

RD 541: Rural Community Development

Credit hours: 3

Aim and Objective

This course intends to familiarize students with the important concept, process and strategy relating to community development and the trend of community development practices in Nepal and other countries. The aim is to enhance the students understanding about achieve, and appreciation of the need for, community development.

Course Outline

Unit 1: Understanding the Basic Concepts

Concept and definitions of community and community development; group dynamics, values and principles of community development; processes, strategies and techniques of community development; social inclusion and social mobilization; civil society and community development.

Unit 2: Community Development Theories

Psycho-sociological theory of community development; socio-democratic theory of community development (A. Gramsci).

Unit 3: Trends in Community Development

State-led development strategy; market-led development strategy; NGO-led development strategy; people-centered development approaches; development as community transformation; state policies in community development with special focus on recent policies in Nepal. Unit 4: Historical Accounts of CD and CBOs in Nepal

History of community development (CD): pre-unification, unification and Rana periods, planned development period (2007-2017BS), Panchyat period, after 2046BS - BOVO, PDDP, LGP, DLGSP; community-based organizations (CBOs) in Nepal: Khedi (in far-west), Parma, Bhajaita, Dhikuri, Guthi, Nogar, Rodi, Bheja).

Unit 5: Analysis and Appraisal of CBOs in Nepal

Small Farmer's Development Programme (SFDF); Community Forestry; Production Credit of Rural Women (PCRW); Grameen Bikas Bank; Farmer Managed Community Irrigation System (FMCIS); community schools and colleges; community health programmes; recent trends in community-based programmes in Nepal.

Unit 6: People's Participation and Participatory Development

Concept, definitions and role of people's participation in community development; role of communication in people's participation and community development; problems and challenges in people's participation in community development; local and regional, national and international case studies.

[Field-based study will be carried out as part of the practical courses in the programme.]

References:

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Richard, P. and E. Harswick, 2010, Theories of Development Contentions, Arguments and Alternatives, Rawat Publications, Jaipur.

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Tripathi, S., 1987, Development of Rural Poor, Rawat Publications, Jaipur.

UNDP, 1998, Nepal Human Development Report, UNDP, Kathmandu.

UNDP, 2006, Governance in Post Conflict Countries, Management, Development and Governance Division, Bureau of Development Policy.

RD 542: Rural Economy

Credit hours: 3

Aim and Objective

The objective of this course is to increase the students' knowledge and understanding about the various economic dimensions of rural settings so that they could be able to explore ways to exploit the numerous potentials for developing the rural areas based on the local economic features and opportunities.

Course Outline

Unit 1: Rural Economic Structure

Rural occupations and income sources in Nepal; household asset situation; rising rural-urban income gaps; emerging trends in rural expenditure pattern; agriculture in the world; role of agriculture in the economic development of rural Nepal; agricultural development under the national development plans; national agricultural policy; implications of globalization for agriculture in Nepal; governance reforms for better policy formulation and implementation in the agricultural sector.

Unit 2: Organizational Aspects of Agriculture

Farm size and productivity; farm managerial functions; land reform; impact of green revolution in cropping pattern; crop insurance; performance of agriculture; diversity and uncertainties in agriculture; confronting challenges; agrarian Crisis and farmers; adaptation or mitigation measures against climate change impacts on agriculture; role of biotechnology in agriculture; dry land farming technologies; agricultural terracing – construction, use and management.

Unit 3: Alternative Occupations in Rural Areas

Dairying, poultry, fishery, horticulture, sheep rearing; mixed farming systems; managing intensive livestock systems; rural non-farm sector; rural non-farm employment; wages in and earnings from rural labor market; implications of rural labour migration.

Unit 4: Programme and Budget Allocation for Rural Development under National Plans

Multi-level planning; organization for planning: centre, regions, districts, village development Committees (VDCs); importance of micro-level planning for rural development; sufficiency of programme and budget allocation for rural development, and focus on rural area development.

