.5
GIS in Natural Resource Management, Ecology and Environment	GIS / RS in Mapping and Data Management, GIS/ RS for Environmental System Analysis and Management.	3.0
Introducing Spatial Data	Maps Scales. Spatial data entities, sources of spatial data, Primary and Secondary data sources. Map scale, classification of maps, generalization, Geographic co-ordinate system of earth. Map projections, geo-	4.5

	referencing.	
Spatial data modeling and Database Design	Spatial data entities, Raster data entities, vector data structure, modeling surfaces, modeling networks, Data classification and classification schemes.	4.5
6. Capturing the real world	Introduction to surveying and mapping techniques, Concepts of Global Positioning System (GPS). Concepts of Remote Sensing, Map projection and spatial referencing.	7.5
Data development, analysis visualization	Data preparation, conversion and integration, Spatial Analysis, Basic cartographic elements and map preparation	7.5
Introduction to Remote Sensing	Introduction, History of RS, RS Definitions, RS Process, RS Types, Components, Applications, Bands used in RS, An Idle RS, Remote Sensing Satellite.	3.0
Image processing and Analysis	Introduction. Digital Data, Data Format for Digital Satellite Imagery, Image Processing and Analysis, Image Resolution, How to Improve your Image, Process of Remotely Sensed Images.	4.5
Remote Sensing and GIS	Imaging characteristics of remote sensing, Photogrammetry characteristic of satellite imaging system, Extraction of thematic information from remotely sensed images, Integration of remote sensing and GIS.	6.0
	Total	48

Laboratory Work:

GIS: Laboratory exercises should be conducted in Arc View GIS or Arc GIS.

RS : Laboratory exercise should be conducted in ENV I

Laboratory exercise must cover the fundamentals of GIS and RS.

References:

1. Alber K.W Young, *Concept and techniques of GIS*, CPO.
2. Anji Reddy, *Geoinformatics for environmental management*
3. Dr. Anji Reddy, *Remote Sensing and Geographic Information System*.
4. Aronoff, S.; *Geographic Information System-A Management perspectives*, WDL Publications, Canada.
5. DE A. By, R. (ED), 2000: *Principles of Geographic Information Systems: An Introductory textbook*, International Institute for Geo- information Science and Earth observations (ITC) , The Netherlands.
6. Kraak, M.J and Ormeling, F.J.: *Cartography, the Visualization of spatial data*. London: Addison Wesley Longman.

Course Number	Course Title	Credit Hours
PSYC 211	Social Psychology	3

Objective

This course intends to familiarize the students with the basic concepts of general and social psychology and their applications in the various socio-cultural settings. It also attempts to develop some analytical skills in comprehending factors that differentiate the human behavior in social situations. After the completion of the course the students will be able to:

1. Understand the basic idea of psychology as a human science and social psychology as the study of person in social settings.
2. Understand the basic processes of psychology and social psychology and its relationship with self and others.
3. Discuss the major principles and processes of psychology
4. Expose the students to the specific range of applications of social psychology
5. Enhance knowledge on social problems that can be studied by psychologists from a behavioral angle and the possibility of finding solutions to the problems faced by the society

CONTENT

Unit and Title	Topics	Lecture Hours
History and current status of psychology	Nature, roots, and current definitions of psychology Perspectives in Psychology: Structuralism, functionalism, Psychoanalysis, Behaviorism, and current perspectives Key issues, goal, scope and future of psychology Methods of Psychology	4.5
Sensation and Perception	Sensation introduction, processes and types of sensation Perception introduction, processes, determinants, and Gestalt principles of perception	3.0
Motivation and Emotion	Concept of motivation and motivational cycle, drive and incentive theory, types of motivation and Maslow's theory. Primary and Secondary motivation (Hunger, thirst, sex, and achievement motivation) Concept, types and elements of emotion James-Lange theory, Cannon-Bard theory, and evolutionary theories of emotion Application of motivation and emotion in social life	7.5
Learning and Human memory	Learning: concept, nature and factors influencing learning Basic ideas of S-R and Insight learning theories	9.0

