

Master of Arts
in
Rural Development Studies (MRDS)
Course of Study (First Semester) and Evaluation System

Submitted to:

Office of the Dean
Faculty of Humanities and Social Sciences, TU

Submitted by:

Central Department of Rural Development
Faculty of Humanities and Social Sciences
Tribhuvan University
Kirtipur, Kathmandu, Nepal

Introduction of Course:

Most of the third world's population lives in rural areas, and poverty, inequality, unemployment and dependency are the major issues of these areas. A large number of the urban poor are migrants from rural areas that make a big challenge to rural as well as urban sectors in developed as well as underdeveloped countries. In this context, this course aims to produce high level human resource competent enough to deal with the issues alarming the developing world today. It is concerned with the factors such as socio-cultural, economic and environmental contributing change in rural areas. At the same time, different contexts and construct of development, and practical policy measures to bring about the overriding objectives of rural development have also been incorporated. As the world becomes a global village through information and communication technology, there is also increasing diversity within regions and socio-political settings. Thus a multi-disciplinary subject such as rural development, can fulfill the needs of grassroots people to policy making and implementation level.

General objective of the course:

To impart the multi-dimensional concept of rural development to the students with sound research and field work practices in order to produce graduates who will be able to work in diverse socio-economic conditions.

Eligibility for admission:

Any candidates having at least bachelor degree or above from any discipline from Tribhuvan University or any recognized Universities will be eligible to participate in entrance system. The candidates able to secure their position in the entrance system based upon merit system will be eligible for admission.

Course Structures of Total Semesters

Year	Semester	Course Code	Course Title	Credit hours	Teaching Hour
I	I	RDS 501	Rural Development : Theory and Discourse	3	48
I	I	RDS 502	Economic Dimensions of Rural Development	3	48
I	I	RDS 503	Socio-cultural Dimensions of Rural Development	3	48
I	I	RDS 504	Local Governance in Nepal	3	48
I	I	RDS 505	Research Methodology in Rural Development	3	48
I	II	RDS 511	Rural Development in Nepal	3	48
I	II	RDS 512	Planning, Policies and Strategies for Rural Development	3	48
I	II	RDS 513	Rural Urban Linkage	3	48
I	II	RDS 514	Rural Finance and Cooperative Development	3	48
I	II	RDS 515	Application of Research Methodology	3	48
II	III	RDS 521	Energy and Rural Technology	3	48
II	III	RDS 522	Rural Project Management	3	48
II	III	RDS 523	Tourism for Rural Development	3	48
II	III	RDS 524	Rural Marketing and Entrepreneurship Development	3	48
II	III	RDS 525	Rural Development Practice (Practical)	3	48
II	IV	RDS 531	Natural Resource Management	3	48
II	IV	RDS 532	Climate Change and Livelihood Strategies	3	48
		RDS 533	Human Resource Development (Optional)	3	48
II	IV	RDS 534	Nepalese Agriculture and Forestry (Optional)	3	48
II	IV	RDS 535	Gender and Development (Optional)	3	48
II	IV	RDS 536	Thesis(compulsory)	6	48
Total Credit Hours				60	

Nature of Courses

Core/Generic Papers

RDS 501	Rural Development : Theory and Discourse
RDS 502	Economic Dimensions of Rural Development
RDS 503	Socio-cultural Dimensions of Rural Development
RDS 504	Local Governance in Nepal
RDS 505	Research Methodology in Rural Development
RDS 511	Rural Development in Nepal
RDS 512	Planning, Policies and Strategies for Rural Development
RDS 513	Rural Urban Linkage
RDS 514	Rural Finance and Cooperative Development
RDS 515	Application of Research Methodology
RDS 521	Energy and Rural Technology
RDS 522	Rural Project Management
RDS 523	Tourism for Rural Development
RDS 524	Rural Marketing and Entrepreneurship Development
RDS 525	Rural Development Practice (Practical)
RDS 531	Natural Resource Management
RDS 532	Climate Change and Livelihood Strategies
RDS 536	Thesis(compulsory)

