



Far Western University
Faculty of Humanities and Social Sciences
Course Cycle of 'Bachelor Degree in Development Studies (BDS)'

Year	Sem	Course Code	Course Title	Credit Hr.	Lecture Hr.
I	I	BDS. 101	Development: Concept, Planning and Practices	3	45
	I	BDS. 102	Nepalese Economy and Development	3	45
II	II	BDS. 121	Social Dimension of Development	3	45
	II	BDS. 122	Rural-Urban Interrelationship	3	45
III	III	BDS. 231	Sustainable Environment and Development	3	45
	III	BDS. 232	Local Governance in Nepal	3	45
IV	IV	BDS. 241	Rural Technology and Energy Development	3	45
	IV	BDS. 242	Public Health and Development	3	45
V	V	BDS. 351	Research Methodology in Development Studies	3	45
	V	BDS. 352	Development Administration in Nepal	3	45
VI	VI	BDS. 361	NGOs and Development	3	45
	VI	BDS. 362	Microfinance, Cooperatives and Entrepreneurship	3	45
VII	VII	BDS. 471	Project Planning and Management	3	45
	VII	BDS.472	Gender, Equality and Social Inclusiveness (GESI)	3	45
VIII	VIII	BDS. 481	Internship and Project Work	3	45
	VIII	BDS. 482	Community Development	3	45
Grand Total Credits				48	





Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies (BDS)
Micro-Syllabus

Subject: Development: Concept, Planning and Practices	
Course Code: BDS. 101	Year: I
Credit Hours: 3	Semester: I
Teaching Hours: 45	Full Marks: 100

Course Description:

The paper *Development: Concept, Planning and Practices* has been offered as one of the core subjects of undergraduate level, and, it introduces basic understanding of concepts, ideas and approaches of development offering the perspectives from planning and practices into them. It also brings to the fore the introductory ideas of development that have constantly emerging in Nepal and the beyond. There are five Units in this subject which are following with the development ideas, emerging notions, theoretical perspectives, concept and issues of planning, and finally to a synthesis of development and planning.

Learning Objectives :

- To impart knowledge to the learners on the basic ideas and concepts of development.
- To enhance understanding of development planning and its empirical challenges in implementation linking to the contemporary issues

Learning Outcomes and Competencies:

- Students will be able to conceptualize the idea of development---its meaning and contexts.
- They will know the contemporary issues and debates of development with identified gaps in planning and practices

Teaching pedagogy:

- **Inquiry learning** (exploring conceptual and critical aspects of development and the ways of planning and practices)
- **Problem-based Learning** (problematizing the empirical issues of development)
- **Collaborative learning** (participatory learning, knowledge sharing, & active interaction)

Unit 1: Concept and Approaches of Development-9 Hrs.

1.1	<ul style="list-style-type: none"> • Meaning, Definition and Changing Ideas of Development; a Perspective of 'Development Studies' • Basic Idea of Development: Progress, Growth, de-growth, Zero Growth, Underdevelopment, and Eco-development 	4
1.2	<ul style="list-style-type: none"> • Multidimensional Notion of Development: Economic Development; Human Development; Sustainable Development; Community Development • Ideas and Rationality of Rural Development and Urban Development (Nepali Context) 	3
Assignment-I		2



	<ul style="list-style-type: none"> • Class Assessment: After the completion of first unit, the faculty provides class work to observe the students' level of understanding about the development approaches by Quiz and discussion. 	
Spec ific read ings for Unit 1	<p>Chambers, R. (2004). Ideas for development: reflecting forwards. IDS Working paper 238 https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/669/Wp238.pdf</p> <p>Geiser, U. (2014). Conceptualizing 'contested development' – from grand narratives to the nitty-gritty of the everyday. In S.R. Sharma, B.R. Upreti, P. Manandhar, & M. Sapkota (Eds), <i>Contested Development in Nepal: Experiences and Reflections</i> (pp. 1-25). School of Arts, Kathmandu University and Nepal Centre for Contemporary Research (NCCR). https://www.zora.uzh.ch/id/eprint/100591/1/2014%20GeiserU-2014-Narratives%20.pdf</p> <p>Plachciak, A. (2017). Sen's concept of development as freedom and the idea of sustainable development. <i>Annales. Etyka wżyciu gospodarczym</i>, 20(6), 147-156. https://dspace.uni.lodz.pl/bitstream/handle/11089/26880/0_11_147-156-plachciak.pdf?sequence=1&isAllowed=y</p> <p>Sapkota, M. (2018). Locating Development as a New 'Discipline'. <i>Nepalese Journal of Development and Rural Studies</i>, 15, 42-51. https://doi.org/10.3126/njdrs.v15i0.31596</p>	
Unit 2: Changing Notions and Emerging Debates on Development – 9 Hrs.		
2.1	<ul style="list-style-type: none"> • Emerging Debates: Growth Vs. Development; Material Vs. Non-material Well-being; Development Practice: Inclusive Development; Participatory Development. 	3
2.2	<ul style="list-style-type: none"> • Paradigm Shift and Timeline in Development 	3
Assignment-II		
	<ul style="list-style-type: none"> • Group Discussion: The students prepare a snapshot report presentation about the activities of development in learners' nearby localities (any ward of particular local level) 	3
Spec ific read ings for Unit 2	<p>Allouche, J. & Aghajanian, A. (2016). <i>Introduction: Development Studies – Past, Present and Future</i>. IDS Bulletin, Vol 47, No. 2, May 2016. DOI: 10.19088/1968-2016.128</p> <p>Banks, N., Hulme, D., & Edwards, M. (2015). NGOs, states, and donors revisited: Still too close for comfort?. <i>World Development</i>, 66, 707-718. https://www.sciencedirect.com/science/article/pii/S0305750X14002939</p> <p>Ellis, F., & Biggs, S. (2001). Evolving themes in rural development 1950s 2000s. <i>Development policy review</i>, 19(4), 437-448. https://ashleyinsight.co.uk/wp2020/wp-content/uploads/2020/04/emerging-issues-rural-development.pdf</p> <p>Escobar, A. (1995) <i>Encountering development: The making and unmaking of the Third World</i> (reprinted in 2011). USA: Princeton University Press. http://200.41.82.27/536/1/Escobar%20Arturo Encountering%20development cap%201%20al%203.pdf</p> <p>Escobar, A. (2001). Beyond the search for a paradigm? Post development and beyond. <i>Development</i>, 43/4, 11-14. https://link.springer.com/article/10.1057%2Fpalgrave.development.1110188</p> <p>Scholte, J. A., & Söderbaum, F. (2017, January). A changing global development agenda?. In <i>Forum for Development Studies</i> (Vol. 44, No. 1, pp. 1-12). Routledge. https://www.tandfonline.com/doi/full/10.1080/08039410.2017.1275843</p>	
Unit 3: Theoretical Approaches of Development		
3.1	<ul style="list-style-type: none"> • Introduction to Theory of Development and Underdevelopment; Theories of Development (Modernization, Rostow's Stages Theory) 	3

3.2	<ul style="list-style-type: none"> Theories of Underdevelopment (Dependency Theory of A.G. Frank; and World System Theory of I. Wallerstein) 	3
3.3	<ul style="list-style-type: none"> Post Developmental Critiques (Alternative Development; Micro Narratives) 	3
Assignment-III		
<ul style="list-style-type: none"> Term Paper: Individual paper writing by the student on what development theory is best liked for them and why (based on the chapter teaching). 		
Specific readings for Unit 3	<p>Escobar, A. (2001). Beyond the search for a paradigm? Post development and beyond. <i>Development</i>, 43/4, 11-14. https://link.springer.com/article/i0.1057%2Fpalgrave.development.1110188</p> <p>Pieterse, N. (2010). <i>Trends in Development Theory</i>. https://www.sagepub.com/sites/default/files/upm-binaries/29044_Nederveen_Pieterse_chapter_One.pdf</p> <p>Regmi, K. D. (2018). Foundational models of development, underlying assumptions and critiques. <i>Social Change</i>, 48(3), 325-344 https://www.academia.edu/download/61280718/Regmi-2018.pdf</p> <p>Reyes, G. E. (2001). Four main theories of development: modernization, dependency, world-systems, and globalization. <i>Sincronía</i>, (4), 2. https://repository.urosario.edu.co/bitstream/handle/10336/27750/Modernization.pdf?sequence=1</p>	
Unit 4: Concept of Development Planning and Practices		
4.1	<ul style="list-style-type: none"> Development Planning: Concept and Ideas; Needs and Importance Types of Planning: Long-term, Medium-term, Short-term; Regional/ Spatial, and Sectoral Issues in Planning: Centralization Vs. Local Development Planning; Participatory/ Bottom-up Vs. Command/ Top-down Approach; Capital Output Ratio 	3
4.2	<ul style="list-style-type: none"> Planning in Nepal: Initiation of Planned Development to the Present Federal Context (federal, provincial and local) Basic Orientation of Current Periodic Plan of Nepal 	3
Assignment-IV		
<ul style="list-style-type: none"> Typical Case Studies: Group division of students and assign to review typical sectoral development plans(Local or Sudurpachhim provincial government of Nepal) 		3
Specific readings for Unit 4	<p>Alexander ER. Introduction: Does planning theory affect practice, and if so, how? <i>Planning Theory</i>. 2010; 9(2):99-107. doi:10.1177/1473095209357862</p> <p>Gurung, H. (2005). Nepal regional strategy for development. Working Paper Series No. 3 Nepal Resident Mission June 2005. Asian Development Bank. https://www.think-asia.org/bitstream/handle/11540/5071/Nepal%20regional%20strategy%20for%20development.pdf?sequence=1</p> <p>Killick, T. (1976). The possibilities of development planning. <i>Oxford Economic Papers</i>, 28(2), 161-184. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.886.1402&rep=rep1&type=pdf</p> <p>National Planning Commission (NPC). (2019). <i>The Fifteenth Five Year Plan</i>. https://www.npc.gov.np/images/category/15th_plan_English_Version.pdf</p> <p>Srivastava, N. L. (2008). Major Turns in Planned Development of Nepal. <i>Journal of Nepalese</i></p>	