Unit and Title	Topics	Lecture Hours
	Application of learning theories: Reinforcement and Behavior Shaping Memory: concept, process and types of memory Remembering: Atkinson and Shriffrin's model of memory process Forgetting: theories of forgetting, measuring memory and Amnesia	
Social cognition	Orientation to social cognition Person perception: forming impression of others Attribution: explaining the cause of behavior Schemas: Organizing impressions	6.0
Prejudice, Discrimination, and Stereotypes	Nature of Stereotyping (cognitive component), Prejudice (affective component) and Discrimination (Behavioral component) Explaining Intolerance: social learning, social cognition, attribution and realistic conflict theory of Sheriff and Sheriff. Reducing prejudice: contact, cooperation and interdependence	4.5
Social Group	Nature, structure and characteristics of a group Group formation and group goals Types of group	4.5
Themes in Experimental Research on Groups from the 1930s to the 1990s	Group conformity: concept and processes Group pressure towards conformity (Asch's study) Obedience to authority: Compliance under pressure (Stanley Milgram's study) Challenging conformity: Minority influence A new approach to social influence: Social identity and self-categorization (Tajfel's study) Manipulating group membership: Thought reform and political indoctrination	9.0
	Total Lecture Hours	48

Recommended Books

Elliot Aronson, Timothy D. Wilson, Robin M Akert (1999). Social Psychology. Longman, Inc. New York.

Jeffrey S. Nevid (2003). Psychology: Concepts and Applications. Houghton Mifflin Company, Boston, USA.

Margaret Wetherell (editor) (1996). Identities, Group and Social Issues. Sage Publication. London.

Robert S. Feldman (2010). Understanding Psychology. Tata McGraw-Hill, India.

Robert S. Feldman (2001). Social Psychology. Prentice Hall, USA.

Shishir Subba, Bharat Bikram Thapa and Bhawani Shankar Acharya (2008). Basic Psychology. Mandala Academic Enterprises. Pvt. Ltd. Kathmandu.

Wayne Weiten (2000). *Psychology: Themes & Variations*. Wadsworth Publishing Company, USA.

Reference

Letitia Anne peplau, David O. Sears and others (1988). Prentice Hall, Englewood Cliffs, New Jersey, USA.

Terry F. Pettijohn (1994). *Sources: Notable selections in social psychology*. The dushkin Publishing Groups, Inc. Connecticut, USA.

Course Number	Course Title	Credit Hours
SOCL 211	Sociology-II	3

Objective:

This is a continuation of the Sociology I offered in 1st year, 1st semester.

The objective of this course is to familiarize students with specific theoretical perspectives in sociology and its various dimensions thereby to help them comprehend social and cultural institutions and processes at both theoretical and practical level. Students through this subject will be able to understand the importance and relate the theories like; Functionism and Diffusionism; Functionalism and Structural Functionalism; Symbol and Meaning; Conflict Theory and Marxist Sociology; Interactionism; Post Modernism; Sociological Perspective

Contents

unit and title	topics	lecture hours
Karl Marx	Historical materialism, mode of production, alienation, class struggle.	6
Emile Durkheim	Division of labour, social fact, suicide, religion and society.	6
Max Weber	Social action, ideal types, authority, bureaucracy, protestant ethic and the spirit of capitalism	6
Talcott Parsons	Social system, pattern variables.	6
Robert K. Merton	Latent and manifest functions, conformity and deviance, reference groups	6
Mead	Self and identity	6
From Modern to Postmodern	A brief introduction of philosophers and their contributions (Rousseau, Kant, Marx, Nietzsche, Freud, Weber, Horkheimer and Adorno, Foucault, Lyotard, Habermas)	12
		48

Required references:

1. Atal, Yogesh (2003): *Sociology: From where to where*, Jaipur: Rawat Publication.
2. Barnes, H.E. (1959): *Introduction to the history of Sociology*, Chicago Uni. Press.
3. Coser, Lewis, A. (1979): *Master of Sociological Thought*, Harcourt Brace,
4. Jovanovich. Cahoon, L. (ed.) (2003), *From Modernism to Postmodernism: An Anthology*, Blackwell.
5. Nietzsche, Friedrich (1998), *On the Genealogy of Morality*. Indiana: Hackett
6. Rabinow, P. (ed.) (1984). *The Foucault Reader*. New York: Pantheon Books
7. Ritzer, George, Barry Smart (2001), *Handbook of Social Theory*. Sage

Course Number	Course Title	Credit Hours
SOCL 212	Social Mobilization	3

Course Objective

Students are expected to:

Understand the concept of social mobilization; their utilities for collective action; and its role in development process and enhancement of social capital; community development process and social mobilization, and various techniques and practices in the process. Students are also expected to develop and examine various social mobilization practice and their relative limitations, constraints, and effectiveness. Also, they are expected to have knowledge of role of leadership in social mobilization; and develop knowledge regarding gender perspective in various social mobilization activities.

