

RD 531: Social Science Research Methodology

Credit hours: 3

Aim and Objective

It aims to build their capability to follow the mode of scientific inquiry in the study of rural. The objective of this course is to acquaint the students with the techniques of social research development subject and write research reports skillfully.

Course Outline

Unit 1: Introduction to Social Science Research

Meaning, objectives, scope, nature and types of social science research; scope and need for research in rural development studies; steps in social science research.

Unit 2: Concepts in Social Science Research

Concepts, variables and operationalizing definition; measurement scales of variables (nominal, ordinal, interval and ratio) and the corresponding modes of data analysis; reliability and validity; correlation and causality; inductive and deductive methods.

Unit 3: Research Design

Meaning, scope, principles, and types of social research design-historical, experimental, exploratory, explanatory, descriptive, ex-post facto, action, survey, field-based study, evaluation research, and case study; time-series, cross-sectional.

Unit 4: Framework and Steps for Research Proposal

Selection of topic; problem identification; rationale for the study; objectives of the study; literature review; methodology: types of data, data collection methods, hypotheses, and conceptual framework; references / bibliography, preparation of research proposal.

Unit 5: Data Collection Method

Sources of information; census and sample; survey - interview, questionnaire, schedule, unobtrusive measure, participant observation; scaling and socio-metric techniques; rapid rural appraisal (RRA) and participatory rural appraisal (PRA) methods and tools; focus group discussions (FGDS); grounded theory.

Unit 6: Data Processing and Analysis

Data processing: editing, coding and organization of data; tools of analysis: qualitative and quantitative; use and importance of statistical tools.

Unit 7: Preparation of Research Report

Need for research report; procedure for preparing research report; qualities of a good research report; format of the report (including footnotes, quotations, references, and so on); organization of the report; presentation of research report.

References:

- Babbie, E.R., 1998, The Practice of Social Research, Wadsworth, New York. Bailey, K.D., 1978, Methods of Social Research, The Free Press, New York. Baker, T.L., 1994, Doing Social Research, McGraw Hill, New York. Baskota, S., 2004, Research Methodology, New Hira Books, Kathmandu.
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Kerlinger, F.N., 2000, Foundation of Behavioural Research, Surjeet Publication, New Delhi. Kothari, C.R., 2004, Research Methodology: Methods and Techniques, New Age International Publishers, New Delhi.

Pokhrel, B., 2005, Social Research Methods, Dikshanta Pustak Bhandar, Kathmandu. Sharma, P. and J. Wicken, 2003, Social Science Research Methods in Practical Use, Kshitiz Prakashan, Kathmandu.

Sharma, P., 2003, A Handbook of Social Science Research Methodology, Kshitiz Prakashan, Kathmandu.

Singleton, R.A. and B.C. Straits, 1998, Approaches to Social Research, Data Processing: Editing, Coding and Organization of Data, Oxford University Press, New York. Wikinson, T.S. and P.L. Bhandarkar, 1979, Methodology and Techniques of Social Research, Himalayan Publishing House, Mumbai.

Young, P.V., 1982, Scientific Social Survey and Research, Prentice Hall, New Delhi.

RD 532: Rural Technology and Skill Development

Credit hours: 3

Aim and Objective

This course intends to raise students' understanding about and skills in the use of technology for rural development. The aim is to enable them to convince users to select and apply appropriate technology suitable for a given area to ease life, generate employment and contribute to overall rural development.

Course Outline

Unit 1: Technology and Its Importance

Introduction to technology; appropriate technology; role of appropriate technology in rural transformation; importance of technology transfer.

Unit 2: Role of Energy in Development

Importance of energy in socio-economic development; current demand and supply situation of energy in Nepal; relationship between energy consumption and human development index (HDI), conventional and non-conventional/renewable energy sources; energy units; conversion tables; introduction to clean development mechanism (CDM).

Unit 3: Energy for Rural Development

Solar energy; rural energy/renewable energy; sun as an ultimate source of all forms of energy; energy flow from the Sun; solar thermal energy; solar thermal devices (types and usages of cookers, dryers, heaters); passive solar heating and cooling (Trombe wall); water purification (SODIS); environmental benefits of solar thermal energy; photovoltaic solar energy; solar photovoltaic devices (solar cell, module, array); solar PV home system; solar WLED system; solar PV drinking water supply system; solar micro-irrigation system; solar PV energy for rural communication; solar PV for information technology development in rural areas; use of solar PV energy for income-generating activities in rural areas; environmental benefits of solar energy; hydropower: classification of hydropower plant (pico, micro, small, medium, large), importance, uses and benefits of pico- and micro-hydro power plants; importance, uses and benefits of improved watermills; wind energy: wind energy in the context of Nepal; importance, usage and benefits of wind energy; geothermal energy: sources and usages; rural energy policy; recent rural energy policy of Nepal; recent subsidy policy on RET of Nepal.