Specializations/Optional Papers

RDS 533	Human Resource Development (Optional)
RDS 534	Nepalese Agriculture and Forestry (Optional)
RDS 535	Gender and Development (Optional)

Rural Development Studies

(First Semester)

Course No.: RDS 501

Credit hours: 3

Teaching hours: 48

Course Title: Rural Development: Theory and Discourse

Aims and Objectives of the Course

The aim of this course is to acquaint students with the concept of development, its origin, the shifts in developmental paradigms, the rise of rural development as an approach, and its latest discourses and theories. The specific objectives are: to trace the root of the concept of development and rural development, to analyze shift in development thinking, to analyze the mainstream and alternative development theories and discourses, to equip students with different timelines of the ideas of rural development and to help them critically analyze the applicability of indigenous and alternative theories of rural development in the context of Nepal. It is expected that after the completion of this course, the students will be able to relate the theories of rural development in different contexts.

Unit 1: Origin of Development Concept (10)

1.1 Origin of political economy

1.2 Classical economics and development (Core values and critique)

1.3 Neo-classical economics and development (core values and critique)

1.4 Paradigm shift in development

1.4.1 Origin of the concept and approach: Rural development

1.4.2 Neo-liberalism and rural development

Unit 2: Development Theories and Discourses (15)

- 2.1 Mainstream Development Theories (Modernization and Dependency)
- 2.2 Alternative Development Theories (Sustainable Development and Human Development)
- 2.3 Post-development Discourses (Arturo Escobar and W.G. Sachs)

Unit 3: Rural Development Theories (13)

- 3.1 Exogenous Rural Development (Concept of growth and mode of development)
- 3.2 Endogenous Rural Development (Growth pattern, resource utilization and actors)
- 3.3 Alternative Rural Development (Social justice, Equity, self-reliance and Third Worldism)

Unit 4: Rural Development Timeline and Approaches (10)

- 4.1 Rural Development timeline after 1950s
- 4.2 Approaches of Rural Development
 - 4.2.1 Community Development
 - 4.2.2 Basic Need Approach
 - 4.2.3 Integrated Rural Development Approach
 - 4.2.4 Right Based Approach
 - 4.2.5 Rural Livelihood Approach

References

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Rural Development Studies

(First Semester)

Course No.: RDS 501

Credit hours: 3

Teaching hours: 48

Course Title: Economic Dimensions of Rural Development

Aims and Objectives of the Course

The overall objective of this course is to impart the knowledge of various economic dimensions of rural development. The concepts, theories and issues of economic aspects have been introduced so as to provide the students with an ample opportunity to gain insight and knowledge on economic dimensions of rural development. The core objective of this course is to familiarize students with the theoretical concept of economic development and to impart knowledge can be applicable in solving the emerging problems and issues of economic development from rural perspective.

Unit 1: Introduction (10)

- 1.1 Concepts of economic development, economic growth, economic progress, and economic welfare
- 1.2 Concept of national development, regional development and local development
- 1.3 Local economic development: concept, principle and goals, actors and determinants
- 1.4 Economic status of Nepal: Comparative study of rural and urban sector
- 1.5. Different sources of rural economy in Nepalese context

Unit 2: Indicators of economic development (11)

- 2.1 GDP and GNP
- 2.2 Per-capita income
- 2.3 Physical quality of life index (PQLI)
- 2.4 Human development index (HDI)
- 2.5 Quality of life index

2.6 Comparative study of the indicators in the different development regions of Nepal

Unit 3: Relevant theories of economic development and their application in rural context (15)

3.1 Schultz's theory of traditional agriculture transformation

3.2. Lewis theory of unlimited supply of labour

3.3. Myrdal theory of backward effect

3.4. Todaro Model of rural-urban migration and unemployment

3.5. Balanced vs unbalanced theory

Unit 4: Major Problems and Issues of economic development in rural context(12)