References:

- Agarwal, S.K., 1985, *Environment and Natural Resources Economics*, Scott Foresman Company, London.
- CBS, Statistics on Nepal and Its Regions and Districts, various publications.
- Chambers, R., *Rural Development*.
- Desai, V., *Rural Development*.
- Eden, R., 1981, *Energy Economics: Growth, Resources and Policies*, Cambridge University Press, London.
- Kirk, D., 1982, *Schumacher on Energy*, Abacus, London.
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- Myrdal, G, Asian Drama.
- NPC, various publications.
- Ojha, E.R., 1997, *Agricultural Terracing: Development Perspectives*, Ratna Pustak Kathmandu.
- Pearct, D. et al., 1990, *Sustainable Development: Economics and Environment in Third World*, Earthscan Publications, London.
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- Rao, H., 1990, *Rural Energy Crises: A Diagnostic Analysis*, Ashish Publishing House, New Delhi.
- Reddy, V.K., *Agriculture and Rural Development: A Gandhian Perspective*. Singh, K., *Rural Development Policies*.
- Stevens, P. (ed.), 2000, *The Economics of Energy, Volumes I and II*, Edward Elgar. Vakil, C.N., *Poverty and Planning*.
- WB, *World Development Report, The World Bank (WB), Washington, D.C., various years*. William, B. (ed.), 1997, *Readings in Ecology, Energy and Human Society: Contemporary Perspectives*, Harper and Row, New York.

RD 543: Project Planning and Management**Credit hours: 3***Aim and Objective*

This course has the objective of familiarizing students with the concept, knowledge, skill, techniques, and importance of project planning, implementation and management. The aim is to build the students' ability to plan, prepare, implement and manage projects for rural development.

*Course Outline***Unit 1: Fundamentals of Project Planning**

Definitions of project; a systems model for development projects; importance of project approach to rural development; need for and scope of project management; project planning and management cycle; ZOPP methods; concept of project cycle management; participatory project cycle management; concept of planning; situational analysis and identification of needs; participatory methods; project strategy; preparation of plan; logical framework analysis: concept, basic principles, steps in constructing.

Unit 2: Environment for Project Identification

Basic steps in project identification; selection of project size; location and technology; pre-feasibility brief; definition of project formulation; elements of project formulation technique; project formulation and development planning in the context of Nepal; systems; approach to formulation and execution of development projects.

Unit 3: Project Appraisal

Technical feasibility; economic feasibility; financial feasibility; discounted (cash flow) measures of project worth: benefit-cost ratio (BCR), net present value (NPV), and internal rate of return (IRR - financial, and economic IRRS); sensitivity analysis; rationale for social benefit-cost analysis; project finance; sources of capital; government policy initiatives; capital market as a financing option; loans from bank and non-bank financial institutions; foreign currency financing; financing decisions.

Unit 4: Essentials of Project Planning and Management

Monitoring of development projects; progress monitoring and process monitoring; process monitoring for improving sustainability; project management information system; monitoring system for poverty reduction programmes; network techniques for project management: PERT and CPM; project evaluation; types of evaluation: concurrent and summative; impact assessment: baseline, midline and end-of-project evaluations; participatory planning, monitoring and evaluation (PPME): methodologies and approaches.

References:

Bava, D.S., Rural Project Planning.

Casley, D.J. and D.A. Lury, 1985, Monitoring and Evaluation of Agriculture and Rural Development Projects, The World Bank, Washington, D.C.

Chandan, J.S., 1993, Management: Theory and Practice, Vikash Printing House, New Delhi. Chowdhary, S., Project Management.

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Pant, P.R., 1998, Principles of Management, Buddha Academic Publisher and Distributors, Kathmandu.

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Pitale, R.L., Project Appraisal Techniques.

Chandra, P., Projects - Preparation, Appraisal and Implementation.

Rajasekhar, D, Action Research for Poverty Alleviation, ISEC Working Paper.

Rajasekhar, D., Project Cycle Management and ZOPP Methods.

Randolph, W., Effective Project Planning and Management: Getting the Job Done.

Uprety, S.R., 2006, Guidelines for Improving Your Skills in Project Proposal Writing, Subhash Printing Press, Kathmandu.

RD 544A: Microfinance, Self-help, and Women Empowerment

Credit hours: 3

Aim and Objective

This course intends to provide students with the understanding about the value and role of microcredit, self-help, and women's empowerment in rural development process. The aim is to enhance their ability to contribute to the mobilization and use of these important factors for rural development.

