

# **Mid-Western University (MWU)**

**Faculty of Humanities and Social Sciences**

**Surkhet, Nepal**



## **Bachelor's Degree in Development Economics**

**Course of Study**

**Revised in 2078 (2021)**

| BA/DE          |                     |  |              |
|----------------|---------------------|--|--------------|
| Semester       | Subject Code        | Course Title   | Credit Hours |
| <b>First</b>   | C. Eng 411          | Compulsory English I                                     | 3            |
|                | C. Nep 412          | Compulsory Nepali  | 3            |
|                | DE 413              | Introductory Microeconomics                              | 3            |
|                | DE 414              | Introductory Macroeconomics                              | 3            |
|                | Comp 415            | Basic Computer Applications                              | 3            |
|                | <b>Total Credit</b> |  | <b>15</b>    |
| <b>Second</b>  | C. Eng 421          | Compulsory English II                                    | 3            |
|                | DE 422              | Microeconomics   | 3            |
|                | DE 423              | Macroeconomics   | 3            |
|                | DE 424              | Statistical Methods in Economics I                       | 3            |
|                | DE 425              | Practical Workshop and Field based Study cum Seminar I   | 3            |
|                | <b>Total Credit</b> |  | <b>15</b>    |
| <b>Third</b>   | DE 431              | Nepalese Economy-A                                       | 3            |
|                | DE 432              | Statistical Methods in Economics II                      | 3            |
|                | DE 433              | Governance and Development                               | 3            |
|                | DE 434              | Political Economy  | 3            |
|                | DE 435              | Practical Workshop and Field based Study cum Seminar II  | 3            |
|                | <b>Total Credit</b> |  | <b>15</b>    |
| <b>Fourth</b>  | DE 441              | Nepalese Economy-B                                       | 3            |
|                | DE 442              | Economic Development                                     | 3            |
|                | DE 443              | International Economics                                  | 3            |
|                | DE 444              | Development Theory and Experience I                      | 3            |
|                | DE 445              | Mathematical Methods in Economics I                      | 3            |
|                | <b>Total Credit</b> |  | <b>15</b>    |
| <b>Fifth</b>   | DE 451              | Environmental Economics                                  | 3            |
|                | DE 452              | Development Economics                                    | 3            |
|                | DE 453              | Economics of Rural Nepal I                               | 3            |
|                | DE 454              | Development Theory and Experience II                     | 3            |
|                | DE 455              | Mathematical Methods in Economics II                     | 3            |
|                | <b>Total Credit</b> |  | <b>15</b>    |
| <b>Sixth</b>   | DE 461              | Introductory Econometrics                                | 3            |
|                | DE 462              | Developing Development Project                           | 3            |
|                | DE 463              | Economics of Rural Nepal II                              | 3            |
|                | DE 464              | Social Science Research Methodology                      | 3            |
|                | DE 465              | Practical Workshop and Field based Study cum Seminar III | 3            |
|                | <b>Total Credit</b> |  | <b>15</b>    |
| <b>Seventh</b> | DE 471              | Applied Econometrics                                     | 3            |
|                | DE 472              | Public Economics   | 3            |
|                | DE 473              | Microfinance in Economic Development                     | 3            |
|                | DE 474              | Development Practices in Nepal                           | 3            |
|                | DE 475              | Practical Workshop and Field based Study cum Seminar     | 3            |

|              |                           |   |            |
|--------------|---------------------------|---|------------|
|              |                           | IV                                      |            |
|              | <b>Total Credit</b>       |   | <b>15</b>  |
| <b>Eight</b> | DE 481                    | Society, State and Economy              | 3          |
|              | DE 482                    | Sustainable Development and Environment | 3          |
|              | DE 483                    | Entrepreneurship                        | 3          |
|              | DE 484                    | Research Work                           | 6          |
|              | <b>Total Cr.</b>          |   | <b>15</b>  |
|              | <b>Grand Total Credit</b> |   | <b>120</b> |

## C. Eng. 411: Compulsory English I

Credits: 3

**General Description:** This course introduces the students to the reading of Nepali society and culture through a novel. It also develops grammatical knowledge of the students. The grammar is intended to polish the "grey areas" of grammar.

### Course Objectives:

**General Objective:** The general objective of the course is to make students familiar with psycho-social and economic reality of Nepali society through the reading of the prescribed novel. The course will also remove, to some extent, the grammatical confusions faced by the students at tertiary level.

**Specific Objective:** After the completion of this course, the students will be able to:

- Develop the understanding of Nepali society
- Develop an empathy with subaltern class
- Learn the literary representation of Nepali social setting
- understand the subtle semantic areas of English grammar
- identify errors committed in English grammar and take steps to remove them
- Improve their knowledge of English grammar
- Analyze grammatical structures

**Human Resource produced by the course:** The course will produce students who will become sensitive to the psycho-social economic reality of Nepali society, who will also develop an understanding of how the real life situation can be depicted through fiction. They will also be able to understand the push and pull factors of migration and displaced in Nepali Society.

The students studying this course will be fine-tuned to the subtle nuances of English grammar.

### Module: I

16 hours

*Muglan* by Govinda Raj Bhattarai (translated into English by Lekhnath S Pathak)

### Module: II

16 hours

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- That's show business
- Put it in writing
- The third age
- Communication
- The English speaking world

### Module: III

16 hours

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- Body and Mind
- The natural world
- Here is the news
- Education
- Science and technology

**Textbooks**

Govinda Raj Bhattarai- *Muglan*, Oriental Publication: Kathmandu, 2012 (English Translation by Lekhnath S Pathak)

Leo Jones- *Cambridge Advanced English*, Cambridge University Press: Cambridge (published in South Asia by Foundation Books, 1998)

**Instruction Methodology**

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

- Lecture
- Demonstration
- Illustration
- Project work
- Individual and group work
- Audio and/ or video
- Use of modern information and communication technology

**Evaluation Techniques:**

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/ campus throughout the semester where the course is delivered, which will carry 40% of weightage. Internal evaluation will be done on the following areas:

**Tests:** class/ weekly/ monthly/ quarterly

**Quiz(es)**

**Presentation(s)**

**Assignments:** individual and group reading and writing assignments

**Library and research work** (extensive reading and reviewing of articles/ papers in literary and linguistic journals/ magazines/ books on topics and themes related to this course and submitting as reports/ essays to the course instructor)

**Field work**

## व्यवहारिक नेपाली (अनिवार्य नेपाली )

विषय कोड : C. Nep ४१२

क्रेडिट आवर : ३

विषयको प्रकृति : सैद्धान्तिक

वर्ष : प्रथम

तह : स्नातक

जम्मा पाठ्यघण्टा : ४८

सेमेस्टर : प्रथम

---

### १. पाठ्यांश परिचय

यो पाठ्यांश चारवर्षे स्नातक तहमा अध्ययन गर्ने विद्यार्थीहरूमा नेपाली भाषाको मानक उच्चारण र वर्णविन्यासको पहिचान गर्ने क्षमताका साथै लेख्य नेपालीमा प्रयुक्त विविध रचना कौशलको विकास गर्नका लागि तयार गरिएको हो । यस अन्तर्गत नेपाली भाषाको कथ्य र लेख्य स्वरूप, वाक्यकोटिपरक रचना र वाक्यान्तरण, पत्र रचना तथा व्यावहारिक लेखन, साहित्यिक रचनाको आस्वादन र कृति समीक्षाका विशिष्ट क्षमताको विकास गर्ने पाठ्यवस्तुहरू समावेश गरिएका छन् ।

### २. सामान्य उद्देश्य

यस पाठ्यांशका सामान्य उद्देश्यहरू यसप्रकार रहेका छन् :

- (क) कथ्य र लेख्य नेपालीको स्वरूप पहिल्याई त्यसको मानक रूप प्रयोग गर्ने,
- (ख) विभिन्न शैलीमा वाक्यकोटिपरक अनुच्छेद रचना गर्न र तिनको वाक्यान्तरण गर्न,
- (ग) विभिन्न वाक्यमा व्यक्त छोटो सङ्कथनलाई एकल वाक्यमा संश्लेषण गर्न,
- (घ) निर्धारित ढाँचामा विभिन्न प्रकृतिका पत्र रचना र व्यावहारिक लेखन सम्पन्न गर्न,
- (ङ) विभिन्न विधाका फुटकर रचनाहरूको आस्वादनका आधारमा समीक्षा गर्न,
- (च) निर्धारित साहित्यिक कृतिहरूको समीक्षात्मक टिप्पणी गर्न ।

### ३. पाठ्यवस्तुको विवरण

#### (क) पाठ्यवस्तुको विवरण

अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास- ०.४ के.आ.

आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण- ०.६ के.आ.

इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण- ०.२ के.आ.

ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन- ०.३ के.आ.

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन- १.५ के.आ.

### (ख) पाठ्यांशको रूपरेखा

अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास

क. नेपाली शब्दको अक्षरीकरण

ख. नेपाली शब्दहरूको मानकीकृत वर्णविन्यास

ह्रस्व र दीर्घको प्रयोग, ऋ/रि को प्रयोग, ओ/व को प्रयोग, ब/व को प्रयोग, य/ए को प्रयोग, श/ष/स को प्रयोग, छे/छ्य/क्ष को प्रयोग, ज्ञ/ग्यँ को प्रयोग, शिरविन्दु र चन्द्रविन्दुको प्रयोग, हलन्त र अजन्तको प्रयोग, पदयोग र पदवियोगको प्रयोग, लेख्य चिह्न को प्रयोग

आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण

क. वाक्यकोटिपरक रचना : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र ध्रुवीयताका वाक्य ढाँचामा उपयुक्त सङ्गति मिलाएर वर्णनात्मक अनुच्छेदको रचना ।

ख. वाक्यान्तरण : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र कथन (प्रत्यक्ष, अप्रत्यक्ष) सित सम्बद्ध भई वर्णनात्मक अनुच्छेदहरूको पारस्परिक वाक्यान्तरण ।

इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण

- सरल, मिश्र र संयुक्त वाक्य ।

- विभिन्न वाक्यमा व्यक्त छोटो वर्णनलाई संयोजक र असमापक क्रियाको प्रयोग गरी एकल वाक्यमा संश्लेषण ।

ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन

क. पत्ररचना : चिठी (व्यावहारिक र व्यापारिक), निवेदन, सम्पादकलाई चिठी

ख. विज्ञापन लेखन

ग. शुभकामना, बधाई, श्रद्धाञ्जली/संवेदना

घ. व्यक्तिवृत्त/बायोडाटा

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन

निम्नलिखित फुटकर साहित्यिक रचनाहरूको पठनका आधारमा आस्वादन र कथानक, शीर्षक, भाषा, विचार, चरित्र, शिल्प र शैलीका दृष्टिले समीक्षा

क. कविता/गीत/गजल

भूपी शेरचन : घुम्ने मेचमाथि अन्धो मान्छे (कविता)

वासुदेव पाण्डेय : नेपाली सौन्दर्य (कविता)

दुर्गालाल श्रेष्ठ : फूलको आँखामा फूलै संसार (गीत)

श्रेष्ठ प्रिया पत्थर : मानिस हामी रहने छैनौं... (गजल)

ख. कथा

विश्वेश्वर प्रसाद कोइराला : पवित्रा

माया ठकुरी : साँघु तरेपछि

महेशविक्रम शाह : छापामारको छोरो

ग. निबन्ध

लक्ष्मीप्रसाद देवकोटा : के नेपाल सानो छ ?

भैरव अर्याल : अन्तर्राष्ट्रिय भ्यागुता सम्मेलन

डा. महेन्द्र कुमार मल्ल : सगरमाथाभै अग्लो बन्नु छ

घ. एकाङ्की/नाटक

खोपीराम लम्साल : मातृभूमिको व्यथा

ङ. उपन्यास

पद्मावती सिंह : समानान्तर आकाश



## ४. शिक्षण प्रक्रिया

यो पाठ्यांश मुख्यतः विद्यार्थीहरूको भाषिक सिपको विकाससित सम्बन्धित भएकाले यसलाई अभ्यासमा केन्द्रित गरी सञ्चालन गरिनुपर्छ । यस क्रममा विभिन्न एकाइका पाठ्यवस्तुलाई निम्नानुसार शिक्षण गर्दा प्रभावकारी हुन्छ :

- (क) एकाइ १ को शिक्षणका क्रममा कथ्य र लेख्य नेपालीको मानक रूपसँग विद्यार्थीलाई परिचित गराउन शिक्षकले नेपाली उच्चार्य र लेख्य वर्णमा पाइने समानता र भिन्नता, शब्दहरूको अक्षरीकरण र मानकीकृत वर्णविन्यासको प्रदर्शन गर्ने, छलफल र प्रश्नोत्तर गराउने, स्पष्टीकरण दिने गर्नुका साथै अभ्यासमा जोड दिने ।
- (ख) एकाइ २ को वाक्यकोटिपरक रचना र वाक्यान्तरणका लागि वाक्यकोटि अनुसार विभिन्न वाक्य ढाँचाका वर्णनात्मक रचना गर्न विद्यार्थीहरूलाई प्रोत्साहित गर्ने र तिनलाई आवश्यकता अनुसार भिन्न-भिन्न वाक्य ढाँचामा वाक्यान्तरणसमेत गर्न लगाउने ।
- (ग) एकाइ ३ का लागि असंश्लेषित वाक्यहरूमा वर्णित रचनाहरूलाई एकल वाक्यमा संश्लेषण गरी वाक्यान्तरण गर्ने अभ्यास गराउने जसले विद्यार्थीहरूको सङ्क्षेपीकरण गर्न सक्ने भाषिक कौशल बढाउने छ । उल्लिखित कार्यकलाप गराउँदा शिक्षकले पहिले कक्षामा उक्त रचना र तत्सम्बन्धी वाक्यान्तरणका केही नमुनाहरू प्रस्तुत गर्नुपर्छ ।
- (घ) एकाइ ४ मा उल्लिखित पत्ररचना तथा व्यावहारिक कौशल बढाउन तत्सम्बन्धी अभिव्यक्तिहरूको कक्षामा नमुना प्रदर्शन गरी छलफल गराउने र त्यसपछि निर्धारित रचनाहरूका लागि विद्यार्थीहरूलाई सहज हुने शीर्षकहरूको छनोट गरी तिनलाई कक्षाकार्यका रूपमा र गृहकार्यका रूपमा बारम्बार अभ्यास गराउने ।
- (ङ) एकाइ ५ को शिक्षण गर्दा विद्यार्थीहरूलाई निर्धारित विभिन्न विधाका साहित्यिक रचना पठन गर्न लगाई आस्वादन गराउने र आस्वादित रचनालाई अभिव्यक्त विषय, भाव, शीर्षक, पात्र/चरित्र, परिवेश, शैलीगत विशेषता आदिका आधारमा प्रतिक्रियात्मक टिप्पणी लेख्ने अभ्यास गराउने ।