Unit and Title	Topics	Lecture Hours
Introduction	Society, social mobilization Need of social mobilization, social mobilization for social development	6
Concept. Ideas and Role of social mobilization in society and its development.	Major components of social mobilization: Participation, Group formation, consensus orientation, decision making, awareness and mobilization; Its concept, and role in development,	9
Some important theories of social mobilization	Theories of community, community development and community mobilization; Social capital; Collective actions; Mass and crowd behavior Role of leadership and gender	9
Dimensions of social mobilizations	Community, common resources, common objectives (long and short term), Gender, leadership development. Legal and administrative provisions for collective actions.	6
Some features of social mobilization and its applications	Role of social mobilizations in building awareness among people. Its role in spiritual strengthening of individual and community. Psychological features and analysis of social mobilization in mass and social mobilizations Its role in management of common resources It's utility in environment protection, Its scope and limitations.	9
Some practical aspects of	Exposure of various case studies of collective and	9

social mobilizations and their applications	cooperative efforts, Their effectiveness and limitations. Prospects of durability of collective actions for development	
Practical	Field trips to assess various community organizations	
	Total lecture hours	48

Assignments: Report/article reviews; web search; field observation; report / term-paper writing

Field Study: places with User Groups, women organizations, and NGO projects

Evaluation:

Teaching Method: Lectures, observation trips, discussions

Recommended References:

Elinor Ostrom: Institutions and Resources.

Heinz Bongartz, Dev Raj Dahal: Development Studies; self-help organizations, NGOs and Civil Society

Krishna B. Kunwar: The Himalayan Poverty: prosperity through Rural Development.

Nani Ram Subedi & Dilli Ram Adhikari: Rural Development in Nepal; prospects and challenges.

Devendra Raj Panday: Swabalamban (in Nepali)

Additional references for further readings:

Readings in development studies series, journal articles and newspaper reports. And new publications.

COURSES OF STUDY

Bachelor of Social Sciences (BoSS)

Approved by KU Academic Council on July 24, 2019

Second Year, Second Semester

Code	Title	Credit Hours
COMM 211	Media and Society	3
ECON 211	Economics of Social Issues	3
PHIL 211	Biography & Philosophy	3
POLS 211	Introduction to Public Policy	3
SOCL 213	Social and Cultural Change	3
SOCL 214	Ethnicity and Social Inclusion	3
	Total	18

**Kathmandu University
School of Arts**

2019

Course Code	Course Title	Credit Hours
COMM211	Media and Society	3

Objectives:

This course will focus on concepts, principles and theories of communication, and their implications in society. It will cover historical development, types, roles and ethics of media in social development. It will highlight on Information Communication Technology (ICT), personal (e.g. telephone, internet), social (internet based) and mass media (e.g. radio, television, print and digital). Field activities will include visitations to radio and television stations, and study on implications of media in a society.

By the end of the course students should,

- have a significant understanding about the relationship between mass media and the society.
- be able to demonstrate an understanding about mass media, media ownership and should have sophisticated capacity to critically criticize media from different prospective.
- be able to analyze mass media's role in shaping economics, governments, and societal habits and attitudes.
- have an excellent understanding about the theories of mass media and mass communication.
- demonstrate an awareness, appreciation and understanding of the functions, objectives, and responsibilities of the media.
- be able to identify various forms of mass media and their origin.

Content

Unit	Topics	Lecture Hours
Communication	<ul style="list-style-type: none"> • Definition/ Characteristics/ Elements/ Levels/ Functions/ Types • Communication Process/Models • Mass Communication/ Theories of mass communication 	4.5
Mass Media	<ul style="list-style-type: none"> • Definition/Characterises • Role of mass media in the today's world • Pro-social and anti-social effects of mass media 	3
Origin, Ownership and Types of Mass Media	<ul style="list-style-type: none"> • History and development mass media, nationally and globally • Print Media • Electronic Media • New Media • Emerging trends in media technologies • Ownership and structure of mass media 	9
Mass Media and Social Development	<ul style="list-style-type: none"> • Social change and development • Power of mass media • Mass media in national development • Power and inequality 	7.5

Unit	Topics	Lecture Hours
	<ul style="list-style-type: none"> • Social integration and identity • Development journalism 	
Mass Media and Social Development	<ul style="list-style-type: none"> • Social change and development • Power of mass media • Mass media in national development • Power and inequality • Social integration and identity • Development journalism 	7.5
Analysing Media Content	<ul style="list-style-type: none"> • Content analysis • Semiotics 	3
Media Society and Theory	<ul style="list-style-type: none"> • The mass society • Political economy of communication • Functionalism • Social constructionism • Communication technology and determinism • The information society 	6
Mass Media in Nepal	<ul style="list-style-type: none"> • Mass media in Nepal • Role of mass media in social development: A case study 	3
Critical Analysis on Mass Media	<ul style="list-style-type: none"> • Media and violence • Media and advertising • Media and Marxism 	4.5
Total		48

Learning, Teaching and Assessment Strategy

Learning and teaching, on this module functions through a variety of methods, including lectures and seminars, guest speaker and workshops, group discussion and demonstration, report writing and presentation, field work activities and observation. Participatory teaching and learning is emphasized.

