

*[Handwritten signatures]*



*[Handwritten signature]*



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

<b>Subject:</b> NGO and Development	
<b>Course Code:</b> BDS. 361	<b>Year:</b> III
<b>Credit Hours:</b> 3	<b>Semester:</b> VI
<b>Teaching Hours:</b> 45	<b>Full Marks:</b> 100
<b>Course Description:</b>	
<p>Development is known as multidisciplinary subject and need to participate different actors to meet the need of society. Non-government organization (NGO) is one of the key actors for the development sectors. The role of the state has been decentralized to local partner, civil society including NGOs. Moreover, NGOs have a welfare approach in catering people's aspiration of good life. They work in between the state and people but are close to the people functionally. It is assumed that the NGO reach the places where state can't reach due to limitation of human and financial resources. This course thus deals with scope and functioning of NGOs in Nepal with special reference to Sudurpaschim Province.</p>	
<b>Learning Objectives:</b>	
<p>This course structure would provide students with a broad understanding of the diverse roles, challenges, and opportunities associated with NGOs in the context of development. It would also encourage critical thinking and engagement with real-world issues through case studies and practical experiences. The main aim of this course is to familiarize the students with scope of NGO and provide students with a comprehensive understanding of the role and significance of non-governmental organizations (NGOs) in the process of development. It further supports to introduce students to key theoretical frameworks, concepts, and debates related to NGOs and development studies.</p>	
<b>Learning Outcomes and Competencies:</b>	
<ul style="list-style-type: none"><li>• Students will be able to conceptualize the comprehensive understanding of the role and significance of NGOs in the process of development concept.</li><li>• They will be aware about the staff management of NGOs and recognize the organizational structure and financial management in NGOs in Nepal.</li><li>• Students will understand the development values and ethics of NGOs.</li><li>• They will be learned the roles as potential future practitioners in the field of NGO and development.</li></ul>	

*[Handwritten marks and signatures at the bottom of the page]*

*[Handwritten signatures]*



Unit 1: Introduction to NGO and Development (10 Hrs.)	
1.1	<ul style="list-style-type: none"> <li>• Concept, definition and scope of NGO</li> <li>• Historical evolution of NGOs in Nepal</li> </ul>
1.2	<ul style="list-style-type: none"> <li>• The role of NGOs in development processes</li> <li>• NGOs as a people's organization</li> </ul>
1.3	<ul style="list-style-type: none"> <li>• Development trends of NGOs</li> <li>• Ethics of NGO</li> </ul>
<p align="center"><b>Specific readings:</b></p> <p>Chand, D. (1991). <i>Development through NGO</i>. ABC publication.</p> <p>Chand, D. (2002). <i>NGO Strategy and Development of A comprehensive database of development focused NGOs</i>. Asian Development Bank</p> <p>Gautam, T. (Ed.) (2004). <i>Non-governmental organizations: challenges and opportunities</i>. Sahakarya.</p> <p>For Nepal-based database follow: <a href="https://www.swc.org.np/">https://www.swc.org.np/</a> [Social Welfare Council]</p> <p>Rijal, Yogendra Raj (2009). Non-government organization in Nepal: Role and policy issues. <i>Nepalese Journal of Development and Rural Studies</i>, 6(1), 120-131.</p>	

