

Far-western University
Faculty of Humanities and Social Sciences
Mahendranagar, Kanchanpur, Nepal
Master of Arts in Rural Development Studies (MARDS)

Subject Information Report Master RDS (Humanities and Social Sciences)

Subject Code	Description	Credit Hours	Status
M.A. RD 1st Sem			
MARDS 511	RD : Approaches, Discourses and Theories	3	Active
MARDS 512	Local Economic Development	3	Active
MARDS 513	Social and Cultural Dimension of Rural Development	3	Active
MARDS 514	Local Governance and Political Economy	3	Active
MARDS 515	Social Science Research Methods	3	Active
M.A. RD 2nd Sem			
MARDS 521	Development Planning	3	Active
MARDS 522	Rural-Urban Linkage in Rural Development	3	Active
MARDS 523	Rural Development Policies and Strategies	3	Active
MARDS 524	Quantitative Techniques for Social Sciences Research	3	Active
MARDS 525	Practicing Rural Development I (Practical)	3	Active
M.A. RD 3rd Sem			
MARDS 531	Natural Resource Management	3	Active
MARDS 532	Rural Project Management	3	Active
MARDS 533	Community Development	3	Active
MARDS 534	Co-operative and Entrepreneurship Development	3	Active
MARDS 535	Practicing Rural Development II (Practical)	3	Active
M.A. RD 4th Sem			
MARDS 541	Tourism for Rural Development	3	Active
MARDS 542	Energy and Rural Technology	3	Active
MARDS 543	Highland Ecosystem	3	Active
MARDS 544	Agriculture and Rural Development	3	Active
MARDS 545	Thesis	6	Active

Far-western University
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Master of Arts in Rural Development Studies (MARDS)

Course Title: Rural Development: Approaches, Discourses and Theories	
Course No.: MARDS 511	Full Marks: 100
Nature of the Course: Theory	Pass Marks: 50
Year: First	Period per Week: 3
Semester: First	Time per Period: 1 hour
Level: MA	Total Period: 45

1. Course Description

Though rural development as the subject has a short history, discourse on it has a long tradition. The tradition may belong to eastern and western ideologies. Since it was initially designed as an approach to alleviate poverty in developing countries, it was rarely put into academic courses. Hence, it lost its earlier discourses and lacked organized theories. Latter on some efforts have been made to reverse this losses. There is a trend to accommodate rural development in university courses, earlier discourses on it have been revived and theorization in academic level has been accelerated. In this context, this course deals with the notion of rural development as contestant to development. It has accommodated the history of rural development as an approach, discourse and theory and focused on the concept of endogenous growth and theory and alternative rural development.

2. Course Aim and Objectives

The aim of this course is to acquaint students with the varieties of ideas of rural development, its discourses and theories. The specific objectives are; to identify the dichotomy and continuum of the two concepts (development and rural development), to trace the history of the rise of rural development as concept, to comply with different timelines of the ideas of rural development and to explain and justify 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 apply theory of rural development in different contexts.

3. Specific Objectives and Contents

Specific Objectives	Contents	Reference
Unit One: Development and Rural Development: Two Contested Concepts (8)		
<ul style="list-style-type: none"> To analyze the meaning of rural development and development; their concepts and fields 	1.1 Meaning of development and rural development 1.2 Field of development and rural development 1.3 Development as	Todaro & Smith, (2010) Mathema, (2001). Singh, (2009). Pieterse (2010)