Assessment

It is really important for every student to complete all the assigned work and exams in order to pass the module. Failure to do so will result in failure of the module.

Assessment will be undertaken based on theoretical and practical understanding of students. 60% of marks will be assessed by the exam taken at the end of the semester and the rest 40% will be evaluated through the students' activities. Here student activities means, student's understanding, participation, presentation, class work, assignment (summative) etc. In addition, a practical work will be handover for every student either individually or in group, which will as well access students understanding.

Required References

1) *Mass Communication Theory*, Denis McQuail, SAGE Publication South Asia Edition, New Delhi, 2012. Print.

- 2) ***Mass Media and National Development: The Role of Information in the Developing Countries***, Wilbur Lang Schramm, Stanford University Press, California, 1964. Print.
- 3) ***Mass Media and Society***, [James Curran](#) and [Michael Gurevitch](#) (Ed), Oxford University Press, 2000, Print.
- 4) ***Media and Society: A critical prospective***, Arthur Asa Berger, Rowman and Littlefield Publishing Group, Inc. Plymouth. 2012. Print.
- 5) ***Media Impact: An Introduction to Mass Media***, Shirley Biagi. Michal Rosenberg press, USA, 2012. Print.

Other References

- 6) ***A Propaganda Model, in Manufacturing Consent: The Political Economy of the Mass Media***, Herman, Edward and Noam Chomsky, New York: Pantheon. 1988. Print.
- 7) ***Communication for Development in the Third World: Theory and Practice for Empowerment***, Srinivas R Melkote, H. Leslie Steeves, Sage Publications, 2001.
- 8) ***Dimensions of Communication***, P. Kharel, Nepal Association of Media Educators (NAME), Kathmandu Nepal, 2007.
- 9) ***Mass Communication: Theory and Practice***, Uma Narula, Har-Anand Publications, New Delhi, India, 2008.
- 10) ***Mass Communication Theory: Foundations, Ferment, and Future***, Stanley J. Baran and Dennis K. Davis, Thomson Asia Pte. Ltd, Singapore. 2002. Print.
- 11) ***Mass Media Research: An Introduction***, Roger D. Wimmer and Joshep R. Dominick, Thomson Asia Pte. Ltd, Singapore. 2003. Print.
- 12) ***Media, Power and Identity: Critical Media Education for Student of Social work***, K.P Jayasankar and Anjali Monteiro. Unit for Media and Communications, Tata Institute of Social Sciences, Mumbai. 2000. Print.
- 13) ***The Internet as a Tool for Social Development***, Paula Uimonen, United Nations Research Institute for Social Development, Switzerland. 1997. Print.

Handouts, books and reference materials will be provided to the students as necessity.

Course Number	Course Title
ECON211	Economics of Social Issues

Objective

Since this course being the follow-up of the courses like economics, sociology and environment, this will particularly help to analyse different social activities and its implications from economic perspectives. After completing this course, students should become able to understand access and analyze the social issues economically.

After successfully completing this course students should be able to:

1. Explain some of the basic concepts and theory of economics.
2. Analyze social issues from the perspective of economics.
3. Assess or critique public policy alternatives in relation to social issues.
4. Consider interdisciplinary criticisms of the economics approach to social issues

Unit and Title	Topics	Lecture Hours
1. Introduction to Basic Economics	<ul style="list-style-type: none"> • Understanding basic concepts of Economics, particularly market failure and how this is corrected. • How does economics deal with issues that are not traded in the market? • Students must have a basic understanding of economic principles to understand how and why it works well in some areas and does not work well in others and the types of adjustments that are needed. • Thinking like an Economist N G Mankiw Principles of Economics (most chapters) 	7.5
2. Introduction to the Economics of Social Issues	<ul style="list-style-type: none"> • What are 'social issues'? Is there something distinctive about the economics of social issues? Thinking like an economist. Market failure and government failure. Theoretical background to optimisation of the treatment of social issues, including a critique of the fundamental theorems of welfare economics. • Charles L Cochran, Elosie F. Malone Public Policy Perspective and Choices, Ch 1, 2, 3, 5, 6, 7 	9
3. Alleviating Human Misery	<ul style="list-style-type: none"> • World poverty, causes of poverty, can governments help Nepal's experience with poverty reduction, role of government policies Abhijit Vinayak Banerjee, Roland Benabou, Dilip Mookherjee, 2006, Understanding Poverty, Oxford, Ch 1, 2, 5, 7, 13, 14, 15, 24, 25, 26, 27, 28 • Economics of Social Issues (Paperback) by Ansel M Sharp, Charles A Register (McGraw-Hill Economics) Ch1, 2, 3 • Central Bureau of Statistics, National Planning Commission, GoN, 2006, Resilience Amidst Conflict 	6