Unit 4: Farm Technology

Rain water harvesting; low-cost water tank; low-cost drip irrigation system; sprinkler irrigation; drip irrigation; fog-water collection and use; compost preparation methods; improved agricultural tools such as plough, thresher, milk churner, improved grinding stone (Jaanto) and de-husking mortar and pestle (Dhiki).

Unit 5. Rural Transportation

Rural green roads; gravity ropeways; water ways (boats, power-boats, NFF).

Unit 6: Biomass-based Energy in Nepal

Sources and usages of solid fuels (firewood, animal dung, agricultural residue, briquettes) importance, usages and environmental impacts of improved cooking stoves (ICS); sources, usages and environmental impacts of liquid fuels; sources, usages and environmental impacts of biogas plants, applications, and environmental benefits of biogas plants of gaseous fuels; potentials,

Unit 7: Traditional Technologies and Crafts in Nepal

materials and clay products; weaving wool and woolen materials; dyeing, printing paper, Development and uses of indigenous technology; metals and metal-ware; construction paper products and inks; fermentation of milk, rice and other products; forest and agriculture products; extraction of oils, fats and waxes; fishing devices; soap-making; concrete block making; compressed soil blocks; low-cost housing and toilets.

References:

AEPC (Alternative Energy Promotion Centre), and Ministry of Environment, Science and Technology (MOEST) publications.

CBS (Central Bureau of Statistics) publications.

Centre for Rural Technology (CRT) publications.

Gajurel, C.L., 1998, Traditional Crafts of Nepal and Japan.

ICIMOD publications.

ICIMOD, 1998, Renewable Energy Technology: A Brighter Future, International Centre for Integrated Mountain Development (ICIMOD), Kathmandu.

IoE (Institute of Engineering), Kathmandu, publications.

MOF, Economic Survey, Ministry of Finance (MoF), various years.

MOLD (Ministry of Local Development) publications.

Practical Action publications.

RECAST/TU publications.

REDP publications.

WECS, Energy Synopsis Report, Water and Energy Commission Secretariat (WECS), Government of Nepal, Kathmandu.

RD 533: Rural Marketing and Entrepreneurship Development

Credit hours: 3

Aim and Objective

The objective of this course is to provide the students with knowledge and skill relating to rural marketing management and entrepreneurship development. It aims at rendering the students good marketing decision-makers and creative thinkers in the area of rural entrepreneurship, production and marketing that are essential for rural development take place and sustain.

Course Outline

Unit 1: Rural Market and Rural Marketing

Meaning, definitions and importance of market; meaning and characteristics of rural market; people, occupational pattern, land-use pattern, communication and information, recreation, credit and credit institutions (formal and informal); concept, meaning and definitions of marketing; types of marketing systems; societal marketing; concept, meaning and importance of rural marketing; rural versus urban marketing; rural marketing mix: the 5 Ps-product, place, people, price, and promotion.

Unit 2: Agricultural Marketing and Economic Development

Concept and nature of agricultural marketing; agricultural marketing inputs and their types; role and importance of agricultural marketing in economic development; cooperative marketing; agricultural marketing system and status in Nepal.

Unit 3: Rural Consumers

Consumers of rural market: state government, local government, local people, tourists/ visitors, urban people; factors influencing consumer's buying behavior; profile of Nepalese consumers; cottage and artisan industries in Nepal.

Unit 4: Rural Marketing Strategies

Rural market segmentation; implementation of rural marketing strategies; concept and definition of product; types of product; product mix; new product development; grading, labeling, branding, standardization, packaging; productification of rurality; value-added rural marketing; concept of place; physical supply; transport system; designing channel of distribution: wholesalers, retailers, cooperatives; concept of pricing: price determination factors - internal and external; pricing strategy; promotion mix: advertisement, public relation, personal sale, sales support, commerce; rural marketing practice.

Unit 5: Rural Entrepreneurship

Concept and definitions of entrepreneurship; types of entrepreneurship - sole, partnership, company, community, intrapreneurship; role of entrepreneurship in rural (economic) development; concept and problems of women entrepreneurship; economic and non-economic factors affecting entrepreneurship growth; risks in entrepreneurship; types of risk-e.g., financial, career, family and social.

Unit 6: Legal Environment for Entrepreneurship

Legal process for establishing a new venture; steps and processes in establishing a new venture; registration of intellectual property right (IPR) - copyright, patent, trademarks; product licensing; insurance; safety and security; liability; contracts.