	<p><i>Business Studies</i>, 5(1), 1-15. https://www.nepjol.info/index.php/JNBS/article/view/2080/1907 Watson, V. (2002). Do we learn from planning practice? The contribution of the practice movement to planning theory. <i>Journal of Planning Education and Research</i>, 22(2), 178-187. https://www.academia.edu/download/31253284/Pl-ed_res_2002.pdf</p>
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Unit 5: Synthesis of Development and Planning		
5.1	<ul style="list-style-type: none"> • Conceptualizing Development as a Holistic Approach; Beyond Material Interpretation • Factors Associated with Success and Failure of Development Planning 	3
5.2	<ul style="list-style-type: none"> • Actors of Planning and Development: State vs Non-state Actors; Market-led Development; NGO-led Development; Community- led Development; State-led Development 	3
Assignment-V		
	<ul style="list-style-type: none"> • Group Work: Group division of students and assign to develop and present development planning framework for the Far Western Province (what they wish to the province to be in next 20 years) 	3
Specific reading s for Unit 5	<p>Bagheri, A., & Hjorth, P. (2007). Planning for sustainable development: a paradigm shift towards a process based approach. <i>Sustainable development</i>, 15(2), 83-96. https://www.academia.edu/download/47518566/Planning_for_sustainable_development_a_p20160725-15367-1djxfx5.pdf</p> <p>Hu, A., Yan, Y., & Tang, X. (2018). Introduction: People-Centered Development Idea. In <i>Xi Jinping's New Development Philosophy</i> (pp. 1-14). Springer, Singapore.</p> <p>Richey, L. A., & Ponte, S. (2014). New actors and alliances in development. <i>Third World Quarterly</i>, 35(1), 1-21. https://research-api.cbs.dk/ws/files/46590395/stefano_ponte_new_actors_and_alliances_postprint.pdf</p> <p>Singh, K., Raina, M. & Sahni, P. (2017). The Concept and Measure of <i>Sukha–Dukha</i>: An Indian Perspective on Well-Being. <i>Journal of Spirituality in Mental Health</i>, 19:2, 116-132, DOI: 10.1080/19349637.2016.1231604</p>	

Refereed Texts for References:

Allmendinger, P., & Tewdwr-Jones, M. (Eds.). (2002). *Planning futures: New directions for planning theory*. Psychology Press.

भट्टराई, बाबुराम (२०७७) | अर्थ-राजनीतिक विमर्श | सांग्रिला बुक्स, काठमाडौं |

Desai, V. & Potter, R. B. (2013). *The companion to development studies*. Routledge.

Nepal, R. M., & Guragain, S. (2019). *Development: Theories and Discourse*. New Hira Books.

- Pieterse, J. N. (2010). *Development theory*. Sage.
https://d1wqtxts1xzle7.cloudfront.net/45759003/nederveen_pieterse_development_theory_2nd_ed.pdf.chapter_1.pdf?
- Rai, A. (2017). *Rural development: Theory and discourse*. Kasthamandap Publication.
- Rapley, J. (2013). *Understanding development: Theory and practice in the third world*. Routledge.
- Sapkota, B. D. (2020). *Development: Theory and discourse*. Quest Publication Pvt. Ltd.
- Sapkota, B. D. (2021). *Theories of Development (2nd ed.)*. Vidyarthi Pustak Bhandar.
- Sen, A. (2001). *Development as freedom*. Oxford Paperbacks.
<http://heterodoxnews.com/ajes/readings/Sen1999-intro.pdf>
- Singh, M. , & Sapkota, B. D. (2016). *Development theories and planning in rural perspective*. Quest Publication Pvt. Ltd.
- Todaro, M. P., & Smith, S. C. (2015). *Economic development (12th edn)*. Delhi: Pearson Education Asia.
- Willis, K. (2011). *Theories and practices of development (2nd edn)*. Routledge Publishing Taylor & Francis Group. http://www.ru.ac.bd/wp-content/uploads/sites/25/2019/03/408_03_Willis-Theories-and-Practices-of-Development-2011.pdf



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies (BDS)
Micro-Syllabus

Subject: Nepalese Economy and Development	
Course Code: BDS. 102	Year: I
Credit Hours: 3	Semester: I
Teaching Hours: 45	Full Marks: 100

Course Description:

The paper **Nepalese Economy and Development** has been offered as one of the core subjects of undergraduate level, and, it introduces understanding of basic concepts of economy along with measuring key indicators of economic growth and development. In addition to it, it offers to know major sectors of economy and analyze the situation of Nepalese economy in certain aspects, and issues and challenges associated with economic growth and development of Nepal. This paper as a whole has been organized into five units so as to make a sequential understanding of basic concept of economy, key indicators of economic growth and development, major sectors of economy, analysis of situation of Nepalese economy, key issues and challenges of Nepalese economic development.

Learning Objectives :

- To impart knowledge to the learners on the basic concept of economy, and key indicators of economic growth and development.
- To enhance the analytical power in understanding major sectors of economy along with situation analysis of Nepalese economy,
- To impart knowledge relating issues and challenges of economic growth and development of Nepalese economy.

Learning Outcomes and Competencies:

- Students will be able to conceptualize basic idea of economy and be capable in generalizing the level of development based on key indicators of economic growth and development
- They will be able to know and analyze the situation of different sectors of Nepalese economy
- Finally, students will be able to understand key issues and challenges of development of Nepalese economy.

Teaching pedagogy:

- Inquiry learning (exploring conceptual and major aspects of Nepalese economy)
- Problem-based Learning (problematizing the empirical issues of economic development of Nepal.)
- Collaborative learning (participatory learning, knowledge sharing, & active interaction)

Unit 1: Basic Concepts of Economy

Teaching Hours: 8



1.1	Economy: Meaning, concepts
1.2	Types and characteristics of economy: socialist, capitalist and mixed
1.3	Sectors of economy: primary, secondary, tertiary, quaternary
1.4	Factors of production: land, labor, capital, technology and institutions,
Assignment -I	<ul style="list-style-type: none"> • Class Assessment (Group discussion): Group formation in class, and educating them for group responsibility for the assignment. Then, assign students topics on basic concepts of economy for presentation. (Two hours teaching equivalent)
Specific readings for Unit I	Bardhan, P. (1993). Economics of Development and the Development of Economics. <i>The Journal of Economic Perspectives</i> (7)-2 (Spring, 1993), pp. 129-142. http://www.jstor.org/stable/2138203

Unit II: Indicators of Economic Growth and Development: Generalizations and Limitations (10hr)

- 2.1 Gross Domestic Production (GDP) and Gross National Production (GNP)
- 2.2 Per Capita Income (PCI)
- 2.3 Human Development Index (HDI)
- 2.4 Multidimensional Poverty Index (MPI)

Assignment-II	<ul style="list-style-type: none"> • Class assessment (Group work): Review on current situation from report and presentation on comparative assessment of status of the development indicators at national, provincial and local level.(Three hours equivalent teaching)
Specific readings for Unit II	<p>Majerník, M., Daneshjo, N., Repková, Š. K., & Malega, P. (2021). Development of Indicators of Sustainability of Economic Growth and Quality of Life. <i>Ecological Engineering & Environmental Technology</i>, 22. http://yadda.icm.edu.pl/baztech/element/bwmeta1.element.baztech-4fd5e4c9-9702-4174-8d4d-265857e2d2fa/c/05_Majernik_Development_EEET_2021_2.pdf</p> <p>Kummu, M., Taka, M., & Guillaume, J. H. (2018). Gridded global datasets for gross domestic product and Human Development Index over 1990–2015. <i>Scientific data</i>, 5(1), 1-15. https://scholar.google.com/scholar?output=instlink&q=info:b8D1LiKJkSEJ:scholar.google.com/&hl=en&as_sdt=0,5&as_ylo=2017&scillfp=7665236551525569508&oi=lle</p> <p>Ministry of Finance (current) "Economic Survey."Kathmandu: MoF</p> <p>UNDP (current)" Human Development Report."UNDP</p> <p>CBS (2010/11). "Nepal Living Standard Survey." Kathmandu: CBS</p> <p>CBS (1019). "National Account of Nepal" Kathmandu: CBS</p>

Unit III: Sectors of Nepalese Economy and Situation Analysis

12hrs

3.1	Nepalese economy: Nature (formal and informal), structure, composition, characteristics and sectoral contribution in GDP
3.2	Agricultural sector: Agriculture characteristics and status, land use pattern, problems of agriculture transformation,
3.3	Industrial and manufacturing sector: status and role in development
3.4	Infrastructural sector: transportation, information and communications sector, health sector, educational sector and their roles in development
3.5	Service sector: status, and their roles in development
Assignm ent-III	<ul style="list-style-type: none"> • Class assessment (Group work) : Presentation on the status economic activities (on the basis of sectors of economy) running in the learner's nearby area, For it, survey needs to be carried out by developing questionnaire (Three hours teaching equivalent)
Specific readings for Unit III	
CBS Manufacturing Establishment Census of Nepal	

Unit IV: Major Financial Sectors of Nepal		7 hrs
4.1	Financial institutions: meaning, types, classifications, current status , role in development	
4.2	Capital market: meaning and status, role in development	
Assignm ent-IV:	<ul style="list-style-type: none"> • Class work (Discussion): Students are asked to participate on discussion program. The title for the discussion is on the topics are(local context): <ol style="list-style-type: none"> 1. Financial institution and its role in local development 2. Status of capital market and its role in development (Two hours teaching equivalent) 	
Specific readings for unit IV		
"Financial Development and Economic Growth: Evidence from Nepal"(Pdf)		

