

Master of Arts in Rural Development

(Revised Course of Study: First Semester)

Submitted to

Faculty of Humanities and Social Sciences (FoHSS)

Tribhuvan University

Nepal

Submitted by

Subject Committee on Rural Development

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1. 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.

2. 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.

3. 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.

4. Course Structure

Year	Semester	Course Code	Course Title	Credit Hour	Lecture
I	I	MRD 551	Development: Theory and Discourse	3	48
I	I	MRD 552	Economic Dimensions of Development	3	48
I	I	MRD 553	Socio-cultural Dimensions of Development	3	48
I	I	MRD 554	Local Governance and Development	3	48
I	I	MRD 555	Measurements in Development	3	48
I	II	MRD 561	Community Development in Nepal	3	48
I	II	MRD 562	Policy, Strategy and Planning in Development	3	48
I	II	MRD 563	Rural Urban Linkage	3	48
I	II	MRD 564	Project Management	3	48
I	II	MRD 565	Agriculture and Development	3	48
II	III	MRD 571	Political Economy of Nepal	3	48
II	III	MRD 572	Tourism and Development	3	48
II	III	MRD 573	Sustainable Development	3	48
II	III	MRD 574	Population, Migration and Remittance	3	48
II	III	MRD 575	Research Methodology	3	48
II	IV	MRD 581	Gender and Development	3	48
II	IV	MRD 582	Human Resource Management	3	48
Elective (choose only one)					
II	IV	MRD 583	Natural Resource Management	3	48
II	IV	MRD 584	Marketing and Entrepreneurship Development		
To be developed					
II	IV	MRD 585	Development Finance	6	
II	IV	MRD 586	Development Practice in Nepal		
II	IV	MRD 587	Disaster Management		
II	IV	MRD 588	Thesis		

Course Title: Development: Theory and Discourse

Course No.: MRD 551

Nature of the Course: Theory

Year: First

Semester: First

Period per Week: 3

Time per Period: 1 hour

Total Period: 48

Course Objectives

The general objective of this course is to acquaint students with the theories and discourses of development. The specific objectives are; to trace the root of the concept development and rural development, to analyze shift in development thinking, to analyze the mainstream and alternative development theories and discourses, to get equip with different timelines of the ideas of rural development and to critically analyze the applicability of endogenous and alternative theories of rural development in the context of Nepal. It is expected that after completion of this course students will be able to relate theory of rural development in different contexts.

Course Contents

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Chapter I: Origin of Development Concept

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- 1.1 Genesis of Development
- 1.2 Classical economics and development (Assumptions and critique)
- 1.3 Neo-classical economics and development (Assumptions and critique)
- 1.4 Paradigm shift in development thinking
 - 1.4.1. Beginning of development era

Chapter II: Development Theories and Discourse

20

- 2.1 Mainstream development theories (Modernization, Dependency/World System Theory)
- 2.3 Alternative development theories (Sustainable development, Human development and Inclusive development)
- 2.4 Post-development discourses

Chapter III: Rural Development: Concept and Theories

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- 3.1 Origin of concept
- 3.2 Theories of rural development
 - 3.2.1 Exogenous rural development (Concept of growth and mode of development)
 - 3.2.2 Endogenous rural development (Growth pattern, resource utilization and actors)
 - 3.2.3 Alternative rural development (Social justice, Equity, self-reliance and Third Worldism)

- 4.1 Rural development timeline after 1950s
- 4.2 Review of rural development approaches
 - 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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<http://www.ufcg.edu.br/~cedrus/downloads/schneider/rural_evelopment.pdf>.
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Course Title: Economic Dimension of Development

Course No.: MRD 552

Nature of the Course: Theory

Year: First

Semester: First

Level: MA

Period per Week: 3

Time per Period: 1 hour

Total Period: 48

Course objectives

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 to the students an ample opportunity to gain insight knowledge on economic dimension of rural development. The core aspect of this course is to enable students to know the theoretical concept of economic development so that the knowledge could be applicable to solve the growing problems and issues of economic development from rural perspective.

