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

Subject: Internship and Project Work	
Course Code: BDS. 481	**Year: IV**
Credit Hours: 3 (45 hours)	**Semester: VIII**

Course Description:

Course Description: Internship and Project Work

This course is designed to provide students with practical exposure and hands-on experience in development studies through a structured three-part framework. The first section introduces conceptual ideas, offering a solid foundation in project design and internship which is essential for understanding real-world applications. The second section emphasizes field visits and internship placements, where students engage directly with governmental and non-governmental organizations to observe and participate in development processes. The final section focuses on report presentation, requiring students to critically analyze their internship experiences, compile findings, and present comprehensive reports that reflect their learning and contributions to development initiatives.

Course Objectives:
- To explore the knowledge and practice of internship working in development-related projects
- To improve the professional competencies and job prospects of students pursuing a degree in Development Studies.
- To enhance understanding of report writing, sharing and presentation of project work as the critical reflection

Learning Outcomes and Competencies:
- Students will be able to conceptualize the idea and practice of internship work in development agencies.
- Students will acquire professional competencies relevant to the development sector.
- Students will be able to present and share their learning experiences about the working environments and strategies of development agencies

	Topics and Contents	Hrs
	Section 1: Introduction to the Course and Internship	
1.1	• Conceptualization of project, government and development agencies	2
1.2	• Conceptualization the idea and practice of Internship (idea of working, ethical conducts and responsibilities)	2
1.3	• Idea of framing the report of internship works (recording and writing of daily activities and keeping the note in systematic way)	2
	Section 2: Internship and Working Phase (Duration-1 month)	
2.1	• Individual-basis Internship work in the selected organizations (GOs/ NGOs/ INGOs/ CSOs)	30
	Section 3: Phase of Sharing and Presenting	
3.1	• Report writing, submission and presentation (individual basis)	9

Evaluation Process for Examination (Practical based Examination-100 marks)

The evaluation will be conducted as follows:
1. Class attendance and discipline (Internal evaluation) …………………….……10 marks
2. Regularities in the Internship (Internal evaluation) …………………….…..30 marks
3. Report writing and submission (Int.+Ext.) …………………………(10+20)….30 marks
4. Presentation/ defense of the report (Int.+Ext.) ………………………(10+20)....30 marks

Note: examination will require a practical based only, the assessment will be conducted through a viva voce, accompanied by a presentation of the internship report before both internal and external examiners. The evaluation will allocate 60 percent of the marks to the internal examiner and 40 percent to the external examiner.

References:

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Zheng, Y., & Bluestein, S. (2021). Motivating students to do internships: A case study of undergraduate students' internship experiences, problems, and solutions. *Teaching Journalism & Mass Communication*, *11*(1), 49-60. https://aejmc.us/spig/wp-content/uploads/sites/9/2021/07/TJMC-11.1-Zheng-Bluestein1.pdf

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

Subject: Community Development	
Course Code: BDS. 482	Year: IV
Credit Hours: 3 (45 hours)	Semester: VIII

Course Description:

The proposed course is constructed per the need for students' capability development to understand concepts, processes and strategies associated with community development in developing countries like Nepal. There are five units in the course: basic concepts, brief history, theoretical issues, and implications. Meaning and principles of community development; participatory development; and community well-being have been explored so far along with selected case studies from Nepali society as well as international context.

Course Objectives:
- To explore the knowledge of community development from the sustainability perspective
- To enhance understanding of different practices, principles, strategies and brief history of development

Learning Outcomes and Competencies:
- Students will be able to conceptualize the idea of community development, its strategies and theoretical implications;
- Students will answer about the core theoretical approaches of community development;
- They will be able to review the critical and reflective cases of community development

	Topics and Contents	Hr
	Unit 1: Introduction to Community Development	
1.1	• Conceptualization of society and community • Definitions, concepts and dimensions of community development	4
1.2	• Principles and strategies of community development; Concept on social capital, and community well-being	4
1.3	• Introduction of Nepali society and culture (characteristics and statistics)	4

Unit 2: History of Community Development in Nepal		
2.1	• Pre-Unification, Unification and Rana Period	4
2.2	• Post 1950 and Panchayat era	2
2.3	• After 1990; liberal and post-modern interventions till now	4
Unit 3: Strategies of Community Development		
3.1	• Conceptual elements- Social inclusion, participatory development, community health,	4
3.2	• Policy interventions on social development, social psychology; community entrepreneurship	4
3.3	• Asset-based vs need-based approach; top-down vs bottom-up approach	2
Unit 4: Theoretical Perspective of Community Development		
4.1	• Functionalism (structure)	2
4.2	• Conflict (power)	3
4.3	• Interactionism (shared meaning)	2
Unit 5: Typical Case Studies		
5.1	• Community development in a typical local community (such as Tharu, Raute etc.) (holistic approach to well-being)	4
5.2	• Selected case study of international context (e.g. Engaged Buddhism)	2

Evaluation Process for Examination

1. Internal Examination--40%
2. External Examination (Office of Examination Control) ------------------------60%

The internal evaluation will be conducted as follows (40 marks):
1. Class Attendance/Regularities---5 marks
2. Class Work/Participation/Discipline--5 marks
3. First Assignment (Communication/Presentation/Leadership (Group work) skill-------10 marks
4. Second Assignment (Mid-term examination) ---10 marks
5. Third Assignment (Term paper/Field visit/Case analysis) --------------------------------10 marks

The External Exams are as follows:
Attempt any Six (6) Questions (Out of 8) having 6 marks = 6*6=36 marks
Attempt any Two (2) long questions (Out of 3) having 12 marks =2*12=24 marks

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Brysk, A. (2020). Engaged Buddhism as human rights ethos: The constructivist quest for cosmopolitanism. *Human Rights Review*, *21*(1), 1-20. https://link.springer.com/article/10.1007/s12142-019-00575-9

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Uprety, P. R. (1996). The Economics of Buddhism: An Alternative Model for Community Development. *Contributions to Nepalese Studies*, *23*(1), 119-124. http://himalaya.socanth.cam.ac.uk/collections/journals/contributions/pdf/CNAS_23_01_09.pdf