Unit V: Issues and Challenges of Economic Development in Nepal		8hrs
5.1	Land Reform and Food security: concept and meaning, objective	
5.2	Unemployment: concept and meaning, types, status, causes and consequences	
5.3	Poverty and Inequality: concept and meaning, approaches, types, causes and consequences	
5.4	Migration and Remittance: concept, status, causes of migration, remittance use pattern	
Assignm ent-V	<ul style="list-style-type: none"> •Typical case studies (Individual work): Assign students to carry out case study in a particular issues and challenges of economic development of the area in the above mentioned subject matter and submit the report to the concerned teacher at the end of course completion of the course (as a term paper. (Three hours teaching equivalent) 	
Specific readings for Unit V		
WFP." Emerging Food Security Assessment"		
CBS (2018). "Nepal Labor Force Survey" Kathmandu: CBS		
CBS. Population Monograph		

Refereed Texts for References:



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies (BDS)
Micro-Syllabus

Subject: Social and Cultural Dimension of Development	
Course Code: BDS. 121	Year: I
Credit Hours: 3	Semester: II
Teaching Hours: 45	Full Marks: 100

Course Description:

This course has been offered as one of the core subjects of under-graduate level. It introduces basic understanding of meaning and features of social development and cultural development along with the emerging dimensions and characteristics in reference of Nepal. There are five Units in this subject which are following with the introduction of society and culture; importance of society and culture in development; theoretical approaches of sociology of development; emerging dimensions of socio-cultural development; and structure of society and culture in Nepal.

Learning Objectives :

- To conceptualize the understanding of society and culture; and their roles in development
- To analyze various perspectives of socio-cultural issues and characteristics in context of Nepal

Learning Outcomes and Competencies:

- Students will be able to deal with socio-cultural factors; and their roles in development.
- Students will be able to understand the different dimensions and approaches of social development, from basic level of theoretical to the empirical context.

		Hrs
Unit 1: Introduction of Society and Culture (9hr)		
1.1	• Introduction to the idea of society (meaning and characteristics) and sociology	3
1.2	• Basic concept of culture (meaning and characteristics) and anthropology	3
1.3	• Basic concept of social capital and cultural capital	3

Specific readings

Goldthorpe, J. H. (2007). "Cultural Capital": Some Critical observations. *Sociologica*, 1(2), 0-0.
<https://www.rivisteweb.it/download/article/10.2383/24755>

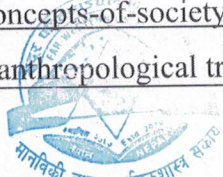
Gyankosh, E. (n.d.). *Unit 1 concept of society and culture*.

<https://egyankosh.ac.in/bitstream/123456789/41246/1/Unit-1.pdf>

Naumovski, L. (2014). *5 Fundamental Concepts of Society and Culture*. A Documentary

<https://prezi.com/cqbntxwmvdcn/5-fundamental-concepts-of-society-and-culture/>

Walker, G. (2001). Society and culture in sociological and anthropological tradition. *History of the Human*



Sciences, 14(3), 30-55.

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.879.8432&rep=rep1&type=pdf>

Unit 2: Importance of Society and Culture in Development (9hr)

2.1	• Idea of social development and sociology of development	3
2.2	• Role of culture in development; anthropology of development	3
2.3	• Indicators of social and cultural development	3

Specific readings

Hooks, G. (2016). *Sociology of development handbook*. University of California Press. Oakland, California.

Lewis, D. (2005). *Anthropology and development: an uneasy relationship*. LSE research online.

[http://eprints.lse.ac.uk/253/1/Anthropology and development a brief overview.pdf](http://eprints.lse.ac.uk/253/1/Anthropology_and_development_a_brief_overview.pdf)

Sen, A. (2004). *How does culture matter*. In "Culture and Public Action" Edited by Vijayendra Rao and Michael Walton. <http://cscs.res.in/dataarchive/textfiles/textfile.2009-08-24.9377468545/file>

Viterna, J., & Robertson, C. (2015). New directions for the sociology of development. *Annual Review of Sociology*, 41, 243-269.

https://scholar.harvard.edu/files/viterna/files/viterna_robertson_sociology_of_development.pdf

Unit 3: Theoretical Approaches of Sociology of Development (9hr)

3.1	• Evolutionary and neo-evolutionary idea of social and cultural changes	3
3.2	• A simple introduction to the sociological approaches (functionalism, conflict and social interactionism)	3
3.3	• Typical case study of Tharu and Raute culture (visuals)	3

Specific readings

Long, H., & Chakov, K. (n.d.). *Social evolutionism*. Department of Anthropology, College of Arts and Sciences. <https://anthropology.ua.edu/theory/social-evolutionism/>

Mooney, L. A., Clever, M., & Van Willigen, M. (2021). *Three main sociological perspectives*. Cengage learning,

<file:///C:/Users/SAIRAD/Desktop/The%20Three%20Main%20Sociological%20Perspectives.pdf>

थारु जातिको visual लिंक <https://www.youtube.com/watch?v=FLlo3eTbgrw>

राउटे जातिको बसोबास र जीवनी visual लिंक <https://www.youtube.com/watch?v=P-HHFT1B-hI>

Unit 4: Emerging Dimensions of Socio-cultural Development (9hr)

4.1	• Social/ community participation, and social inclusion (concepts, merits and	3
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	demerits)	
4.2	<ul style="list-style-type: none"> Idea of social representation, non-discrimination and positive discrimination (concepts, opportunities and challenges) 	3
4.3	<ul style="list-style-type: none"> Meaning and dimension of empowerment (social, economic and political) 	3
Specific readings		
<p>Herrmann, P. (2012). Social Empowerment. In <i>Social Quality</i> (pp. 198-223). Palgrave Macmillan, London. https://www.researchgate.net/profile/Peter-Herrmann-2/publication/288629665_Social_Empowerment/links/5682577108ae051f9aeda60a/Social-Empowerment.pdf</p> <p>Lloyd, C., Tse, S., & Deane, F. P. (2006). Community participation and social inclusion: How practitioners can make a difference. <i>Australian e-journal for the Advancement of Mental Health</i>, 5(3), 185-194. https://www.academia.edu/download/45021965/Community_participation_and_social_inclu20160423-675-doojdc.pdf</p> <p>Norris, P., & Franklin, M. (1997). Social representation. <i>European Journal of Political Research</i>, 32(2), 185-210. https://ejpr.onlinelibrary.wiley.com/doi/pdf/10.1111/1475-6765.00338</p> <p>UN (2019). Identifying social inclusion and exclusion. https://www.un.org/esa/socdev/rwss/2016/chapter1.pdf</p>		

Unit 5: Structure of Society and Culture in Nepal (9hr)		
5.1	<ul style="list-style-type: none"> Social stratification (Basic idea and features in terms of caste/ ethnicity, class and gender) 	3
5.2	<ul style="list-style-type: none"> Structure of Nepali society (diversity and inclusiveness-Case of Nepal) 	3
5.3	<ul style="list-style-type: none"> Group discussion about the student's particular society/ locality, culture and their characteristics 	3
Specific readings		
<p>Acharya, B. (2018). <i>Dynamics of Nepali Society</i>. NBC Publication, Kathmandu.</p> <p>Luintel, Y.R. (2018). <i>Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal</i>. Academic Book Center.</p> <p>Important data base from Census 2011; and Census 2021 Ministry of foreign affairs, MoFA, Nepal. <i>Culture and society in Nepal</i>. https://mofa.gov.np/about-nepal/culture-society/</p>		

Refereed Texts for References:

मिश्र, चैतन्य (२०११) | बदलिँदो नेपाली समाज | फाइन प्रिन्ट

Carol, C.P.N.; Ember, R. &, Ember, M.R. (2020). *Anthropology* (fifteenth edition). Pearson.

Giddens, A., & Sutton, P. W. (2021). *Essential concepts in sociology*. John Wiley & Sons.

Hooks, G., Makaryan, S., Almeida, P., Brown, D., Cohn, S., Curran, S., Emigh, R., Hung, H., Jorgenson,

A., Lachmann, R., Lobao, L., & Moghadam, V. (Eds.). (2016). *The Sociology of Development*

Handbook (1st ed.). University of California Press. <http://www.jstor.org/stable/10.1525/j.ctv1xxwbg>

Stolley, K. S. (2005). *The basics of sociology*. Greenwood Publishing Group.

[http://155.0.160.4:8080/xmlui/bitstream/handle/123456789/115/The Basics of Sociology%20Recommended%20Book.pdf?sequence=1&isAllowed=y](http://155.0.160.4:8080/xmlui/bitstream/handle/123456789/115/The_Basics_of_Sociology%20Recommended%20Book.pdf?sequence=1&isAllowed=y)

Webster, A. (1990). *Introduction to the Sociology of Development*. Macmillan International Higher Education.



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies (BDS)
Micro-Syllabus

Subject: Rural-Urban Interrelationship	
Course Code: BDS. 122	Year: I
Credit Hours: 3	Semester: II
Teaching Hours: 45	Full Marks: 100

Course Description:

'Rural' and 'urban' are two overlapping connotations in development studies. Taking this premise, the course aims to equip the students with basic knowledge and ability to use those concepts of rural urban interrelationship. The course is organized in five different units starting with the concept of rural urban linkage. The second unit concerns with theoretical frameworks of rural urban linkage. Likewise, the third unit deals with the settlement dynamics. The fourth unit discusses about migration and urbanization and the fifth one offers policies and strategies of rural-urban linkage.