## ५. मूल्याङ्कन

यस पाठ्यांशको मूल्याङ्कन विद्यार्थीहरूका निम्नलिखित कार्यबाट सम्पन्न गरिनेछ :

- (क) कक्षा प्रस्तुति
- (ख) कक्षाकार्य र सहभागिता
- (ग) समस्या समाधान
- (घ) परियोजना कार्य
- (ङ) मध्यवर्ती परीक्षा
- (च) सत्रान्त परीक्षा

## ६. सन्दर्भ सामग्री

अधिकारी, हेमाङ्गराज (२०६७), प्रयोगात्मक नेपाली व्याकरण, ललितपुर : साभा प्रकाशन ।

अनिवार्य नेपाली विषय समिति, त्रि.वि. पाठ्यक्रम विकास केन्द्र (२०६६), अनिवार्य नेपाली शिक्षण निर्देशिका, ललितपुर : साभा प्रकाशन ।

..... (२०६९), नेपाली साहित्यिक रचना, ललितपुर : साभा प्रकाशन ।

आचार्य, ब्रतराज र गौतम देवीप्रसाद (२०६९), विशेष नेपाली : प्रयोजनपरक बोध र लेखन, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

जोशी, खेमराज र जोशी खगेन्द्र (२०७०), साधारण नेपाली रचना, काठमाडौं : वेष्टर्न बुक पब्लिसिङ एण्ड प्रिन्टर्स प्रा.लि. ।

ठकुरी, माया (२०३९), साँघु तरेपछि, ललितपुर : साभा प्रकाशन ।

लम्साल, खोपीराम (२०७२), मातृभूमिको व्यथा, सुर्खेत : आस्था आशिष लम्साल ।

शर्मा, मोहनराज (२०५९), शब्द रचना, वर्णविन्यास, वाक्यतत्त्व, अभिव्यक्ति र पाठहरू, काठमाडौं : नवीन प्रकाशन ।

शेरचन, भूपी (२०२५), घुम्ने मेचमाथिको अन्धो मान्छे, ललितपुर : साभा प्रकाशन ।

श्रेष्ठ, प्रिया पत्थर (२०६७), ओभाएका छैनन् आँखा (गजल सङ्ग्रह), काठमाडौं : अनाम मण्डली ।

सिंह, पद्मावती (२०६२), समानान्तर आकाश, ललितपुर : साभा प्रकाशन ।

## **DE 413: Introductory Microeconomics**

Credit: 3

### *Aim and Objective*

This course is intended to familiarize students, who could even be new to the subject of economics, the fundamental principles of microeconomics, so that they could apply the learnt concepts and theory to analyze, understand and explain basic economic issues in their study and work.

### *Course Outline*

#### **Unit 1: The Basics of Economics**

Rationale for the study of economics; the scope and method of economics; scarcity and choice; questions of what, how and for whom to produce and how to distribute output; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

#### **Unit 2: Demand, Supply, Markets and Welfare**

Individual demand and supply schedules; derivation of market demand and supply; shifts in demand and supply curves; the role of prices in resource allocation; the concept of elasticity and its application; consumer and producer surplus; taxes and their efficiency costs.

#### **Unit 3: The Economics of Household**

The consumption decision: preferences and their representation with indifference curves; budget constraints; consumer's optimum choice; income and substitution effects; labour supply and savings decisions.

#### **Unit 4: Firms and Perfect Market Structure**

Behaviour of profit maximizing firms; the production process; short-run costs and output decisions; costs and output in the long run.

#### **Unit 5: Imperfect Market Structure**

Monopoly and anti-trust policy; government policies towards competition; imperfect competition.

#### **Unit 6: Input Markets**

Labour and land markets; concepts of derived demand; input productivity and marginal revenue product and input demand curves; competitive input markets and public policy.

**References:**

Case, K.E. and C.F. Ray, 2007, *Principles of Economics*, Pearson Education.

Mankiw, N. G. 2007, *Economics: Principles and Applications*, South Western.

Stiglitz, J.E. and C.E. Walsh, 2007, *Economics*, W.W. Norton & Company, New York.

## **DE 414: Introductory Macroeconomics**

Credit: 3

### *Aim and Objective*

This course deals with the basic macroeconomic concepts and terms relating to the determination and measurement of aggregate macroeconomic variables and firms the students' sound base useful in their study and use of macroeconomic issues in the future.

### *Course Outline*

#### **Unit 1: Introduction to Macroeconomics and National Income Accounting**

Meaning of macroeconomics; Basic issues in macroeconomics; National income accounting for an open economy – Various concepts of national income; measurement of national income – product, income and expenditure methods; the circular flow of income; real versus nominal GDP; price indices; balance of payments (BoP): current and capital accounts.

#### **Unit 2: Money and Monetary Policy**

Functions of money; quantity theory of money; determinants of money supply and demand; credit creation; monetary policy and its tools.

#### **Unit 3: Inflation, Deflation and Hyperinflation**

Inflation and its social costs; deflation and its impacts; hyperinflation and its impacts.

#### **Unit 4: Closed Economy**

Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers.

#### **References:**

- Abel, A.B. and B.S. Bernanke, 2011, *Macroeconomics*, Pearson Education.  
Blanchard, O., 2009, *Macroeconomics*, Pearson Education.  
D'Souza, E., 2009, *Macroeconomics*, Pearson Education.  
Dornbusch, Fischer and Startz, 2010, *Macroeconomics*, McGraw Hill.  
Froyen, R.T., 2005, *Macroeconomics*, Pearson Education.  
Krugman, P.R. et al., 2012, *International Economics*, Pearson Education.  
Mankiw, N.G., 2010, *Macroeconomics*, Worth Publishers.

# Comp 415: Basic Computer Application

Credit: 3

## *Aim and Objective*

The objective of this course is to provide students with basic computer-related knowledge and skills. Its aim is to enable the students make efficient and effective use of a computer in word-processing, analyzing and presenting their academic exercises / tasks.

## *Course Outline*

### **Unit -1 COMPUTERS- AN INTRODUCTION**

**L.H 7**

Introduction, History of computer in Nepal, Overview of Computer system, Types of Computer system and their Characteristics, Generation of computer, Computer Architecture, Memory system, Inputs devices, Output Devices.

### **Unit -2 NUMBER SYSTEM AND CONVERSION**

**L.H 5**

Binary, Octal, Hexadecimal, Conversion from one another, Complement notations, Binary Arithmetic, logic gates (concept only)

### **UNIT-3 COMPUTER SOFTWARE AND LANGUAGES**

**L.H 6**

Introduction, Types of software, Operating system, Device driver, Programming Languages ,Algorithm, Flowchart

### **Unit-4 COMPUTER NETWORK**

**L.H 8**

Introduction, Types, Uses of computer Network, Network Model, Network connecting devices, Network Topologies, Network security

### **Unit- 5 Internet and its concepts**

**L.H 6**

History, use of internet, web browsers, protocols, www, IP address, HTTP, FTP, DNS, Telnet, search engine

### **Unit-6 Multimedia**

**L.H 3**

Introduction, Component and application areas of Multimedia

### **Unit-7 Application Packages**

**L.H 10**

Word processor

Spread sheet

Presentation

**Laboratory Works:** Student must be perfect with any operating system and use different application packages of current version

**Text / Reference books:** Peter Norton, Introduction to computers

B.Ram, Computer Fundamentals

## Second Semester

### C. Eng. 421: Compulsory English II

Credits: 3

**General Description:** This course introduces students to the different language skills of listening, speaking, reading, writing, study skills and basic concept of research proposal and report writing. On studying this course, the students will be able to perform basic language skills required in daily life.

#### Course Objectives:

**General Objective:** The course is designed to develop four skills of language- listening, speaking, reading and writing skills and associated sub-skills among students. They will be able to face and overcome basic language related problems.

**Specific Objectives:** After the completion of the course, the students will be able to:

- Acquire phonetic aspects of listening and become acquainted with problems associated with listening and learn to improve listening skills
- Develop skills related with speaking and perform speaking related tasks
- Become familiar with mechanics of improving their reading skills
- Enhance study skills by learning to focus on the language aspects to sharpen this skill
- Perform different kinds of writing tasks and prepare documents required in day to day life transactions
- Become familiar with the basic concepts of research proposal and report

**Profile of the students:** The students who have used different language skills will better their existing skills. They will be able to use language for various practical purposes in their daily lives.

#### Module I

16 hours

##### Listening and Speaking Skills

**Listening skills:** Hearing and listening, phonetic features of listening, purpose of listening, benefits to listening, guidelines for improving listening skills.

**Speaking skills:** English sound system, accentual pattern of words and sentences, effective speech, the art of conversation, debate, group discussion.

#### Module II

16 hours

##### Study and Reading Skills

**Study skills:** dictionary and its use, prepositions and phrasal verbs, vocabulary extension, effective use of words, effective use of sentences, learning spellings, punctuation, common errors in English.

**Reading skills:** Introduction to reading skills, mechanics of reading, types of reading, reading speed

#### Module III

16 hours

##### Writing and Business Communication Skills

**Writing skills:** Paraphrase writing and precise writing, note-making and summary writing, paragraph writing, writing an essay

**Writing a Research Proposal and Report:** Contents of a research proposal and writing a research report

**Business communication:** Structure and style of business correspondence, various types of letters, and job application



**Prescribed Textbooks**

*English Language Skills* by Aruna Koneru, Tata McGraw Hill Pvt. Ltd. New Delhi, 2011.

*Research Methodology- A Step-by-Step Guide for Beginners* (2<sup>nd</sup> edition) by Ranjit Kumar, Pearson Education, Dorling Kindersley (India) Pvt.Ltd., 2014.

**Instructional Methodology**

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecturer

Demonstration

Illustration

Project Work

Individual and Group work

Audio and / Video

Use of Modern Information and Communication Technology

**Evaluation Techniques:**

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. The internal evaluation will be done on the following areas.

**Tests:** Class/Weekly/Monthly/Quarterly

**Quiz(es)**

**Presentations(s)**

**Assignments:** Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journal/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor)

Field work

## **DE 422: Microeconomics**

Credit: 3

### *Aim and Objective*

The course intends to provide students with additional knowledge and understanding about microeconomic theory and enriches the students' foundation on the subject for further advancement in their academic and professional pursuits.

### *Course Outline*

#### **Unit 1: Consumer Theory**

Preference; utility; budget constraint; choice; demand; Slutsky equation; buying and selling; choice under risk and inter-temporal choice; revealed preference.

#### **Unit 2: Production and Costs**

Technology; isoquants; production with one and more variable inputs; returns to scale; short-run and long-run costs; cost curves in the short run and long run.

#### **Unit 3: Market Structure and Game Theory**

Perfect competition; Monopoly; pricing with market power; price discrimination; peak-load pricing; two-part tariff; monopolistic competition and oligopoly; game theory and competitive strategy.

#### **Unit 4: General Equilibrium, Efficiency and Welfare**

Equilibrium and efficiency under pure exchange and production; overall efficiency and welfare economics.

#### **Unit 5: Market Failure**

Externalities – features, types; public goods and markets with asymmetric information; impacts of market failure; ways to ameliorate the impacts.

#### **References:**

Varian, H.R., 2010, *Intermediate Microeconomics: A Modern Approach*, W.W. Norton and Company / Affiliated East-West Press. [NB: The workbook by Varian and Bergstrom is useful for problems.]

Snyder, C. and W. Nicholson, 2010, *Fundamentals of Microeconomics*, Cengage Learning.

Bernheim, B. D. and M.D. Whinston, 2009, *Microeconomics*, Tata McGraw-Hill.

## **DE 423: Macroeconomics**

Credit: 3

### *Aim and Objective*

This course intends to deal with intermediate macroeconomic concepts of, and connections among, the aggregate macroeconomic issues. It aims at developing the students' sound base concerning macroeconomic thoughts and models useful in their pursuits for advanced studies in development economics.

### *Course Outline*

#### **Unit 1: Macroeconomic Theories of Consumption & Investment**

Consumption: Keynesian consumption function; Fisher's theory of optimal inter-temporal choice; life-cycle and permanent income hypotheses; random-walk of consumption expenditure; Investment: determinants of business fixed investment; residential investment and inventory investment.

#### **Unit 2: Aggregate Demand and Supply**

Derivation of aggregate demand curves (ADC) and aggregate supply curves (ASC); interaction of aggregate demand (AD) and aggregate supply (AS).

#### **Unit 3: Fiscal and Monetary Policy**

Active or passive; monetary policy objectives and targets; rules versus discretion: time consistency; the government budget constraint; government debt and Ricardian equivalence.

#### **Unit 4: Unemployment and Expectations**

Phillips curve; adaptive and rational expectations; the policy ineffectiveness debate.

#### **Unit 5: Macroeconomic Thoughts**

Classical, neo-classical, Keynesian, and neo-Keynesian.

#### **Unit 6: Open Economy Models**

Short-run open economy model; Mundell-Fleming model; exchange rate determination; purchasing power parity (PPP); the asset market approach; Dornbusch's overshooting model; monetary approach to balance of payments; and the international financial markets.