Unit 2: Linking NGO as a Development Actor (7 Hrs.)	
2.1	<ul style="list-style-type: none"> <li>• NGO registration process (Voluntary discussion, Statute formation: preamble, objectives setting and committee formation, general assembly and renewal)</li> </ul>
2.2	<ul style="list-style-type: none"> <li>• Linkage between State &amp; NGOs and its Importance</li> </ul>
2.3	<ul style="list-style-type: none"> <li>• Collaboration with GOs and INGOs</li> </ul>
<p><b>Specific readings:</b></p> <p>GON. (1977). <i>NGO Registration Act, 2034 Bs (revised)</i>. Government of Nepal.</p> <p>GON. (1999). <i>Social welfare Act, 2049</i>. Government of Nepal.</p> <p>Ulleberg, I. (2009). The role and impact of NGOs in capacity development. <i>From replacing the state to reinvigorating education</i>. Paris: International Institute for Educational Planning UNESCO. <a href="https://www.academia.edu/download/47712740/186980e.pdf">https://www.academia.edu/download/47712740/186980e.pdf</a></p> <p>Mitlin, D., Hickey, S., &amp; Bebbington, A. (2007). Reclaiming development? NGOs and the challenge of alternatives. <i>World Development</i>, 35(10), 1699-1720. <a href="https://ora.ox.ac.uk/objects/uuid:769817c5-da94-4c5c-b71b-78557085d358/download_file?safe_filename=gprg-wps-043.pdf&amp;file_format=application%2Fpdf&amp;type_of_work=Working+paper">https://ora.ox.ac.uk/objects/uuid:769817c5-da94-4c5c-b71b-78557085d358/download_file?safe_filename=gprg-wps-043.pdf&amp;file_format=application%2Fpdf&amp;type_of_work=Working+paper</a></p> <p>Official website of Social Welfare <a href="https://www.swc.org.np/">[https://www.swc.org.np/]</a></p>	

*[Handwritten signatures]*





Unit 3: Staff Management in NGOs (10 Hrs.)	
3.1	<ul style="list-style-type: none"> <li>• Concept and principles of organization management</li> </ul>
3.2	<ul style="list-style-type: none"> <li>• Nature of staff in NGO and positions (Regular and project staffs)</li> <li>• Duties and responsibilities of staffs</li> </ul>
3.3	<ul style="list-style-type: none"> <li>• Staff recruitment process in NGO</li> <li>• Incentives and promotion</li> </ul>
<b>Specific Readings:</b>	
Gautam, T. (Ed.) (2004). <i>Non-governmental organizations: challenges and opportunities</i> . Sahakarya	
KC, R. (2065B.S.). <i>Gaisasako bikas byabasthapan: NGO haruko bhram ra wastawikata</i> . Kishor offset press.	
Shrestha, M.G., and Subedi, G. (Eds) (2011). <i>NGOs in development effort in Nepal through social mobilization and community development: A case of Friends of Sankhu</i> . Friends of Sank	

Unit 4: NGO Governance and Financial Management (10 Hrs.)	
4.1	<ul style="list-style-type: none"> <li>• Governance mechanisms and accountability in NGOs</li> </ul>
4.2	<ul style="list-style-type: none"> <li>• Organizational structures of NGOs</li> <li>• Project bidding process in NGOs</li> </ul>
4.3	<ul style="list-style-type: none"> <li>• Financial management (Sources of fund, Fund raising, Account keeping, Auditing, Tax)</li> </ul>
<b>Specific Readings:</b>	
Dhakal, T.N. (2006). <i>NGOs in livelihood improvements: Nepalese experience</i> . Adroit publishers	
Gautam, T. (Ed.) (2004). <i>Non-governmental organizations: challenges and opportunities</i> . Sahakarya	
Official website of Social Welfare [ <a href="https://www.swc.org.np/">https://www.swc.org.np/</a> ]	
Shrestha, M.G., and Subedi, G. (Eds) (2011). <i>NGOs in development effort in Nepal through social mobilization and community development: A case of Friends of Sankhu</i> . Friends of Sank	
Karkee, R., & Comfort, J. (2016). NGOs, foreign aid, and development in Nepal. <i>Frontiers in public health</i> , 4, 177. <a href="https://www.frontiersin.org/articles/10.3389/fpubh.2016.00177/full">https://www.frontiersin.org/articles/10.3389/fpubh.2016.00177/full</a>	



*[Handwritten signatures]*



**Unit 5: I/NGOs in Sudurpaschim Province: Practicum (8 Hrs.)**

Class teachers should coordinate with I/NGOs to schedule the field visit and encourage the students for active engagement and provide students with meaningful opportunities for learning. Before the visit, students will receive guidance on the purpose and location of the visit. Students are required to form groups of (3-5). After completing the field visit, the students will present their learnings and observation in the classroom under the supervision of the subject teacher.