Learning Objectives :

- To enable the student about concept, issues and the principles regarding rural urban linkage.
- To enable the students understanding basic theoretical framework, and the implications of migration and urbanization in rural urban interrelationship
- To enable the student about different ideas and approaches of linkage including policy and planning in different settlement landscape

Learning Outcomes and Competencies:

- Students will be able to conceptualize the idea of rural-urban linkage ---its meaning and contexts to foster the perspective of development studies
- They will know the contemporary issues and debates of linkage with theoretical lens and their particular implication in Nepalese context

		Hrs
Unit 1: Concept and Approaches of Linkage (9hrs)		
1.1	<ul style="list-style-type: none">• Concept of Rural and Urban (global and Nepali context)• Introduction to the approach of rural-urban Linkage; dichotomy vs continuum	3
1.2	<ul style="list-style-type: none">• Types of Rural Urban Linkage• Nature of linkage (Independent, Dependency and Interdependency)	3
1.3	<ul style="list-style-type: none">• Importance of rural urban linkage in development (Example of student's particular community)	3

Specific readings

- Chigbu, U. E. (2020). Urban-rural land linkages (URLLs): Review of literature. https://www.researchgate.net/profile/Uchendu-Chigbu/publication/352358139_Urban-rural_land_linkages_URLLs_Review_of_literature/links/60c535844585157774d23580/Urban-rural-land-linkages-URLLs-Review-of-literature.pdf
- Davila, J. D. (2002). Rural-urban linkages: Problems and opportunities. *Revista Espaço e Geografia*, 5(2). <http://lsie.unb.br/espacoegeografia/index.php/espacoegeografia/article/download/3/2>
- Iaquinta, D. L., & Drescher, A. W. (2000). Defining the peri-urban: rural-urban linkages and institutional connections. *Land reform*, 2, 8-27. https://www.researchgate.net/profile/David-Iaquinta/publication/287613842_Defining_the_peri-urban_Rural-urban_linkages_and_institutional_connections/links/588792d1aca272b7b4525792/Defining-the-peri-urban-Rural-urban-linkages-and-institutional-connections.pdf
- Steinberg, F. (2014). *Rural Urban Linkages: An Urban Perspectives*. Working paper Series N 128. Working group. Development With Territorial Cohesion. Territorial Cohesion For Development Program .Rimisp, Santiago, Chile
- Sietchiping, R., Loose, S., Forster, T., Githiri, G., Egal, F., Escudero, A. G., ... & Suri, S. N. (2019). Urban-rural linkages: guiding principles: framework for action to advance integrated territorial development. <https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/59392/IDL-59392.pdf>
- Tacoli, C. (2003). The links between urban and rural development. <https://journals.sagepub.com/doi/pdf/10.1177/095624780301500111>

Unit 2 : Theoretical Framework for Rural Urban Linkage		(9hrs)
2.1	• Idea of market center approach (opportunities and constraints)	3
2.2	• Idea of growth pole, gate way and diffusion	3
2.3	• John Friedmann's Theory on Core-Periphery linkage Model (Implications in Nepal)	3

Specific readings

- Klimczuk, A., & Klimczuk-Kochańska, M. (2019). Core-Periphery Model. *Core-Periphery Model, [in:] SN Romaniuk, M. Thapa, P. Marton (eds.), The Palgrave Encyclopedia of Global Security Studies, Palgrave Macmillan, Cham, 2019, 1-8.*
https://www.ssoar.info/ssoar/bitstream/handle/document/72027/ssoar-2019-klimczuk_et_al-Core-Periphery_Model.pdf?sequence=1&isAllowed=y&lnkname=ssoar-2019-klimczuk_et_al-Core-Periphery_Model.pdf
- Pradhan, P.K. (2012). *Urban rural relations and rural development in developing world*. Kathmandu: Quest Publication Pvt. Ltd.
- Tacoli, C. (1998). Rural-urban interactions: a guide to the literature. *Environment and urbanization*, 10(1), 147-166. <https://journals.sagepub.com/doi/pdf/10.1177/095624789801000105>

Unit 3: Settlement dynamics of R-U relations (9hrs)		
3.1	<ul style="list-style-type: none"> • Concept of settlement (types and characteristics) 	3
3.2	<ul style="list-style-type: none"> • Factors for growth and development of settlement; Planning 	3
3.3	<ul style="list-style-type: none"> • Historical development of settlement in Nepal 	3
Specific readings		
<p>Agénor, P. R. (2010). A theory of infrastructure-led development. <i>Journal of Economic Dynamics and Control</i>, 34(5), 932-950. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.212.6577&rep=rep1&type=pdf</p> <p>ESCAP (1979). <i>Guideline for rural central planning</i>. Economic and Social Commission on Asia and the Pacific.</p> <p>He, Y. F., Chen, C. P., & Chou, R. J. (2019). The key factors influencing safety analysis for traditional settlement landscape. <i>Sustainability</i>, 11(12), 3431. https://www.mdpi.com/2071-1050/11/12/3431/pdf</p> <p>Sawada, Y. (2015). The impacts of infrastructure in development: a selective survey. https://think-asia.org/bitstream/handle/11540/9629/adbi-wp511.pdf?sequence=1</p>		

Unit 4: Migration and Urbanization for Linkage (9hrs)		
4.1	<ul style="list-style-type: none"> • Concept and types of migration • Factors for rural urban migration (Push-Pull factors) 	3
4.2	<ul style="list-style-type: none"> • Urbanization and Urban Growth in Nepal 	3
4.3	<ul style="list-style-type: none"> • Causes and consequences of Migration and Urbanization in Nepal. 	3
Specific readings		
<p>De Haas, H. (2010). Migration and development: A theoretical perspective. <i>International migration review</i>, 44(1), 227-264. https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1747-7379.2009.00804.x</p> <p>Dokos, T. (2017). Migration and Globalization—Forms, Patterns and Effects. <i>A Closer Look at Globalization; The Positive Facets and the Dark Faces of a Complex Notion</i>, 102-115. https://www.bertelsmann-stiftung.de/fileadmin/files/Faktencheck/Leaders_Dialogues/Salzbunger_Trilog_2017/7_Migration_and_Globalization.pdf</p> <p><i>Nepal Labour Force Survey 2017/018</i>. CBS/ NPC/ ILO Nepal. https://nepalindata.com/media/resources/items/20/bNLFS-III_Final-Report.pdf</p> <p><i>Nepal Labour Migration Report 2020</i>. Ministry of Labour, Employment and Social Security, Government of Nepal. https://moless.gov.np/wp-content/uploads/2020/03/Migration-Report-2020-English.pdf</p> <p>Subedi, B. P. (2014). Urbanization in Nepal: Spatial pattern, social demography and development. <i>Population monograph of Nepal</i>, 3, 95-154.</p>		

https://www.academia.edu/download/37236054/Nepal_Population_Monograph_Volume3.pdf#page=128

Unit 5: Policy and strategy for R-U Linkage (9hrs)

5.1	• Policy and planning for Rural Urban Linkage	3
5.2	• Strategic issues: small area, target area and micro enterprise	3
5.3	• Assignment and group discussion: propose and present the most feasible strategies of rural-urban linkage in the student's nearby locality	3

Specific readings

UNDP (2000). *Rural urban linkage: an emerging policy priority*. Bureau of Development Policy, UNDP.
 OECD (2021). *Rural urban linkage initiatives*. <https://www.oecd.org/gov/rural-urban-linkages.htm>
 Kopnina, H. (2017). Working with human nature to achieve sustainability: Exploring constraints and opportunities. *Journal of Cleaner Production*, 148, 751-759.
https://www.academia.edu/download/51763735/Kopnina_Woeking_with_human_nature_JoCP_2017.pdf

Refereed Texts for References:

- Haase, D., Güneralp, B., Dahiya, B., Bai, X., & Elmqvist, T. (2018). Global urbanization. *The Urban Planet: Knowledge Towards Sustainable Cities*, 19, 326-339.
https://www.academia.edu/download/56505326/global_urbanization.pdf
- Hirschman, C., & Tolnay, S. E. (2005). Social demography. In *Handbook of population* (pp. 419-449). Springer, Boston, MA.
https://www.academia.edu/download/42428552/Internal_Migration20160208-709-1a51fs0.pdf#page=435
- Jedwab, R., Christiaensen, L., & Gindelsky, M. (2017). Demography, urbanization and development: Rural push, urban pull and... urban push?. *Journal of Urban Economics*, 98, 6-16.
<https://openknowledge.worldbank.org/bitstream/handle/10986/29357/j.jue.2015.09.002.pdf?sequence=1>
- Pradhan, P.K. (2012). *Urban rural relations and rural development in developing world*. Kathmandu: Quest Publication Pvt. Ltd.
- Tacoli, Cecilia (2015). *Urbanisation, rural-urban migration and urban poverty*. McGranahan, Gordon, Satterthwaite, David. London: International Institute for Environment and Development. ISBN 9781784311377. OCLC 942419887.
- UN-Habitat. (2020). Urban-Rural Linkages: Guiding Principles Framework for Action to Advance Integrated Territorial Development. <https://unhabitat.org/sites/default/files/2020/03/url-gp-1.pdf>



Far Western University
 Faculty of Humanities and Social Sciences
Bachelor in Development Studies (BDS)
 Micro-Syllabus

Subject: Sustainable Environment and Development	
Course Code: BDS. 231	Year: II
Credit Hours: 3	Semester: III
Teaching Hours: 45	Full Marks: 100

Course Description:
 The course Sustainable Environment and Development has been offered as one of the core subjects of undergraduate level. This course contributes to build an understanding of the basic concepts of sustainability and environmental management in development. The course also offers an understanding of the multi-faceted interactions between human ecosystem and natural ecosystem keeping sustainable development at the heart of it.