**References:**

- Abel, A.B. and B.S. Bernanke, 2011, *Macroeconomics*, Pearson Education, Delhi.
- Blanchard, O, 2009, *Macroeconomics*, Pearson Education, Inc., 5th edition, Delhi.
- D'Souza, E., 2009, *Macroeconomics*, Pearson Education, New Delhi.
- Dornbusch, Fischer, and Startz, 2010, *Macroeconomics*, McGraw Hill, New Delhi.
- Gordon, R.J., 2011, *Macroeconomics*, Prentice-Hall India Limited, New Delhi.
- Jones, C.I., 2002, *Introduction to Economic Growth*, W.W. Norton & Company.
- Krugman, P.R. et al., 2012, *International Economics*, Pearson Education Asia, Delhi.
- Mankiw, N.G. 2010, *Macroeconomics*, Worth Publishers, 7th edition, Delhi.
- Sheffrin, S.M., 1996, *Rational Expectations*, Cambridge University Press, Delhi.

## **DE 424: Statistical Methods in Economics I**

Credit: 3

### *Aim and Objective*

This course covers the basic concepts, terminology and techniques of fundamental statistical analysis and inference and prepares students to enter into more advanced statistical skills and methods for higher level statistical analyses and interpretations.

### *Course Outline*

#### **Unit 1: Introductory Overview**

Difference between population and sample; difference between population parameters and sample statistics; use of measures of location and variation to describe and summarize data; population moments and their sample counterparts.

#### **Unit 2: The Elementary Probability Theory**

Sample spaces and events; probability axioms and properties; counting techniques; conditional probability and Bayes' rule; independence.

#### **Unit 3: Random Variables and Probability Distributions**

Definitions of random variables; probability distributions; expected values of random variables and of functions of random variables; properties of commonly used discrete and continuous distributions – uniform, binomial, normal, Poisson and exponential random variables.

#### **Unit 4: Random Sampling and Jointly Distributed Random Variables**

Density and distribution functions for jointly distributed random variables; computing expected values; covariance and correlation coefficients.

#### **References:**

Devore, J.L., 2010, *Probability and Statistics for Engineers*, Cengage Learning.

Freund, J.E., 1992, *Mathematical Statistics*, Prentice Hall.

Larsen, R. J. and M.L. Marx, 2011, *An Introduction to Mathematical Statistics and Its Applications*, Prentice Hall.

## **DE 425: Practical Workshop and Field-based Study cum Seminar I**

Credit: 3

### *Aim and Objective*

The objective of this course is to impart students with practical knowledge, exposure and experience relating to various dimensions of economic development. The aim is to enrich their knowledge base, presentation skills and confidence essential to work effectively in their academic and professional life.

### *Course Conduct Pattern*

### **Time Allocation and Schedule**

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

### **Discourse, Deliberation and Output**

Upon completion of a few hours of introductory sessions, the students will be asked to collect published materials relating to economic development. The material should be from sources such as relevant local, national and international newspapers, journals and magazines. Each student will submit to the instructor one material each week, two days prior to the forthcoming classroom discussion / seminar. If the same material is submitted by more than one student, the students submitting it later will be asked to submit a different material instead, thus ensuring that each student submits a different material.

The students will review their respective materials, prepare presentation formats – preferably power-point ones – for presentations before the class. Each presentation will entail a brief question-answer / discussion. Photographs, illustrations, models, and so on will be encouraged for display before and after the presentations. All materials submitted will be compile 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 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 Surkhet district of the Karnali Province of Nepal. They will make observation of the area and the various economic activities and situations around and prepare notes for presentation in written and report (presentation) format individually. They could have individual casual interviews with concerned local people and have focus group discussions as well depending upon circumstances that prevail.

### *Assessment / Evaluation*

The instructor 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.

## **DE 431: Nepalese Economy – A**

Credit: 3

### *Aim and Objective*

The objective of **Nepalese Economy A** and **Nepalese Economy B** courses is to acquaint students with the basic elements of Nepalese economy and the aim is to enable the students to go deeper into the subject matter for its fruitful application in further academic and professional undertakings.

### *Course Outline*

#### **Unit 1: Basics of National Economy**

Fundamental features of an economy; characteristics of a dual economy; conditions and constraints in economy; major macroeconomic dimensions of an economy – poverty versus prosperity, inflation versus deflation, unemployment.

#### **Unit 2: Overview of Major Economic Sectors**

Agriculture –distribution of landholding sizes (large, medium, small and marginal farms), employment; review of the Agricultural Perspective Plan (APP); industry – sizes and types (manufacturing, construction, others, modern and cottage), investment, production and employment, the industrial policy, public enterprises: types, performance and constraints; service sector – types, coverage, production and quality; tourism –importance by type (mountaineering and pleasure seeking, and so on), volume, tourism-related employment and earnings, negative impacts (environmental, socio-cultural, economic), government policy for tourism development, problems and prospects.

#### **Unit 3: Human Resource**

Overall population structure – size/number, growth rate, distribution by gender, age, regions, ecological zones, household size, rates of fertility and mortality; literacy, education, enrolment, dropout levels/rates by gender, ecological zones, developmental regions, problems, prospects and policies; health – life expectancy, infant, child, maternal and overall mortality rates by gender, ecological zones and developmental regions; distribution and quality of healthcare facilities and services by regions / zones, and related problems, prospects, policies, plans, programmes and projects.

#### **Unit 4: Natural Resources**

Land (arable and cultivated) availability/distribution by ecological zones (mountains, hills, and terai) and developmental regions (east to far-west), use pattern; forest resources – types, distribution and density, problems, policies and prospects; water resources – types, quality,



distribution, utility/usage pattern, problems, prospects, and state policies; minerals – types, distribution, usage status and potential, associated problems.

## References:

- CBS, 2004, *Nepal Living Standard Survey Report: Main Finding*, Central Bureau of Statistics (CBS), Kathmandu.
- CBS, Agricultural Statistics, CBS, (various publications and times).
- Chopra, P.N., 1997, *Principles of Economics*, Kalyani Publishers, New Delhi.
- Dahal, M.K. (ed.), 1993, *Future of Nepalese Economy*, NEFAS and FES, Kathmandu.
- Lekhak, H.D. and B. Lekhak, 2005, *Natural Resource Conservation and Sustainable Development in Nepal*, Kshitiz Prakashan, Kathmandu.
- Neupane, G.P., 2048BS, *Nepalko Arthasatra*, M.K. Publisher and Distributors, Kathmandu.
- NRB, 1998, *Income and Employment Generation from Tourism in Nepal*, Nepal Rastra Bank (NRB), Kathmandu.
- NRB, *Mirmire*, annul publication, NRB, Kathmandu (various issues).
- Ojha, E.R., 1997, "Regional Development and Disparity in the Context of Overall Development: Special Reference to Nepal," *Regional Development Studies*, Vol. 3, Winter 1996/97, pp. 27-56.
- Ojha, E.R., 1997, "Productivity Dynamics of Agricultural Terraces in the Hills of Far Western Nepal," *Green Productivity: In Pursuit of Better Quality of Life*, Asian Productivity Organization (APO), Tokyo, pp. 329-341.
- Ojha, E.R., 2000, "Maato," ("Soil,") *Kantipur*, Saturday Supplement 'Koshelee', 21 Phaagun 2056B.S. (4 March 2000, p. ka.
- Ojha, E.R., 2003, "An Analysis of the Health Dimension of Nepal's Development and Recommendations for Improvement," *Regional Development Studies (RDS)*, Vol. 9, pp. 11-33.
- Regmi, G.P., 1994, *Industrial Growth in Nepal: A Sectoral and Regional Analysis*, Oxford University Press, New Delhi.
- Silwal, S., 2060BS, *Contemporary Development Economics and Nepalese Economy*, Ratna Pustak, Kathmandu.

## DE 432: Statistical Methods in Economics II

Credit: 3

### *Aim and Objective*

This course deals with statistical techniques that are more commonly used in the process of carrying out the collection, analysis and interpretation of sets of data, and will thus be of great use to the students of development economics in their study and work in the future.

### *Course Outline*

#### **Unit 1: Sample and Sampling**

Main steps in a sample survey; methods of sampling; the role of sampling theory; properties of random samples.

#### **Unit 2: Point and Interval Estimation**

Estimation of population parameters using methods of moments and maximum likelihood procedures; properties of estimators; confidence intervals for population parameters.

#### **Unit 3: Hypothesis Testing**

Definition of statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; type I and type II errors; power of a test; tests for comparing parameters from two samples.

#### **Unit 4: Simple Linear Regression**

Estimation of the slope and intercept parameters; inference and prediction.

#### **References:**

Cochran, W.G., 2007, *Sampling Techniques*, John Wiley.

Devore, J.L., 2010, *Probability and Statistics for Engineers*, Cengage Learning.

Larsen, R.J. and M.L. Marx, 2011, *An Introduction to Mathematical Statistics and Its Applications*, Prentice Hall.

## **DE 433: Governance and Development**

Credit: 3

### *Aim and Objective*

This course intends to familiarize students with the basic elements of governance and development and the important interrelation between these two processes/practices. The aim is to arouse students' appreciation of and interest in the subject of governance-development relationship and help them perform their tasks and responsibilities well and make others follow the same path to contribute to economic development effectively.

### **Unit 1: Introduction to Governance and Development**

Meaning, definitions, types and importance of governance; the role of the state/government in governance process; the changing nature of the role of state in governance (programming and planning by the state – minimalist government – complementarity of government and market); meaning, objectives and core values of development; hyperactive government, ineffective government; government intervention – minimal, marginal; effectiveness of intervention; reasons for citizen satisfaction or dissatisfaction with governments.

### **Unit 2: Governance Institutions**

International, national, regional and local; formulation of development policies at various levels, including civil society and community-based organizations (CBOs) and non-governmental organizations (NGOs); execution of plans and allocation, mobilization and use of resources (human, financial, natural); global governance and regulation; governance decentralization versus centralization, and a mix of the two.

### **Unit 3: Understanding Freedoms and Unfreedoms**

Types, features and effects of freedoms and unfreedoms and their implications for development and underdevelopment.

### **Unit 4: Good Governance (Benevolent Government)**

Features (responsibility, accountability, meritocracy, transparency) and its role and contribution in economic development (use of local resources/capital of various types (above) and foreign aid (loans, grants) and investments, and in the maintenance of national sovereignty, integrity; role of ethics / morality and sense of spirituality in maintaining good governance.

### **Unit 5: Bad Governance (Malevolent Government)**

State failure – economic failure vicious cycle (state failure – economic failure) – distinct features of a bad governance – scarcities, poverty, insecurity, political instability, impunity, corruption, capability deprivation, conflict, crimes, crises, chaos, calamities, external dependency, threats and challenges; corruption – forms and manifestations, nature and extent of impacts on economic development and human wellbeing; need for and ways to combat corruption.

## Unit 6: Media's Role for Governance and Development

Importance of transparency / openness (in government) and for democratic processes; role of the media in implementing openness; role of education/academia/civil society in governance transparency; how governance can change development scenario and success; media capture (by state, elite); consumer welfare through media action.

### References:

- Besley, T. et al., 2002, "Mass Media and Political Accountability," *The Right to Tell: The Role of Mass Media in Economic Development*, World Bank Institute (WBI), Washington, D.C.
- Easterly, W., 2007, "Inequality Does Cause Underdevelopment: Insights from a New Instrument?," *Journal of Development Economics*, 84, pp. 755-776.
- Martin, J.P., 2000, "Human Rights, Human Development and the Seven Freedoms," *Cooperation South*, No. 2, United Nations Development Programme (UNDP), New York, pp. 36-39.
- Meier, G.M. and J.E. Stiglitz, 2000, *Frontiers of Development Economics: The Future in Perspective*, Oxford University Press, New York.
- New ERA and ActionAid/Nepal, 2004, *Listening to People Living in Poverty in Nepal: Analysis of Life History Cases*, Books for Change, Bangalore.
- Nyerere, J., 1999, "Managing Our Own Democratic Development and Change in the South," *Cooperation South*, No. 2, United Nations Development Programme (UNDP), New York, pp. 76-82.
- Ojha, E.R., 1997, "Regional Development and Disparity in the Context of Overall Development: Special Reference to Nepal," *Regional Development Studies*, Vol. 3, Winter 1996/97, pp. 27-56.
- Ojha, E.R., 2003, "An Analysis of the Health Dimension of Nepal's Development and Recommendations for Improvement," *Regional Development Studies (RDS)*, Vol. 9, pp. 11-33.
- Ojha, E.R., 2006, "Curbing the Crux of the Cause of Nepal's Underdevelopment," *Quarterly Development Review*, Vol. XIX, No. 23, June – August, pp. 17-21.
- Ojha, E.R., 2012, "Janaparyaaawaran Ra Digo Vikaasbaare Ek Peshaagat Sandesh," (in Nepali), i.e., "A Professional Message on Human Environment and Sustainable Development," *Janaparyavarana Sandesh*, (= Human Environment Message), Year 1, Number 1, Shravan – Bhadra 2069, pp. 11-12.
- Ojha, E.R., 2012, "Vikaas Ra Nirmaan: Antarsambandha, Aparihaaryataa Ra Aadhaarshilaa," (in Nepali), i.e., "Development and Construction: Interrelationship, Indispensability, and Bedrock," *Nirmana Drishti*, (= Construction Vision), pp. 9-12.
- Pandey, D.R., 1999, *Nepal's Failed Development: Reflection on the Mission and the Maladies*, Nepal South Asia Centre, Kathmandu.
- Pietila, H., 2001, "Eradicating Poverty by Building a Welfare Society: Finland as a Case Study," *Cooperation South*, No. 2, United Nations Development Programme (UNDP), New York, pp. 79-96.
- Sachs, J., 2005, *The End of Poverty: How We Can Make It Happen in Our Lifetime*, Penguin Books, London.