Unit 7: Venture Identification and Business Plan Preparation

Identification of business opportunities; sources and methods of generating new ideas; selection of best ideas: benefit-cost, profit and loss, and SWOT (strength, weakness, opportunity and threat) analyses; concept and preparation of a business plan.

[NB: Study of rural market and marketing will be done as part of the practical courses in the MRD programme.]

References:

- Agrawal, G.R., 2006, Entrepreneurship Development in Nepal, M.K. Publishers, Kathmandu.
- Badi, R.V. and N.V. Badi, 2008, Rural Marketing, Himalayan Books, India.
- Basyal, R., 2008, Rural Development Practices in SAARC Countries: Some Innovative Cases, Richa Bashyal, Kathmandu.
- Dhameja, S.K., 2004, Women Entrepreneurs, Deep and Deep Publications, New Delhi. Forsyth, P., 2000, Marketing for Non-Marketing Managers, Universities Press, India. Hisrich, R.D. et al., 2007, Entrepreneurship, Tata McGrawhill, New Delhi. Kashyap, P. and S. Raut, 2009, The Rural Marketing, Biztantra, New Delhi. Kotler, P. and G. Armstrong, 2008, Principles of Marketing, Prentice-Hall, New Delhi. Malhotra, N.K. and S. Dash, 2009, Marketing Research: An Applied Orientation, Pearson Education, New Delhi.
- Poudel, K.L., 2008, Agribusiness Management, Himalayan College of Agricultural Science and Technology (HICAST), Kathmandu.
- Poudyal, S.R. and D.M. Ghimire, 2065BS, Udhyaamsila Bikash, Buddha Academic Publishers & Distributors, Kathmandu.

Prakash, S. and H. Chaturvedi (eds.), 2007, WTO Intellectual Property Rights and Branding, Har-Anan Publication, New Delhi.

Ramkishan, Y. 2002, A New Perspectives on Rural Marketing, Jico Publishing House, iMumbai.

Shukla, R.S., NA, How to Set Up your Own Successful Small-scale Industries, Abhinav Publishing, New Delhi.

WB, 2002, Building Institutions for Markets, Oxford University Press, New York. Wolf, H.K. and P.R. Pant, 2003, Social Science Research and Thesis Writing, Buddha Academic Publishers & Distributors, Kathmandu.

RD 534: Practical Workshop and Field-based Study cum Seminar III

Credit hours: 3

Aim and Objective

This course intends to impart students with practical knowledge, exposure and experience relating to various dimensions of rural development. The aim is to enhance their analytical and presentation skills, knowledge base and confidence level essential to work effectively in their academic and professional life.

Course Conduct Pattern

Time Allocation and Schedule

This course will occupy a total of four hours every working week for its classroom discussion part. Depending upon the availability of time and suitability, the four-hour period time could be used either in a single day or divided in four separate sessions of one hour on any four days of the working week.

Discourse, Deliberations and Output

Upon completion of a few hours of introductory sessions, the students will be asked to compile a set of statistical figures (data) on the major dimensions of rural development indicators (e.g. education, health, per capita income, transportation, power, communication) of Nepal, based on relevant publications of the Central Bureau of Statistics (CBS), and compare with similar sets of searched data for the neighbouring country India. Those data sets will have to be interpreted to prepare write-up. Each student will submit to the instructor one such output each week, two days prior to the forthcoming classroom discussion/seminar. The submitted materials must be the respective students' individual work not tallying with the ones submitted by others in the class. In case of collision the concerned students will be asked to submit another work confirming independent work.

The students will put their respective materials in presentation formats-preferably d power-point ones - for presentations before the class. Each presentation will entail a brief n question-answer/discussion. All materials submitted will be compiled and made available as references for the students and others interested in the subjects.

Short Visits and Guest Lectures

One or two brief field visits could also be arranged now and then in lieu of the respective day's classroom presentation session provided there are relevant cases to be observed in proximate s locations for the students and instructor to make comfortable and amicable visit. Such visits would require students to make their individual notes for presentation and submission in the following classroom discussion session. The instructor could also decide to and arrange one or two guest lecture sessions in lieu of regular sessions depending upon the availability of guest lecturers to make relevant and interesting presentations.

Field-based Study

Towards the end of the semester in which this course is offered, the students will make a study visit to one or just a few locations in proximity to each other in a prosperous rural area of India. They will make observation of the area(s) and the various rural development.

activities and situations around those places and prepare notes for presentation in written and report (presentation) format individually. Arrangements will be tried for deliberation of key informants / knowledgeable persons / executives belonging to the visited run enterprises/projects/establishments/environments. Submission and presentation of the study report will take place soon after the completion of the trip. Prior to this study visit India, the students will have to take part actively and fully in a rural camp organized in selected rural setting in Nepal. The instructors and management concerned will facilitate arrangements for the camp with mobilization of the participating students.