Unit and Title	Topics	Lecture Hours
	Ch 1, 2, 3, 4, 5, 6	
4. Building Human Capital	<ul style="list-style-type: none"> • Understanding the Basics of the Economics of Education, Education Outcomes: Current Status and Trends, Review of policies and Programmes in public and private sectors • Charles L Cochran, Elosie F. Malone Public Policy Perspective and Choices Ch 9 • Economics of Social Issues(Paperback) by Ansel M Sharp, Charles A Register (McGraw-Hill Economics) Ch 5 • Abhijit Vinayak Banerjee, Roland Benabou, Dilip Mookherjee, 2006, Understanding Poverty, Oxford, Ch 18, • Central Bureau of Statistics, National Planning Commission, GON, 2006, Resilience Amidst Conflict Ch 7 	4.5
5. Improving Health outcomes	<ul style="list-style-type: none"> • Access to health care services, Health outcomes, child mortality, maternal mortality and fertility, child malnutrition, girl child dowry systems, female infanticide and problem of “Missing girls”, • HIV/AIDS, Other preventable common health problems and government policies, household expenditures on health • Charles L Cochran, Elosie F. Malone Public Policy Perspective and Choices Ch 10 • Economics of Social Issues(Paperback) by Ansel M Sharp, Charles A Register (McGraw-Hill Economics) Ch 15 • Central Bureau of Statistics, National Planning Commission, GON, 2006, Resilience Amidst Conflict Ch 8 • Abhijit Vinayak Banerjee, Roland Benabou, Dilip Mookherjee, 2006, Understanding Poverty, Oxford, 9, 10, 20, 21, 	6
6. Unemployment, Jobs, labor and Child labor	<ul style="list-style-type: none"> • Population growth and growing labor force dynamics, Demand for Jobs, Formal and Informal sectors, Why Jobs? Valuing Jobs. Diverse Jobs Agenda, Jobs and living standards, Policies through the job lens • World Bank World Development Report, 2013, Jobs Ch 1,2,3,4,5 • Abhijit Vinayak Banerjee, Roland Benabou, Dilip Mookherjee, 2006, Understanding Poverty, Oxford, Ch 16,17 	3
7. Economics of Gender	<ul style="list-style-type: none"> • Introducing economics of gender • Feminism and economics • Discrimination, family structures, labor force 	4.5

Unit and Title	Topics	Lecture Hours
	<ul style="list-style-type: none"> participation, gender differences • Economic contribution of women in Nepal 	
8. Human Rights	<ul style="list-style-type: none"> • Does protecting human rights make economic sense? With business generally focusing on cutting costs, how will they be convinced that it does not pay to exploit labor in the long run? Human rights are not just legal rights but also cultural ones and what does economics have to say about these different types of rights? • Basic text here will be AK Sen Development and Freedom along with other articles such as http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/2321.pdf 	3
9. Environment	<ul style="list-style-type: none"> • Introduction to the ecological economics. • Containing and sustaining the ecosystems, • Market failures, sustainable scale, just distribution and efficient allocation- Policy design • Main text here will be Herman Daly and Joshua Farley Ecological Economics, Parts I, II and IV 	4.5
	Total Lecture Hours	48

Required References:

- Economics of Social Issues (Paperback) by Ansel M Sharp, Charles A Register (McGraw-Hill Economics)
- R. Miller, D Benjamin, D. North (2012, 17th Edition) *The Economics of Public Issues*. (Addison Wesley).

Course Number	Course Title	Credit Hours
PHIL211	Biography and Philosophies	3

Course Description

The course attempts to give to students of social sciences a flavor of life stories of famous and great personalities of the world and particularly of South Asia. The course includes not only the account and description of the personalities—from birth, education, adolescence, professions and relationships-- but also their experiences of major and important events as they went through their lives. A special focus is given on the legacy of the chosen personalities—who could well be living.