- Schumacher, E.F., 1993, *Small is Beautiful: A Study of Economics As If People Mattered*, Vintage, London.
- Sen, A., 1982, "The Right Not to Be Hungry," in G. Floistad (ed.) *Contemporary Philosophy*, 2, Martinus Nijhoff, The Hague, pp.
- Sen, A., 2000, *Development as Freedom*, Oxford University Press, New Delhi.
- Sen, A., 2003, *On Ethics and Economics*, Blackwell, Oxford.
- Shrestha, B.K., 1999, "Local Development Strategy in Nepal: Insensitive Government, Conflicting Donor Agenda, and Emergent NGO Initiatives at the Grassroots," in M.K. Dahal and H. Mund (eds.), *Social Economy and National Development: Lessons from Nepalese Experience*, Nepal Foundation for Advanced Studies (NEFAS), Kathmandu, pp. 37-62.
- Stiglitz, J., 2002, "Transparency in Government," *The Right to Tell: The Role of Mass Media in Economic Development*, World Bank Institute (WBI), Washington, D.C.
- Thomas, V., 2000, *The Quality of Growth*, Oxford University Press, New York.
- Wade, R., 2001, "Global Inequality: Winner and Losers," *The Economist*, April 2001.
- WBI, 2002, *The Right to Tell: The Role of Mass Media in Economic Development*, The World Bank Institute (WBI), Washington, D.C.

## **DE 434: Political Economy**

Credit: 3

### *Aim and Objective*

The objective of this course is build in the students' knowledge base the issues relating to various politico-economic situations and scenarios that have distinct impacts in the economic development process of a society or country and will thus enable students to properly understand and deal with these interplays in their academic and professional pursuits.

### *Course Outline*

#### **Unit 1: Historical Overview of Political Economy**

Perspectives on political economy with a historical overview: capitalist development in the pre World War II period, the 'golden age' and later.

#### **Unit 2: Changing Dynamics of Capitalist Production, Organisation and Labour Process**

Fordist and post-Fordist production; changing dynamics of organisation of production, markets and labour process; the changing nature of job security and labour rights.

#### **Unit 3: The State in the Era of Globalisation**

Globalisation and the limits of the welfare state, development and state autonomy.

#### **Unit 4: The Changing Role of Finance**

The changing role of finance in capital accumulation and corporate structure; finance and globalisation - financialisation, financial liberalisation and financial crisis.

#### **Unit 5: The Social Dimension of Politico-economy**

Globalisation and uneven development – growth, inequality and exclusion.

#### **Unit 6: New Perspectives**

Gender in work, accumulation and globalisation; issues in environment and sustainability; alternatives ahead.

### **References:**

- Amin, A. (ed.), 1994, *Post-Fordism: A Reader*, Blackwell.
- Beaud, M., 2001, *A History of Capitalism, 1500-2000*, translated by T. Dickman and A. Lefebvre, Monthly Review Press, New York.
- Dumenil, G. and D. Levy, 2011, *The Crisis of Neoliberalism*, Harvard University Press.
- Dumsky, G., 2005, "Financial Globalization, Social Exclusion and Financial Crisis," *International Review of Applied Economics*, Vol. 19, pp. 439–457.

- Foster, J.B., 2002, *Ecology Against Capitalism*, Monthly Review Press.
- Gereffi, G. et al., 2005, "The Governance of Global Value Chains", *Review of International Political Economy*, Vol. 12, pp. 78–104.
- Glyn, A., 2006, "Challenges to Capital," in *Capitalism Unleashed: Finance, Globalization and Welfare*, Oxford University Press, Oxford.
- Harvey, D., 2005, *A Brief History of Neoliberalism*, Oxford University Press.
- Hymer, S., 1975, "The Multinational Corporation and the Law of Uneven Development," in H. Radice (ed.) *International Firms and Modern Imperialism*, Penguin Books.
- Jomo, K.S. (ed.), 2006, *The Long Twentieth Century: The Great Divergence: Hegemony, Power, M.*, 2004, "Social Provisioning as a Starting Point for Feminist Economics," *Feminist Economics*, Vol. 10, pp. 3-19.
- Reddy, N., 2003, "Economic Globalisation, Past and Present – The Challenges to Labour" in K.S. Jomo and K.K. Jin (ed.) *Globalization and Its Discontents, Revisited*, Sphix -Tulika Books.
- Smith, J.P. and M.P. Ward, 1989, "Women in the Labour Market and in the Family," *Journal of Economic Perspectives*, Vol. 3, pp. 9-23.
- Stockhammer, E., 2010, "Financialization and the Global Economy," in G. Epstein and M.H. Wolfson (eds.) *The Political Economy of Financial Crises*, Oxford University Press.
- Tonkiss, F., 2008, *Contemporary Economic Sociology: Globalisation, Production, Inequality*, Routledge.

## **DE 435: Practical Workshop and Field-based Study cum Seminar II**

Credit: 3

### *Aim and Objective*

The objective of this course is to impart students with practical knowledge, exposure and experience relating to various dimensions of economic development. The aim is to enrich their knowledge base and confidence essential to work effectively in their professional life.

### *Course Conduct Pattern*

#### **Time Allocation and Schedule**

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

#### **Discourse, Deliberation and Output**

Upon completion of a few hours of introductory sessions, the students will be asked to collect published materials relating to economic development. The material should be from sources such as the relevant national and international journals. Each student will submit to the instructor one material each week, two days prior to the forthcoming classroom discussion / seminar. If the same material is submitted by more than one student, the students submitting it later will be asked to submit a different material instead, thus ensuring that each student submits a different material.

The students will review their respective materials, prepare presentation formats – preferably power-point ones – for presentations before the class. Each presentation will entail a brief question-answer / discussion. Photographs, illustrations, models, and so on will be encouraged for display before and after the presentations. All materials submitted will be compile 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 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 an adjacent hill district. They will make observation of the area and the various economic activities and situations around and prepare notes for presentation in written and report (presentation) format individually. They could have individual casual interviews with concerned local people and have focus group discussions as well depending upon circumstances that prevail.

#### *Assessment / Evaluation*

The instructor 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.

## **DE 441: Nepalese Economy – B**

Credit: 3

### *Aim and Objective*

The objective of **Nepalese Economy A** and **Nepalese Economy B** courses is to acquaint students with the basic elements of Nepalese economy and the aim is to enable the students to go deeper into the subject matter for its fruitful application in further academic and professional undertakings.

### *Course Outline*

#### **Unit 1: Physical Infrastructure**

Transportation system – distribution and types of road and air transport network/structure by developmental region and ecological zones; their roles, prospects and problems in Nepal and measures to overcome/alleviate them; communication – postal and telecommunications – distribution and quality, problems and prospects by major regions; electricity – sources, importance, generation and usage pattern and trend by source, related problems and prospects.

#### **Unit 2: Money and Banking**

Functions of money; money supply situation; situation of money and capital markets; role and policies of the Nepal Rastra Bank in money and banking sector; role of bank and non-bank financial institutions in national economic development; coverage and distribution pattern of commercial banks and other public financial institutions across the regions of the country.

#### **Unit 3: Government Budget and Financing**

Budget and budgeting pattern and trend by economic sector and developmental regions; revenue structure – tax and non-tax; taxation - direct and indirect (value added tax - VAT), non-taxation – user charges, and others; expenditure structure – regular and developmental; deficit financing – domestic and external sources; public debt management and debt servicing.

#### **Unit 4: Internal and International Trade and Capital Flow**

Internal trade – pattern, direction, trend, problems, potentials, state policies; international trade – pattern, direction, trend, problems, potentials, state policies; volume and direction of exports and imports; the pattern, degree and direction of destination diversification; structure of exports and imports; the degree of goods diversification; government's trade policy and trading procedures; the overall balance of payments (BoP) situation - major components: current and capital accounts status; foreign exchange reserves and their import coverage; foreign capital flows – private foreign capital: debt and non-debt, foreign direct investment (FDI), foreign aid – need, types (grants, loans), sources (bilateral, multilateral), aid utilization – aggregate and sectoral aid commitments, disbursements, outcome levels.

## References:

- ADB, [Report/Reporting on Nepalese Economy], Asian Development Bank (ADB), Manila, various times/types.
- CBS, 2004, *Nepal Living Standard Survey Report: Main Finding*, Central Bureau of Statistics (CBS), Kathmandu.
- Chopra, P.N., 1997, *Principles of Economics*, Kalyani Publishers, New Delhi.
- Dahal, M.K. (ed.), 1993, *Future of Nepalese Economy*, NEFAS and FES, Kathmandu.
- Lekhak, H.D. and B. Lekhak, 2005, *Natural Resource Conservation and Sustainable Development in Nepal*, Kshitiz Prakashan, Kathmandu.
- MoF, *Annual Budget of Nepal*, Ministry of Finance (MoF), Kathmandu, (various years).
- MoF, *Economic Survey*, Ministry of Finance (MoF), Kathmandu, various issues.
- Neupane, G.P., 2048BS, *Nepalko Arthasatra*, M.K. Publisher and Distributors, Kathmandu.
- NRB, 1998, *Income and Employment Generation from Tourism in Nepal*, Nepal Rastra Bank (NRB), Kathmandu.
- NRB, *Mirmire*, annul publication, NRB, Kathmandu (various issues).
- NRB, *Report on Monetary Policy*, NRB, Kathmandu (various issues)
- Ojha, E.R. and K.E. Weber, 1993, *Production Credit for Rural Women: An Impact Evaluation of the PCRW Project around Gajuri, Nepal*, AIT, Bangkok.
- Silwal, S., 2060BS, *Contemporary Development Economics and Nepalese Economy*, Ratna Pustak Bhandar, Kathmandu.
- Waggle, R. (ed.), 2060, *Value Added Tax and Income Tax Laws of Nepal*, Ratna Pustak Bhandar, Kathmandu.
- WB, [Report/Reporting on Nepalese Economy], The World Bank (WB), Washington, D.C., (various times/types).

## **DE 442: Economic Development**

Credit: 3

### *Aim and Objective*

This course intends to develop the students' understanding of the fundamental concepts and issues of economic development in the context of developing countries in general and Nepal in particular. The aim is to strengthen the students' ability to make better economic analysis and decision for their own academic and professional advancement as well as contribution to the development of the society in which they live and work.

### *Course Outline*

#### **Unit 1: Basic Concepts of Economic Development**

The meaning of economic development: traditional view versus modern view; per capita income and human development index (HDI); core values of development; objectives of development; characteristics of development and underdevelopment; structural diversities among and common characteristics of developing economies; the role of values in economic development.

#### **Unit 2: Leading Theories of Economic Development**

Rostow's doctrine of economic development; Lewis' theory of structural transformation, the dualistic-development thesis; free markets, public choice and market-friendly thesis; the new growth theory.

#### **Unit 3: Contemporary Development Issues**

Kuznet's six characteristics of modern economic growth; the growth controversy – the relationship of economic growth with income distribution, poverty, rural poverty, women and poverty, and ethnic minorities and poverty; redistribution from growth – areas of intervention and policy options; problem of unemployment/underemployment, poverty and income distribution; rural-urban gap, impacts of environmental pollution on development.

#### **Unit 4: Human Resource Development**

Labour force and its composition; health and nutrition; education of women; fertility and child health; education – public education expenditure, enrolments and literacy, linkage of education with internal migration and brain drain, the gender gap in education.

#### **Unit 5: Capital, Natural Resources and Infrastructure**

Definitions, meaning, formation/accumulation and sources of capital; capital-output ratio and its importance; exhaustible/nonrenewable and renewable natural resources and their importance; interconnection between infrastructure and economic development.

#### **Unit 6: Foreign Aid and Technology**

Foreign aid – types (bilateral and multilateral), forms (loans and grants), contents (manpower, material and technology); foreign finance – pros and cons of foreign direct investment and portfolio investment; importance and limitations of foreign aid and finance; technology and

economic development; technology choice – labour-intensive versus capital intensive; total factor productivity and marginal factor productivity.

### **Unit 7: The Economics of Agricultural Development**

Economics of agricultural development; evolution of the agricultural system from subsistence to commercial enterprise phase; role of women in the least developed country (LDC) agrarian systems; strategic requirements for agricultural and rural development.

### **Unit 8: The Major Facets of Economic Development in Nepal**

Composition and distribution of land and population among the various regions; the major types of sectors of the economy and their share of contribution to the national economic development; types and patterns of distribution of predominant economic activities/enterprises by regions/locations; the major constraints and challenges in attaining economic development.

### **Unit 9: Planning, Institutions, and the Role of the State**

The meaning of and rationale for development planning; nature of the planning in mixed economies; basic stage-wise models of planning; reasons for plan failures; the concept of decentralization in planning; the role of institutions, including NGOs and INGOs, and of the state in economic development.

### **References:**

- Higgins, B., 1996, *Economic Development Problems, Principles and Policies*, Universal Bookstall, New Delhi.
- Lewis, W.A., 1994, *The Principles of Economic Planning*, University Book Stall, New Delhi.
- Meier, G.M., 2000, *Leading Issues in Economic Development*, Oxford University Press, New York.
- Ojha, E.R. and K.E. Weber, 1993, *Production Credit for Rural Women: An Impact Evaluation of the PCRW Project around Gajuri, Nepal*, AIT, Bangkok.
- Ojha, E.R., 1998, "Development Trends: Some Observations," *The Rising Nepal*, 15 January, p. 4.
- Ojha, E.R., 1998, "Development Trends: Which Way Would We Wade?," *The Rising Nepal*, 1 May, p. 4.
- Ojha, E.R., 1999, *Development and Disparity: Focus on Nepal*, QDR, Kathmandu.
- Ojha, E.R., 2000, "Maato," ("Soil,") *Kantipur - Koshelee*, 4 March, p. ka.
- Ojha, E.R., 2000, "Vikaas ra vikaar" *Kantipur*, 1 March, p. 6.
- Ojha, E.R., 2003, "An Analysis of the Health Dimension of Nepal's Development and Recommendations for Improvement," *Regional Development Studies (RDS)*, pp. 11-33.

- Ojha, E.R., 2003, *Vikaasko Sankshipta Vivechanaa*, Bhrikuti Academic Publications, Kathmandu.
- Thirlwall, A.P., 1994, *Growth and Development with Special Reference to Developing Countries*, Macmillan.
- Todaro, M.C. and S.C. Smith, 2009, *Economic Development*, Pearson Education, New Delhi.

## **DE 443: International Economics**

Credit: 3

### *Aim and Objective*

This course intends to explain the composition, direction, causes and consequences of international trade and financial flows and is aimed at increasing the students' exposure to these imminent economic dimensions so as to enable them to understand and undertake studies and tasks relating to international economic affairs.

### *Course Outline*

#### **Unit 1: Introduction**

What is international economics? An overview of the world trade.