Course Contents

LH

Unit I Introduction to Economic Development

10

- 1.1 Economic Growth, Economic Progress, and Economic Welfare
- 1.2 National Development, Regional Development and Local Development
- 1.3 Local Economic Development: Principle and Goals, Actors and Determinants
- 1.4 Different Sectors of Local Economy: Primary, Secondary, Tertiary
- 1.5 Economic Status of Nepal: Comparative Study of Rural and Urban Sector

Unit II: Theories of Economic Growth

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- 2.1 Adam Smith: a theory of competitive capitalism and growth
- 2.2 Ricardo's theories of diminishing returns and comparative advantage
- 2.3 Marx's Analysis of Capitalist Development
- 2.4 Neoclassical Growth Models
- 2.5 Lewis Theory of Unlimited Supply of Labour
- 2.6 Myrdal Theory of Backward Effect
- 2.7 Balanced vs Unbalanced Theory

Unit III: Major Problems of Rural Development

10

- 3.1 Poverty
- 3.2 Inequality
- 3.3 Unemployment
- 3.4 Comparative Study of the Major Problems in the Different Provinces of Nepal

- 4.1 Gross National Product
- 4.2 National Account
- 4.3 Income Distribution
- 4.4 Poverty Index
- 4.5 Human Development Index
- 4.6 Quality of Life/Better Life Index
- 4.7 Basic Concept of Econometrics

References:

- Agrawal, G.R. (2012). *Entrepreneurship development in Nepal*. Kathmandu: M.K. Publisher.
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- Todaro, M.P & Smith, S.C. (2010). *Economic development (10th edition)*. Delhi: Pearson Education Asia.
- World Development Reports (latest)

Course Title: Socio-Cultural Dimension of Development

Course No.: MRD 553

Nature of the Course: Theory

Year: First

Semester: First

Level: MA

Period per Week: 3

Time per Period: 1 hour

Total Period: 48

Course objectives

In general, this course aims to deal with socio-cultural factors that are significant in rural development process. The specific aims are to dig up 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 applicable to address socio-cultural issues in Nepal.

Course Contents

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Unit I: Socio-Cultural Perspectives for Rural Development

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- 1.1 Socio-Cultural Perspectives (e.g., Auguste Comte, Karl Marx, Emile Durkheim and Max Weber)
- 1.2 Rethinking the Perspectives (e.g., Talcott Parsons, Jürgen Habermas, Anthony Giddens)
- 1.3 Post-modernity (e.g., Jacques Derrida, Michel Foucault)
- 1.4 Post-Structuralism (e.g., Jean Baudrillard)
- 1.5 Diffusion Approach

Unit II: Major Social Dimensions of Rural Development

10

- 2.1 Population Change
- 2.2 Culture
- 2.3 Social Inclusion
- 2.4 Conflict Resolution
- 2.5 Human Capital (e.g., Health and Education)
- 2.6 Social Innovation

Unit II: Measures of Social Development

9

- 3.1 Characteristics of Rural
- 3.2 Typologies of Regions
- 3.3 Social Development and Its Indicators
- 3.4 Requirements of Indicators and Their Assessment
- 3.5 Themes and Set of Indicators

Unit IV: Data on Social Indicators

9

- 4.1 Population Composition
- 4.2 Health
- 4.3 Education
- 4.4 Social Composition
- 4.5 Religion

References:

- Arturo, E (1995). *Encountering development: The making and unmaking of the Third World*. Princeton: Princeton University Press.
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Course Title: Local Governance and Development

Course No.: MRD 554

Nature of the Course: Theory

Year: First

Semester: First

Level: MA

Period per Week: 3

Time per Period: 1 hour

Total Period: 48

Course objective

The course aims to acquaint students with the knowledge of local governance system in Nepal, decentralization system and practices; development administration and different development paradigms and their application in the field of rural development.

Course Contents **LH**

Unit I: Theories of Local Governance **18**

- 1.1 Governance and Development
- 1.2 Local Governance and Central-Local Relations
- 1.3 Alternative Models of Local Governance and Central-Local Relations
- 1.4 Multilevel Governance (MLG)
- 1.5 Good Governance

Unit II: Decentralization for Rural Development **12**

- 2.1 Decentralization and Local Governance Approach
- 2.2 Forms and Types of Decentralization
- 2.3 Practices of Decentralization
- 2.4 Principles of Federalism and Unitary System
- 2.5 Determinants of Federalism and Unitary System

Unit III: Local Governance System in Nepal **10**

- 3.1 Structure of State and Distribution of State Power in Nepal
- 3.2 Interrelations between Federal, Provinces and Local Levels
- 3.3 Local Government in Nepal: Rural Municipalities, Urban Municipalities, District Coordination Committee (DCC) with special references of LSGA
- 3.4 Power/Jurisdictions of Local Level Government
- 3.4 Roles of Various Constitutional Commissions (e.g., Commission for the Investigation of Abuse of Authority) in Good Governance
- 3.5 Role of Different Stakeholders (Development Partners, Market, Civil Society/ NGOs, CBOs) in Good Governance
- 3.6 Measuring Social Accountability

Unit IV: Development Administration **10**

- 4.1 Introduction to Development Administration
- 4.2 Approaches to Development Administration

4.3 Dimensions, Functions, Priorities and Characteristics of Development Administration

4.4 Development Administration in Nepal: Practice, Challenges and Prospects

Reference:

- Awortwi, Nicholas (2016). "Decentralisation and local governance approach: A prospect for implementing the post- 2015 sustainable development doals". In Georgina M. Gómez and Peter Knorringa Eds. *Local governance, economic development and institutions*. UK: Palgrave Macmillan, pp39-63.
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- Upreti, H. (1996). *Crisis of governance*. Kathmandu: GDS.
- Werlin, Herbert H. (2003). Poor nations, rich nations: A theory of governance. *Public Administration Review*, 63(3), 329-342.
- Publications of Associations of 2 level governments (DCC, Municipality & Rural Municipality Associations)
- Publications of Transparency International Nepal (2014). *National integrity system assessment Nepal 2014*. Kathmandu: Transparency International Nepal
- Publications of PROPUBLICO.

Course Title: Measurements in Development

Course No.: MRD 565

Nature of the Course: Theory

Year: First

Semester: First

Level: MA

Period per Week: 3

Time per Period: 1 hour

Total Period: 48

Course Objectives

The general objectives of this course are to impart knowledge and level of understanding of social statistics with their application and to make students familiar with research techniques and tools in social sciences. Specifically, this course is designed to enhance knowledge and understanding of simple statistical analysis about central tendency and dispersion, correlation and regression, probability distribution and sampling techniques.

Course Contents

LH

Unit I: Descriptive Statistics

12

- 1.1 Review of Measure of Central Tendency and Dispersion
- 1.2 Coefficient of Correlation
- 1.3 Partial and Multiple Correlations
- 1.4 Simple and Multiple Regression Analysis

Unit II: Probability and Probability Distribution

10

- 2.1 Theory of Probability
- 2.2 Probability Distribution
- 2.3 Mathematical Expectation
- 2.4 Binomial and Normal Distribution

Unit: III Inferential Statistics

18

- 3.1 Sampling Techniques
- 3.2 Sampling Distribution
- 3.3 Point Estimation
- 3.4 Hypothesis
- 3.5 Sample Size Determination
- 3.6 Parametric Tests (z, t and F)
- 3.7 Analysis of Variance
- 3.8 Nonparametric Tests (Chi-square(χ^2) Test, Sign Test, , Wilcoxon Signed Rank Test, Rank Sum Test, Mann-Whitney Test)

Unit IV: Measurements in Development with Introduction to SPSS and GIS 7

- 4.1 Human Development Index
- 4.2 Multidimensional Poverty Index
- 4.3 Gini Coefficient

References:

- Anand, S. (2000). *The Measurement of income inequality*. New Delhi: Oxford University Press.
- Baskota, S. (2006). *Statistical methods for rural development*. Kathmandu: New Hira Books Enterprises.
- Burrough, P.A. (1986). *Principles of geographical information systems for land resource assessment*. Oxford: Clarendon Press.
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- Subedi, P.K. (2010). *Social research methods*. Kathmandu: Kirti Publication
- Yamane, T. (1967). *Statistics: An introductory analysis*. New York: Harper and Row.

Evaluation System

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

Evaluation Parameters for Internal Examination

Evaluation Parameters	Weight (%)
Assessment	10
Term paper	10
Presentation, positive role in discussion and participation	5
Mid-term examination	10
Attendance and Punctuality	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, positive role in discussion and participation

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 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 based on data and must contain maximum 5000 words 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.

Thesis Presentation

Grammar, punctuation, and spelling. Students are ultimately responsible for all aspects of thesis presentation, including ensuring that the thesis is written in clear, standard English. While a thesis supervisor may be prepared to help by correcting the worst errors, she or he is under no obligation to do so and no student should assume that the supervisor will take on this function. It is important to allow ample time for editing the thesis. This should include sufficient time for the text to be thoroughly checked and corrections made where necessary.

Typing and binding. The thesis should be typed on A4 size paper, double spaced and on one side of the paper only, with a 1" (3cm) margin on the left hand side. The thesis must be securely and firmly bound in either hard or soft covers. Loose-leaf binding is not acceptable.

Word-count. The thesis must not be more than 20,000 words in length. The word-count applies to the main body of the thesis, footnotes or end-notes included. **Bibliography, acknowledgements, thesis title, list of contents, tables, figures, graphs, captions and so on are not to be included in the word-count.**

Production. Three typewritten copies are required; two anonymous copies for marking and one Library copy to be retained for deposit in the library if the Examiners consider it to be of sufficient make **four** copies.