<ul style="list-style-type: none"> To generalize development as discourse 	discourse	
Unit Two: Origin of Rural Development Discourse (11)		
<ul style="list-style-type: none"> To give an insight into paradigm shift in development and origin of rural development as concept and approach To analyze rural development as an externally driven discourse into developing economies To analyze the notion of growth and mode of practice in rural development projects designed by different institutions including World Bank 	2.1 Paradigm shift in development 2.2 Origin of the concept and approach: Rural development 2.3 Exogenous rural development: concept of growth and mode of practice	Mathema, (2001). Van Der Ploeg et.al (2000) Nepal, (2012)
Unit Three: Endogenous Theory of Rural Development (9)		
<ul style="list-style-type: none"> To highlight the notion of endogenous growth and development To justify endogenous development as appropriate for developing economies 	3.1 Concept and role of endogenous growth 3.2 Fundamentals of endogenous development 3.3 Rural endogenous development 3.4 Critique of rural endogenous development	Margarian, (June-July, 2011). Todaro, & Smith, (2010) Ploeg et.al (2000) Rahnema, (2005)
Unit Four: Evolving Ideas and Approaches of Rural Development since 1950s (9)		
<ul style="list-style-type: none"> To give an account of history of rural development approaches To analyze critically the relevance, strength and weaknesses of rural development approaches 	4.1 Community development approach (CDA) 4.2 Basic need approach (BNA) 4.3 Integrated rural development approach (IRDA) 4.5 Participatory approach (AP) 4.6 Rural livelihood approach (RLA)	Ellis & Biggs, (2001). William, & Christopher, (2011) Nepal, (2012)
Unit Five: Alternative Rural Development Approach (8)		
<ul style="list-style-type: none"> To introduce the concept of alternative rural development and trace its history To describe how growth can be redistributed in rural areas so that gap between urban and rural can be reduced To emphasize social justice as an aim of rural development 	5.1 Concept of alternative rural development approach (ARDA) 5.2 Redistribution with growth 5.3 BPan approach to rural development (Social justice through land reform, appropriate technology, cooperatives) 5.4 Self-reliance as alternative	Gandhi, (1952) Koirala, (1982) Singh, (2009) Nepal, (2012)

<ul style="list-style-type: none"> To critically analyze self reliance as an alternative theory of rural development in developing economies 	theory of rural development (principles of Mahatma Gandhi and Julius Nyerere)	
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Master of Arts in Rural Development Studies (MARDS)

Course Title: **Local Economic Development**

Course No.: MARDS 512

Full Marks: 100

Nature of the Course: Theory

Pass Marks: 50

Year: First

Period per Week: 3

Semester: First

Time per Period: 1 hour

Level: MA

Total Period: 45

1. Course Description

Since the history of economic development, the field of local economic development did not receive due attention in economic development process. Local economic development is an emerging field, and currently more of a *movement* rather than a *strict economic model* with pre determined approach. At this stage, no theory or set of theory is adequately available to advocate for regional or local economic development but partial theories are being put into the discourse especially through economic base theories and location theories. It is believed that students will try to understand the values of these theories and apply practically in their own context.

2. Course Aim and Objectives

The major objective of this course is to impart the core knowledge and theories of local economic development along with their relevancy in the local context and make students familiar with some local economic development issues. The knowledge that the students gain from the syllabus is expected to use in rural development process in the far western development region of Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents	Reference
Unit One 1. Meaning and Concept (10)		
To make students understand the differences between national economic development and regional or local economic development, and identify the different local sectoral resources for rural development	1.1 Economic growth, economic development, and economic welfare 1.2 National development, regional development and local development 1.3 Different sectors of local economy: primary sector, secondary sector and tertiary sector 1.4 Local economic development and its goal 1.5 Characteristics and constraints of underdeveloped and developing countries with special reference to SAARC	Blackely & Ted, (2003) Lekhi, (2008) Todaro & Smith, (2010)
Unit Two: Indicators of economic development:(8)		
To make students about how different indicators of	i) Per-capita income	Nepal Human Development Report (latest)