#### **Unit 2: International Trade Theories**

The Ricardian, specific-factor, and Heckscher-Ohlin models; new trade theories; the international location of production; firms in the global economy — outsourcing and multinational enterprises.

#### **Unit 3: Trade Policy**

Instruments of trade policy; political economy of trade policy; controversies in trade policy.

#### **Unit 4: International Macroeconomic Policy**

Fixed versus flexible exchange rates; international monetary systems; financial globalization and financial crises.

#### **References:**

- Krugman, P. et al., 2012, *International Economics: Theory and Policy*, Addison-Wesley, New Delhi.
- Salvatore, D., 2011, *International Economics: Trade and Finance*, John Wiley.
- Samuelson, P.A. and W.D. Nordhaus, 2005, *Economics*, Tata McGraw-Hill, New Delhi.
- Sen, A., 2000, *Development As Freedom*, Oxford University Press.
- Smith, A., 1999, *Wealth of Nations*, Books I – III, Penguin.
- Todaro, M.P. and S.C. Smith, 2008, *Economic Development*, Pearson, Delhi.

# **DE 444: Development Theory and Experience I**

Credit: 3

## *Aim and Objective*

The objective of this course is to build in students the knowledge about important concepts of development, aggregate growth models of growth, cross-national comparisons of the growth experience in these models, including the interconnections between growth and inequality, inequality and political institutions, and the role of the state and governance in the economic development process.

## *Course Outline*

### **Unit 1: Concepts in Development Discourse**

Alternative measures of development and their international variations; intra- and international developmental differences/disparities.

### **Unit 2: Growth Models and Empirics**

The Harrod-Domar model; the Solow model and its variants; endogenous growth models and the evidence on the determinants of growth.

### **Unit 3: Measures and Mechanisms of Poverty and Inequality**

Inequality axioms; comparison among the commonly used inequality measures; interconnections between inequality and development; poverty measurements; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes.

### **Unit 4: Political Institutions and State Functioning**

The determinants of democracy; alternative institutional arrangements and their relationship with economic development performance; intra-national variations in the functioning of state institutions; state ownership and regulation; government failures and corruption and their impacts on the economic development process.

## **References:**

- Acemoglu, D. and J. Robinson, 2006, *Economic Origins of Dictatorship and Democracy*, Cambridge University Press.
- Aghion, P. and P. Howitt, 1998, *Endogenous Growth Theory*, MIT Press, Cambridge.
- Banerjee, A. et al., 2006, *Understanding Poverty*, Oxford University Press.
- Basu, K. (ed.), 2012, *The New Oxford Companion to Economics in India*, Oxford University Press.
- Basu, K., 1997, *Analytical Development Economics*, MIT Press.



- Dani Rodrik, 1993. "The positive economics of policy reform", *American Economic Review* 83, pp. 56-61.
- Dani Rodrik, Arvind Subramanian and Francesco Trebbi, 2004: "Institutions rule: The primacy of institutions over geography and integration in economic development", *Journal of Economic Growth* 9: 131-165.
- Dasgupta, P., 2007, *Economics: A Very Short Introduction*, Oxford University Press.
- Easterly, W., 2007, "Inequality Does Cause Underdevelopment: Insights from a New Instrument?," *Journal of Development Economics*, 84, pp. 755-776.
- Meier, G.M. and J.E. Stiglitz (eds.), *Frontiers of Development Economics: The Future in Perspective*, Oxford University Press, New York.
- Ojha, E.R., 1997, "Regional Development and Disparity in the Context of Overall Development: Special Reference to Nepal," *Regional Development Studies*, vol. 3, Winter, 1996/97, United Nations Centre for Regional Development, Nagoya, Japan, pp. 27-56.
- Ojha, E.R., 1998, "Development Trends: Some Observations," *The Rising Nepal*, Thursday, 15 January 2000, p. 4.
- Ojha, E.R., 1998, "Development Trends: Which Way Would We Wade?," *The Rising Nepal*, Friday, 1 May 2000, p. 4.
- Ojha, E.R., 2000, "Vikaas Ra Vikaar", (in Nepali), i.e., "Development and Defect," *Kantipur*, Kathmandu, Wednesday, 18 Phalgun 2056B.S. (1 March 2000), p. 6.
- Ojha, E.R., 2003, *Vikaasko Sankshiapta Vivechana: Vishesh Sandharva Sudoorpashchim Nepalko*, (in Nepali), i.e., *A Brief Discussion on Development: Special Context of Far-Western Nepal*, Bhrikutee Academic Publications, Kathmandu.
- Pant, Y.P. and S.C. Jain, 1980, *Regional Imbalances and Process of Regional Development in Nepal*, Development Publishers, Delhi.
- Putnam, R., 1994, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press.
- Ray, D., 1998, *Development Economics*, Princeton University Press.
- Ray, D., 2009, *Development Economics*, Oxford University Press.
- Sen, A., 2000, *Development As Freedom*, Oxford University Press, New York.
- Sen, A., 2000, *Development as Freedom*, Oxford University Press.
- The Economist, "Roots of Development," *The Economist*, October 2002.
- Todaro, M. and S. Smith, 2009, *Economic development*, Addison-Wesley.
- UNDP/N, *Nepal Human Development Report*, various years/issues.
- Wade, R., 2001, "Global Inequality: Winner and Losers," *The Economist*, April.
- Weil, D.N., 2008, *Economic Growth*, Pearson.

## **DE 445: Mathematical Methods in Economics I**

Credit: 3

### *Aim and Objective*

The objective of this course is to enable students to use basic mathematics in the study of such courses as microeconomic theory, macroeconomic theory, statistics and econometrics in the syllabus. The aim is to see that the students can apply mathematical techniques to better analyze and explain economic matters.

### *Course Outline*

#### **Unit 1: Fundamental Matters**

Logic and proof techniques; sets and set operations; relations; functions and their properties; number systems.

#### **Unit 2: Functions of One Real Variable**

Graphs; elementary types of functions – quadratic, polynomial, power, exponential, logarithmic; sequences and series – convergence, algebraic properties and applications; continuous functions – characterizations, properties with respect to various operations and applications; differentiable functions – characterizations, properties with respect to various operations and applications; second and higher order derivatives – properties and applications.

#### **Unit 3: Single-variable Optimization**

Geometric properties of functions – convex functions, their characterizations and applications; local and global optima – geometric characterizations, characterizations using calculus and applications.

#### **Unit 4: Integration of Functions**

Areas under curves; indefinite integrals; the definite integral.

#### **Unit 5: Difference Equations**

First order difference equations.

#### **Reference:**

Sydsaeter, K. and P. Hammond, 2002, *Mathematics for Economic Analysis*, Pearson Educational Asia, New Delhi.

# **DE 451: Environmental Economics**

Credit: 3

## *Aim and Objective*

This course deals with the interrelationship between economic activities/growth and environmental changes, and the economic evaluation/measurement methods, incentives, instruments, and policies relating to environmental improvements, thereby increasing the students' awareness and knowledge about the implications of economic growth for environmental changes and vice versa.

## *Course Outline*

### **Unit 1: Introduction to Environmental Economics**

Environmental economics as a specialized branch of economics; review of microeconomics and welfare economics in the context of environmental economics.

### **Unit 2: The Externality Theory**

Pareto optimality and market failure in the presence of externalities; property rights and the Coase theorem.

### **Unit 3: Formulation and Execution of Environmental Policy**

Overview; pigouvian taxes and effluent fees; tradable permits; choice between taxes and quotas under uncertainty; implementation of environmental policy.

### **Unit 4: International Environmental Problems**

Trans-boundary environmental problems; economics of climate change; trade and the environment.

### **Unit 5: Measuring the Benefits of Environmental Improvements**

Non-Market values and measurement methods; risk assessment and perception.

### **Unit 6: Sustainable Development and the Environment**

Concept and definitions of sustainable development and the environment; interconnection between sustainable development and the environment; importance and measurement of sustainability.

## References:

- Brundtland, G.H., 1989, "Sustainable Development: An Overview," *Development* 1989:2/3 – Journal of SID.
- CBS, 2003, *Handbook of Environmental Statistics*, Central Bureau of Statistics (CBS), Kathmandu.
- Cropper, M.L. and W. E. Oates, 1992, "Environmental Economics: A Survey," *Journal of Economic Literature*, Vol. 30, pp. 675-740.
- Elliott, J.A., 1994, *An Introduction to Sustainable Development: The Developing World*, Routledge, London.
- Kolstad, C., 2010, *Intermediate Environmental Economics*, Oxford University Press.
- Ojha, E.R., 2012, "Janaparyaaawaran Ra Digo Vikaasbaare Ek Peshaagat 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.
- Perman, R. et al., 2003, *Natural Resource and Environmental Economics*, Pearson Education.
- Regmee, R.K. (ed.), 2003, *Sustainability: The Lasting Fuel*, FSD Nepal, Kathmandu.
- Smulders, S., 2000, "Economic Growth and Environmental Quality," in H. Folmer and L. Gabel (eds.), *Principles of Environmental Economics*, Edward Elgar, Cheltenham.
- Stavins, R. N. (ed.), 2005, *Economics of the Environment: Selected Readings*, W.W. Norton.
- WB, 2009, "Development and Climate Change," *World Development Report 2010*, The World Bank (WB), Washington, D.C.
- Xepapadeas, A., 2005, "Economic Growth and the Environment," in K.G. Mäler and J.R. Vincent (eds.), *Handbook of Environmental Economics*, Vol. 3. Elsevier, Amsterdam, pp. 1220–1271.

## **DE 452: Development Economics**

Credit: 3

### *Aim and Objective*

This course purposes to introduce to the students the various economic dimensions of development in the context of developing countries in general and Nepal in particular so that the students will have a good foundation to deal with the subject in greater detail and depth.

### **Unit 1: Basic Relevant Concepts**

Definition of development economics and distinction with other branches of economics; the need for studying development economics; characteristics of development economics; indicators of development.

### **Unit 2: Historical Overview of Development**

Sequence of the stages of development; economic backwardness in the past and present; development performance of developing economies – growth-oriented, support-led, equity-oriented, low-growth and rapid-growth with equity.

### **Unit 3: Foundations of Development**

Concept, meaning and importance of capital formation; concept, meaning and importance of human resource; interrelationship between population and development; meaning and types of natural resource and its importance in development; the meaning and importance of technology and technology choice in development; values and institutions in traditional society and transition to modernity; role of women economic development; need for women empowerment.

### **Unit 4: Developmental Challenges and Approaches**

Concepts, causes and measurement of poverty and inequality; nature, types and causes of unemployment; process, pattern, trends, problems and remedies in urbanization; rural development; concept of rural development; importance of rural development in Nepal; approaches to rural development – sectoral, integrated, participatory.

### **Unit 5: Major Types of Economic Systems**

Salient features of capitalism, socialism and mixed economy.

### **Unit 6: Development Planning**

Objectives of planning; rationale for planning in developing countries; types of planning – planning by direction (socialism), planning by inducement (capitalism); planning under mixed economy; physical planning and financial planning; sectoral and comprehensive planning;

rolling plan; precondition for successful planning; plan formulation process; tools for planning: capital-output ratio and economic growth.

## References:

- CBS, 1998, *A Compendium on Environment Statistics 1998 Nepal*, Central Bureau of Statistics (CBS), Kathmandu.
- CBS, 2004, *Nepal Living Standard Survey Report: Main Finding*, CBS, Kathmandu.
- Chopra, P.N., 1997, *Principles of Economics*, Kalyani Publishers, New Delhi.
- Conyers, D. and P. Hills, 1984, *An Introduction to Development Planning in the Third World*, Wiley, Chichester.
- Cunnington, D. (ed.), 2003, *Poverty in South Asia 2003*, SAAPE Secretariat.
- Dahal, M. (ed.), 2005, *Impact of Globalization in Nepal*, Nepal Foundation for Advance Studies (NEFAS) and FES, Kathmandu.
- Dahal, M.K. et al., 1999, *Development Challenges for Nepal*, Nepal Foundation for Advanced Studies (NEFAS), Kathmandu.
- Higgins, B., 2001, *Economic Development: Principles, Problems and Policies*, University Book Stall, New Delhi.
- IIDS, 1996, *Impact of Economic Liberalization in Nepal*, Institute for integrated Development Studies (IIDS), Kathmandu.
- Meier, G.M., 1990, *Leading Issues in Economic Development*, Oxford University Press, New Delhi.
- Mund, H. (ed.), 1999, *WTO, Regional Cooperation and Nepal*, NEFAS, Kathmandu.
- Neupane, G.P., 2048BS, *Nepalko Arthasatra*, M.K. Publisher and Distributors, Kathmandu.
- Ojha, E.R., 1996, "Striving Towards Development Planning for Common Futures," *Futures Bulletin*, Brisbane, pp. 8-9.
- Ojha, E.R., 1999, *Development and Disparity: Focus on Nepal*, QDR, Kathmandu.
- Silwal, S., 2060BS, *Contemporary Development Economics and Nepalese Economy*, Ratna Pustak Bhandar, Kathmandu.
- Todaro, M.P. and S.C. Smith, 2008, *Economic Development*, Pearson Education, New Delhi.
- UNDP, 2004, *Nepal Human Development Report: Empowerment & Poverty Reduction*, United Nations Development Programme (UNDP), Kathmandu.
- UNDP/NPC, *Nepal Development Report*, UNDP/NPC, Kathmandu (various issues)
- UNDP/NPC, *Poverty Reduction Strategy in Nepal*, UNDP/NPC, Kathmandu (various issues)
- UNICEF/NPC, 1992, *Children and Women of Nepal: A Situation Analysis*, United Nation's International Children's Fund (UNICEF)/NPC, Kathmandu.
- WB, *Development Report*, The World Bank (WB), Washington, D.C. (various issues).

## **DE 453: Economics of Rural Nepal I**

Credit: 3

### *Aim and Objective*

The objective of this course is to familiarize the students with problems and prospects of rural economic development in Nepal, and the aim is to increase the students' interest in and insights into real-life developmental issues relating to the country's rural areas and people.