Course Outline

Unit 1: Fundamentals

Concept, elements, importance, and brief history of microfinance; sustainable community banking; role of microfinance in poverty alleviation; concept and importance of women Empowerment; national policy for the empowerment of women; role of microfinance in women empowerment.

Unit 2: Gender Equity Issues for Rural Areas

Practical and strategic needs of women; concept and significance of gender sensitization; essential elements of gender mainstreaming for empowerment; empowerment versus sustainability.

Unit 3: Self-help, Self-help Groups and Self-help Promotion

Concepts, elements, stages and significance of self-help, self-help groups (SHGs) a self-help promotion; types and structures of SHGs;; role of NGOs; activities of s difficulties, constraints and crises faced by SHG members; inability of SHGs to cater to savings, credit, saving and credit, community/socio-cultural service, marketing, insurance, and credit as an instrument of self-help promotion among rural women; review of a the needs relating to health and marriages; role of micro-savings and micro-insurance, precautions in forming an SHG; monitoring and evaluation of SHG programmes, savings learning from experiences of Grameen Bank, PCRW, SFDP, and such others.

References:

APRACA, 1990, Promotion of Linkages between Banks and Self-help Groups in Nepal, Asian and Pacific Regional Agricultural Credit Association (APRACA), Bangkok.

Bhat, I., A Bank of One's Own: A Note from SEWA.

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GB, Various issues of Grameen Bank's Grameen Dialogue.

GTZ, Strengthening of People and Organizations.

GTZ, Unfolding Potentials for Self-help: Poverty Alleviation in India.

Hossain, M., Credit for Alleviation of Rural Poverty: The Government Banks in Bangladesh. Hume, D., Finance against Poverty.

Jacob, Y., 1997, Rural Finance: Issues, Design and Best Practices, The World Bank (WB), Washington, D.C.

Kropp, E. et al., 1989, Linking Self-help Groups and Banks in Developing Countries, Asian and Pacific Regional Agricultural Credit Association (APRACA) and German Technical Cooperation (GTZ), Bangkok.

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Rajasekhar, D. and Mahadeswaran, 2005, "Economic and Social Benefits of Microfinance Programmes," in B.B. Bhattacharya and A. Mitra (eds.) Studies in Macroeconomics and Welfare, Academic Foundation, New Delhi.

Rajasekhar, D., 2004, Microfinance, Poverty Alleviation and Empowerment of Women: A Study of Two NGOs from Andhra Pradesh and Karnataka, ISEC Monograph No. 4. Rajasekhar, D., 2004, Poverty Alleviation Strategies of NGOs.

Rajasekhar, D., Savings and Credit Systems of the Poor: Some NGO Experiences. Raut, D., 2057BS, Vipannasanga Sambhavya Baining: Garibee Nivaaranko Prabhavakaaree Sanyantra Laghu Karja, in Nepali, i.e., Feasible Banking with the Poor: Microcredit as Effective Mechanism for Poverty Alleviation, Grameen Pratishtaan, Kathmandu.

Seibel, H.D. and M.T. Marx, 1987, Dual Financial Markets in Africa: Case Studies of Linkages between Informal and Formal Financial Institutions, Verlag Breitenbach Publishers, Saarbruchen.

Yunus, M., Rural Agricultural Credit Operations in Bangladesh.

RD 544B: Cultural Dimensions of Rural Development

Credit hours: 3

Aim and Objective

The objective of this course is to familiarize students with the intricate and important relationship between the various interesting facets of culture and the crucial dimensions of the process of rural development. It aims at enhancing the students' ability to match their rural development related knowledge and skills well in tandem with the cultural base of the area under consideration for rural development efforts, thus resulting in desirable and sustained outcomes.

Course Outline

Unit 1: Anthropological Introduction

Meaning and scope of anthropology and its main branches; visions in anthropology: anthropological paradigms and perspectives; development anthropology; meaning, scope and critique of anthropology of development; inevitability of anthropological knowledge and methods in the process of rural development.

Unit 2: Development Discourse

Concept of development; monolithic to polycentric notion of development; Third World diversities and dilemmas of development discourse; modernity, post-modernity, after post-modernity, and new social movements; development as freedom.