Assessment/Evaluation

The instructor/s in charge will allocate appropriate percentage of marks to each of the major activities required and record performance scores for individual student, thus coming up with the final scores based on the overall evaluation of each of the students.

RD 535A: Rural Tourism Credit hours: 3

Aim and Objective

This course intends to familiarize students with the different dimensions of rural tourism and its role in rural development in local, regional, national and global perspectives. The aim of the course is to enhance the students' understanding about and ability of developing and managing villages as tourism destinations for prosperity of rural areas.

Course Outline

Unit 1: Introduction to Rural Tourism

Meaning, nature, definitions, components and scope of tourism; concept and meaning of rural tourism; typology of tourists and tourism; motivation behind tourism; evolution of tourism; alternative forms of tourism; impacts of tourism on economy, society, culture and the environment at local and national levels; trends of tourism development at local, regional, national and global levels; significance of tourism for developing countries and rural communities; global code of ethics for tourism.

Unit 2: Planning and Management of Rural Tourism

Conceptual meaning of tourism planning and its importance; levels of tourism planning at local, regional and national levels; role and importance of stakeholders in tourism planning and management; tourism policies in Nepal; tourism plan formulation and SWOT analysis; need for tourism diversification.

Unit 3: Tourism Marketing

Definitions and feature of tourism marketing; market segmentation; target markets and market positioning; marketing mix in tourism; marketing and promotional activities from public and private sectors; tourism enterprise development and market linkage; value chain analysis in tourism.

Unit 4: Ecotourism for Rural Development

Definitions, nature, scope and principle of ecotourism; advantages of ecotourism for rural communities; ecotourism as a unique component of competitiveness; issues and challenges in ecotourism; tools of sustainability in tourism.

Unit 5: Tourism and Rural Development in Nepal

Land for all seasons; history of tourism in Nepal; current state of tourism in Nepal; problems and prospects of protected areas and world heritage sites for tourism in Nepal; conservation and rural development through community participation (e.g., the case ACAP-Annapurna Conservation Area Project); rural tourism (e.g. cases of Bandipur, Sirubari and Ghalegaon); pro-poor tourism: case study of the Tourism for Rural Poverty Alleviation Programme (TRPAP).

References

- Agrawal, M.K. and R. Upadhyaya, 2006, Tourism and Economic Development in Nepal, Northern Book Center, New Delhi.
- Barnewell and B. Lane (eds.), 1994, Rural Tourism and Sustainable Development, Chanc View Publications, Clavedon.
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- Cater, E. and G Lowman, 1994, Ecotourism: A Sustainable Option?, Wiley, New York Butler, R.W. et al. (eds.), 1998, Tourism and Recreation in Rural Areas, Wiley, Chichester
- France, L., 2006, Sustainable Tourism, Earthscan Publications, London.
- Gareth, S. and A.M. Williams, 2000, Critical Issues in Tourism, Blackwell Publishers. Oxford Geoldner, C.R. et al., 2000, Tourism: Principles, Practices and Philosophy, John Wiley ICIMOD, 2007, Facilitating Sustainable Mountain Tourism, International Centre for Integrated and Sons, New York.
- Mountain Development (ICIMOD), Kathmandu.
- Kunwar, R.R., 1997, Tourism and Development, Laxmi Kunwar, Kathmandu.
- World, London.
- Martin, M. and I. Munt, 1998, Tourism and Sustainability: New Tourism in the Third MOCTCA/GON, 2007, Pro-Poor Rural Tourism Initiatives and Its Sustainability in Nepal: Research Highlights, Ministry of Culture, Tourism, and Civil Aviation (MoCTCA)/Government of Nepal (GON), Kathmandu.
- Satyal, Y.R., 2000, Essentials of Tourism, Adroit Publishers, New Delhi.
- Sharma J.K., 2004, Tourism Planning and Development, Kanishka Publishers and Distributors. Theobald, W., 1994, Global Tourism: The Next Decades, Butterworth-Heinenann, Jordonhill.
- UNWTO, 2001, Global Code of Ethics for Tourism.
- Upadhyaya, R. (ed.), 2008, Readings in Rural Tourism, Sunlight Publication, Kathmandu.

RD 535B: Ways to Work with Rural People

Credit hours: 3

Aim and Objective

The objective of this course is to develop in students the understanding, skills and ability to deal with rural people in connection with carrying out rural development activities. Its aim is to enable students to eventually work with relative ease to make remarkable positive professional impacts on the development of rural areas they would work for.