- Course Objectives :**
- Understand the basic concepts of environmental management from development prospective
 - Analyze the interactions of human ecosystem and natural ecosystem.
 - Reflect critically upon how sustainability can be achieved through environmental management.

- Learning Outcomes and Competencies:**
- Demonstrate an ability to explain and illustrate the elements and concepts of sustainable environment development.
 - Able to analyze how environmental management can contribute to sustainable development.

- Teaching pedagogy:**
- Topic introduction and brief background sharing
 - Students prepare the assigned readings and share their understanding in the class
 - Lectures
 - Individual and group assignments
 - Fieldworks

Unit 1: Basic Concepts of Environment and Sustainable Development	8 Hrs.
1.1 Sustainable Development: meaning and concept	
1.2 Environment and Sustainable Development	
1.3 Sustainable Development Goals (SDGs)	
1.4 Meaning, Types and Components of Environment	
1.5 Ecosystem : Concept and Types	
Specific	<ul style="list-style-type: none"> • To understand the meaning of environment and sustainable development



Objectives	<ul style="list-style-type: none"> • To understand the types and components of environment • To analyze the relationship between physical and cultural environment • To understand the concept and types of ecosystem
Unit II: Human-Environment Interrelationship 8 Hrs.	
<p>2.1 Approaches : Determinism, Possibilism, Neo-determinism (Interactionism)</p> <p>2.2 Human-Nature Interaction</p> <p>2.2.1. Historical perspective- period of hunting and food gathering</p> <p>2.2.2 Period of animal domestication and pastoralism</p> <p>2.2.3 Period of plant domestication and agriculture</p> <p>2.2.4 Period of science technology and industrialization</p>	
Specific Objectives	<ul style="list-style-type: none"> • To understand the man-environment relationship approaches such as determinism, possibilism and neo-determinism • To understand the man's interaction with environment in different period such as period of hunting and food gathering, animal domestication and pastoralism, plant domestication and agriculture and science t • • • echnology and industrialization
Unit-III: Global Environmental Issues 8 Hrs.	
<p>3.1 Meaning and Concept</p> <p>3.2 Global Warming and Greenhouse Effect</p> <p>3.3 Ozone Layer Depletion/ Ozone Hole</p> <p>3.4 Acid Rain</p> <p>3.5 Sea Level Rise</p> <p>3.6 Climate Change</p> <p>3.7 Environmental Issues in Nepal: General Scenario</p>	
Specific Objectives	<ul style="list-style-type: none"> • To understand the concept of environmental issues • To understand the global warming and greenhouse effect • To understand the ozone layer depletion and ozone hole • To understand the acid rain, sea level rise and climate change • To analyze the environmental issues in Nepal

Unit IV: Environmental Degradation and Pollution**10 Hrs.**

- 4.1 Meaning of environmental degradation
- 4.2 Environmental pollution
 - 4.2.1 Air pollution
 - 4.2.2 Water pollution
 - 4.2.3 Land pollution
 - 4.2.4 Noise pollution
- 4.3 Causes and Consequences of environmental degradation

Specific Objectives

- To understand the meaning of environmental degradation
- To understand the environmental pollution such as air, water, land and noise pollution
- To discuss the causes of environmental degradation

Unit-V: Environmental Hazards and Disasters**11 Hrs.**

- 5.1 Meaning and concept
- 5.2 Natural disasters
- 5.3 Types of disasters
 - 5.3.1. Earthquake
 - 5.3.2. Landslide
 - 5.2.3. Volcano
 - 5.3.4. Flood
 - 5.3.5. Drought
 - 5.3.6. Tsunami
- 5.4 Natural disasters reduction and management

Specific Objectives

- To understand the meaning and concept of environmental hazards and disasters
- To analyze the types of natural disasters
- To discuss the natural disaster reduction and management

Refereed Texts for References:

- Beniston, M. 1994. *Mountain Environments in Changing Climates*. London: Routledge.
- Clini, C., Musu, I. & Gullino, M. L. (2008). *Sustainable Development and Environmental Management: Experiences and Case Studies*. Netherlands: Springer. (Pages 1 to 32 & 157 to 192).
- Deve, D. & Katewa, S. S. (2012). *Textbook of Environmental Studies*: Cengage Learning India Pvt. Ltd
- Kormondy, E.J. (2013). *Concept of Ecology*: Cengage Learning India Pvt. Ltd
- Marzluff, J. M. et. al. (Eds.) 2008. *Urban Ecology: An Interactional Perspective on the Interaction between Humans and Nature*. Springer. (Pages 3 to 48).
- Miller, Jr. G. T. (2003). *Living in the Environment*: Wadsworth Publication.
- Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Ceneage Learning India.
- Santra, S.C. 2016. *Environmental Science*: New Central Book Sgency.
- Singh, S. 1991. *Environmental Geography*: Prayag Pustak Bhawan
- Sharma, P.D. 2016. *Ecology and Environment*: Rastogi Publication
- Sullivan, R. & Wyndham, H. 2001. *Effective Environmental Management: Principles and Case Studies*. NSW, Australia: Allen & Unwin. (Page 1 to 16).
- World Commission on Environment and Development (1987). *Our Common Future*. Britain: Oxford University Press. (Page 1 to 66).
- UNEP (1997). *Tools and Methods for Integrated Resource Planning: Improving Energy Efficiency and Protecting the Environment*. UNEP.



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies (BDS)
Micro-Syllabus

Subject: Local Governance in Nepal	
Course Code: BDS. 232	Year: II
Credit Hours: 3 (45 Hours.)	Semester: III

Learning Objectives:
<ul style="list-style-type: none"><i>The course aims to familiarize students with the knowledge of governance system in Nepal, local government, decentralization system, local administrative system, Democracy and political institutions. Moreover it provides wider Knowledge about the different stakeholders of local government and its linkage with development.</i>

	Topics and Contents	
Unit- I: Government, Governance and Development (9hrs.)		THs.
1.1	Concept of government and governance	2
1.2	Types, organs and role of government	2
1.3	Governance: Meaning, Concept , characteristics, objectives and new trends of governance	3
1.4	Good governance and development: Elements, characteristics, issues and challenges	2
Specific readings	<ul style="list-style-type: none">Dahal, D. R. (1996). The Challenges to Good Governance. Kathmandu: Center for Good Governance and Development StudiesDahal, R. K. (2010). State and Rural Development in Nepal. Kathmandu: Dikshanta Pustak Bhandar.Kapoor, A. C. (1981). Principles of Government. New Delhi: S. Chand Ltd.Kharel, S.& Gyawali, K.P.(2021). Local Governance and Development. Kathmandu: Quest Publication.	



	<ul style="list-style-type: none"> • Kofi Annan, K. (2002). <i>Good governance and Human Development Report</i>. UN. • Shrestha, A. P. & Dahal, S.R. (eds.) (2001). <i>Issues of Governance in Nepal</i>, Kathmandu: NEFAS/CASAC/FES. • Shrestha, R. (2005). <i>State and Rural Development</i>. Kathmandu: New Hira Books Enterprises. • Upreti, H. (1996). <i>Crisis of Governance: A Study of Political Economic Issues of Nepal</i>. Kathmandu: Center for Governance and Development Studies. • World Bank, (1992). <i>Governance and Development</i>. Washington, DC.: The World Bank 	
	Unit-II: Decentralization and Local Governance (10hrs.)	THs.
2.1	Decentralization: Definition, objectives, Forms and types	3
2.2	Decentralization in Nepal: Theory and practices	2
2.3	Local Governance: concept, need, importance, challenges and changing perspectives of Local governance	3
2.4	Local Governance and Accountability(Concept, Social Accountability)	2
Specific readings	<ul style="list-style-type: none"> • Bhatta, B.D. (1990). <i>Decentralization in Nepal</i>. New Delhi: Reliance Publication • Dahal, D. R. (1994). <i>Decentralization and Development in Nepal</i>. Kathmandu: NEFAS. • Dahal, R.K. & Kharel, S. (2008). <i>Local governance and political economy of Nepal</i>. Kathmandu: Dikshanta Pustak Bhandar • Fox, J. A. (2015). <i>Social Accountability: What Does the Evidence Really Say?</i> World Development, 72, 346-361. https://doi.org/10.1016/j.worlddev.2015.03.011 • Khanal, R. (2005). <i>Local governance in Nepal: Democracy at grassroots</i>. Kathmandu: Smirti Books. • Kharel, S.& Gyawali, K.P.(2021). <i>Local Governance and Development</i>. Kathmandu: Quest Publication. • Local Government Operation Act. (2074). <i>Local Government Operation Act. 2074 BS</i>. Kathmandu: Ministry of Federal Affairs and Local Development. • Rijal, Y. R. (2011). <i>Local Governance and Institutions</i>. Kathmandu: Bhrikuti Academic Publication. • UNDP (1999). <i>Evaluation of UNDP Role in Decentralization and Local Governance. Working Paper</i>. New York: UNDP • hjfkmb]lxtf ;fdflhs hjfkmb]xLtf g]kfnfd hjfkmb]xLtf ;DaGwL sfo{qmd .@)^* . lJZj a}+s 	