**References:**

Banks, N., Hulme, D., & Edwards, M. (2015). NGOs, states, and donors revisited: Still too close for comfort? *World Development*, 66, 707-718.  
<https://doi.org/10.1016/j.worlddev.2014.09.028>

Bhattachan, K.b., and Mishra, c. (2000). Development practices in Nepal. FES, Nepal.

Bongartz, H. and Devraj, D. (2008). *Development studies: self- help organization, NGOs and Civil society (second ed.)*. Nepal foundation for advanced studies (NEFAS).

Dhakal, T.N (2006). *NGOs in livelihood improvements: Nepalese experience*. Adroit publishers.

Chand, D. (1991). *Development through NGO*. ABC Publication.

Chand, D. (2002). *NGO Strategu and Development of A comprehensive database of development focused NGOs*. Asian Development Bank

Gautam, T. (Ed.) (2004). *Non-governmental organizations: challenges and opportunities*. Sahakarya.

GON. (1977). *NGO Registration Act, 2034 Bs (revised)*. Kathmandu: Government of Nepal

GON.(1999). *Social welfare Act, 2049*. Government of Nepal

Kafle, B., Bhattari, R.P., Gautam,G.(eds.) (2004). *Guide book of NGOs in development terminologies*. Sahakarya.

Karkee, R., & Comfort, J. (2016). NGOs, foreign aid, and development in Nepal. *Frontiers in public health*, 4, 177. <https://www.frontiersin.org/articles/10.3389/fpubh.2016.00177/full>

KC, R (2065bs). *Gaisasako bikas byabasthapan: NGO haruko bhram ra wastawikata*. Kishor offset press.

Research and study center (1991). *Surveys of NGOs and INGOs functioning in Nepal*. Research and study center.

Rijal, Yogendra Raj (2009). Non-government organization in Nepal: Role and policy issues. *Nepalese Journal of Development and Rural Studies*,6(1),120-131.

*[Handwritten signatures]*



Shrestha, M.G., and Subedi, G. (Eds) (2011). *NGOs in development effort in Nepal through social mobilization and community development: A case of Friends of Sankhu*. Friends of Sank.

Official website of Social Welfare: [<https://www.swc.org.np/>]

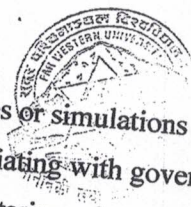
### Pedagogy and teaching method

Teaching the course "NGO and Development" at the undergraduate level requires a pedagogical approach that engages students actively, fosters critical thinking, and provides opportunities for practical application of knowledge. Here are some pedagogical strategies and teaching methods that can be effective for this course:

1. **Lectures:** Traditional lectures can be used to introduce key concepts, theories, and historical perspectives related to NGOs and development. Lectures should be supplemented with multimedia resources, real-life examples, and case studies to enhance student understanding.
2. **Discussion-Based Learning:** Facilitate class discussions on selected readings, case studies, or current events related to NGO activities and development issues. Encourage students to critically analyze and debate various perspectives, challenges, and ethical dilemmas in NGO work.
3. **Case Studies:** Use case studies to illustrate the practical application of theoretical concepts and to explore real-world challenges faced by NGOs in different contexts. Analyzing case studies can help students develop problem-solving skills and understand the complexities of NGO operations.
4. **Guest Lectures:** Invite guest speakers from NGOs, development organizations, or academia to share their experiences, expertise, and insights with students. Guest lectures provide valuable real-world perspectives and networking opportunities for students.
5. **Field Visits:** Organize field visits to local NGOs, development projects, or community organizations to provide students with firsthand experience of NGO work and development initiatives. Field visits allow students to interact with practitioners, beneficiaries, and community members, enhancing their understanding of development dynamics.
6. **Group Projects:** Assign group projects that require students to research and analyze specific aspects of NGO operations, such as fundraising strategies, advocacy campaigns, or project evaluations. Group projects promote collaboration, critical thinking, and application of course concepts in practical contexts.