The course will cover **four** personalities relevant to social sciences. The whole course will be divided equally in four parts i.e. 12 lecture hours for the study of a single personality. The onus of selection of personalities will rest with the College Research Evaluation Committee. A major highlight of the course will be guest lecture—at least four—by prominent personalities emulating the chosen personalities ways and philosophies

Unit and Title	Topics	Lecture Hours
Unit 1. Basic Account	The personalities will be studied right from their early life events i.e. birth, childhood, family background, education and society existing at the times. Then the journey begins of the study of early adolescence and professions leading to more personal and private spheres of relations, affairs and marriage.	16
Unit 2. Life Decisions	Role models, mentors and their brief description, employments opted, creativity shown, drives, travel and turning points with references to theories of personality development like Maslow's Hierarchy of Needs	16
Unit.3 Legacy and philosophies	Footprints left behind, message delivered, timelessness and agelessness of the message and philosophies, biographic distortions, fact and fiction, analyzing with hindsight benefit	16
Total Lecture Hours		48

Required References:

References

<http://www.catalase.com/biostud.htm> (visited: 08/06/2013; 16:02)

Flick, U. (2012) "An Introduction to Qualitative Research", Edition 4, Sage South Asia Edition
Lee, Hermione. Biography: A Very Short Introduction, Oxford University Press, 2009

1. Note: Relevant material and books will be given after the selection of the personalities

Course Number	Course Title	Credit Hours
POLS211	Introduction to Public Policy	3

Course Objective

The objective of this course is to make the students familiar about the nature, process, components and actors of the public policy. In this course, these aspects of public policy will be pursued from a variety of perspectives. The term will be divided into four main components: The Nature, Process, Structure, and Context of Policy making. The Policy Players will be the Institutional and Non-Institutional actors, and the main factors will be: Rules, Strategies, Culture and Resources. In the concluding section of the course, the specific policy domains of the policy pursued will be: education, environmental, health care, social welfare, and immigration.

Course Description

Unit and Title	Topics	Lecture Hours
The Nature of Public Policy: What is Public Policy, Who Makes It, and Why Study It?	<ul style="list-style-type: none"> • Introduction to Public Policy: Course Requirements • and Expectations; Overview of Public Policy as an interdisciplinary Field of Study • Preliminary study on public policy • Suggested readings: • Readings: Birkland, Chapters 1-2: "Introducing the Policy Process," "Elements of the Policy-Making System," pp. 3-57; • Theodoulou and Cahn, eds., Chapters 2-10: Sabatier, Lowi, Edelman, Salisbury, Dahl, Hecllo, 	9 Hrs
Some theories on public policy	<ul style="list-style-type: none"> • Keck and Sikkink's theory of transnational advocacy networks; theory of social movement • Advocacy network theory and global public policy theory • Rational actor theory • Collective action theory 	6 Hrs
Making Public Policy: The Process, Structure, and Context of Policymaking	<ul style="list-style-type: none"> • The Historical and Structural Contexts of Public Policy Making • Suggested readings: • Cobb and Elder, Kingdon, Lindblom, Schulman, 	6 Hrs

Unit and Title	Topics	Lecture Hours
The Players and the Process: Institutional and Non-Institutional Actors in public policy.	<ul style="list-style-type: none"> • Official Actors and Their Roles in Public Policy," and "Unofficial Actors and Their Roles in Public Policy. • "Participants on the Inside of Government," and "Outside the Government, • Policies and its types • Policy Design, Policy Tools, and Decisions • Theory in the Study of Public Policy • Public Policy: Implementation, failure and learning • Privatization 	15 Hrs
The Policy Game: Rules, Strategies, Culture, and Resources	<ul style="list-style-type: none"> • Ethics in public policy • Public policy and market • Public Authority • Collective actions • Public policy and network • Farming • Persuasion • Exit, voice and loyalty 	12 Hrs
Total Lecture Hours		48

Course Number	Course Title	Credit Hours
SOCL213	Social and Cultural Change	3

Objective

This course will focus on concepts, principles and theories of social and cultural change; social order; causes and conditions of socio-cultural change; goals and barriers of socio-cultural change; transition and options etc. It will highlight on authenticity, identity and acculturation. It will cover case studies on major socio-cultural changes pertinent to development in the country, region and the world.

Contents

Unit and title	Topics	Lecture hours
Introduction	• Concepts of social/culture change	3
Introduction	• Characteristics and factors for social/culture change	3
Theories	• Theories of Social Change	6
Theories	• Theories of Cultural Change	6
Sources	• Sources of Social/cultural Change	6
Role of Education	• Education and Social/cultural Change	3
Role of Economy	• Industrialization and Social/Cultural Change	3
Human Movement and Change	• Migration and Social/Cultural Change	3
Global Factor	• Modernization/westernization and social/cultural change	3
Local Factor	• Sanskritization and Social/Cultural Change	3
Media as Factor	• Media and Social/Cultural Change	3
Social/Cultural Change Today	• Introduction of Inclusive Policy and Social/Cultural Change	3
Nepal and Social/Cultural Change	• Changing Family and its Impact in Social/Cultural Life Structure in Rural Nepal	3
		48