Unit 3: Culture and Development

Culture and development interface; people, culture, and development; cultural and human factors in development - ethical thoughts and policy directions.

Unit 4: Rural Livelihoods

Concept of livelihoods; assets of rural livelihoods: indicators and sustainability; agricultural systems - animal husbandry, forest products; changing strategies in rural livelihoods.

Unit 5: Indigenous Knowledge System and Rural Development

Indigenous knowledge system (IKS), local institutions for sustainable rural development; role of IKS Rural Community Development; rural people's knowledge - knowledge of the environment; rural people's faculties; rural people's experiments and innovations; traditional knowledge for the conservation and management of common property resources (CPRS) in Nepal.

Unit 6: Participatory Development

Concepts and methods of participatory development; participation - a problematic concept; participant observation and participatory development approaches; participatory rural development model, method and mode of inquiry.

Unit 7: Application of Anthropological Knowledge and Methods

Application of anthropological knowledge and methods in irrigation systems, drinking water supply, and hydropower; forestry, environment and biodiversity conservation; health, hygiene and sanitation.

References:

- Barnett, H.G, 1953, Innovation; The Basis of Cultural Change, McGraw Hill, New York. Berreman, G.D., 1994, Anthropology and Contemporary Human Problems, Mayfield Publishing, London.
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Nepal, R.M. and M. Giri, 2008, Human and Cultural Factors in Rural Development, Academic Books, Kathmandu.

Oakely, P., 1984, Approaches to Participation in Rural Development, International Labour Organization (ILO), Geneva.

Oakely, P. (ed.), 1991, Projects With People: The Practice of Participation in Rural Development, International Labour Organization (ILO), Geneva.

Schurman, F.J. (ed.), 1996, Beyond the Impasse: New Directions in Development Theory, Zed Books, London.

Sen, A., 1999, Development as Freedom, Oxford University Press, New Delhi.

Setty, E.D., 1994, Participatory Rural Development in Asia: A Critical Analysis, Inter India Publication, New Delhi.

Shrestha, N.R., 1997, In the Name of Development: A Reflection of Nepal, Educational Enterprises, Kathmandu.

UN, 1994, Traditional Knowledge and Sustainable Development, Proceedings of the 1993 UN International Year of the World's Indigenous Conference, United Nations (UN), New York.

RD 544C: Public Economics

Credit hours:

Aim and Objective

The objective of this course is to offer students a thorough understanding of fiscal institutions with a careful analysis of issues underlining budgetary policies in general and Nepalese experiences in particular. The aim is to equip students with the knowledge and understanding about crucial economic matters concerning the general public vis-à-vis the state. Course Outline

Unit 1: Basic Concepts

Role of the state in an organized society: changing perspectives in public and private sectors - cooperation or competition; the state/government as an agent for economic planning and development, and as a tool to operationalize the planning process; private goods,

public goods, and merit goods; market failures - imperfections, decreasing costs, externalities; the theory of the second best.

Unit 2: Public Choice

Private and public mechanisms for allocating resources; problems in allocating resources; problems of preference revelation and aggregation of preferences; voting systems; Arrow's

impossibility theorem.

Unit 3: Rationale for Public Policy

Allocation of resources - provision of public goods; voluntary exchange models; impossibility of decentralized provision of public goods (contributions of Samuelson and Musgrave); demand revealing schemes for public goods (contributions of Clarks, Groves and Ledyard); Tiebout model; the theory of club goods; stabilization policy - Keynesian case for stabilization policy; uncertainty and expectations; social goals.

Unit 4: Public Expenditure

Wagner's law; Wiseman-Peacock hypothesis; structure and growth of public expenditure; criteria for public investment; cost-benefit analysis; project evaluation, estimation of costs; discount rate; reforms in expenditure budgeting; programme budgeting and zero-base budgeting.

Unit 5: Taxation

Theory of incidence; alternative concepts of incidence; allocate and equity aspects of individual taxes; benefit and ability to pay approaches; theory of optimal taxation; excess burden of taxes; trade off between equity and efficiency; the problem of double taxation.

References:

Atkinsin, A.B, and J.E. Siglitz, 1980, Lectures on Public Economics, Tata McGraw Hill, New York.