	Unit- III: Local Government and Administrative System in Nepal (10hrs.)	THs
3.1	Structure and functions of local government in Nepal: Rural municipality, Municipality. Sub metropolitan city, Metropolitan city and District coordination committee (DCC)	3
3.2	Features of constitution of Nepal 2072 with special reference of 22 rights of local government and review of Local governance operation act 2074	2
3.3	Local governance: Theory, practices and challenges	2
3.4	Administrative system of Nepal: concept, characteristics, roles and challenges and Local administrative system: practices and challenges	3
Specific readings	<ul style="list-style-type: none"> • Chakrabarty, B. and Chand, P.(2012). Public Administration in a Globalizing World : Theories and Practices. New Delhi: Sage Publications India Pvt Ltd. • Constitution of Nepal.(2015). Constitution of Nepal, 2072 BS. Kathmandu: Government of Nepal • Kharel, S.& Gyawali, K.P.(2021). Local Governance and Development. Kathmandu: Quest Publication. • Local Government Operation Act. (2074). Local Government Operation Act. 2074 BS. Kathmandu: Ministry of Federal Affairs and Local Development. • MIREST Nepal, (2013). <i>Local Government in Nepal Series 1 and 2</i>. Lalitpur: MIREST • Rijal, Y. R. (2011). Local Governance and Institutions. Kathmandu: Bhrikuti Academic Publication. • Sapru, R. K. (1997). <i>Development administration</i>. India: Sterling Publishers Pvt. Ltd. • Shrestha, T. N. (1996). Concept of Local Government and Decentralization. Kathmandu: Joshi Publication. 	
	Unit-IV: Democracy and Political Institutions (8hrs.)	THs
4.1	Democracy: Definition, Types, nature, merits and demerits	2
4.2	Democracy in Nepal: Theory, practices and Challenges	2
4.3	Political party: concept, characteristics, role and challenges	2
4.4	Constitutional Organizations and their role in governance (CIAA, Nepal Human Rights Commission, Election Commission, Auditor General, National Natural Resources and Fiscal Commissions)	2
Specific	<ul style="list-style-type: none"> • Bernard, C. (2002). Democracy: A Very Short Introduction. New work: Oxford 	

References	<p>University Press.</p> <ul style="list-style-type: none"> • Constitution of Nepal.(2015). Constitution of Nepal, 2072 BS. Kathmandu: Government of Nepal • Kharel, S.& Gyawali, K.P.(2021). Local Governance and Development. Kathmandu: Quest Publication. • Rao, C.N.S. (2011). Sociology: Principles of Sociology with an introduction to social Thought .New Delhi: S. Chand and Company Ltd. 	
Unit-V: Local Government and its Stakeholders (8hrs.)		THs
5.1	Civil Society: Concept, meaning, types and functions	2
5.2	Civil society in Nepal: Theory and practices	2
5.3	Role of community based organizations, Non-governmental organizations/International non-governmental organization in development	2
5.4	Role of market (private sectors) and media in governance and development	2
Specific References	<ul style="list-style-type: none"> • Commeson, N.T. (2004). <i>Civil society and social movement</i>. New Delhi: Sage publication • David, L. and Nazneen, K. (2009).Non-Governmental Organizations and Development . London : Routledge Taylor & Francis Group. • Holmes, D (2005) .Communication Theory: Media, Technology, Society. London : SAGE Publications. • Kharel, S.& Gyawali, K.P.(2021). Local Governance and Development. Kathmandu: Quest Publication. 	
Internal Evaluation	<p>-Assignment Presentation, group discussion, internal exam , observation and feedback</p> <p>-Visit and observe nearby local government's functions\role\project and make report</p>	



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies
Micro-syllabus

Subject: Rural Technology and Energy Development	
Course Code: BDS. 241	Year: II
Credit Hours: 3 (45 hours)	Semester: IV

Course Description:

Development is innovation in social, economic and environmental dimensions of a society supported by resilient livelihood of its pupil. Technology and energy play a key role in this process. Both are social elements. Human being manages them to ensure their better living. This course is prepared with the aim to introduce the concept and potential application of technology and energy for development planning among students pursuing bachelors in development studies in Far Western University. Second chapter includes a wide range of innovative rural technologies practiced at the local level and their potential reproducibility and challenges. Energy status in terms of demand and supply at the national and provincial level is given in the next chapter. The final chapter covers various forms of renewable energy technologies and their application in different cycles of development management.

Learning Objectives:

After the completion of this course students will be able to;

- a) Conceptualize the basic tenets of technology and energy including their types and assess their inevitability for rural development
- b) Contextualize various rural technologies in Far Western Province and recommend right selection of them by the farmers and the concerned stakeholders
- c) Contextualize energy sources and consumption trends in Far Western Province and assess the potential application of appropriate rural energy technologies (RETs) in the region

	Topics and Contents	Hrs
<i>Unit 1: Technology and Energy Basics (5hrs)</i>		
1.1	<ul style="list-style-type: none"> • Concept and Types of Technology 	2
1.2	<ul style="list-style-type: none"> • Technology for Development 	1
1.3	<ul style="list-style-type: none"> • Concept of Energy; its Types/Forms and Sources (Conventional and Non-Conventional) 	2



Unit 2: Innovative Local Technology [Status, Application, Reproducibility and Challenges] (10hrs)

2.1	• Vermi- Composting Technology	2
2.2	• Post Harvesting Technologies	2
2.3	• Rain Harvesting Technologies	2
2.4	• Low Cost Housing	2
2.5	• Irrigation Technology	2

Unit 3: Energy and Development (10hrs)

3.1	• Sources of Energy	2
3.2	• Determinants of Energy Access and Use (in Rural and Urban areas)	2
3.3	• Energy Demand and Supply	2
3.4	• Energy Consumption Pattern	2
3.5	• Linking Energy and Development	2

Unit 4: Appropriate Energy Technologies [Characteristics, Major Energy Sources, Socio-Economic Feasibility and Application] (10hrs)

4.1	• Bioenergy Technologies (Bio-gas, Biodiesel, Bio-briquette)	3
4.2	• Solar Energy Technologies (Solar photovoltaic, Solar dryers, Solar water heating, Solar greenhouse)	4
4.3	• Hydro Energy Technology (Micro, Pico-Hydropower, Peltric Set)	3

Unit 5: Practical (10hrs)

Subject Teachers will organize field visit after completing each chapters in a nearby areas. Before the visit, students will be oriented on how, where, and why the visit is organized. During the session, research techniques/tools and format of a report will be finalized. After the visit, students will submit reports in a prescribed format and present before the college team and the community.

Readings Materials

National Academy of Sciences (2006). Energy for Rural Development: Renewable Resources and Alternative Technologies for Developing Countries. Washington DC.

Sapkota, B. D & Khadka, B. (2018). Rural technology and skill development. New Hira Books.

UNCTAD (2010). Renewable Energy Technologies for Development. United Nations.

AEPC-Nepal (<https://www.aepc.gov.np/>)

CRT-Nepal (<https://crtnepal.org/>)

ICIMOD (<https://www.icimod.org/>) Practical Action (<https://practicalaction.org/where-we-work/nepal/>)

Winrock International (<https://www.winrock.org.np/>)



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies
Micro-syllabus

Subject: Public Health and Development	
Course Code: BDS. 242	Year: II
Credit Hours: 3 (45 hours)	Semester: IV

Course Description:

This paper introduces concept of Public Health thereby providing the idea on its relationship with development, with a focus on transport, housing (rural and urban) and health care activities (local levels). This course offers knowledge about the different causes of various types of illnesses and broader determinants of health, including social, environmental, economic, and political determinants. The focus of this course is on non-clinical and preventable aspects of Health so that the population attain optimum health in order to contribute to national and local developmental activities. The course carries 3 credits along with 45 teaching hours. It has five chapters in total.

Learning Objectives:

At the end of the course, the learners will be able to

- Obtain knowledge to the learners on basic ideas, concepts of health, public health and development and be able to relate its context and importance.
- Enhance the students' understanding about availability of health services in health facilities (health posts, and hospitals) in Nepal.
- Familiarise the students with roles of the governments at different levels in regard to the concepts of Universal Health Coverage (UHC) and Sustainable Development Goals (SDGs).
- Learn about emerging causes of deaths, diseases and disability and issues related to development.

Expected outcomes and learning competencies:

- Students can clearly state the definitions of health, public health and describe to the importance in the context of wellbeing and development.
- Students can list different levels of health facilities in Nepal, describe health professionals working in them to provide healthcare services and relate the importance of easy access to health services.
- Students can define the concepts of Universal Health Coverage and Health for All and list out some important roles of federal/provincial/local governments and stakeholders to expand health services to marginalised populations.
- Students can categorise the causes of disease and death into broader groups and present their situation in the population of Sudurpaschim province to related existing efforts of province government and local levels.
- Students can list the health-related indicators of Sustainable Development Goals (SDGs) and describe the importance of health sector for the achievement of SDGs.
- Demonstrate the attitudes, competencies, and abilities to become active agents for change.

Topics and Contents

Hrs



Unit 1: Introduction to Public Health and Development

1.1	<ul style="list-style-type: none"> • Definition and Fundamentals of Health; and Public Health • The Concept of Public Health in relation to transport, housing and health care activities at local levels 	3
1.2	<ul style="list-style-type: none"> • Health as a fundamental right of citizen • Health for All, Alma Ata Declaration 1978 	3
1.3	<ul style="list-style-type: none"> • Stakeholders and agencies relevant to Health 	3

Specific Readings

Buse K and Hawkes S. (2015) Health in the sustainable development goals: ready for a paradigm shift? *Globalization and Health*. Vol 11, Article number: 13 (2015)

Frenk J (1993). *The New Public Health*. Annual Review of Public Health Vol.14 p469-90

Park K (2015). *Man and Medicine: Towards Health for All*. Chapter 1 In Park's Textbook of Preventive and Social Medicine 23rd Edition.

Pant PR, van Teijlingen and Simkhada P. (2016) *Importance of public health in low- and middle- income countries*. Chapter 12 In *Why Study Public Health? The Curious Academic Publishing*. ISBN: 978-1-925128-58-1 <https://www.amazon.co.uk/Public-Health-Curious-College-Students-ebook/dp/B013ZFPOXO> (Free Amazon kindle version).