development are being followed in different time period. The comparative study will provide the situation of regional disparities in development	<ul style="list-style-type: none"> ii) Physical quality of life index(PQLI) iii) Human development index(HDI) iv) Quality of life index v) comparative study of the indicators in the different development regions of Nepal 	<p>Lekhi, (2008)</p> <p>CBS, (2011)</p> <p>Todaro & Smith, (2010)</p> <p>World Development Report(latest)</p>
Unit Three: Determinants of Rural Development:(6)		
To make students able to know how both economic and non-economic factors influence the local economic development activities. At the same time the students will know the existing situation of the both types of factors	<p>3.1 Economic determinants:</p> <ul style="list-style-type: none"> i) Human Resources ii) Materials(Natural and man-made resources) iii) capital iv) Market v) Management <p>3.2 Non-economic determinants:</p> <ul style="list-style-type: none"> i) Desire for development ii) Education iii) Administrative efficiency iv) Social and institutional values v) Maintenance of law and order and security 	<p>Lekhi, (2008)</p> <p>Mathema, (2008)</p> <p>Todaro & Smith, (2010)</p>
Unit IV: Relevant theories of local economic development and their application in local context (12)		
To impart the deep understanding of relevant theories so that the concepts of the theories can be critically applied in the local context for rural development	<ul style="list-style-type: none"> i. Schultz's theory of traditional agriculture transformation ii. Lewis theory of unlimited supply of labour iii. Myrdal theory of backward effect iv. Todaro Model of rural-urban migration and unemployment v. Towards theories of local economic development: Neo classical economic theory, economic base theories (basic sector and non-basic sector) and location theories 	<p>Blackely & Ted, (2003)</p> <p>Lekhi, (2008)</p> <p>Shultz (1962)</p> <p>Todaro & Smith, (2010)</p>
Unit V: Major Problems and Issues of local economic development in rural context:(9)		
To provide the insight of the problems and issues of local economic development so that these understanding can be well addressed and properly managed for overcoming the problems of rural development	<ul style="list-style-type: none"> i. Poverty, inequality and unemployment <ul style="list-style-type: none"> a) poverty: concept, types and measurement b) inequality: concept, dimension, measures(Lorenz curve, Gini-coefficient) c) unemployment: concept, types and situation of unemployment ii. local initiatives and entrepreneurship development iii. rural remittance and capital formation iv. population and development 	<p>Agrawal, (2012)</p> <p>NLSS, CBS, (2011); Seddon, (1998)</p> <p>Todaro, & Smith, (2010)</p> <p>Kunwar, (2010)</p> <p>Current Economic Survey of Nepal, MoF</p> <p>National Budget of Nepal, MoF, (current)</p> <p>Periodic Plan of Nepal(latest)</p>

References:

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- National Budget of Nepal, MoF, (Current)*.
- Nepal Human Development Report, UNDP/GoN: (latest)*
- Periodic Plan of Nepal, NPC (Current)*.
- World Development Reports, UN, (latest)*

Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Social and Cultural Dimensions of Rural Development**

Course No.: MARDS 513

Nature of the Course: Theory

Year: First

Semester: First

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

1. Course Description

Social and cultural dimensions are base structures of rural development. These are the foundations upon which development concepts and approaches are exercised. The success and failures of the development depends upon how socio-cultural factors are institutionalized. Hence, this course presents an overview of social and cultural factors in Nepalese society; particularly in Western Development Region.

2. Course Aim and Objectives

The main aim of the course is to give an overview of Nepalese social and cultural system and critically analyze its function in rural development process. The specific objectives are; to preview the socio-cultural setting of rural area, to sketch the agrarian structure of Nepalese village, to analyze the role of socio-cultural factors and issues in rural development and to explore the significance as well as applicability of indigenous knowledge system in accelerating rural development process in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents	Reference
Unit One: Socio-cultural Setting in Rural Area (6)		
<ul style="list-style-type: none"> • To give an overview of socio-cultural setting of rural area of Nepal • To distinguish rural from urban socio-cultural setting. 	1.1 Rural-urban differences 1.2 Village unit 1.3 Rural people 1.4 Rural religion and education 1.5 Social stratification 1.6 Changing rural setting	Doshi, & Jain, (2004) Desai, (1992)
Unit Two: Agrarian structure of Nepalese Village (8)		
<ul style="list-style-type: none"> • To sketch peasants and their socio-cultural system in Nepal • To analyze the dynamics of peasant, land and production system in rural Nepal • To describe in detail the peasants movements in Nepal; issues, 	2.1 Concept of peasant society 2.2 Agrarian social structure in Nepal 2.3 Land tenure system and resulting pattern of Nepalese social structure 2.4 Peasant movements in Nepal	Doshi, & Jain, (2004) Desai, (1992) Parajuli, (2007)