Course Outline

Unit 1: Communication and Motivation

Elements and importance of communication; communication skills; problems and constraints in communication; communication skills for development professionals; concept, process, and types of motivation; steps in motivation; techniques of motivation; incentives and motives.

Unit 2: Working with Individuals

Definitions, principles, processes, components and tools of casework, counseling in casework; working with groups; definitions, principles, processes of group work; group dynamics; evaluation of groups; application of group work.

Unit 3: Participatory Approaches to Learning

Rapid rural appraisal; participatory rural appraisal; participatory action research; principles, risks and drawbacks of participatory approaches; application of PRA in rural settings; tools of PRA; wealth ranking; timeline; transect; seasonality; social mapping; resource mapping; Venn diagram; focus group discussion (FGD).

Unit 4: Working with Communities

Definitions and principles of community organization: models and strategies of community organization; locality development model; social planning model, social action model, methods of community organization; capacity-building of rural people, concept and principles of leadership building; methods for capacity-building of communities, improved access to government programmes and its benefits.

References:

Battacharya, S.N., Community Development in Developing Countries. Beck, R.C., Motivation: Theories and Principles. Chambers, R., Challenging the Professions.
Choudary, P., Methods of Social Work.
Kumar, S., Methods for Community Participation: A Complete Guide for Practitioners. McConnel, J.W., Understanding Human Behaviour.
Mukherjee, N., Participatory Rural Appraisal: Methodology and Applications. Ross, N.G, Community Organization.
Spicer, R.E.E., Human Problems in Technological Change.
Srinivas R.M. and H. L. Steeves, Communication for Development in Third World: Theory and Practice for Empowerment.

RD 535C: Social Dimensions of Rural Development

Credit hours: 3

Aim and Objective

The objective of this course is to familiarize students with the basic concepts, theories, approaches and methods relating to the social dimension of rural development. It aims at enabling them to translate their knowledge into practice in the process of working for rural development.

Course Outline

Unit 1: Fundamental Social Concepts

Nature, scope, methods and importance of rural sociology; concept, meaning, definitions, types and characteristics of society; definitions, indicators and issues relating to developed and underdeveloped societies; meaning and indicators of social development; social structure; social stratification and inequality in rural development context; induced and indigenous social organizations; social research and sociological perspectives in public policy and development; models and mechanisms of policy formation; inevitability of sociological knowledge and methods in promoting rural development process.

Unit 2: Agrarian Structure and Rural Development

Concept of peasant society and village community; overview of agrarian social structure in Nepal; land tenure system in Nepal; social aspects of Nepalese agricultural system; emergence and development of agrarian movements in Nepal;

Unit 3: Social Contexts in Rural Development

Factors and processes of social change and development; right-based approach to development and social justice (social, cultural, economic, political and environmental); targeted inclusive and positive discriminatory development (area, class, gender, caste, ethnicity); gender and development; discourses on environment and development; society, technology and development.

Unit 4: Social Mobilization and Empowerment

Concept, definitions, purpose, methods and importance of social mobilization in rural development; self-help organizations and self-reliance development programs; capacity-building poor and deprived groups; empowerment - concept of and approaches to mass conscientization and awareness raising; concept of participatory development; planning,

implementation, monitoring and evaluation of programmes.

Unit 5: Organization and Development

Meaning, process and importance of organization; decision-making and organization; stress, dispute and conflict management in organization; communication, organization and social development; meaning and importance of communication in organization; meaning and perspectives of organizational sustainability and development.

Unit 6: Application of Sociological Knowledge

Application of sociological knowledge in regionalism; ethnicity, national integration, emerging social issues and social change.

References:

- Beteille, A., 1985, *Studies in Agrarian Social Structure*, Oxford University Press, New Delhi, Bhattachan, K.B. and M. (eds.), 2000, *Development Practices in Nepal*, Central Department of Sociology/Anthropology, Tribhuvan University, Kathmandu.
- Bista, D.B., 1991, *Fatalism and Development: Nepal's Struggle for Modernization*, Orient Longman, Kolkata.
- Blaikie, P. et al., 1980, *Nepal in Crisis: Growth and Stagnation at the Periphery*, Oxford University Press, New Delhi.
- Caplan, L., 1970, *Land and Social Change in East Nepal: A Study of Hindu Tribal Relations*, University of California Press, Berkley.
- Cernea, M.M., 1985, *Putting People First: Sociological Variables in Rural Development*, Oxford University Press, New York.
- Chambers, R., 1983, *Rural Development: Putting the Last First*, Longman House, London. Chitambar, J.B., 1997, *Introductory Rural Sociology*, New Age International, New Delhi Cohen, S.P. and R. W. Shorton, 1996, *Doctrines of Development*, Routledge, London. David, G. et al. (eds.), 1997, *Nationalism and Ethnicity in a Hindu Kingdom: The Politics of Culture in Contemporary Nepal*, Narwood Academic Publisher, Amsterdam. Desai, A.R., 1992, *Rural Sociology in India*, Popular Prakashan, Mumbai.
- Devkota, P.L., 1994, *Reflection on Participatory Development in Rural Nepal*, Division of International Development, University of Calgary, Calgary.
- Gabriel, T., 1991, *The Human Factors in Rural Development*, Belhaven Press, New York. Ghai, D., 1988, *Participation on Development: Some Perspective from Grassroots Experience*, United Nations Research Institute for Social Development, Geneva.
- Giddens, A. (ed.), 2000, *Sociology Introductory Readings*, Polity Press, London. Hall, A. and M. James (eds.), 1988, *Development Policies: Sociological Perspectives*, Manchester University Press, Manchester.
- Hara, L.M., 1980, *Sociology: Themes and Perspectives*, Oxford University Press, New Delhi. Hulmer, D. and T. Mark, 1990, *Sociology and Development: Theories, Policies and Practices*, Macmillan Education, London.
- IAAS, 2002, *Social Mobilization Manual*, Institute of Agriculture and Animal Sciences (IAAS), Chitawan.
- Korten, D.C., 1992, *Getting to the 21st Century: Voluntary Action and the Global Agenda*, Oxford and IBH Publishing Company, New Delhi.
- Kothari, R., 1988, *Re-thinking Development: In Search of Humane Alternatives*, Ajanta Publication, New Delhi.
- Long, N., 1982, *Introduction to the Sociology of Rural Development*, Tavistock Publications, London.
- Mikkelsen, B., 1995, *Methods for Development Work and Research: A Guide for Practitioners*, Sage Publication, New Delhi.
- New Era, 2002, *Mapping of Social Mobilization in Nepal*, New Era, Kathmandu. Parajuli, P., 2007, *Sociological Perspective on Rural Development*, Kshitiz Publication, Kathmandu.
- Regmi, M.C., 1999, *A Study in Nepali Economic History*, Adroit Publishers, New Delhi.

Regmi, R., 1999, Dimensions of Nepali Society and Culture, SANN Research Institute, Kathmandu.

Regmi, R., 2001, The Essentials of Sociology, Saroj Printers, Kathmandu.

Setty, E.D., 1994, Participatory Rural Development in Asia, Inter-India Publications, New Delhi. UNDP, 2004, Nepal Human Development Report 2004: Empowerment and Poverty Reduction, United Nations Development Programme (UNDP), Kathmandu.

Vidya, B. and D.R. Sachdeva, 2000, An Introduction to Sociology, Kitab Mahal, New Delhi.

RD 535D: Agriculture and Rural Development

Credit hours: 3

Aim and Objective

This course intends to familiarize students with the fundamental dimensions of the agricultural sector and its interrelationship with the process and prospects of rural development. The aim is to strengthen the students' understanding about the intrinsic and important linkage between agriculture and rural development so that they could contribute to these through their professional engagements.

Course Outline

Unit 1: Agriculture and Its Role

Meaning, structure, characteristics and role of agriculture in developing countries.

Unit 2: Theories of Agricultural Development

Concept and implications of John Mellor's theory of agricultural development; Jorgenson's dual economy model; Esther Bosertup's theory of agrarian change; Cobb-Douglas' production functions.

Unit 3: Factors of Agricultural Transformation

Physical (climate, soil nutrient, drainage, greenhouse effect); social (land tenure, skills and dissemination, labour availability and quality); economic (scale of operations, marketing, transportation, wage, capital, seeds and fertilizer, tools and implements, power and technology, irrigation, labour); institutional/organizational and service delivery (price fixation, cooperative, agriculture credit, storage).

Unit 3: Agricultural Production System

Agricultural systems (subsistence and commercialized); concept, issues, types, and implications (agriculture and livestock) of integrated farming system; role, problems and prospects of cooperative farming in the special context of Nepal; farm management - characteristics of farms (types, size, distribution, agricultural terracing, irrigation systems, harvesting, post harvesting, including indigenous methods such as Parma and Dhikuri); comparative advantages or niche between highlands and lowlands.

Unit 4: Agricultural Market Places and Marketing Systems

Concept and types of marketing patterns; market channels and network (vertical, horizontal and lateral, price structure, farmer's marketing behavior, modes of transport and value chain); regional and international flows of products; agricultural marketing systems (food grains, cash crops and livestock products).