Auerbach, A.J. and M. Feldstern (eds.), 1985, Handbook of Public Economics, Vol. I, North Holland, Amsterdam.

Buchanan, J.M., 1970, The Public Finances, Richard D. Irwin, Homewood.

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Shome, P. (ed.), 1995, Tax Policy Handbook, International Monetary Fund, Washington D.C. Shoup, C.S., 1970, Public Finance, Aldine, Chicago.

RD 544D: Natural Resource Management

Credit hours: 3

Aim and Objective

The objective of this course is to impart to students the knowledge about natural resources and their planning and management including policies in the context of rural development in Nepal. It aims at enabling students for improved conservation of natural resources while also making their contribution possible for rural development.

Course Outline

Unit 1: Fundamentals of Natural Resource Management

Meaning, nature, sources, uses, and types of natural resources; volumes of and trends in the production and consumption of natural resources; environment and ecology; environmental crisis, natural resource management, and rural development interrelation.

Unit 2: Environmental Responses and Human-Nature Interrelation

Biotic communities-morphological, physiological and behavioral responses; human-nature interactions - determinism, possibilism and interactionalism.

Unit 3: Resource Use System

Production practices, distribution, and density; management and conservation; pressure and potential; patterns of use of natural resources in the world, and in Nepal.

Unit 4: Environmental Degradation and Its Consequences

Theoretical nexus of environmental degradation; natural hazards and mitigation measures, desertification process and management; natural resource conflicts and justice - land, water, forest, and pasture; environmental resources development measures: comparative (niche) advantage analysis, and socio-economic and political driving forces; climate change, its impacts and local adaptations; food security and its measures utilization).

Unit 5: Environmental Resources Analysis

Identification of key environmental issues and determination of priority order; tools and techniques of analysis: pressure-state-impact-response (PSIR) analytical framework; natural resources-access, control and use; environmental resources planning (spatial, social, and economic dimensions); introduction to environmental resource mapping and interpretation; topographical map; aerial photography; geographic information system (GIS); remote sensing (RS); global positioning system (GPS); environmental impact assessment (EIA); initial environmental examination (IEE); social impact analysis (SIA); resettlement and rehabilitation.

Unit 6: Natural Resource Management Practices

Integrated farming system; changing paradigms in forest resource management; integrated watershed management approach; highland-lowland interaction; wetland management; protected areas and biodiversity conservation; park-people conflict management; indigenous natural resource management practices; payment for environmental services.

Unit 7: Natural Resource Management Approaches

Right-based approach; community-based natural resource management; natural resource-based livelihood framework; common pool resource management (Hardin and then after); gender and natural resource management in Nepal.

Unit 8: Natural Resource Management Measures

Land suitability; land capability; comprehensive land-use planning (maps-based); intensification and diversification of agriculture; carrying capacity measures - land, forest, and pasture; strengthening responding mechanisms to natural resources - human resource development; people's participation; empowerment of local people and women; marginal area/people's development.

[NB: Field-based study will be carried out as part of the practical courses in the programme.]

References:

- Allen, M. (ed.), 1993, Anthropology of Nepal: Peoples, Problem, and Process, Mandala Publication, Kathmandu.
Barrow, C.J., 2000, Environmental Management: Principle and Practices, Routledge, London. Bishop, B.C., 1991, Karnali under Stress: Livelihood Strategies and Seasonal Rhythms in a Changing Nepal Himalaya, The University Press, Chicago.
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Chhetri R.B. and O. Gurung (eds.), 1999, Anthropology and Sociology in Nepal, SASON, Kathmandu.