Required references:

- Caplan L (2000) Land and Social Change in East Nepal: A study of Hindu-tribal Relations, Lalitpur: Himal Books.
- Singh, Yogendra, (1973) Modernization of Indian Tradition: A Systemic Study of Social Change. Thomson Press (India), Publication Division
- Singh, Yogendra, (1993) Social Change in India: Crisis and Resilience, New Delhi: Har-Anand Publications
- Singh, Yogendra, (2000) Culture Change in India: Identity and Globalization. Jaipur: Rawat Publications.
- Haferkamp, H. & Smelser, N. J. (eds.). (1992) Social Change and Modernity. Berkeley: University of California Press

- Harper, C.L. (1993) Exploring social change. Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Strasser, H. & Randall, S. C. (1981). An introduction to Theories of Social Change. London: Routledge & Kegan Paul Ltd.
- Champagne, Duane. (2007) Social Change and Cultural Continuity Among Native Nations. Lanham, MD: Altamira Press.
- Olivier de Sardan, Jean-Pierre (2005) Anthropology and Development: Understanding Contemporary Societies. Cambridge: Polity Press
- Sorokin, P. (1957), available at <http://www.cfeps.org/ss2006/readings/Green-b.pdf>
- Giddens, A. (2006) Sociology. Cambridge: Polity Press
- Pyakurel, Uddhab, 2009, "Food Globalization and its Impacts: What "Development" Contributes to the Villages of Nepal?" Nepali Journal of Contemporary Studies, Vol. IX No.2 September.

Course Number	Course Title	Credit Hours
SOCL 214	Ethnicity and Social Inclusion	3

Objectives

In continuation with the course entitled, SOCL... Indigenous People and Culture, offered in Second Year, First Semester, this course (Ethnicity and Social Inclusion) will focus on concepts, principles, policies and practices of social inclusion of ethnic minorities. It will highlight on rationales, barriers and access of social inclusion. It will also cover the topics of social exclusion, and contributors and consequences in development. Field activities will focus on the study of social inclusions in development works including governmental, nongovernmental programs.

Upon completion of the course, students will be able to understand the basic issues, related themes and concepts of ethnicity and social inclusion using various perspectives and theories. Through reading and discussion of the reference materials on ethnicity and social inclusion, students will be able to use theoretical perspectives in analytical discussions and to relate the concepts of gender, social exclusion and inclusion to empirical material on Nepal's social context using development policies and programmes. Students will be able to use analytical frameworks and tools for conducting barrier analysis of social inclusion. Various programmes of government, donors and NGOs will be studied as part of field work.

Contents

Unit and Title	Topics	Lecture Hours
1. Introduction	<u>Key topics</u> <ul style="list-style-type: none"> • Overview of social exclusion: <ul style="list-style-type: none"> • Major forms of social exclusion: Exclusion as state, process and outcomes. • Multiple dimensions of social exclusion in Nepal. Multiple identities and cumulative exclusion, Intersectionality, Privilege and Disadvantage, • Measures of social inclusion: Institutions, Values and Norms, Capabilities, Social Mobilization, Power • Related terms and concepts: empowerment, marginalization, disparity, deprivation, inequality, stratification, social justice and equity, • Definitions: ethnic group, indigenous peoples, dalit, minorities 	6
2. Theory	<ul style="list-style-type: none"> • Perspectives on social inclusion and exclusion, • Evolution and application of social inclusion approach, institutional frameworks: • International treaties and conventions related to discrimination, inequality, indigenous peoples, minorities etc; poverty reduction strategies, 	12
3. Applications	<ul style="list-style-type: none"> • Approaches to social inclusion: legal recognition, 	12

Unit and Title	Topics	Lecture Hours
	affirmative action, proportionate representation, mainstreaming, empowerment, targeting, social mobilization, etc <ul style="list-style-type: none"> • Planning and Measurement of inclusion: gender and caste / ethnicity disaggregation, gender budgeting, gender and social inclusive planning 	
4. Practical	<ul style="list-style-type: none"> • Social Analysis of tenth plan and three-year interim plans of government • Barrier analysis using access and control profile; institutions, voice and assets framework, gender and social inclusion audit, workforce diversity profile and analysis • Case studies of ethnic groups, linguistic and sexual minorities, disabilities and senior citizens • Article review • Essays and summaries 	18
5. Major components	<ul style="list-style-type: none"> • Conceptual: Multiple dimension of exclusion • Approaches to inclusion • Review of inclusion approaches in development policies, plans and programmes as practical work 	
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): VDC, Municipalities, DDC, Ministries,

Evaluation:

Teaching methods: Lecture, demonstration, discussion, observation, practicum etc

Recommended references

1. Social Exclusion: Concept and history

Hilary, Silver. 2007. The process of social exclusion: The dynamics of an evolving concept. Department of Sociology, Brown University.