### **Unit 1: Basic Characteristics of Nepalese Rural Economy**

Nature, features and structure of the Nepalese rural economy – geographical, economic, socio-cultural; dominant factors of Nepalese rural economy; composition of rural economy – farm and nonfarm sectors; formal and informal sectors; demographic characteristics – population growth, composition and distribution trends; agricultural growth and stagnation – production, productivity, cropping pattern and agricultural modernization, problems and prospects; rural industries - importance, types, current status, policy, plan, programmes and projects, problems and prospects.

### **Unit 2: Resources in Rural Nepal**

Land – classification and geographical distribution, use and cropping patterns, land tenure system, factors limiting the proper land utilization; minerals: importance and availability by type; forests – timber and non-timber, importance, current status, forest policy of the government, problems in prospects of forest resources; water resource – importance, potential, utilization status and constraints, water resource development policy of the government; human resource - size and growth pattern of rural labour force, features of agricultural labour force and current human resource development status.

### **Unit 3: Technology in Rural Nepal**

Meaning and importance of rural technology; rural indigenous technologies in Nepal; the role of appropriate and intermediate technology in the development of rural development.

### **Unit 4: Infrastructure in Rural Nepal**

Transportation – the importance of road and other transport facilities in rural economic development, the plan targets and achievements of transportation network development; electricity – the importance in rural economic development, present status of rural electrification, problems of rural electrification, electricity policy of the government; private sector participation in electricity sector; irrigation – role of irrigation in agricultural development, present status of traditional and modern irrigation facilities, irrigation development policy, programmes and projects of the government; communication – forms and means, role in rural development, present status, future prospects; education – role in rural economic development, present status and trend, coverage, quality and operational status of educational institutions, needs for the future; health services – role in rural economic development, present status of coverage, quality, accessibility, problems, prospects and possible measures.

## References:

- APROSC/JMA, 1995, *Agricultural Perspective Plan*, Agricultural Projects Services Centre (APROSC) and John Mellor Associates (JMA), Kathmandu.
- CBS, 1999, *Report on the Nepal Labour Force Survey 1998/1999*, Central Bureau of Statistics (CBS), Kathmandu.
- CBS, 2003, *Population Monograph of Nepal. Vols. I & II*, CBS, Kathmandu.
- CBS, 2004, *Nepal Living Standard Survey 2003/2004*, CBS, Kathmandu.
- CBS, 2012, *Statistical Year Book of Nepal*. Kathmandu.
- Haq, M.U., 2003, *Human Development in South Asia 2002: Agriculture and Rural Development*, Oxford University Press, New York.
- MoAC, (Statistical Information of Nepalese Agriculture), various, Ministry of Agriculture and Cooperatives (MoAC), Kathmandu.
- NPC, (Recent Period Plan Documents), National Planning Commission (NPC), Kathmandu.
- Ojha, B., 2059BS, *Samakaalin Vikas Arthashastra Ra Nepalko Arthavyawasthaa* (in Nepali), Taleju Prakashan, Kathmandu.
- Ojha, E.R., 1997, "Productivity Dynamics of Agricultural Terraces in the Hills of Far Western Nepal," *Green Productivity: In Pursuit of Better Quality of Life*, Asian Productivity Organization (APO), Tokyo, pp. 329-341.
- Ojha, E.R., 1998, "Development Trends: Which Way Would We Wade?," *The Rising Nepal*, an English daily of Nepal, 1 May, p. 4.
- Ojha, E.R., 2000, "Developmental Role and Challenge of Civil Aviation in Nepal," *CAAN Souvenir 2000: 2nd Anniversary Issue*, Civil Aviation Authority of Nepal (CAAN), Kathmandu, 31 December, pp. 12-5.
- Ojha, E.R., 2000, "Garaakhetee: Laabh, Samasyaa Ra Sujhaaw," ("Terrace Farming: Benefits, Problems and Suggestions"), *Kantipur*, Nepalese daily, 6 Chaitra 2056 B.S. (19 March), p. 10.
- Ojha, E.R., 2000, "Maanaw Astitwa Ra Vikaasko Sandharbhamaa Garaakhetee," ("Terrace Farming in the Context of Human Existence and Development"), *Kantipur*, 29 Phaagun 2056 B.S. (12 March), p. 10.
- Ojha, E.R., 2000, "Maato," ("Soil,") *Kantipur*, Saturday Supplement 'Koshelee', 21 Phaagun 2056B.S. (4 March), p. ka.
- Ojha, E.R., 2000, "*Hateru* – The Market Visitors," *Sunday Post*, Kathmandu, 13 August 2000, p. IV.
- 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., 2003, "An Analysis of the Health Dimension of Nepal's Development and Recommendations for Improvement," *RDS (Regional Development Studies)*, Vol. 9, pp. 11-33.
- Poudel, R.C. and L.P. Poudel, 2059BS, *Rural Economics*, Ratna Pustak Bhandar, Kathmandu.
- Schumacher, F., 1999, *Small is Beautiful*, Vintage, London.
- Sharma, N.K., 2056BS, *Shukshma Tathaa Brihat Arthashastra* (in Nepali), Pairavi Prakashan, Kathmandu.
- UNDP, 2001, *Nepal Human Development Report 2001*, United Nations Development Programme (UNDP), Kathmandu.



## **DE 454: Development Theory and Experience II**

Credit: 3

### *Aim and Objective*

This course amalgamates basic demographic concepts with those of market structure, the governance of communities and organizations interlinked with sustainable growth and development while also delineating the roles of globalization and international dependence in the process of development. It is naturally expected to broaden the students' knowledge and vision concerning the major changes in and challenges of economic development today.

### *Course Outline*

#### **Unit 1: Demography and Development**

Demographic concepts – birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; interconnections between income, mortality, fertility choices and human capital accumulation; migration (rural-urban, highland-lowland, developing-developed nations).

#### **Unit 2: Land, Labor and Credit Markets**

The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; problems of information and credit contracts; microfinance; inter-linkages between rural factor markets.

#### **Unit 3: Individuals, Communities and Collective Outcomes**

Individual behavior in social environments; multiple social equilibria; governance in organizations and communities; individual responses to organizational failures and inefficiencies.

#### **Unit 4: Sustainable Development and the Environment**

Defining sustainability for renewable resources; a brief history of environmental change; common-pool resources; environmental externalities and state regulation of the environment; economic activities and climate change.

#### **Unit 5: Developmental Changes and Challenges of Globalization**

Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and inequality in the world; financial instability in a globalized world.

## References:

- Banerjee, A. et al., 2006, *Understanding Poverty*, Oxford University Press.
- Bordo, M.D. et al. (eds.), 2003, *Globalization in Historical Perspective*, University of Chicago Press.
- Gupta, P., 2007, *Economics: A Very Short Introduction*, Oxford University Press.
- Hirschman, A.O., 1970, *Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press.
- Ojha, E.R., 2012, “Janaparyaaawaran Ra Digo Vikaasbaare Ek Peshaagat Sandesh,” (in Nepali), i.e., “A Professional Message on Human Environment and Sustainable Development,” Janaparyavarana Sandesh, (= Human Environment Message), Year 1, Number 1, Shravan – Bhadra 2069, pp. 11-12.
- Osrom, E., 1990, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
- Rajan, R., 2010, *Fault Lines: How Hidden Fractures Still Threaten the World Economy*.
- Ray, D., 2009, *Development Economics*, Oxford University Press.
- Rodrik, D., 2011, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press.
- Schelling, T., 1978, *Micromotives and Macrobehavior*, W. W. Norton.
- Todaro, M. and S. Smith, 2009, *Economic development*, Addison-Wesley.

## DE 455: Mathematical Methods in Economics II

Credit: 3

### *Aim and Objective*

This course intends to make the students learn the essentials of linear algebra and optimization techniques so that they could use these effectively in the economic analysis where functions of several variables are commonly used.

### *Course Outline*

#### **Unit 1: Differential Equations**

The first-order differential equations; the integral curve, direction diagram and slope field; qualitative theory and stability.

#### **Unit 2: Linear Algebra**

Vector spaces – algebraic and geometric properties, scalar products, norms, and orthogonality; linear transformations – properties, matrix representations and elementary operations; systems of linear equations – properties of their solution sets; determinants – characterization, properties and applications.

#### **Unit 3: Functions of Several Real Variables**

Geometric representations – graphs and level curves; differentiable functions – characterizations, properties with respect to various operations and applications; second order derivatives – properties and applications; the implicit function theorem, and application to comparative statics problems; homogeneous and homothetic functions: characterizations and applications.

#### **Unit 4: Multi-variable Optimization**

Convex sets; geometric properties of functions: convex functions, their characterizations, properties and applications; further geometric properties of functions – quasi-convex functions, their characterizations, properties and applications; unconstrained optimization – geometric characterizations, characterizations using calculus and applications; constrained optimization with equality constraints – geometric characterizations, Lagrange characterization using calculus and applications; properties of value function – envelope theorem and applications.

#### **Readings:**

Sydsaeter, K. and P. Hammond, 2002, *Mathematics for Economic Analysis*, Pearson, New Delhi.

# DE 461: Introductory Econometrics

Credit: 3

## *Aim and Objective*

The objective of this course is to provide the students with an overall introduction to basic econometric concepts and techniques so that they could make use of these tools in their economics subject for specific purposes.

## *Course Outline*

### **Unit 1: Basic Features of Econometrics**

Nature of the subject; application scope.

### **Unit 2: Statistical Concepts**

Normal distribution; chi-sq, t- and F-distributions; estimation of parameters; properties of estimators; testing of hypotheses.

### **Unit 3: Simple Linear Regression Model: Two-Variable Case**

Estimation of model by method of ordinary least squares; properties of estimators; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; Gauss-Markov theorem; forecasting.

### **Unit 4: Multiple Linear Regression Model**

Estimation of parameters; properties of OLS estimators; goodness of fit - R<sup>2</sup> and adjusted R<sup>2</sup>; partial regression coefficients; testing hypotheses – individual and joint; functional forms of regression models; qualitative (dummy) independent variables.

### **Unit 5: Classical Assumptions**

The classical assumptions – violations – consequences, detection and remedies; multi-collinearity; heteroscedasticity; serial correlation.

### **Unit 6: Specification Analysis**

Omission of a relevant variable; inclusion of irrelevant variable; tests of specification errors.

## **References:**

Gujarati, D. N. and D.C. Porter, 2009, *Essentials of Econometrics*, McGraw Hill.  
Dougherty, C., 2007, *Introduction to Econometrics*, Oxford University Press.  
Kmenta, J., 2008, *Elements of Econometrics*, Khosla Publishing House.

## DE 462: Developing Development Projects

Credit: 3

### *Aim and Objective*

This course will introduce to the students the process and practice of managing development projects so that upon completion of the course the students will develop skills and confidence to formulate and operate development projects in their own fields of study and professional job.

### *Course Outline*

#### **Unit 1: Introductory Concepts**

Concepts, meanings and importance of project/organizational development; types of projects, including development projects; distinction among institution, organization, project, programme, objective, aim/goal; functions of project management – planning, organizing, leading, staffing, coordinating, supervising, budgeting, reporting, and recording.

#### **Unit 2: Planning and Policy-making**

Definitions, objectives, elements and steps of planning; causes of failure of planning; distinction between policy-making (policy) and planning (plan); definitions, objectives, features, scope and limitations of policy and policy-making; guidelines for the development of an effective policy.

#### **Unit 3: Formulating and Implementing a Development Project**

Selection of a need based project (identifying the need/s); development of a project proposal (components and structure of a project proposal) and the process of making/developing it.

### *Practical on Development Project Preparation and Execution*

Reviewing relevant literature on the topic selected for the purpose; identifying the problems and needs relating to the project in mind; preparing an outline project proposal; completion of the project proposal; seeking funding for execution of the project; execution of the small-scale development project.

### **References:**

- 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.
- Gittinger, J.P., 1982, *Economic Analysis of Agricultural Projects*, The World Bank, Washington, D.C.
- Pant, P.R., 1998, *Fieldwork Assignment and Report Writing*, Veena Academic Enterprises, Kathmandu.
- Pant, P.R., 1998, *Principles of Management*, Buddha Academic Publisher and Distributors, Kathmandu.
- Updety, S.R., 2006, *Guidelines for Improving Your Skills in Project Proposal Writing*, Subhash Printing Press, Kathmandu.

## **DE 463: Economics of Rural Nepal II**

Credit: 3

### *Aim and Objective*

This course intends to broaden and deepen the students' understanding about the problems and prospects of economic development in rural Nepal, and aims enabling students to build their own productive insights into the matter of finding ways to resolve the constraints of economic development in the country's rural areas and bringing about positive changes for the people living in those numerous settlements.

### **Unit 1: Finance in Rural Nepal**

Concept and meaning of rural finance; the importance of finance in rural economic development; sources of rural finance – formal/organized and informal/unorganized and their problems and prospects; causes and consequences of rural indebtedness and ways to ameliorate them; means and methods of promoting the financing situation in rural Nepal.

### **Unit 2: Rural Cooperatives in Nepal**

Principles of cooperatives; importance of cooperatives in rural economic development; types of rural cooperatives; present status of the cooperative movement; problems and prospects of cooperatives for rural Nepal.

### **Unit 3: Rural Markets in Nepal**

Basic features, types, structure, problems and prospects of Nepalese rural markets; rural market policy, programmes and projects of the government of Nepal.

### **Unit 4: Poverty, Unemployment and Migration in Rural Nepal**

Poverty – overall situation; regional food security situation; poverty reduction policies, programmes and projects of the government and private initiatives; nature, extent, magnitude, causes and consequences of unemployment and under-employment in rural Nepal; employment related policies, programmes, projects of the government; migration – types, direction, degree, causes and consequences of rural people's migration in Nepal.

### **Unit 5: Rural Development Efforts and Experiences in Nepal**

Integrated rural development programme; people's participation in rural development; public-private partnership; decentralization of development authority to local bodies; roles and initiatives of community-based organizations (CBOs) and non-governmental organizations (NGOs) – select cases, if any; position, problems and prospects of rural tourism; resource use conflicts and mitigation measures.