UNDP (2020) *SDG Baseline Report of Sudurpaschim Province*. United Nations Development Programme Nepal.

WHO (1978) Declaration of Alma-Ata. International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978 https://cdn.who.int/media/docs/default-source/documents/almaata-declaration-en.pdf?sfvrsn=7b3c2167_2

Unit 2: The Concept of Health for All

2.1	<ul style="list-style-type: none"> • Universal Health Coverage (UHC) as an essential priority for National and International development 	3
2.2	<ul style="list-style-type: none"> • Introduction to the Determinants of Health and Wellbeing <ul style="list-style-type: none"> ○ social, environmental and economic 	3
2.3	<ul style="list-style-type: none"> • Burden of diseases and injuries in Nepal <ul style="list-style-type: none"> ○ Situation of Maternal Neonatal and Child Health and Nutrition ○ Situation of Major non-communicable diseases ○ Situation of Mental Health conditions ○ Situation of Injuries and violence 	4

Specific Readings

NHRC. (2019). *Nepal Burden of Diseases 2017, A Country Report based on the Global Burden of Disease 2017 Study*. Nepal Health Research Council. Kathmandu.

NPC. (2021). *Sustainable development goals, status and roadmap 2016-2030*. National Planning Commission Nepal. http://sdg.npc.gov.np/media/resources/items/0/bSustainable_Development_Goals_Status_and_Roadmap_2016-2030_46E6XzP.pdf

Park K (2015). *Health Care of the Community*. Chapter 20 In Park's Textbook of Preventive and Social Medicine 23rd Edition. (Note. Please used SDG Targets in place of Millennium Development Goals)

United Nations (2019) *Key Targets, Commitments & Actions for UHC*. United Nations https://universalhealthcoverage.org/wp-content/uploads/2017/11/UHC-key-targets-actions-commitments_EN_final.pdf

UNDP (2020) *SDG Baseline Report of Sudurpaschim Province*. United Nations Development Programme Nepal.

Unit 3: Society and Health

3.1	<ul style="list-style-type: none"> • Social Determinants of Health • Roles of social organisations in health and development <ul style="list-style-type: none"> ○ Objectives of National Health Policy of Nepal • Health in National Development Plans 	4
3.2	<ul style="list-style-type: none"> • Culture and traditional values related to health seeking behaviours • Health related problems of different sub-groups of populations 	3

Specific Readings

Dhital S (2021) *Household Water, Sanitation and Hygiene and Their Effects on Child Health in Nepal*. PhD Thesis. New Castle University

Lama S, and Chuemchit M. (2022) *Women's experiences of menstrual exile (Chaupadi) and its impact on health in Nepal*. International Public Health Journal Vol 14(2):131-140

Marchand M, Gill C, Malhotra AK, et al (2017). *The assessment and sustainable management of sickle cell disease in the indigenous Tharu population of Nepal*. Hemoglobin. Vol 41(4-6):278-82.

MoHP (2019). *National Health Service Policy 2076*. Ministry of Health and Population

Navaro V. (2008) *What Do We mean by Social Determinants of Health?* Keynote address given at the Eighth IUHPE European Conference on Health Promotion on September 9, 2008, in Turin, Italy.

NPC (2021). *15th National Plan*. National Planning Commission. Kathmandu

Pant PR, GC V, Simkhada P, Kirkpatrick P, Poobalan A (2015). *The Emerging Health Problems of Non-Communicable Diseases*, In: *The Dynamics of Health in Nepal*. Wasti SP, van Tejligen E, and Simkhada P (eds.). Himal Books. p142-168 ISBN 978-9-937290-95-1
<https://himalbooks.com/product/the-dynamics-of-health-in-nepal/>

Simkhada B, van Tejligen, Porter M. Simkhada P. (2006) *Major problems and key issues in Maternal Health in Nepal*. Kathmandu University Medical Journal (2006), Vol. 4, No. 2, Issue 14, 258-263

Unit 4: Emerging health problems

4.1	<ul style="list-style-type: none"> • Situation of diseases and injuries in Sudurpaschim <ul style="list-style-type: none"> ○ Situation of Maternal Neonatal and Child Health and Nutrition ○ Situation of Major non-communicable diseases ○ Situation of Injuries 	3
4.2	<ul style="list-style-type: none"> • Urbanisation and impact of Health of population <ul style="list-style-type: none"> ○ Importance of Environmental Sanitation in disease prevention ○ Importance of lifestyle behaviours for NCD prevention 	3
4.3	<ul style="list-style-type: none"> • Prevention of different cause of diseases and health conditions <ul style="list-style-type: none"> ○ Prevention of Communicable Diseases ○ Prevention of Injuries and safety measures 	3

Specific Readings

Gardner et al (2022) *Social determinants of health and the double burden of disease in Nepal: a secondary analysis*. BMC Public Health. 22; 1567.

Kumar S et al (2011) *Health and environmental sanitation in India: Issues for prioritizing control strategies*. Indian J Occup Environ Med. 15(3): 93-96.

MoHP. (2022). *Annual Report of Department of Health Services*. Ministry of Health and Population.

MoHP (2014). *Multisectoral Action Plan for the Prevention and Control of Non Communicable Diseases (2014-2020)*. Kathmandu Nepal

Park K (2015). *Disease Prevention and Control*. Chapter 3 (pages 118-125) In Park's Textbook of Preventive and Social Medicine 23rd Edition.

Sharma SR, Matheson A, Lambrick D, et al (2022). *Individual and community experience of rising burden of non-communicable diseases in two case districts of Nepal: a qualitative exploration*. Global Health Promotion. Jun;29(2):41-9.

Unit 5: Health in Sustainable Development Goals

5.1	<ul style="list-style-type: none"> Health related indicators of Sustainable Development Goal Agenda for 2030 Goal 3. Ensure healthy lives and promote well-being for all at all ages 	4
5.2	<ul style="list-style-type: none"> Nepal's progress in SDGs indicators 	3

Specific Readings

NPC. (2021). *Sustainable development goals, status and roadmap 2016-2030*. [http://sdg.npc.gov.np/media/resources/items/0/bSustainable Development Goals Status and Roadmap 2016-2030 46E6XzP.pdf](http://sdg.npc.gov.np/media/resources/items/0/bSustainable%20Development%20Goals%20Status%20and%20Roadmap%202016-2030%2046E6XzP.pdf)

Oosterhof, P. D. (2018). *Localizing the sustainable development goals to accelerate implementation of the 2030 agenda for sustainable development*. ADB. <https://www.adb.org/sites/default/files/publication/472021/governance-brief-033-sdgs-implementation-2030-agenda.pdf>

राष्ट्रिय योजना आयोग | (२०७७) | दिगो विकास लक्ष्य स्थानीयकरण स्रोत पुस्तिका, <http://sdg.npc.gov.np/media/resources/items/0/b...pdf>



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies (BDS)
Micro-Syllabus

Subject: Research Methodology in Development Studies	
Course Code: BDS. 351	Year: III
Credit Hours: 3 (45 hours)	Semester: V

Course Description:

This course is designed to provide the students with the fundamental concepts, knowledge and skills of research methodology in development studies. It intends to make students familiar with different types, nature and steps of research and its process. Furthermore, the course supports to understand the research design, sampling process and techniques including data collection methods. Further, it will provide the knowledge and skills required for developing proposal and conducting research on different issues of development studies.

Teaching Pedagogy:

The major methods used will comprise of classroom lectures, case analysis, field survey design and results discussions and presentations. The course emphasizes students' active participation and involvement in the learning process wherein the instructors (faculty members) would mainly be playing the role of a facilitator.

Learning Objectives:

The objective of this course is to equip the students with knowledge and skills on social science research methods with focusing development studies.

Its specific objectives are

- To provide the concept of research methodology and its process
- To analyze tools and techniques of research methodology
- To understand the research designs in social sciences.
- To acquaint the students familiar with the data collection tools and techniques.
- To enable the students in preparing research proposal.

Expected outcomes and learning competencies:

By the end of this course, students should understand basic social research methods and their applicability in development studies in different contexts and settings. This course will thus enable to equip students with basic capacities to apply research methods to real world problems and apply their research knowledge and skills in research writing and communication.



Unit 1: Fundamental Concepts of Research.....10 Hrs.

- 1.1. Meaning and definition of social science research
- 1.2. Objective of research
- 1.3. Types of research
- 1.4. Significance of research in development studies
- 1.5. Research method versus research methodology
- 1.6. Characteristics of good research
- 1.7. Steps of research

Specific Readings

- Babbie, E.R. (2010). *The practice of social research (12th ed.)*. New York: Wadsworth.
- Khatri, B. B. & Pasa, R.B. (2022). *Research methodology*. Kathmandu: New Hira Books Enterprises.
- Kumar, R. (2008). *Research methodology: A step by step guide for beginners*. New Delhi: Pearson Education.
- Walter, M. (2014). *Social science research*. New Zealand: Oxford University Press.
- Namanji, S., & Ssekyewa, C. (2012). Role and nature of research in development. *Makerere Journal of Higher Education*, 4(1), 83-92.

Unit 2: Research Design.....10Hrs.

- 2.1. Meaning and definition of research design
- 2.2. Research design: Qualitative, quantitative and mixed design
- 2.3. Types of social science research designs (Fundamental, applied, descriptive, exploratory, explanatory, historical, experimental, case study)
- 2.4. Research approach: Inductive, deductive and abductive

Specific Readings

- Babbie, E.R. (2010). *The practice of social research (12th ed.)*. New York: Wadsworth.
- Baker, T.L. (1999). *Doing social research (Third Ed.)*. New York: McGraw Hill Higher Education.
- Creswell, J. W. (2011). *Research design: Quantitative and qualitative methods*: New Delhi: Sage South Asia Publication.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques (Second revised edition)*. New Delhi: New Age International (P) Ltd.
- Khatri, B. B. & Pasa, R.B. (2022). *Research methodology*. Kathmandu: New Hira Books Enterprises.
- Marczyk, G. R., DeMatteo, D., & Festinger, D. (2010). *Essentials of research design and methodology (Vol. 2)*. John Wiley & Sons.
- Panta. P.R. (2012). *Social science research and thesis writing*. Kathmandu: Buddha Publication.
- Yin, R. K. (2002). *Case study research: Design and methods (3rd ed.)*. London: Sage Publications.