agendas and responses by the governments	(With special reference to FWDR)	
Unit Three: Socio-Cultural Factors in Rural Development (11)		
<ul style="list-style-type: none"> To explore the nature of socio-cultural factors and analyze their role in rural development To compare two contestant ideas regarding the role of socio-cultural factors in development To give an insight into the theories of socio-cultural change 	<p>3.1 Socio-cultural factors in development; Caste, Class , Technology, Values and belief system, Leadership</p> <p>3.2 Socio-cultural factors and underdevelopment with reference to Nepal (D.B.Bist's arguments)</p> <p>3.3 Socio-cultural factors and development (S.C Dube's arguments)</p> <p>3.4 Process of socio-cultural change: Cyclical theories, linear theories, conflict theories</p>	<p>Bista, (1996)</p> <p>Doshi, & Jain, (2004)</p> <p>Dube, (2004)</p> <p>Cernea, (Ed.) Nepal & Giri (2008)</p>
Unit Four: Socio-cultural Issues in Nepal (with reference to FWDR) (9)		
<ul style="list-style-type: none"> To explore and critically analyze the socio-cultural issues in Far-western Development Region such as gender, Kamaiya, Badi, festivals etc 	<p>4.1 Gender</p> <p>4.2 Untouchability (dalit movements, protests and responses)</p> <p>4.3 Language (including Supreme Court decision, 2056)</p> <p>4.4 Bonded labor/ Kamaiya and Badi (movements and present situation)</p> <p>4.5 Migration and immigration</p> <p>4.6 Ethnicity</p> <p>4.7 Festivals (Deuda, Gaura, Holi etc)</p>	<p>Koirala, (2062BS)</p>
Unit Five: Indigenous/Local Knowledge System and Rural Development (11)		
<ul style="list-style-type: none"> To acquaint with the concept and socio-cultural dynamics of indigenous knowledge system To analyze the implementability of indigenous knowledge system in rural development process To explore indigenous knowledge system as a base of rural entrepreneurship 	<p>5.1 Meaning and sources of indigenous knowledge (IK)</p> <p>5.2 Application of IK by rural people in;</p> <p>Community works</p> <p>Forest management</p> <p>Water resource management</p> <p>Animal husbandry</p> <p>Farm management</p> <p>5.3 Rural entrepreneurship based on IK (with reference to FWDR)</p> <p>Case Study: Use of Banana in Tikapur (Kailali); Bijaya Sal based entrepreneurship</p>	<p>Cernea, (Ed.) Chambers, (1989)</p> <p>UN (1994)</p> <p>Parajuli, (2007)</p> <p>Nepal, & Giri (2008)</p>

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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Local Governance and Political Economy**

Course No.: MARDS 514

Nature of the Course: Theory

Year: First

Semester: First

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

1. Course Description

Majority of the people in the world lives in rural area. Overall development process of any nations depends on the governing system of the country and its political economy. Without getting in to the political economic system, it is difficult to make development plan, policy and activities. Good governance is the prerequisite for the development process of any nations particularly in developing world. The course is organized in five different chapters starting with the local governance system. The second unit concerns with decentralization and rural development. Likewise, the third unit deals with new trends in local governance. The fourth unit discusses about political economy of Nepal.

2. Course Objectives

The objectives of the course are as following:

- To introduce the local governance system in Nepal
- To provide broad based knowledge about the concept of political economy
- To acquaint with the basic concepts of rural development related governance

3. Specific Objectives and Contents

Specific Objectives	Contents	Reference
Unit I: Local Governance System (15)		
<ul style="list-style-type: none"> • To understand concept of governance • To understand the issues of federalism • To know the local government system in Nepal • To analyze the role of different stakeholders in good governance 	1.1 Concept, types, organs and role of government in rural development 1.2 Government structure in Nepal; 1.3 Federalism, issues of federalism in Nepal, conditions for successful working of federal system in Nepal and roles in rural development; 1.4 Concept, elements, characteristics, mechanism, issues and challenges of good governance: 1.5 Local government in Nepal: VDC, Municipalities and DDC with special reference of LSGA 2055; 1.6 Role of different stakeholders in good governance (civil society, NGOs, CBOs, INGOs)	Basu, (2008), Dahal, (2005); Dahal and Kharel, (2008); Gyawali & Raj, (2010); Jacob, (2007); Majeed (2010); Upreti, (1996)
Unit II: Decentralization and Rural Development (10)		
<ul style="list-style-type: none"> • To understand the concept of 	2.1 Concept, meaning, challenges, functions	Bhatta, (1990),