Unit 5: Agricultural Development Infrastructure

Agricultural infrastructure and services (production-oriented and community-oriented); agricultural facility allocation and accessibility; cropping patterns; crop combination and crop intensity; levels of agricultural development - regional approach / composite index; agricultural extension - meaning, ingredients and importance; agricultural extension system in Nepal.

Unit 6: Population - Agriculture Interrelation

Regional patterns of population growth and land use; regional patterns of agricultural production
relationship between population growth and agricultural production.

Unit 7: Agricultural Finance

Concept, meaning and importance of agricultural finance; history, development and issue of agricultural financing institutions in Nepal; microfinance institutions in agricultural financing.

Unit 9: Agriculture -Agricultural Enterprises Interrelationship

Agro-products (food crops, cash crops, byproducts and dairy products); agro-based industries and services; farmers' entrepreneurship development.

Unit 10: Agricultural Development Policies and Programmes in Nepal

Land reform and tenancy right; green revolution; food security and scarcity; review of agricultural development policies and programmes in periodic plans; review of the Agricultural Perspectives Plan (APP) 1995-2015; agriculture price policy; livestock and crop insurance schemes.

[NB: Field-based study for the course will be conducted as part of the practical courses in the programme.]

References:

ADB/ICIMOD, 2006, Environmental Assessment of Nepal: Emerging Issues and Challenges, Asian Development Bank (ADB)/International Centre for Integrated Mountain Development (ICIMOD), Kathmandu.

APPROSC/JMA, 1995, Nepal Agriculture Perspective Plan, Agricultural Projects Services Centre (APPROSC) / John Mellor Associates (JMA), Kathmandu.

Boserup, E., 1965, Conditions for Agriculture Growth, Aldin, New York.

Carson, B., 1992, The Land, the Farmer and the Future: A Land Fertility Management Strategy for Nepal, ICIMOD Occasional Paper No. 21, International Centre for Integrated Mountain Development (ICIMOD).

CBS, 2002, National Census of Agriculture 2001/02 Nepal, Central Bureau of Statistics (CBS), Kathmandu.

CBS, 2004, Handbook of Environmental Statistics 2003 Nepal, Central Bureau of Statistics (CBS), Kathmandu.

DOS/KES, 1986, Land Resources Mapping Project: Land Utilization Report, Department of Survey/Kenting Earth Science (KES), Kathmandu.

FAO, 1997, Gender and Participation in Agricultural Development Planning: Key Issues from Ten Case Studies, Food and Agriculture Organization of the United Nations (FAO), Rome. Ghatak, S. and I. Ken, 1984, Agriculture and Development, Select Book, New York. Haq, M.U., 2003, Human Development in South Asia 2002: Agriculture and Rural Development, Oxford University Press, New York.

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RD 535E: Highland Ecosystems Dynamics and Development

Credit hours: 3

Aim and Objective

This course intends to familiarize students with the fundamental dimensions of and issues relating to ecosystems in general and highland ecosystems of Nepal in particular. The aim is to increase students' understanding about the role and importance of ecosystem management and enrichment, and increase their employability in the job market upon their graduations.

Course Outline

Unit 1: Fundamental Aspects of Ecosystem

Concept, meaning, definitions, levels, and types (aquatic, marine, mangrove, terrestrial, rainforest, and so on), components, models (frameworks).

Unit 2: Factors Affecting Ecosystems

Biological (plants, animals), biotic (animal and plant remains), climate, rocks and minerals, water bodies, disasters, resource degradation/depletion, and the impacts on human economy, environment and welfare.

Unit 3: Benefits from Ecosystems

Goods and services from ecosystems - food and agriculture; health and hygiene; business and trade; tourism; recreation and rejuvenation; economic growth and development.

Unit 4: Highland Ecosystems

Features, definition, specificities, niche, potentials, constraints/impediments, instabilities

Unit 5: Dynamics and Development of Highland Ecosystems in Nepal

Changes in landscape, resource endowments (e.g. depletion, degradation, devegetation, deforestation, afforestation, reforestation, and so on), production and consumption patterns, situations; importance of and needs and efforts for highland ecosystems management and migration trends, cultural, social, economic and physical environmental circumstances/ enrichment; role and scope of agricultural terracing in highland ecosystem management and enrichment.