*[Handwritten signatures]*



7. **Role-Playing and Simulations:** Use role-playing exercises or simulations to simulate scenarios encountered by NGOs in the field, such as negotiating with government officials, conducting community consultations, or managing humanitarian crises. Role-playing activities enhance student engagement and decision-making skills.
8. **Reflective Assignments:** Assign reflective essays, journals, or presentations where students can critically reflect on their learning experiences, values, and perspectives related to NGO work and development issues. Reflection assignments promote metacognition and self-awareness.
9. **Assessment Variety:** Use a variety of assessment methods, including exams, quizzes, essays, presentations, and project reports, to assess student learning outcomes from multiple perspectives. Align assessments with course objectives and encourage students to demonstrate their understanding through diverse formats.

By integrating these pedagogical strategies and teaching methods, instructors can create a dynamic and engaging learning environment that prepares undergraduate students to critically engage with the complex challenges and opportunities in the field of NGO and development.

**Evaluation Process (40+60= 100 Marks)**

**Internal Evaluation (Attendance, Class work, Assignment, Mid-term Examination): 40 marks**

**End-term Examination: 60 Marks**

Short Questions (7 out of 8) – Each of 10 marks = 70 Marks  
Long Questions (2 Out of 3) -Each of 15 marks = 30 Marks.

*[Handwritten signatures]*



*[Handwritten signatures]*



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

<b>Subject: Microfinance, Cooperatives and Entrepreneurship</b>	
<b>Course Code: BDS. 362</b>	<b>Year: III</b>
<b>Credit Hours: 3</b>	<b>Semester: VI</b>
<b>Teaching Hours: 45</b>	<b>Full Marks: 100</b>

**Course Description:**

The proposed course introduces the concept and practices of co-operative, microfinance and entrepreneurship in empirical context of Nepal. The concepts and practices of co-operative, microfinance and entrepreneurship are mutually interrelated and have been much discussed in development studies. The course ultimately offers a basic understanding of 'sustainable livelihood' context in particular reference of entrepreneurship.

**Learning Objectives:**

- To impart knowledge to the cooperative and microfinance and entrepreneurship (practices, strategies and critiques)
- To enhance the understanding of entrepreneurship (idea and practices; and opportunities and challenges)

**Learning Outcomes and Competencies:**

- Students will be able to conceptualize the concept, idea and practice of cooperative and microfinance in particular context of Nepal
- They will be able to develop the understanding of entrepreneurship skills and practices along with their opportunities and challenges to foster the idea of 'sustainability'

**Unit 1: Introduction of Co-operative (9 Hrs.)**

<b>1.1</b>	• Introduction to the idea of co-operative (meaning, characteristics and importance)
<b>1.2</b>	• Basic principles and types of co-operatives
<b>1.3</b>	• Co-operative movement and recent status in Nepal
<b>1.4</b>	• Prospects and problems of cooperative in Nepal

**Specific readings**

Cooperative Act, 2017 (2074 BS); Cooperative Rule, 2075 BS.  
<https://ncfnepal.com.np/assets/files/download/New-Cooperative-Act-2074.pdf-780389358.pdf>  
 Curl, J. (2010). The cooperative movement in century 21. *Affinities: A Journal of Radical Theory, Culture, and Action*. <https://ojs.library.queensu.ca/ojs/index.php/affinities/article/view/6146/5830>

*[Handwritten signatures]*



Forno, F. (2013). Co-Operative Movement. *The Wiley-Blackwell Encyclopedia of Social and Political Movements*. [https://www.academia.edu/download/36851533/cooperative\\_movement.pdf](https://www.academia.edu/download/36851533/cooperative_movement.pdf)

Paudel, D. G. P. (2023). *Sixty-Five Years of Nepalese Cooperative Movement*. SSRN.