- Chhetri, R.B. et al., ?, Evolution of Community Forestry in Nepal: A Review of the Emergence of Paradigm and Practices in Nepal.
- Gilmour, D.A. et al., ?, Understanding the Indigenous/Traditional Systems of Forest Resource Management: A Review.
- Ives, J.D. and B. Messerli, 1989, Himalayan Dilemma: Reconciling Development and Conservation, Routledge, London.
- Kenddeigh, S.C., 1980, Ecology: With Special Reference to Animal and Man, Prentice Hall of India, New Delhi.
- Ojha, E.R., 1997, Agricultural Terracing: Development Perspectives, Ratna Pustak, Kathmandu.
- Ojha, E.R., 1999, Dynamics and Development of Highland Ecosystems: Highlights on the Hills in Far-western Nepal, Walden Book House, Kathmandu.
- Ojha, E.R., 2000, "Maato," ("Soil,") Kantipur, Saturday Supplement 'Koshelee', 21 Phaagun 2056B.S. (4 March 2000, p. ka.
- Ojha, E.R., 2001, "Sustaining Mountain Agroecosystems Through Sustenance of Agricultural Terrace Systems," Botanica Orientalis: Journal of Plant Science, Annual Issue 2001, Central Department of Botany, Tribhuvan University, Kathmandu, pp. 138-143.
- Ojha, E.R., 2002, Possessions, Problems and Potentials of Mountains: Special Reference to Nepal and Its Far-western Region, Ekta Books, Kathmandu.
- Ojha, E.R., 2012, "Janaparyaawaran Ra Digo Vikaasbaare Ek Peshaaagat Sandesh," (in Nepali), i.e., "A Professional Message on Human Environment and Sustainable Development," Janaparyavarana Sandesh, (= Human Environment Message), Year 1, Number 1, Shraavan - Bhadra 2069, pp. 11-12.
- Ostrom, E., 1990, Governing the Commons: The Evolution of Institutions for Collective Action, Cambridge University Press, Cambridge.
- Pradhan, P.K. and B. Pradhan, 2006, Environment and Natural Resources: Concepts, Methods, Planning and Management, Quest Publication, Kathmandu.
- Stankey, GH. et al., 2005, Adaptive Management of Natural Resources: Theory, Concepts, and Management Institutions, United States Department of Agriculture (USDA). Stevens, S.F., 1993, Claiming the High Grounds: Sherpa, Subsistence and Environmental Change in the Highest Himalaya, University of California Press, Berkeley.
- UNEP, 1997, Global Environmental Outlook, United Nations Environmental Programme (UNEP).
- UNEP, 2001, Nepal: State of the Environment 2001, UNEP, Bangkok.

RD 544E: Political Economy

Credit hours: 3

Aim and Objective

The objective of this course is to familiarize the students with the fundamental concepts and theories of political economy and their implications for rural development processes and success. The aim is to strengthen the students' ability to deal with matters relating to political economy in the context of rural development.

Course Outline

Unit 1: Basics of Political Economy

Concept, meaning, nature and characteristics of political economy; issues in and components of political economy; relation between politics and economy; rural political economy of Nepal.

Unit 2: Political Economy Ideologies

Liberal perspective; national perspective; Marxist perspective.

Unit 3: Political Economy of Nepal

Issues, challenges and economic debates in relating to rich versus poor, development versus underdevelopment of the rural sector; conflict, peace and development interrelation.

Unit 4: Economic and Political Dimension of Developments in Nepal

Agricultural transformation and rural development; land reform in Nepal with reference the Land Reform Act 2021BS; role of women in rural development; cooperative developme in Nepal; cottage industries; development policies and their linkages with urban market system; rural market system: structure, linkages, intermediaries and problems.

Unit 5: Rural Finance

Concept, types, and characteristics of rural finance; source of rural finance; Priority Sector Credit-Production Credit for Rural Women (PCRW) programme; microcredit programme for rural women; rural saving and credit mechanisms and conditions.

Unit 6: Economic Reforms in Rural Development

Relevance of economic reforms in rural development; privatization; liberalization; globalization; millennium development goals (MGDs) and its implementation in Nepal.