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RD 535F: Ethics, Ecology, and Economy

Credit hours: 3

Aim and Objective

This course has the objective of enhancing the students' understanding about and appreciation of the basic tenets of ethics, ecology, and economy and the intrinsic and important interrelations among them. The aim is to enable and motivate students to work in ethical manner so as to make contribution to the management and enrichment of ecology and economy. Course Outline

Unit 1: Understanding Ethics

Meaning of good and bad, and goodness and badness; rational versus irrational; rightness versus wrongness; right versus wrong conduct; moral versus immoral (acts); moral sense or conscience; aptitude for generosity and kindness; virtues (honesty, courage, compassion, generosity, fidelity, integrity, fairness, self-control, prudence, justice, truthfulness); methods of measuring goods and evils; fields of ethics - business ethics, legal ethics, medical ethics, public policy ethics.

Unit 2: Understanding Ecology

Concept, meaning, definitions, and models of ecology; components of ecology; areas (types) of ecology-ecosystem ecology, landscape ecology, population ecology, community ecology, behavioral ecology, organismal ecology; importance of ecology (and its functions); the role of ethics in ecology conservation, management and enrichment.

Unit 3: Fundamentals of Economics

Definition and meaning of economics; positive versus normative economics; demand and supply; circular flow of income; exploitation of resources (water, land, forests, rocks and minerals) and outcomes (production; pollution; inequalities; resource depletion/degradation/ destruction); wants/desires; need versus greed; the role of ethics in economic planning, management and development - production (quantity, quality of produce/products, use/ misuse of resources), distribution, consumption, sustainability.

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RD 535G: Gender and Rural Development

Credit hours: 3

Aim and Objective

The intent of this course is to provide students with the knowledge about the fundamental concepts and issues relating to gender and its implications for rural development especially in the context of Nepal. It aims at making students appreciate the importance of taking into account gender aspects and issues in the process of rural development efforts.

Course Outline

Unit 1: Fundamental Concepts and Issues

Concept of sex and gender; femininity and masculinity; gender terminologies: patriarchy, feminism (liberal, socialist, Marxist, radical perspectives), gender equity and equality, gender discrimination, oppression and exploitation, violence, subordination, liberation, emancipation, gender budgeting, gender auditing; critiques of gender/ women/ feminism.

Unit 2: Gender and Society

Social construction of gender; role/influence of religion in gender in rural areas; gender relationship: cross-cultural practices in rural areas; gender relations in rural social institutions and organizations.

Unit 3: Feminist Movement

Global feminist movement; national commitments to international conventions on women's / feminist movement in Nepal and advocacy; pace and progress in this direction-in- stances.

Unit 4: Gender and Rural Development

Gender as a development agenda: WID (women in development), WAD (women and development), GAD (gender and development), GID (gender in development) approaches; Review of contemporary policies, plans and programmes of the Government of Nepal; gendered impact of macroeconomic policy; process of empowerment of rural women; gender sensitization and gender mainstreaming programmes; role of communication in the development of rural women.

Unit 5: Status and Role of Rural Women in Nepal

status of women: demographic, educational, economic; political; social; cultural; role of women in economic and social development (agriculture, cottage industry, microenterprise, natural resource management); analysis and comparisons of GEI (gender empowerment dex) in the international context.

Unit 6: Feminist Methodology

Feminist critiques of existing research methods; feminist epistemology; obstacles to feminist methodology; ethics of feminist research; gender assessments.

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Relevant journals:

Gender and Development Development in Practice Development Policy Review

Journal of International Development

World Development

RD 535H: Developing and Managing Human Resource

Credit hours: 3

Aim and Objective

The objective of this course is to impart students the knowledge and understanding about the meaning and importance of human resources and their management for rural development and progress. It aims at raising the capacity of the students to better engage in process human resource management activities to make substantial contribution to rural development efforts.

Course Outline

Unit 1: Human Resource Development

Concept, meaning, definitions of and need for human resource development; elements of human resource development; human resource development in the rural sector; importance of human capital formation; efforts and achievements in investment for raising nutritional and educational standards; significance of capacity building for rural development.

Unit 2: Dimensions of Human Resource Development for Rural Development

Health, nutrition, education, skill; importance of human resource development in agriculture and allied activities; rural industries and rural service sector; human development index (HDI): concept, components, importance, measurement, construction at state and district levels; factors influencing the HDI.

Unit 3: Manpower Planning for Rural Development

Agriculture and allied activities; rural industries; business and service sectors; training for HRD for rural development; institutional arrangements for promotion of HRD; educational programmes for promoting HRD: vocational education, non-formal education, functional literacy, and related programmes and projects.

Unit 4: Human Resource Management

Definition, scope and components of human resource management (HRM); principles, functions, management and administration of HRM; universality of management concepts and principles; HRM in rural institutions: cooperatives, NGOs, CBOS, self-help groups.

References:

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