## References:

- APROSC/JMA, 1995, *Agricultural Perspective Plan*, Agricultural Projects Services Centre (APROSC) and John Mellor Associates (JMA), Kathmandu.
- CBS, 2012, *Statistical Year Book of Nepal*, Central Bureau of Statistics (CBS), Kathmandu.
- NPC, (Recent Period Plan Documents), National Planning Commission (NPC), Kathmandu.
- Ojha, B., 2059BS, *Samakaalin Vikas Arthashaastra Ra Nepalko Arthavyawasthaa* (in Nepali), Taleju Prakashan, Kathmandu.
- Ojha, E.R. 2004, "*Durgam Kshetra Vikaasko Apriharyataa Ra Aadhaarharoo*, " (in Nepali), i.e., "Indispensability and Bases of Rural Area Development," *Durgam Raashtriya Maasik*, Yr. 1, No. 1, 15 Vaishaakh – 15 Jeshtha 2061, Kathmandu, pp. 11-12.
- Ojha, E.R. and K.E. Weber, 1993, *Production Credit for Rural Women: An Impact Evaluation of the PCRW Project around Gajuri, Nepal*, AIT, Bangkok.
- Ojha, E.R., 1997, "Regional Development and Disparity in the Context of Overall Development: Special Reference to Nepal," *Regional Development Studies*, Vol. 3, Winter 1996/97, pp. 27-56.
- Ojha, E.R., 2002, *Possessions, Problems and Potentials of Mountains: Special Reference to Nepal and Its Far-western Region*, Ekta Books.
- Pant, Y.P. and S.C. Jain, 1980, *Regional Imbalances and Process of Regional Development in Nepal*, Development Publishers, Delhi.
- Poudel, R.C. and L.P. Poudel, 2059BS, *Rural Economics*, Ratna Pustak Bhandar, Kathmandu.
- Sapiro, A., 2004, *Macroeconomics Analysis*, Galgotia, New Delhi.
- Sharma, N.K., 2056BS, *Shukshma Tathaa Brihat Arthashaastra*, (in Nepali), Pairavi Prakashan, Kathmandu.

## **DE 464: Social Science Research Methodology**

Credit: 3

### *Aim and Objective*

The objective of this course is to provide the students with the knowledge and skills in social science research so that they could be able to carry out their academic and other research tasks in a systematic and confident manner.

### *Course Outline*

#### **Unit 1: Introduction to Social Science Research Methods**

Meaning, objectives and importance of social science research; basic concepts in social science research – concept, variables, measurements, reliability, validity, induction, deduction, generalization, empiricism; hypothesis; theory; interrelationship between theory and research; ethical considerations in social science research.

#### **Unit 2: Research Design**

Meaning, characteristics, objectives and usefulness of research design; qualitative and quantitative types of research; descriptive, exploratory and experimental research designs; cross-sectional and longitudinal research designs; limitations of research designs.

#### **Unit 3: Sample and Sampling**

Selection of research/study sites and units; sample size determination rules and processes; sampling methods – probability and non-probability sampling; types of probability sampling: simple random sampling; stratified random sampling, multi-stage sampling, systematic sampling; usefulness and limitations of probability sampling design; types of non-probability sampling: purposive sampling; quota sampling; convenience sampling; snowball sampling; usefulness and limitations of non-probability sampling designs.

#### **Unit 4: Research Techniques and Tools**

Household survey (interview); observation; case study; genealogy; content analysis; focus group discussion (FGD), rapid rural appraisal (RRA), participatory rural appraisal (PRA); social-resource mapping; timeline analysis; mobility mapping; pair-wise ranking; seasonal and ritual calendar; daily routine diagram; questionnaire; interview schedule; observation schedule; interview checklist; guiding questions; note-taking; photography; uses and limitations of different types of research techniques and tools.

#### **Unit 5: Research Proposal Production**

Fundamental components/elements of a research proposal – identification of research topic, statement of research problem, setting research objectives, literature review, selection of research sites, research design, sampling, data collection tools and techniques, work schedule, budget estimation, referencing/bibliography, layout and format designing.



## **Unit 6: Conduct of Fieldwork/Field Investigation**

Preparatory activities (acquiring funds, essential items – research tools and logistic arrangements, searching and training enumerators); conducting fieldwork/investigation – rapport building, data collection through use of appropriate techniques and tools; checking and revising (editing) data and information.

## **Unit 7: Analysis, Interpretation and Presentation of Data and Information**

Classification of qualitative notes, summarizing notes for data; processing and presentation of quantitative data – editing, coding, classification and tabulation, presentation of data in diagrams (e.g. pie-chart, bar-diagram, line-diagram); use of statistical tools/measures – frequency, distribution, ratio, proportion/percentage, indices, quotients, measures of central tendency (mean, median and mode), measures of dispersion (range, quartile deviation, average deviation) and standard deviation, chi-square, t-test, and so on as determined/planned/required.

## **Unit 8: Production and Presentation of Research Report**

Essential components/elements of research report (preliminaries, chapters, references, annexes); layout, format and design; process of report writing – language, tense, and so on); binding; presentation of findings (power-point, flip-charts, and so on).

### **References:**

- Baker, T.L., 1999, *Doing Social Research*, McGraw Hill, New Delhi.
- Bhandankar P.L. and T.S. Wilkinson, 1999, *Methodology and Techniques of Social Research*, Himalayan Publishing House, Mumbai.
- Chambers, R., 1985, "Shortcut Method of Gathering Information for Rural Development Project," in M. Cernea (ed.) *Putting People First*, Oxford University Press, New Delhi.
- Gupta, S.P., 1987, *Statistical Methods*, S. Chand and Sons, New Delhi.
- Kothari, C.R., 2001, *Research Methodology: Methods and Techniques*, Wishwa Prakashan, New Delhi.
- McCracken, J.A. et al., 1990, *An Introduction to Rapid Rural Appraisal for Agricultural Development*, Winrock International.
- Wolf, H.K. and P.R. Pant, 1979, *A Handbook of Social Science Research and Thesis Writing*, Tribhuvan University, Kathmandu.

## **DE 465: Practical Workshop and Field-based Study cum Seminar III**

Credit: 3

### *Aim and Objective*

This course intends to impart students with practical knowledge, exposure and experience relating to various dimensions of the subject of development economics. The aim is to enhance their 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 three hours every working week for its classroom discussion part. Depending upon the availability of time and suitability, the three hours time could be used either in a single day or divided in three separate sessions of one hour on any three days of the working week.

#### **Discourse, Deliberation and Output**

Upon completion of a few hours of introductory sessions, the students will be asked to select and make copy of a economic development related case / model / story / incidence published in book. Each student will submit to the instructor one material each week, two days prior to the forthcoming classroom discussion / seminar. If the same material is submitted by more than one student, the students submitting it later will be asked to submit a different material instead, thus ensuring that each student submits a different material.

The students will review their respective materials, prepare presentation formats – preferably power-point ones – for presentations before the class. Each presentation will entail a brief question-answer / discussion. Photographs, illustrations, models, and so on will be encouraged for display before and after the presentations. All materials submitted will be compile 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 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 the nearest mountain district. They will make observation of the area and the various economic activities and situations around and prepare notes for presentation in written and report (presentation) format individually. They could have individual casual interviews with concerned local people and have focus group discussions as well depending upon circumstances that prevail.

#### *Assessment / Evaluation*

The instructor 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.

## **DE 471: Applied Econometrics**

Credit: 3

### *Aim and Objective*

The objective of this course is to familiarize the students with the fundamentals of applied econometrics so that the students' could develop their skills required for empirical research in the subject of economics.

### *Course Outline*

#### **Unit 1: Basics of Empirical Econometric Research**

The stages in empirical econometric research; related concepts and meanings.

#### **Unit 2: Regression Diagnostics and Specification**

Misspecification; functional forms; model selection.

#### **Unit 3: Advanced Topics in Regression Analysis**

Dynamic econometric models; distributed lag models; autoregressive models; instrumental variable estimation; simultaneous equation models.

#### **Unit 4: Panel Data Models**

Methods of estimation; fixed effects model; random effects model.

#### **Unit 5: Introduction to Econometric Software Package**

GRETTL; E-VIEWS; STATA (any one, or two).

### **References:**

- Asteriou, D. and S. Hall, 2007, *Applied Econometrics: A Modern Approach*, Palgrave Macmillan.
- Gujarati, D., 2011, *Econometrics by Example*, Palgrave Macmillan.
- Wooldridge, J.M., 2009, *Econometrics*, Cengage Learning, New Delhi.

## **DE 472: Public Economics**

Credit: 3

### *Aim and Objective*

This course intends to familiarize students with important issues pertaining to government intervention for the efficient and equitable mobilization and use of economic resources in an economy and aims at increasing students' understanding about the need for and nature of state involvement in national economic system.

### *Course Outline*

#### **Unit 1: Public Economy Theory**

Overview of fiscal functions.

#### **Unit 2: Public Goods**

Definitions of public goods; models of efficient allocation of public goods; pure and impure public goods; the free riding phenomenon.

#### **Unit 3: Economic and Fiscal Externalities**

Problems of externalities and the solutions; taxes versus regulation; property rights, the Coase theorem.

#### **Unit 4: Taxation and Its Outcomes**

Economic effects of taxation; dead weight loss and distortion; efficiency and equity considerations; tax incidence; optimal taxation.

#### **Unit 5: Public Economy and Financing in Nepal**

Basic features of public economy and financing in Nepal; the tax system - structure and reforms; budget and budgeting; deficits and public debt; fiscal decentralization status and issues in Nepal.

### **References:**

- Cullis, J. and P. Jones, 1998, *Public Finance and Public Choice*, Oxford University Press.  
MoF, *Economic Survey*, Ministry of Finance (MoF), various years.  
Musgrave, R.A. and P.B. Musgrave, 1989, *Public Finance in Theory and Practice*, McGraw Hill.  
NPC, "Periodic Plan Documents," National Planning Commission (NPC), various volumes.  
NRB, "Reports/Publications/Data Sets," various periods.  
Rao, M.G., 2011, "Goods and Services Tax: A Gorilla, Chimpanzee or a Genius Like Primates?," *Economic and Political Weekly*, February, pp. 12-18.  
Rosen, H., 2005, *Public Finance*, McGraw Hill Publications.  
Samuelson, P., 1955, "Diagrammatic Exposition of a theory of Public Expenditure," *Review of Economics and Statistics*, Vol. 37.  
Stiglitz, J.E., 2000, *Economics of the Public Sector*, W.W. Norton & Company.

## **DE 473: Microfinance in Economic Development**

Credit: 3

### *Aim and Objective*

The objective of the course is to familiarize students with the fundamental features and functioning of microfinance system/schemes in the economic development of a developing economy. The aim is to arouse their interest and knowledge about micro-financing as an effective mechanism to contribute to the process of economic development in a country with paucity of financial resources especially in rural areas.

### *Course Outline*

#### **Unit 1: Introduction to Microfinance**

Definitions of microfinance; overview of the history of microfinance, especially in Nepalese context; microfinance models – individual, solidarity group system, village banking – the Grameen Bank scheme, cooperatives.

#### **Unit 2: Importance of Microfinance**

Role of microfinance in alleviating poverty and raising income levels and economic growth and development levels; characteristics of a successful microfinance provider; gender and microfinance relationship and issues.

#### **Unit 3: Primary Functions of Microfinance Scheme**

Mobilizing savings and deposits; providing credits/loans; insurance provision; characteristics, approaches, comparative advantages and disadvantages of microfinance schemes; individual lending or saving methods/procedures; group lending and saving methods/procedures; solidarity group lending (group guarantee lending / without collateral), village banking concept and practice; practical implications of and problems and issues in the functioning of microfinance schemes.

#### **Unit 4: Specialized Functioning of Microfinance Scheme**

Poverty targeting and lending; non-government organization (NGO)-led development of micro enterprise financing; role of credit unions in micro-financing; inter-linkages between commercial banks and microfinance schemes/agencies; linkages of microfinance schemes/agencies with non-financial programmes – literacy and health related services/activities and their implications and impacts (with examples, such as the Grameen Bank Scheme).

#### **Unit 5: State Policies for Microfinance Development**

Principal national policies; role of the state/government in policy in reducing problems and constraints in micro-financing; government policy for the growth and development of micro-finance system in Nepal; needs and requirements for the advancement of the functioning and success of the micro-financing system.

## Unit 6: Field-based Study

The students will make visit to a few related bank and non-bank financial institutions that are working in the area of microfinance and study (interviews, observation) on the functioning of the programmes and projects and prepare, submit and present a precise report to their course instructor. Besides, guest lecture/s could also be arranged for further insights into the practicalities and performances of microcredit schemes.

### References:

- APRACA, 1990, *Promotion of Linkages between Banks and Self-help Groups in Nepal*, Asian and Pacific Regional Agricultural Credit Association (APRACA), Bangkok.
- 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.
- Lama, P.K., 2069BS, *Laghuvitta Vyawasthaapan*, (in Nepali), i.e., *Microfinance Management*, Srijana Saamudaayik Vikaas Kendra, Siraha.
- Ojha, E.R. and K.E. Weber, 1993, *Production Credit for Rural Women: An Impact Evaluation of the PCRW Project around Gajuri, Nepal*, Asian Institute of Technology (AIT), Bangkok.
- Raut, D., 2057BS, *Vipannasanga Sambhavya Bainking: Garibee Nivaaranko Prabhavakaaree Sanyantra Laghu Karja*, in Nepali, i.e., *Feasible Banking with the Poor: Microcredit as Effective Mechanism for Poverty Alleviation*, Grameen Pratishthan, 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.

## **DE 474: Development Practices in Nepal**

Credit: 3

### *Aim and Objective*

The objective of this course is to provide the students with the knowledge about important development concepts and the developmental practices carried out in Nepal in order that the students gain confidence and capability to work creatively in the development sector.

### *Course Outline*

#### **Unit 1: Important Development Concepts**

Change, growth, development and transformation; people and the state; planned/induced development; innovative development; grassroots initiatives; development from above (top-down) and development from below (bottom-up); development processes – modernization, westernization, sanskritization, indigenization, localization; community development – Community-oriented and community-based developmental practices; endogenous and exogenous development; development analysis – social, cultural, political, holistic, humanistic, monolithic, polycentric, local, national and Third World perspectives.