Paudel, R. C., & Acharya, C. P. (2022). Cooperatives and economic growth in a developing country: The case of Nepal. *Annals of Public and Cooperative Economics*, 93(3), 797-815. <https://doi.org/10.1111/apce.12323>

Poudel, N., & Mamoru, I. (2015). Development of Modern Co-operative in Nepal Historical Perspective of Co-operative Development. *Review of Integrative Business and Economics Research*, 4(1), 160. [http://www.sibresearch.org/uploads/2/7/9/9/2799227/riber\\_h14-126\\_160-175.pdf](http://www.sibresearch.org/uploads/2/7/9/9/2799227/riber_h14-126_160-175.pdf)

Recent reports (including economic survey of Ministry of Finance, National Co-operative Board, Nepal Cooperative Federation of Nepal, and Nepal Rastra Bank)

### Unit 2: Idea and Practice of Microfinance (9Hrs.)

2.1	• Introduction to the idea of micro-finance (meaning and characteristics)
2.2	• Types of banking institutions, credit systems and micro-finance
2.3	• Recent status of micro-finance in Nepal
<b>Specific readings</b>	
Beck, T. (2015). <i>Microfinance</i> . Washington, DC: Independent Evaluation Group. <a href="https://openknowledge.worldbank.org/bitstream/10986/23546/1/Microfinance000a0literature0survey.pdf">https://openknowledge.worldbank.org/bitstream/10986/23546/1/Microfinance000a0literature0survey.pdf</a>	
Cull, R., & Morduch, J. (2018). Microfinance and economic development. In <i>Handbook of finance and development</i> (pp. 550-572). Edward Elgar Publishing.	
Karn, S. K. (2018). Challenges and opportunities of microfinance in Nepal. <i>International Journal of Social Sciences and Management</i> , 5(3), 72-75. <a href="http://www.ajhssr.com/wp-content/uploads/cfdb7_uploads/1542437997-20612-65347-2-PB.pdf">http://www.ajhssr.com/wp-content/uploads/cfdb7_uploads/1542437997-20612-65347-2-PB.pdf</a>	
Lamichhane, B. D., & Lama, F. B. (2023). Challenges and Prospects of Nepalese Microfinance program: A Mini Review. <i>Nepalese Journal of Management</i> , 41. <a href="https://www.balkumaricollege.edu.np/wp-content/uploads/2023/06/Nepalese-Journal-of-Management-Research-Vol.3.pdf#page=47">https://www.balkumaricollege.edu.np/wp-content/uploads/2023/06/Nepalese-Journal-of-Management-Research-Vol.3.pdf#page=47</a>	
Recent reports (including economic survey of Ministry of Finance, National Co-operative Board, and Nepal Rastra Bank)	

### Unit 3: Entrepreneurship Development (9 Hrs.)

3.1	• Concept, definitions and characteristics of entrepreneurship
3.2	• Roles and importance of entrepreneurship (socio-cultural, ecological, political, and economic)
3.3	• Entrepreneurship, creativity and innovation
<b>Specific readings</b>	
Chambers, R. (1987). Sustainable livelihoods, environment and development: putting poor rural people first. <a href="https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/875/rc279.pdf?sequ">https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/875/rc279.pdf?sequ</a>	



Diandra, D., & Azmy, A. (2020). Understanding definition of entrepreneurship. *International Journal of Management, Accounting and Economics*, 7(5), 235-241. [www.ijmae.com](http://www.ijmae.com)

*Industrial Enterprises Act, 2020*; Government of Nepal.  
<https://nepalindata.com/media/resources/items/0/bTHE INDUSTRIAL ENTERPRISES ACT 2076 2020.pdf>