4.1 Poverty, inequality and unemployment

4.1.1 Poverty: concept, types

4.1.2 Inequality: concept, dimension, measures(Lorenz curve, Gini-coefficient)

4.1.3 Unemployment: concept, types, causes, consequences, mitigation measures

4.2 Rural remittance and capital formation

4.3 Population growth and rural development

4.4 Food security and agriculture production

4.5 Labour migration and shortage of manpower in agriculture and other sectors

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- World Development Reports*

Rural Development Studies

(First Semester)

Course No.: RDS 501

Credit hours: 3

Teaching hours: 48

Course Title: Socio-cultural Dimensions of Rural Development

Aims and Objectives of the Course

In general, this course aims at dealing with socio-cultural factors that are significant in rural development process. The specific aims are to dig up the link between social factors and rural development, to analyze various perspectives of sociology and anthropology relevant to rural development, and to highlight how socio-anthropological methods are applied to address the socio-cultural issues in Nepal.

Unit 1: Introduction (9)

- 1.1 Social characteristics of rural Area
- 1.2 Concept of social development.
- 1.3 Social indicators of rural development
- 1.4 Socio-cultural pros and cons for rural development.
- 1.5 Agrarian structure in rural society: embedded values and relations.

Unit 2: Socio-Cultural Perspectives on Rural Development (15)

- 2.1 Sociological perspective on rural development (structural-functionalism, conflict and symbolic- interactionism)
- 2.2 Anthropological paradigm and perspective on rural development.
- 2.3 Development anthropology and anthropology of development
- 2.4 Monolithic to polycentric notion of development.
- 2.5 Development as freedom.
- 2.6 Third world diversities and dilemmas of development discourse.

Unit 3: Factors of Rural Development (15)

- 3.1 Social cultural and human factors in Rural Development (with reference to D.B. Bista's and S.C. Dube's argument)
- 3.2 Changing strategies in rural livelihood
- 3.3 Indigenous knowledge and institution for Rural Development
- 3.4 People, Culture and Responsive Development: intervention, acceptance, resistance and response to development
- 3.5 Process of socio-cultural change in rural context: Cyclical theories, linear theories, conflict theories

Unit 4: Application of Sociological and Anthropological Knowledge (9)

- 4.1. Inevitability of anthropological and sociological knowledge and methods in Rural Development Process
- 4.2. Application of sociological and anthropological knowledge in addressing the emerging issues of:
 - 4.2.1 Cultural ethnocentrism.
 - 4.2.2 Cyclic perspectives of human development (infancy to old age)
 - 4.2.3 Food security
 - 4.2.4 Social Inclusion
 - 4.2.5. Corruption

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Rural Development Studies

(First Semester)

Course No.: RDS 501

Credit hours: 3

Teaching hours: 48

Course Title: Local Governance in Nepal

Aims and Objectives of the Course

The overall development process of any nation depends on the governing system and its politico economic condition. Politico economic system is crucial in making development plans, policies and activities whereas good governance is the prerequisite for the implementation of those plans, policies and activities for the development of a nation, particularly in a developing one. The course aims at acquainting students with the knowledge of local governance system in Nepal, decentralization system and practices; development administration and different political ideologies and their application in the field of rural development.

Unit 1: Local Governance System in Nepal (10)

- 1.1 Concepts, types and role of government
- 1.2 Local government in Nepal: VDC, Municipalities and DDC with special references to LSGA 2055
- 1.3 Concept, elements, characteristics, issues and challenges of good governance
- 1.4 Role of different stakeholders in good governance (market, civil society, NGOs, CBOs)

Unit 2: Decentralization and Rural Development (15)

- 2.1 Concept, meaning, challenges and types of decentralization (devolution, delegation and deconcentration)
- 2.2 Decentralization theory and practices in Nepal
- 2.3 Concept, context, principles of federalism; challenges and importance of federalism from Nepalese perspective
- 2.4 Determinants of federalism and its practices in different countries

Unit3: Development Administration (8)

3.1 Meaning, concept, evolution, approaches, dimensions, functions, priorities and characteristics

3.2 Development administration in Nepal; practice challenges and prospects

Unit 4: Ideologies of Political Economy in Nepal (15)

4.1 Concept, meaning and characteristics of political economy

4.2 Issues of political economy in Nepal

4.3 Three schools of political economy:

4.3.1 Marxist school of thought

4.3.2 Liberalist school of thought

4.3.3 Nationalist school of thought

References

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Basu, D.D. (2008). *Comparative federalism*. Nagpur: Wadhwa and Company.