<p>decentralization</p> <ul style="list-style-type: none"> • To differentiate the delegation and devolution • To know the practices of decentralization in Nepal • To analyze the relevancy of the decentralization in rural development 	<p>and types (devolution, delegation, deconcentration) of decentralization;</p> <p>2.2 Delegation of power and devolution of authority:</p> <p>2.3 Decentralization theory and practices in Nepal;</p> <p>2.4 Relevancy and issues of decentralization in rural development.</p>	<p>Dahal, (1994); Dahal, (2005), Shrestha, (1996)</p>
Unit 3: New Trends in Local Governance (10)		
<ul style="list-style-type: none"> • To understand the concept of human rights in rural development • To understand the concept and need of social equity/equality and justice in local governing system • To know the level of people's participation in local governance • To understand the social mobilization issues and practices • to understand the concept of right to development 	<p>3.1 Concept, need and relevancy of human rights for rural development;</p> <p>3.2 Concept need and practice of social equity/equality and justice in local governing system;</p> <p>3.3 People's participation in local governance;</p> <p>3.4 Social mobilization issues and practices;</p> <p>3.5 Concept of right to development.</p>	<p>Dahal, & Kharel, (2008) Khanal, (2005); Khanal, (2005), Sharma, (2000) WB, World Development Report, Various Years.</p>
Unit 4: Political Economy of Nepal (10)		
<ul style="list-style-type: none"> • To understand the concept, meaning , characteristics and issues of political economy • To understand the issues of political economy of Nepal • To understand the political economy approach • To analyze three schools of political economy - Marxist school, liberal school and Nationalist school 	<p>4.1 Concept, meaning, characteristics and issues of political economy;</p> <p>4.2 Issues of political economy in Nepal;</p> <p>4.3 The political economy approach:</p> <p>4.4 Three schools of political economy – Marxist school, liberal school and Nationalist school.</p>	<p>Bagchi, (1989), N.T (2004); Dahal, & Kharel, (2008); Gilpin, (1986); Ray, (1996).</p>

Note: The figures in the parentheses indicate the approximate periods for the respective unit

References:

- Bagchi, A. (1989). The political economy of underdevelopment. New Delhi: Orient Longman.
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- Ray, S.N. (1996). *Modern comparative politics: approaches, methods and issues*. New Delhi: Prentice Hall of India.
- Sharma, P. (2000). *People's participation in Local development planning. a study of five districts in the Western Development Region*. Unpublished Doctoral Dissertation, Tribhuvan University.
- Shresth, T.N. (1996). *Concept of local government and decentralization*. Kathmandu: Joshi Publications.
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- WB, *World Development Report*, Various Years.

Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Social Science Research Methods**

Course No.: MARDS 515

Nature of the Course: Theory

Year: First

Semester: First

Level: MA

Course Title:

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

Full Marks: 100

1. Course Description

Rural development is multidisciplinary subject which require indepth knowledge about social science research. In this regards, the course is aimed to acquaint the students with the knowledge, technique and process of social science research. It is aims to help students to be an independent researcher in rural development issues. The course is organized in five different chapters starting with introduction and concept of social science research. The second unit concerns with research design and steps for research proposal. Likewise, the third unit deals with data collection method. The fourth unit discusses about data processing and analysis. The fifth unit deals with the preparation of research report.

2. Aim and Objective

The objective of this course is to acquaint the students with the knowledge and techniques of social science research. It aims to build their capability to follow the mode of scientific inquiry in the study of rural development subject by knowing the process of social science research and issues involved in research proposal writing and report preparation.

3. Specific Objectives and Contents

Specific Objectives	Contents	Reference
Unit 1: Introduction and Concept to Social Science Research (10)		
<ul style="list-style-type: none"> • To understand the meaning and objective of the social science research • To analyze the nature and types of social science research • To understand why research is needed for rural development studies • To understand the steps applied in social science research • To know the concept, variables and operational definition and their use in social science research • To understand the measurement scale of variables and their mode of analysis • To understand reliability and validity and their use in social science research 	1.1 Meaning and objectives 1.2 Nature and types of social science research; 1.3 Scope and need for research in rural development studies; 1.4 Steps in social science research. 1.5 Concepts, variables and operational definition; 1.6 Measurement scales of variables and the corresponding modes of data analysis; 1.7 Reliability and validity 1.8 Inductive and deductive	Panta, (2012) Baker, (1999) Baskota, (2004) Sharma, (2003) Punch, (2005)