Title page. See attached sample

[Specimen of title page of thesis (2 copies)]

(Submit to Examination Department)

Title of Thesis

*Thesis submitted in partial fulfilment of the requirements for the Degree
of Master of Arts in Development Studies
by*

Candidate's Name

CENTRAL DEPARTMENT OF RURAL DEVELOPMENT
UNIVERSITY CAMPUS
TRIBHUVAN UNIVERSITY, KIRTIPUR
MONTH/YEAR

[Insert Acknowledgements for help given in the preparation of the thesis in the Library Copy

Chapters/sections. It is useful to divide the thesis into clearly defined chapters or sections. It is also sometimes helpful to sub-divide within each chapter/section. A list of the chapters or sections should be included at the front of the thesis.

Reference citation. The purpose of a bibliography is to enable a reader to find the original book, article or source. The system adopted should thus be clear and consistent. Care should be taken to ensure that it is accurate and that every reference cited in the body of the text appears in the Bibliography. There are a number of citation systems. Some examples are given here by way of illustration; further guidance can be sought from supervisors.

When citing references in the text: 'Subedi (2012) has shown that fertility has started declining in Nepal' or 'It has been argued that fertility has started declining in Nepal (Subedi, 2012)'. This method cites only the author's name and year of publication (followed by a page number if the citation is of a specific passage: 'As Subedi (2012: 208) insists, "Fertility has started declining in Nepal".'). At the end of the thesis, all sources should be listed in full and alphabetically: Subedi, P.K. (2012), *The Politics of Human reproduction in Rural Nepal*, Kathmandu: Ratna Pustak Bhandar. The titles of journals and books should appear in italics. Don't forget to punctuate the references. For example:

Subedi, P.K., (2011). "Chayanov's Economic Analysis for Rural Nepal: A Case Study of Dura Community of Sindure Village". *Contribution to Nepalese Studies* 38(2): 191-218.

Tracy, M. (1982). *Agriculture in Western Europe: challenge and response 1880-1980*, 2nd edition. London: Granada.

Subedi, P.K. (1993). Anusandhan bidhima tthyankako prayog [Use of Statistics in Research Methodology]. In Gopal Siwakoti and Tilak Chulagai (Eds.) Anusandhan bidhi [*Research Methodology*] pp.34-59. Kathmandu: Ratna Pustak Bhandar.

In-text references are recommended. Do not use footnotes to cite simple references; use them when the list of authors is too long to be included in the text, and include *only* author names and dates. For instance: (Dalhberg and Bennet 1985; Harrison 1992; Sullivan and Molle 2009), or: Dalhberg and Bennet (1985), Harrison (1992), Sullivan and Molle (2009), and Hall et al (2007b). Footnotes may of course also be used to elaborate – sparingly! – on statements

made in the text. It is preferable to use one single list of footnotes for the whole thesis, from 1 to whatever number, rather than starting a new list from 1 for each chapter.

The key to clear referencing is to choose an acceptable style and to apply it with consistency from early on in the writing of the thesis. Correcting faulty citations over the length of a thesis is a time consuming and unpleasant process.

Appendices and Annexes: Students need to discuss the inclusion of appendices and annexes with their thesis supervisor. If students are using a great deal of newspaper quotations, unpublished records and reports, and grey literature materials, they may wish to separate those from your main bibliography.

Students may appendix survey questionnaires, maps, or any other field material you feel relevant.

Appendices will need to be approved by the Course Coordinator. Lists of interviewees should be included in your bibliographical references rather than in an appendix.

Please note that all materials essential to the argument should be included in the main body of the thesis. It is not compulsory for assessors to read appendices or annexes.

Assessment of the Thesis

The Examiners expect a balanced and appropriately referenced piece of work, with a sequence of chapters that present evidence, develop an argument, engage in analysis, and come to a conclusion, all in rigorous academic fashion. It is expected that appropriate use will be made of relevant techniques in the interpretation, analysis, and presentation of data. Students will also be expected to draw on their Essay and revisit some of the issues raised in the essay when writing their thesis.

The best theses will be worthy of publication; all should show originality and/or competent and creative scholarship.

Examiners will assess the thesis under three broad headings:

1. *Aim and Concept.* Is the aim or concept of the thesis well chosen, and has it been given a sound intellectual and practical context by reference to literature, case studies, etc?
2. *Execution.* Is the research method and design justified? Are the data or other empirical sources and the quantity and quality of effort involved in obtaining and applying source material appropriate? Have the best analytical techniques been used? Is the reasoning clear and the argument logical?
3. *Presentation.* Is the physical presentation (e.g. format, illustrations, references, bibliography, etc.) of an acceptable and consistent standard?

Examiners will come to an overall assessment based on a combination of the above.

Arranging thesis supervision, approval of thesis topic, and field work preparation

Students should discuss the topic of their thesis with their course supervisors in the first instance. If the topic is not in the course supervisor's area of expertise, the student should approach other members of CDRD academic staff or senior members in other relevant departments. The thesis topic cannot be approved if a suitable supervisor is not found within the Department.