Minniti, M., & Lévesque, M. (2008). Recent developments in the economics of entrepreneurship. *Journal of Business venturing*, 23(6), 603-612.  
<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=37801edc86357f9cc039bdf4460b4fc17bb8558>

Scoones, I. (1998). Sustainable rural livelihoods: a framework for analysis. IDS Working paper 72.  
<https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/3390/Wp72.pdf?sequence=1>

**Unit 4: Implications of Livelihood and Entrepreneurship (9Hrs.)**

4.1	• Entrepreneurship in Nepal (general status and policy provision)
4.2	• Entrepreneurship for sustainable livelihood; issues and debates (discussion what a local government can do in terms of policy, programs and strategies in development)
4.3	• Engagement of youths, women and ethnic nationalities in entrepreneurship

**Specific readings**

Dhungana, B. R. (2015). Microfinance, micro-enterprises, and employment: A Case of Nepal. *The International Journal of Nepalese Academy of Management*, 3(1), 78-91.  
[https://www.researchgate.net/profile/Bharat-Dhungana/publication/348214909\\_Micro-finance\\_micro-enterprises\\_and\\_employment\\_A\\_Case\\_of\\_Nepal/links/5ff408e2a6fdccdc82eac75/Micro-finance-micro-enterprises-and-employment-A-Case-of-Nepal.pdf](https://www.researchgate.net/profile/Bharat-Dhungana/publication/348214909_Micro-finance_micro-enterprises_and_employment_A_Case_of_Nepal/links/5ff408e2a6fdccdc82eac75/Micro-finance-micro-enterprises-and-employment-A-Case-of-Nepal.pdf)

Ghimire, R. (2011). Micro and small enterprises in Nepal: Prospects and challenges. *Journal of Finance and Management Review*, 2(2), 257-269.  
[https://www.academia.edu/download/32671441/Micro\\_and\\_Small\\_Enterprises\\_in\\_Nepal\\_Prospects\\_and\\_Challenges.pdf](https://www.academia.edu/download/32671441/Micro_and_Small_Enterprises_in_Nepal_Prospects_and_Challenges.pdf)

*Industrial Enterprises Act, 2020*; Government of Nepal.  
<https://nepalindata.com/media/resources/items/0/bTHE INDUSTRIAL ENTERPRISES ACT 2076 2020.pdf>

**Unit 5: Selected Field Base Case Studies (9 Hrs.)**

5.1	• Local government level case study about co-operative
5.2	• Local government level case study about micro-finance
5.3	• Local government level case study about entrepreneurship

**Module of assignment for the unit**

The field visit will be selected from local levels/ governments with facilitation of class teacher; selection of one case for at least five students, official visit 3-5 days and group presentation on the basis of their field/case observation.

*[Handwritten signatures]*



**Pedagogy and teaching method**

Teaching the course "Microfinance, Cooperatives and Entrepreneurship" at the undergraduate level requires a pedagogical approach that engages students actively, fosters critical thinking, and provides opportunities for practical application of knowledge. The course will follow following pedagogical strategies and teaching methods (but not limited to):

1. Lectures (classical lecture including multimedia teaching through power point presentation)
2. Discussion-Based Learning (interactive class discussion, and question-answer session)
3. Case Studies (typical studies of co-operative, micro-finance and micro-entrepreneurship)
4. Guest Lectures (renowned person in either field of co-operative, micro-finance and micro-entrepreneurship)
5. Field Visits (for selected cases)

By integrating these pedagogical strategies and teaching methods, instructors can create a dynamic and engaging learning environment that prepares undergraduate students to critically engage with the complex challenges and opportunities in the field of co-operative, micro-finance and micro-entrepreneurship.

**Evaluation Process (40%+60%= 100 Marks)**

**Internal Evaluation: 40 marks** (including Attendance, class work, participation and discipline; and different assignments/ terminal exams)

**End-term Examination: 60 Marks** (as per the model of FWU)



*[Handwritten signatures]*

*[Handwritten signature]*

*[Handwritten signature]*