References

- Delhi. Commeson, N.T., 2004, Civil Society and Social Movement, Sage Publication, New Delhi*
Bagchi, A., 1989, The Political Economy of Underdevelopment, Orient Longman, New Dahal, D.R. and H. Bounjart, 1996, Development Studies, Self-help Organization, NGO, and Civil Society, FES, Kathmandu.
Dahal, M.K. (ed.), 2006, The Impact of Globalization in Nepal, NEFAS, Kathmandu. Dahal, R.K., 2004, Rural Political Economy of Nepal, Dikshanta Pustak Bhandar, Kathmandu. Dreze, J.S. and H. Athar (eds.), 1996, The Political Economy of Hunger, Clarendren Press, Oxford.
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Munshi, S. and P.A. Balu (eds.), 2004, Good Governance, Democratic Societies and Globalization, Sage Publication, New Delhi.
Munshi, S. and P.A. Paul, 2000, Good Governance, Democratic Structures and Globalization, Sage Publication, New Delhi.
Pokhrel, B., 2004, Rural Economy of Nepal, New Hira Books, Kathmandu.
Sharma, P., 2004, Local Governance and Planning in Nepal: An Empirical Experience, Kshitiz Publication, Kathmandu.
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RD 544F: Environmental Economics and Forestry

Credit hours: 3

Aim and Objective

This course intends to provide students with the knowledge on the various concepts, issues and skills relating to environmental economics and forestry and their implications for rural development. The aim is to enable them to deal effectively with these matters in their academic and professional undertakings.

Course Outline

Unit 1: Fundamental Concepts in Environmental Economics

Interaction between economy and the environment; implications of climate change; nature and scope of environmental economics; interface between economics and environmental economics; consumer's surplus; shadow pricing; opportunity costs; environmental costs of economic growth; evaluation of environmental benefits; environmental problems in developing economies; environmental pollution; carbon credit; Nepal's environmental policies and programmes.

Unit 2: Environmental Monitoring and Impact Assessment

Biological monitoring bio-indicators and environmental monitoring: environmental impact assessment, methods of environmental protection: moral person, prohibition and regulation, fiscal measures, allocation of property rights, pollution permits, methods of conservation waste reduction, recycling, reuse, theories of environmental economics cost-benefit analysis (CBA) theory, theory of natural resource use; model of optimum resource use.

Unit 3: Importance of Forestry

Interface between forestry and rural development; bleeding forests: concept, meaning, factors responsible for bleeding forests; theory of prisoners; dilemma - significance of biodiversity; ecotourism, wildlife protection, ethno forestry, indigenous knowledge systems (IKSs) for forest management, resources; sustainable forestry: concept and strategies, social forestry: concept and models.

Unit 4: Participatory Forest Management

Joint/community forest management programme; scope, objectives, activities and impacts, stakeholders' participation; soil and water conservation works; silvicultural practices; protection of forests; collection, preservation, storage, grading and marketing of non-timber forest produce; status and role of Nepal Timber Corporation; criteria and indicators for sustainable forest management: designing, measuring and communicating to the people.

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RD 544G: Social Structure and Situation of Rural Nepal

Credit hours: 3

Aim and Objective

The objective of this course is to familiarize students with the special features of social about the importance of considering social structure and situation in determining and structure and their situation in rural Nepal. The aim is to increase the students' understanding implementing rural development interventions for their desirable outcomes

Course Outline

Unit 1: Fundamental Aspects of Society

Definition and characteristics of village communities; types of settlement patterns; individual and society; role of heredity and environment in shaping human behavior; socialization; social control.

Unit 2: Rural Social Structure

Important rural social institutions: household, family, marriage, religion, caste system, caste and economic inequalities; rural social problems: untouchability, juvenile delinquency; problems of the disabled, beggary, prostitution, child labour, problems of the aged, bonded labour, HIV/AIDS, affected families.

Unit 3: Concept of Social Change

Theories and factors of social change: cyclical theories; linear theories; conflict theories; social changes in Nepal: Sanskritization, westernization, modernization.

Unit 4: Innovation and Its Diffusion

Resistance to change; socio-cultural barriers for rural development; rural leadership: concept, characteristics and types of village leaders; emerging patterns of rural leadership; role of leadership in social change.

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RD 544H: Management of Land and Water

Credit hours: 3

Aim and Objective

The objective of this course is to impart to students the knowledge and skills essentials in managing the fundamental resources for rural development, namely, land and water. It thus aims at enhancing their ability to contribute effectively to the process of rural development. Course Outline

Unit 1: Basic Information on Soil and Land

Definitions, types, and characteristics of soils; carrying capacity of soils; land-use pattern; changes in land-use pattern; factors influencing changes in land use pattern; bleeding lands; exploitation of land; soil erosion; desertification; degradation; soil salinity, alkalinity, and pollution.