Sen, A. (2000), Social Exclusion: Concept, application and scrutiny, Social Development papers No. 1, Office of Environment and Social Development, Asian Development Bank.

Taylor, Charles 1998. Democratic exclusion (and its remedies). In Askonas, Peter and Angus Steward (eds.) Social Inclusion: Possibilities and Tensions, pp. 89 – 102. New York: St. Martin Press.

Young, Iris Marion. 1099. Inclusion and Democracy. Oxford: Oxford University Press. (Selected pages)

2. Exclusion as state and processes: Poverty, deprivation, inequality and underdevelopment

Das, Arun K. L. and Hatlebakk, Magnus. 2009. Statistical Evidence on Social and Economic Exclusion in Nepal. CMI: Norway.

Haan, Arjan de, Social Exclusion: Towards a Holistic Understanding of Deprivation, London: Department for International Development, 1999.

- Saith, R. 2001. *Social Exclusion: The Concept and Application to Developing Countries*, Queen Elizabeth House Working Paper Series 72, Oxford: Queen Elizabeth House.
- Silver, Hilary (1995). *Reconceptualizing social disadvantage: three paradigms of social exclusion*. In *social Exclusion: Rhetoric, Reality, Response*, G. Rodgers, C. Gore and J. Figueiredo, eds. Geneva: International Labour Organization.
- Tilly, Charles, 2006. *Poverty and the politics of Exclusion*. Background paper for World Bank Study: *Moving out of Poverty*. Columbia University.
- World Bank/DFID 2005. *Unequal Citizens: Gender, Caste and Ethnic Exclusion in Nepal (Summary)*. Kathmandu: The World Bank and DFID.

3. Relational dimensions of Exclusion: Discrimination, Stigma and Social Capital

- Barry, Brian. 1998. *Social Exclusion, Social Isolation and the Distribution of Income*. Centre for Analysis of Social Exclusion, London School of Economics.
- Daly, Mary and Hilary Silver. 2008. *Social exclusion and social capital: A comparison and critique*. In *Theory and Society*.
- Jackson, Cecile. 1999. *Social exclusion and gender: does one size fit all?* *The European Journal of development Research* 11 (1): 125- 146.
- Sidanius, Jim. Pratto, Felicia, Larr, Colette van 2004. *Social Dominance Theory: Its Agenda and Method*. *Political Psychology* Vol.25 (6): 845-880.
- Stewart, Frances. 2005. *Social Exclusion and Conflict: Analytical and Policy Implications*. CRISE, University of Oxford.

4. Policy and Social Exclusion Research

- Athinson, Anthony B. and Eric Marlier. 2010. *Analysing and Measuring Social Inclusion in a Global Context*. New York: United Nations
- Dani, A. Haan, A. de. Eds. 2008. *Inclusive States: Social Policy and Structural Inequalities*. The World Bank.
- Kabeer, Naila 2006 *Social Exclusion and the MDGs. The challenge of 'Durable Inequality' in the Asian Context*. Institute of Development Studies and Overseas Development Studies Institute.

5. Readings in Social Exclusion from India and South Asia

- Amin, Shahid, 2005. 'Representing the Musalman: Then and now, now and then', in Ajay Sakaria, ed., *Subaltern Studies XII*, New Delhi, Permanent Black
- Bhargava, Rajeev. 2004. *Inclusion and exclusion in South Asia: The Role of Religion*. Background Paper for HDR 2004. UNDP.
- Ghanshyam Shah, et al, eds, 2006. *Rural Untouchability in India*, New Delhi: Sage. Varma, H.S., ed., 2005. *The OBCs and the Dynamics of Social Exclusion in India*, New Delhi: Serials.
- Guhathakurta, Meghna, *Including the Exclude: Rights of Minorities in South Asia*, Sri Lanka: South Asians for Human Rights, 2006.
- Guru, Gopal, 'Dalits: Reflections on the search for inclusion', in Peter de Souza, ed., *Contemporary India: Transitions*, New Delhi: Sage, 2000.
- Justino, P., and J. Litchfield, *Economic Exclusion and Discrimination: The Experience of Minorities and Indigenous Peoples*, London: Minority Rights Group International 2003.http://www.minorityrights.org/admin/Download/pdf/IP_EconomicExclusion_JustinoLitchfield.pdf, February 2004.