#### **Unit 2: Chronology and Cases of Development Practices**

Early development practices – Arma-Parma, Guthi, Khedi, Nogyar, Rodi, Bheja, Dharam Bhakari; philanthropic works; sharing and carling during birth, marriage, funeral and other socio-cultural events; community-based cooperative activities; sharing of grain seeds; communal hunting/fishing and distribution among community members; planned development intervention (policies, plans, strategies, programmes) and achievements in major sectors such as agriculture, forestry, water and renewal resources; relatively recent development practice – decentralization and devolution of powers and resources; local self-governance, human-right-based development programs; sustainable and equitable development; socio-political and economic empowerment; women's development and empowerment.

#### **Unit 3: Contemporary Developmental Practices**

Overview of the objectives, strategies, activities and achievements of the state, market, international non-governmental organizations (INGO), non-governmental of organizations (NGOs), and people-led developmental initiatives; recent discourses on development – empowerment, policy, lobbying, advocacy and awareness-raising development programs, social inclusion and movements; geographical/spatial/regional, social, cultural, economic, ethnic, political and psychological roots of conflict; review of the conflict mitigation strategies and programmes; development practitioners' role as animator, match-maker, change agent, facilitator, agency watch-dog, friend, philosopher, guide, and the guardian (to some extent?).

#### **References:**



- Bhattachan, K.B. and C. Mishra (eds.), 1996, *Developmental Practices in Nepal*, Tribhuvan University, Kathmandu.
- Bongartz, H., 1993, *Development Theories: NGOs and Self-help Organizations*, NEFAS, Kathmandu.
- Devokata, P.L., 2008, *Anthropological Approach to Rural Development in Nepal: The Interlocking of Theory and Practice*, Academic Book Centre, Kathmandu.
- Geiser, A., 2005, *Social Exclusion and Conflict Transformation in Nepal: Women, Dalit and Ethnic Groups*, Swiss Peace, Bern.
- NPC, Development Plan Documents, National Planning Commission (NPC), Kathmandu, (various types/years).
- Ojha, E.R., 1997, "Regional Development and Disparity in the Context of Overall Development: Special Reference to Nepal," *Regional Development Studies*, Vol. 3, Winter 1996/97, pp. 27-56.
- Gurung, S.B., 1998, *Rural Development Approaches in Nepal*, Deva Publications, Kathmandu.
- Lynton, R.P. and U. Pareek (eds.), 1992, *Facilitating Development*, Sage Publications, New Delhi.
- Mikkelsen, B., 1995, *Methods of Development Works and Research: A guide for Practitioners*, Sage Publications, New Delhi.
- Mishra, C., 2007, *Essay on the Sociology of Nepal*, Fine Prints, Kathmandu.
- Pradhan, B.B., 1986, *Integrated Rural Development Programmes in Nepal*, International Centre for Integrated Mountain Development (ICIMOD), Kathmandu.

## **DE 475: Practical Workshop and Field-based Study cum Seminar IV**

Credit: 3

### *Aim and Objective*

This course intends to impart students with practical knowledge, exposure and experience relating to various dimensions of the subject of development economics. The aim is to enhance their 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 three hours every working week for its classroom discussion part. Depending upon the availability of time and suitability, the three hours time could be used either in a single day or divided in three separate sessions of one hour on any three 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 a specific economic sector (e.g. agriculture, industry) of the mid-western region from a relevant publication of Central Bureau of Statistics (CBS), Nepal, and prepare a write-up with an interpretation of the figures used. 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 power-point ones – for presentations before the class. Each presentation will entail a brief question-answer / discussion. All materials submitted will be compile 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 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 terai district of the Sudurpashchim province of Nepal. They will make observation of the area(s) and the various economic activities and situations around and prepare notes for presentation in written and report (presentation) format individually. They could have individual casual interviews with concerned local people and have focus group discussions as well depending upon circumstances that prevail. Prudent picture- and video-takings and uses could be greatly supplemental in this regard.

#### *Assessment / Evaluation*

The instructor 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.

## **DE 481: Society, State and Economy**

Credit: 3

### *Aim and Objective*

The objective of the course is to expose students to the overall intrinsic interconnection and independence among society, state and economy that are fundamental to economic change and development. This will not only enrich the students' understanding about the foundations of economic development but also deepen their interest and ability to deal with interdisciplinary developmental circumstances.

### *Course Outline*

#### **Unit 1: Social Change in Historical Perspective**

The method of historical materialism; the transition from feudalism to capitalism; capitalism as a historical process – alternative perspectives.

#### **Unit 2: State and Capitalism**

The state and the economy – contestation and mutual interdependence; the state as an arena of conflict; imperialism – the basic foundations.

#### **Unit 3: Capitalism – Evolving Economic System**

Fundamental features; accumulation and crisis; the modern corporation; monopoly capitalism — alternative perspectives.

### **References:**

- Gurley, J., 1978, "The Materialist Conception of History," in R. Edwards et al. (eds.), *The Capitalist System*.
- Lange, O., 1963, *Lange, Political Economy*, Vol. 1.
- Hunt, E.K., 2004, *History of Economic Thought*, Shilpi Publications.
- Habib, I. 1995, "Capitalism in History," *Social Scientist*, Vol. 23, pp. 15-31.
- Heilbroner, R.L., 1987, "Capitalism," *The New Palgrave Dictionary of Modern Economics*, Macmillan.
- Sweezy, P., 1942, *The Theory of Capitalist Development*, Monthly Review Press.
- Shaikh, A., 2000, "Economic Crises" and "Falling Rate of Profit" in T. Bottomore et al. (eds.), *The Dictionary of Marxist Thought*, Oxford University Press.
- Vakulabharanam, V., 2009, "The Recent Crisis in Global Capitalism: Towards a Marxian Understanding," *Economic and Political Weekly*, March 28, Vol. 44, pp. 144-150.
- Schumpeter, J., 1976, *Capitalism, Socialism and Democracy*, George Allen and Unwin.
- Baran, P., 1957, *The Political Economy of Growth*, Pelican.
- Heilbroner, R., 1985, "The Role of the State," *The Nature and Logic of Capitalism*.

- Kalecki, M., 1972, "Political Aspects of Full Employment," in E.K. Hunt and J.G. Schwarz (eds.), *A Critique of Economic Theory*, Penguin Books.
- Bhaduri, A., 2002, "Nationalism and Economic Policy in the Era of Globalization," in D. Nayyar (ed.), *Governing Globalization: Issues and Institutions*, Oxford University Press.
- Patnaik, P., 1986, "Introduction," in *Lenin and Imperialism*, Orient Longman.
- O'Connor, J., 1970, "The Meaning of Economic Imperialism," in R. Rhodes (ed.), *Imperialism and Underdevelopment*, Monthly Review Press, New York, pp. 101 to 111.

## **DE 482: Sustainable Development and the Environment**

Credit: 3

### *Aim and Objective*

This course has the objective of offering to students the knowledge about important aspects of sustainable development and the environment and the intrinsic relationship between the two. The aim is to make the students understand and appreciate the need for building and maintaining complementary relationship between o enable students to acquire knowledge and skills for sustainable development and management of environment.

### *Course Outline*

#### **Unit 1: Introduction to Sustainable Development and the Environment**

Concept, meaning, definitions and dimensions of sustainable development (SD); need and importance of SD; pillars of SD; requirements for SD; global, regional and national initiatives for SD; development paradigms and arrival at SD concept and practice; meaning, definitions and components of the environment; human environment and its dimensions.

#### **Unit 2: Principal Indicators of Developmental and Environmental Sustainability**

Meaning and essence of sustainability – production possibility curve (as illustration); sustainability factors; major developmental trends and their measures as principal indicators of sustainability – the trends in agriculture, food, economy, society, atmosphere, energy, industry.

#### **Unit 3: Sustainable Development and Environment Interrelationship**

Direct/supporting relationship between SD and the environment; inverse relation between SD and environmental problems: Pollution – of air, water, land, space; deforestation; desertification; soil erosion; landslides; floods; and rise in occurrences of various other disasters (avalanches, hail storms; forest fires, epidemics, and son); (toxic and hazardous) solid waste deposition/dumping; ozone layer depletion; global warming; acid rain; biodiversity depletion; scarcities and unfair completion; conflicts, chaos, and crisis in rural and urban areas; need for mitigating these problems to attain the goal of SD.

#### **Unit 4: Some Sustainable Development Models**

Emergence, features and adoption of SD concept and aim in human settlement development – eco-city, eco-village, new urbanism; integrated ecosystem management and livelihoods; media sustainable development and the environment / environmental information; education for sustainable development.

### **References:**

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

- Baumgatner, R. and R. Hogger (eds.), 2004, *In Search of Sustainable Livelihood Systems*, Sage Publications, New Delhi.
- Brown, L.R. et al., 1988, *State of the World*, W.W. Norton & Company, New York.
- Brundtland, G.H., 1987, *Our Common Future: World Commission on Environment and Development*, Oxford University Press, New Delhi.
- Carney, D. (ed.), 1999, *Sustainable Livelihoods*, Department for International Development (DFID), London.
- CBS, 1998, *A Compendium on Environment Statistics 1998 Nepal*, Central Bureau of Statistics (CBS), Kathmandu.
- Chaudhary, R.P., 1998, *Biodiversity in Nepal: Status and Conservation*, Bangkok.
- Cunnigham, W.P. and M.A. Cunnigham, 2004, *Principles of Environmental Science: Inquiry and Applications*, McGraw Hill, Boston.
- Dahal, M.K. and D.R. Dahal, 1998, *Environment and Sustainable Development: Issues in Nepalese Perspective*, Nepal Foundation for Advanced Studies (NEFAS), Kathmandu.
- Elliott, J.A., 1994, *An Introduction to Sustainable Development: The Developing World*, Routledge, London.
- Field, B.C., 1997, *Environmental Economics: An Introduction*, McGraw Hill, Boston.
- Field, B.C., 2001, *An Introduction to Natural Resource Economics*, McGraw Hill, Boston.
- Furtado, D.R. and T. Belt, 2000, *Economic Development and Sustainability*, The World Bank (WB), Washington, DC.
- Ghimire, K.B. and M.P. Pimbert (eds.), 1997, *Social Change and Conservation: Environmental Politics and Impacts of National Parks and Protected Areas*, Earthscan, London.
- Joshi, A.R. et al., 2003, *Environmental Management and Sustainable Development at the Cross Road*, Ankus, Kathmandu.
- Kaushik C.P. and M. Kaushik, 2006, *Perspective in Environmental Studies*, New Age International, New Delhi.
- Lekhak, H.D. and B. Lekhak, 2009, *Natural Resources Conservation and Sustainable Development in Nepal*, Kshitiz Publications, Kathmandu.
- Miller, J.T. (Jr.), 1995, *Living in the Environment*, Wadsworth Publishing, California.
- Pokhrel, K.P., 2011, *Natural Resource Management*, Kshitiz Publication, Kathmandu.
- Redcliff, M., 1995, *Sustainable Development: Exploring the Contradictions*, Routledge, London.
- Regmi, R.K., 2003, *Sustainability: The Lasting Fuel*, Forum for Sustainable Development (FSD), Kathmandu.
- Soubbitian, T.P., 2004, *Beyond Economic Growth: An Introduction to Sustainable Development*, The World Bank (WB), Washington, D.C.
- Stallworthy, M., 2002, *Sustainability, Land Use and the Environment*, Cavendish, London.

## **DE 483: Entrepreneurship**

Credit: 3

### *Aim and Objective*

The objective of the course is to generate among the students the awareness and knowledge about the possibilities of suitable and satisfying professions that contribute towards satisfying people's genuine needs and capitalize on market opportunities for the goods and services thus generated. The aim is that the students will be able to face the real-life situation with confidence and succeed in using their specialized knowledge much productively thereby leading life as successful and dignified professionals in the society.

### *Course Outline*

#### **Unit 1: Fundamental Concepts and Meanings**

Old and new meanings of entrepreneur and entrepreneurship; place of entrepreneur among the four major factors of production (enterprise), viz. land, labour, capital and entrepreneurship/management; difference between labour and entrepreneur; model of value-added transformation of resources; the four limbs/pillars of entrepreneurship (conceptual model of entrepreneurship) – person, task, the environment, and organization; distinction among entrepreneurship, small business and entrepreneurship; distinction among change, economic growth, economic progress and economic development, and the role of entrepreneurship in causing them.

#### **Unit 2: Attitudinal and Motivational Dimensions of Entrepreneurship**

Attitude and motivation (incentive) in entrepreneurship (effect on the quality of work and output); why does one want to become an entrepreneur? (reasons, apart from profit-making); functions, responsibilities and skills of entrepreneur; characteristics of a successful entrepreneur; use of entrepreneurial qualities in small business; planning, organizing and follow-up activities in entrepreneurship; entrepreneurial network relationships; theories of entrepreneurship; understanding human behavior/nature for entrepreneurship; distinction among creativity, innovation, discovery and invention.

#### **Unit 3: Project Concept and Process**

Meaning and definition of project; general classification of projects – largely quantifiable, largely non-quantifiable, sectoral, integrated, welfare, research and development (R&D); advantages and limitations of the project format; the main aspects of project preparation and analysis – technical, institutional/managerial, social, commercial, financial, economic; the project cycle – identification, preparation and analysis, appraisal, implementation and evaluation.



#### **Unit 4: Financial Management in a Small Business**

The prominence of finance in enterprise operation; sources of finance – formal, informal; essentials in financial acquisition and management (security/collateral, creditworthiness, capital requirement assessment, record-keeping, accounting, statement preparation and maintaining, sale, distribution, credit and cash transactions, quality control and administration).

#### **References:**

- Gupta, S., 1997, *Entrepreneurship Development in India*, Sulan Chand and Sons.  
Gupta, S., 1997, *Entrepreneurship Development*, Sultan Chand and Sons.  
Hisrich, R.D. et al., 2007, *Entrepreneurship*, sixth edition, Tata McGraw-Hill.  
Holt, D.H., 1998, *Entrepreneurship: New Venture Creation*, Prentice Hall.  
Steinhoff, D. and J.F. Burgess, 1998, *Small Business Management Fundamental*, McGraw Hill.

**DE 484: Research Work**

Credit: 6