Unit 2: Management of Farm Soils

Indigenous knowledge systems (IKS) for management of soils: bunding, moisture retention, mulching, soil fertility management, cropping pattern; effects of modern agricultural practices on soils and the environment; soil fertility and nutrient management; integrated pest management (IPM); non-pesticide soil management; concept, methods and practices of soil conservation-contour farming, terracing, bioengineering, and so on.

Unit 3: Management of Land Resources

Watershed development programme: scope, objectives, activities, practices, stakeholder participation and impacts; application of geographic information system (GIS) for the management of land resources; Earth Summit 1992: salient features; government initiatives for land resource management; concept and significance of biodiversity; biodiversity zones in Nepal; restoration of ecological balance: need and methods.

Unit 4: Common Property Resources and Livelihoods of Poor

Problems of common property resources (CPRs); management strategies for sustainable use of CPRs; integrated approach to planning and management of land resources; organic farming; criteria and indicators for sustainable land management: designing, measuring and communicating to the people.

Unit 5: Quantitative and Qualitative Aspects of Water Resources

Sources of water; status of availability of surface and ground water; governance issues in the water supply sector; sustainable use of water for irrigation in agriculture; national water policy; potential and utilization of water; problems in water management: depletion of water table, water logging, soil salinity and alkalinity in irrigated lands, transmission losses.

Unit 6: Water Use in Farming

Types of irrigation; sources of irrigation; major, medium and minor irrigation systems: coverage and ecological implications; challenges in irrigation development; irrigation privatization; water conservation technologies in agriculture: micro irrigation systems drip and sprinkler irrigation; conventional versus modern irrigation methods; progress of micro irrigation in Nepal, and related issues and constraints.

Unit 7: Indigenous Knowledge Systems for Water Resource Management

Traditional irrigation institutions (TIIs) and their role in the management of irrigation channel, canal, tank and pond irrigation; role and importance of tanks and ponds in drought systems; decline of TIIs-causes and consequences; relevance of TIIs in the present context, prone locations; problems associated with tank and pond irrigation systems.

Unit 8: Transfer of Irrigation Management to Farmers

management in Nepal; role of water users associations in water management in agriculture, Experiences in Asian countries (China, India, and Sri Lanka); participatory irrigation criteria and indicators for sustainable water management: designing, measuring and communicating to the people; community management of water resources; principles of integrated water resources management.

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

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- Uphoff, N., Improving International Irrigation Management with Farmers.

RD 544J: Cooperative and Rural Development

Credit hours: 3

Aim and Objective

The objective of this course is to provide students with the knowledge and understanding about the nature of cooperatives and their role and contribution in rural development. It thus aims at developing and strengthening the students' ability to convince, encourage and support people's cooperative active participation in the process of rural development. Course Outline

Unit 1: Basics of Cooperative

Concept, meaning, features and importance of cooperatives; theoretical background of cooperatives; objectives and fundamental elements of cooperatives; importance of cooperatives in agro-based economy in Nepal; types and functions of cooperative; difference between cooperatives and other organizations.

Unit 2: History of Cooperative Movements in the World

Cooperatives movement from Rochdale to present time (Robert Owen, Charles Fourier, Hermann Delitzth and Frederich Raffeisan); cooperative development practices in Israel, Germany, Japan, and SAARC countries.

Unit 3: Cooperatives in Nepal

Evolution and development of cooperatives in Nepal; cooperatives development in different periodic development plans; the National Cooperative Development Board (NCDB); National Cooperatives Federation (NCF); acts, rules, code of conduct and directives.

Unit 4: International Cooperatives Alliance

Introduction; objectives, identity and its seven principles; main conventions of the International Cooperatives Alliance (ICA).

Unit 5: Agriculture and Cooperative Ministry

The introduction and structure of the Ministry; vision, objectives and functions of the Cooperatives Department.

Unit 6: Women in Cooperatives in Nepal

Status of women in cooperative in Nepal; role of cooperatives in rural women's development; critical evaluation of women in cooperative organization; critical evaluation of cooperatives in Nepal: status, issues and challenges.

[NB: Field-based study will be carried out as part of the practical courses in the MRD programme.]

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