Unit 3: Sampling in Social Science Research10 Hrs.

- 3.1. Meaning of population and sampling
- 3.2. Objective of sampling
- 3.3. Sample size, sampling errors and biases
- 3.3. Types of sampling
 - 3.3.1. Probability Sampling (Simple Random, Systematic, Stratified, Cluster)
 - 3.3.2. Non-probability Sampling (Judgment/Purposive, Quota, Convenience, Accidental)

Specific Readings

- Cochran, W. J. (1977). *Sampling techniques*. New York: Wiley.
- Trochim, W.M.K (2008). *Research methods: Knowledge base*. Retrieved from [http:// www.social research methods.net/kb/on](http://www.socialresearchmethods.net/kb/on) May 13, 2008.
- Wilkinson, T. S. & Bhandarkar, P. L. (1992). *Measurement and techniques of social research*. Mumbai: Himalayan Publishing House.
- Young, P.V. (2009). *Scientific social survey and research*. New Delhi: Prentice Hall of India.

Unit 4: Data Collection: Types and Method.....8Hrs.

- 4.1. Sources of data: Primary and secondary
- 4.2. Nature of data: Quantitative and qualitative
- 4.3. Quantitative and qualitative data collection techniques and tools: Interview, questionnaires focus group discussion, observation, checklists
- 4.4. Basic concept of data analysis

Specific Readings

- Fern, E. F. (2001). *Advanced focus group research*. Thousand Oaks, Calif: Sage
- Trochim, W.M.K (2008). *Research methods: Knowledge base*. Retrieved from [http:// www.social research methods.net/kb/on](http://www.socialresearchmethods.net/kb/on) May 13, 2008.
- Wilkinson, T. S. & Bhandarkar, P. L. (1992). *Measurement and techniques of social research*. Mumbai: Himalayan Publishing House.
- Young, P.V. (2009). *Scientific social survey and research*. New Delhi: Prentice Hall of India.

Unit 5: Writing Proposal and Report Writing.....7 Hrs.

- 5.1. Key steps in research proposal writing in development studies
- 5.2. Ethical issues in research: Informed consent, privacy, obscurity and confidentiality
- 5.3. Report writing process
- 5.4. Application of APA format (citation and referencing style)

- APA (2019). *Publication manual of the American Psychological Association (7th Edition)*. USA: APA.
- Pajares, F. (2008). *The elements of a proposal*. USA: Emory University.
- Panta. P.R. (2012). *Social science research and thesis writing*. Kathmandu: Buddha Publication.
- Punch, K. (2006). *Developing effective research proposals*. London: Sage Publication.

References

- Black, T.R. (2002). *Understanding social science research*. London: Sage Publication.
- Blaxter, L., Hughes, C. and Tight, M. (2010). *How to research*. 4th ed. Maidenhead: Open University Press.
- Cochran, W. J. (1977). *Sampling techniques*. New York: Wiley.
- Denscombe, M. (2014). *The good research guide*. 5th ed. Maidenhead, England: McGraw-Hill/Open University Press.
- Kerlinger, F.N. (2000). *Foundation of behavioural research*. New Delhi: Surjeet Publication.
- Khatri, B. B. & Pasa, R.B. (2022). *Research methodology*. Kathmandu: New Hira Books Enterprises.
- Kumar, R. (2008). *Research methodology: A step by step guide for beginners*. New Delhi.
- Kothari, C.R. (2002). *Research methodology*. New Delhi: Viswa Prakashan.
- Neuman, W. L. (2004). *Basics of social research: Qualitative and quantitative approaches*. Boston: Pearson Education.
- Neuman, W. L. (2007). *Social research methods: Quantitative and qualitative approaches* (6th ed.). New Delhi: Pearson Education.
- Patton, M. Q. (2002). *Qualitative evaluation and research method* (3rd ed.). New bury Park: Sage Publication.
- Punch, K.F. (2005). *Introduction to social research: quantitative and qualitative approaches*. London: Sage Publications.
- Young, P.V. (2009). *Scientific social survey and research (Fourth Ed.)*. New Delhi: Prentice Hall.



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies
Micro-syllabus

Subject: Development Administration in Nepal	
Course Code: BDS. 352	Year: III
Credit Hours: 3 (45 hours)	Semester: V

Course Description

This course is designed to impart knowledge on the concept and situation of development administration in context of Nepal. The student will have overall exposure on the understanding of development management in theory and practice. They will also be oriented to the key issues of development from management and administration perspective. It is well connected with culture of development, customary practices and socio-psychological attitudes of People. Students will have a wide understanding on the issues of development in contemporary world as well as complexity or challenges of development in Nepalese perspective. Different theoretical models aligned with the concept of development as well as connection with the practices and issues of development administration. The students will be able to critically assess the situation and trend of development administration undergoing in Nepal and elsewhere.

Learning Objectives

The students of Bachelor of Development Studies (BDS) will have the following understanding at the end of the course.

- ❖ Acquainted with the meaning and concept of development and cross cutting issues of development administration.
- ❖ Theoretical understanding as well as practical application of the concept of development.
- ❖ Development projects and associated complexities and contradictions will be well sensitized
- ❖ The legal provisions and implementation level of different rules regulation and policies will be inculcated through this course
- ❖ Students will develop their own insights on the challenges and complexities of the development scenario of Nepal
- ❖ Students will be empowered to critically assess the development administration situation in Nepal and elsewhere.



Course Detail

SN	Topic/content	Credit Hrs
1	Introduction to Development Administration	8 Hrs
1.1	Concept of development administration and development management	2
1.2	Historical perspective on development administration in Nepal	2
1.3	Comparative Public Administration	2
1.4	New public management	1
1.5	New public service	1
2	Theoretical Foundations of Public Administration	8 Hrs
2.1	Bureaucratic model	2
2.2	Ecological model	2
2.3	Structural-Functional model	2
2.4	Institutional model	2
3	Development Partnerships	9 Hrs.
3.1	Role of public sector or Government in development	1
3.2	Role of private or Market sector development	1
3.3	Public Private Partnerships in development	1
3.4	Role of community-based organizations and Self-help organizations	1
3.5	Role of donor community in development-bilateral and multilateral	1
3.6	Concept and functions of United Nations, the World Bank and SAARC	4
4.	Instruments for Good Governance in Nepal: An overview	10 Hrs
4.1	Local Government Operation Act 2074 BS	2
4.2	Public Procurement Act, 2063 BS	2
4.3	Good Governance Act, 2064 BS	2
4.4	Administrative prospects of Institutional enforcement mechanisms: National Vigilance Centre, Commission for the Investigation of Abuse of Authority, District Administration Office, Special Court, Parliamentary Committees	3
4.5	Ethical issues in development administration	1
5	Contemporary Issues of Development Administration	10 Hrs
5.1	Public officials as the servant of people, Positive discrimination in service delivery, Disability friendly offices; Gender friendly workplace	3
5.2	Accountability mechanisms: Public audit, Public hearing, Citizen charter and Complaint box, Code of conduct	2
5.3	Good governance and Corruption prevention	2
5.4	Technology use, e-governance and paperless administration	2
5.5	Administrative barriers in development	1

References

- Bhatta , Bhim Dev (1979). Development Administration in Nepal. Kathmandu: Indira Bhatta
- Bhatta , Bhim Dev (2005). Vikas Prashshan. Kathmandu: Indira Bhatta
- Bhatta, Bhim Dev (1988). Development Management. Kathmandu: Abhasdev Bhatta.
- Bongartz, Heing & Dahal, Dev Raj (1996). Development Studies: Self help Organization, NGOs and civil Society. Kathmandu: Nepal Foundation for Advanced Studies.
- Carcknell, Bisil Edward (2002). Evaluating Development Aid: Issues Problems and Solutions. New Delhi: Sage Publications.
- Chatterjee, S.K. (1990). Development Administration. Delhi: Surjeet Publications.
- Gaspar, Des (2004). The Ethics of Development. New Delhi: Tejeshwar Singh for Vistaar Publications
- Kothari, Uma (Ed) (2005). A Radical History of Development Studies: Individuals, Institutions and Ideologies. South Africa: New Africa Books.
- Mose, David (2005). Cultivating Development: An Ethnography of Aid Policy and Practice . New Delhi: Vistara Publications.
- Osborne, D. & Gaebler, T. (1993). Re-inventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector. Addison-Wesley Publication Co.
- Palekar, S. A. (2012). Development Administration. New Delhi: PHI Learning Private Limited.
- Pandey, Devendra Raj (2009). Nepal's Failed Development. Kathmandu: Nepal South Asia Center.
- Pandey, Yubraj (2072). Development Management. Kathmandu: Vidyarthi Pustak Bhandar. (Nepalai bhasko)
- Paudel, Narendra Raj (2014). Development Management. Kathmandu: Srijana Pahari.
- Robinson, M. (2015). From old public administration to new public service, implications for public sector reforms in developing countries. UNDP Global Centre for Public Service Excellence, Singapore.
- Sapru, R.K (2003). Development Administration. New Delhi: Sterling Publishers Private Limited.
- Seligson, M.A. & Smith J.T. (Eds) (2010). Development and Under Development: The Political Economy of Global Inequality. New Delhi: Viva Books.