<ul style="list-style-type: none"> To understand the process of inductive and deductive methods. 	methods.	
Unit 2: Research Design and Steps for Research Proposal (11)		
<ul style="list-style-type: none"> To understand the meaning, scope and principles of research Design To understand different types of social science research design and their use in social science research To analyze different steps for research proposal. 	<p>2.1 Meaning, Scope and Principles of research Design</p> <p>2.2 Types of social research design – historical, experimental, exploratory, explanatory, descriptive, ex-post facto, action, survey, field-based study, evaluation research, and case study; time-series, cross-sectional.</p> <p>2.3 Steps for Research Proposal</p> <p>2.3.1 Selection of topic;</p> <p>2.3.2 Problem identification;</p> <p>2.3.3 Rationale for the study;</p> <p>2.3.4 Objectives of the study;</p> <p>2.3.5 Hypotheses</p> <p>2.3.6 Literature review;</p> <p>2.3.7 Methodology: types of data, data collection methods, & conceptual framework;</p> <p>2.3.8 Referencing</p>	<p>Punch, (2005).</p> <p>Panta, (2012)</p> <p>Baker, (1999)</p> <p>Baskota, (2004)</p> <p>Sharma, (2003)</p> <p>Black, (2002)</p>
Unit 3: Data Collection Method (10)		
<ul style="list-style-type: none"> To understand the sources of information To know about census and sample and how to use sample To understand different types of sampling techniques To understand scaling and socio-metric techniques To understand RRA, PRA and their tools To know about the FGDs To understand about SWOC analysis and its uses 	<p>3.1 Sources of information;</p> <p>3.2 Census and sample;</p> <p>3.3 Sampling Techniques</p> <p>3.4 Survey – interview, questionnaire, schedule, observation; Key Informant Survey (KIS), Institutional Survey,</p> <p>3.5 Scaling and socio-metric techniques;</p> <p>3.6 Rapid Rural Appraisal (RRA) and participatory rural appraisal (PRA) and their tools;</p> <p>3.7 Focus group discussions (FGDs)</p> <p>3.8 Strength, Weakness, Opportunity and Challenges (SWOC) Analysis</p>	<p>Punch, (2005)</p> <p>Panta, (2012)</p> <p>Baker, (1999)</p> <p>Baskota, (2004)</p> <p>Sharma, (2003)</p> <p>Black, (2002)</p> <p>Kitchin, & Tate, (2000)</p>
Unit 4: Data Processing and Analysis (7)		
<ul style="list-style-type: none"> To understand how to proceed, edit, coding, classification and organization of data To understand the methods of quantitative and qualitative analysis To analyze the use and importance of statistical tools 	<p>4.1 Data processing: editing, coding, Classification and organization of data;</p> <p>4.2 Method of analysis: qualitative Analysis: content, thematic, narrative and discourse analysis; quantitative: Descriptive analysis, inferential analysis, parametric and non-parametric analysis.</p> <p>4.3 Use and importance of statistical tools.</p>	<p>Punch, (2005)</p> <p>Panta, (2012)</p> <p>Baker, (1999)</p> <p>Baskota, (2004)</p> <p>Sharma, (2003)</p> <p>Black, (2002)</p> <p>Kitchin, & Tate, (2000).</p>
Unit 5: Preparation of Research Report (7)		
<ul style="list-style-type: none"> To understand the procedure for preparing research report To analyze the qualities of a good research report To understand the format of the report To analyze the organization of the 	<p>5.1. Procedure for preparing research report;</p> <p>5.2. Qualities of a good research report;</p> <p>5.3. Format of the report (including footnotes, quotations, references,</p>	<p>Punch, (2005)</p> <p>Kanel, (2003)</p> <p>Kitchin, & Tate, (2000)</p> <p>Panta, (2012)</p>

report • To know the process of preparing research report • To understand about plagiarism in research and know how to cite in the research	and so on); 5.4. Organization of the report; 5.5. Presentation of research report. 5.6. Plagiarism in research	
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Note: The figures in the parentheses indicate the approximate periods

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- Babbie, E.R. (2010). *The practice of social research*, 12th edition. New York: Wadsworth.
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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Development Planning**

Course No.: MARDS 521

Nature of the Course: Theory

Year: First

Semester: Second

Level: MA

Course Title:

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

Full Marks: 100

1. Course Description

Majority of the people in the world lives in rural area. The main aim of the planners and decision makers is to make a comprehensive plan with objectives of providing basic goods and services to the local people. Development practitioners should therefore have the knowledge of different types of planning and review of the earlier plans and its implications in particular context. This course is intended to make students prepared for the country's rural development planning. The course is organized in five different chapters starting with the concept and types of planning. The second unit concerns with planning strategies. Likewise, the third unit deals with regional planning and the fourth one discusses about local economic development planning. The fifth unit deals with the national planning experiences in Nepal.