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Rural Development Studies

(First Semester)

Course No.: RDS 501

Credit hours: 3

Teaching hours: 48

Course Title: Research Methodology in Rural Development

Aims and Objectives of the Course

Rural development is a multidisciplinary discipline that requires knowledge about different social phenomena and relationships. The rural development practitioners have to dig out those social relationships with the help of social science research. In this regard, the course aims to acquainting the students with the knowledge, techniques and process of social science research, preparation of research as well as development project proposals. It aims at helping students to be independent researchers in rural development issues by making them capable of following the process of scientific inquiry in rural development issues.

Unit 1: Concept of Social Science Research (12)

- 1.1 Meaning and objectives, nature and types of social science research
- 1.2 Scope and need for research in rural development studies
- 1.3 Operationalization: Concepts, variables, hypothesis and measurement scales
- 1.4 Reliability and validity
- 1.5 Inductive and deductive methods
- 1.6 Steps in proposal writing

Unit 2: Research Design (10)

- 2.1 Meaning, scope and principles of research design
2. 2 Types of social research design
- 2.4. Development research: Concept and design

Unit3: Data Collection and Analysis (16)

3.1 Sources of information

3.2 Census and sample

3.3 Sampling techniques

3.4 Methods of Data Collection: Technique and Tools – interview, questionnaire survey, Observation; Key Informant Interview (KII), Institutional Survey, Focus Group Discussion (FGD).

3.5 Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA) and their tools;

3.6 Strength, Weakness, Opportunity and Challenges (SWOC) analysis

3.7. Case Study

Unit 2: Preparation of Research Report (10)

4.1. Procedure for preparing research report

4.2. Qualities of a good research report

4.3. Format of the report (including footnotes, quotations and so on)

4.4. Organization of the report

4.5. Presentation of research report

4.6. Referencing and plagiarism in research

References

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Evaluation System

Internal Evaluation	40%
External Examination (Semester final written test)	60%

Evaluation Parameters for Internal Examination

Evaluation Parameters	% weight
Assignments	5
Term paper (One paper)	10
Presentation	5
Midterm exam (One term)	10
Attendance + Positive role in discussion and participation, Punctuality	5+5
Total	40

Assignment

The instructor(s) will give assignment individually to the students, which they must submit within the stipulated time and framework. The stipulated time for submission of the assignment, and quality of the work done, creativity of the student etc will be taken as the major criteria of evaluation.

Presentation

This can be individual as well as group work assigned by instructor. A topic will be provided to each individual/group. It will be evaluated individually as well on a group basis.

Attendance, Positive role in discussion and Punctuality

The students should regularly attend the classes in time and participate in discussion . 80% percent class attendance is mandatory for the students to appear in the End-Term examination. Below 80% attendance of the total working days in a subject will as disqualify the students for to the end term examination. The attendance of the students will be evaluated as follows:

Attendance Evaluation System

Attendance	Marks
96% and above	5
91-95%	4
86%-90%	3
81%-85%	2
80%	1

The participation, discussion and punctuality of the students will also be assessed by the instructor regularly.

Term paper: Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 7 pages in a given format. It should be prepared and submitted individually. The stipulated time for submission of the assignment, and quality of the work done, creativity of the student etc will be taken as the major criteria of evaluation.

Mid-Term Examinations: Each student has to sit in midterm examination to qualify for the end term external examination. It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for end term examination.

End-Term/External Examinations

It is also a written examination and the questions will be set covering all the topics in the session of the course.