2. Course Objectives

The objectives of the course are as following:

- To acquaint the students with advance knowledge of development planning in the context of rural development;
- To provide knowledge to students about the different types of planning and their implication in different levels;
- To acquaints students with the knowledge of different planning experience in Nepal and their implication in the context of rural development in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents	Reference
Unit I: Conceptual Basis for Development Planning (8)		
<ul style="list-style-type: none"> • To understand concept of planning • To understand the characteristics of planning • To know prerequisites of successful planning • To analyze different types of planning 	1.1 Concept of planning	Jhingan (2007; Todaro & Smith (2003)
	1.2 Characteristics of planning	
	1.3 Prerequisites of successful planning	
	1.4 Types of planning	
Unit II: Planning Strategies (10)		
<ul style="list-style-type: none"> • To acquire students the strategy and concept of planning in different economy • To understand the concept and need of Capital Output Ratio (COR) • To understand concept and need of 	2.1 Planning in capitalistic, socialistic and mixed economies	Jhingan (2007; Todaro & Smith (2003) Pradhan (2012)
	2.2 Concept and need of capital output ratio	
	2.3 Concept and need of choice of techniques in planning	

choice of techniques in planning • To understand growth center and growth pole approaches in planning	2.4 Growth center and growth pole approaches in planning	
Unit 3: Regional Planning (9)		
• To understand the concept of region • To differentiate formal and functional region • To understand the concept of regional planning • To understand the need of regional planning • To analyze regional planning practices in Nepal • To examine the regional planning in Far Western Development Region and Mid Western Development Regions	3.1 Concept of region 3.2. Formal and functional region 3.3 Concept of regional planning 3.4 Need of regional planning, 3.5 Regional planning practice in Nepal 3.6 Regional planning practices in Far-western and Mid-western region.	Chaudhary (2000) Jhingan (2007); Todaro & Smith (2003) NPC/ADB (2007A) NPC/ADB (2007B)
Unit 4: Local Development Planning (10)		
• To understand the concept of local development planning • To understand the need of local development planning • To acquaint with the knowledge of local economic development planning • To understand the process of local economic development planning • To examine and select appropriate local economic development strategy • To analyze local/rural development planning in Nepal	4.1 Concept of local development planning 4.2 Need of local development planning 4.3 Concept of local economic development planning 4.4 Process of local economic development planning 4.5 Selecting local economic development strategy 4.6 local/rural development planning in Nepal	Blackely and Bradshaw (2003); Singh (2009) Kunwar (2010)
Unit 5: Overview of National Planning in Nepal (8)		
• To overview planning before 1950s • To review planning in Panchayat regime • To review planning after 1990s • To dig out the weakness and constraints of past plans • To understand the objectives, policies, targets and priorities of current national plan	5.1 Planning before 1950s 5.2 Planning in Panchayat regime 5.3 Planning after 1990s 5.4 Weaknesses, and constraints of past plans 5.5 Objectives, policies, targets and priorities of current national plan	Shakya (2013); Past periodic plan documents Current plan

Note: The figures in the parentheses indicate the approximate periods for the respective units.

References:

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- Pradhan, P.K. (2012). Urban rural relations and rural development in developing world. Kathmandu: Quest Publication Pvt. Ltd.
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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Rural Urban Linkage in Rural Development**

Course No.: MARDS 522

Nature of the Course: Theory

Year: First

Semester: Second

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

1. Course Description

Rural and urban are two interwoven components of the settlement dynamics. The development of one is ultimately base for development of another sector. In this regards the course aims to accustom the students with advanced knowledge and ability to use those concepts of rural urban interrelationship. The course is organized in five different chapters starting with the concept of rural urban linkage. The second unit concerns with rural urban linkage theories. Likewise, the third unit deals with tools and methods of rural urban linkage. The fourth unit discusses about integrated rural urban linkage planning and strategies. The fifth unit deals with the rural urban linkage policy and programs.

2. Course Objectives

The objectives of the course are as following:

- To acquaint the students with advance knowledge of rural urban linkage focusing on settlement system, migration and urbanization.
- To enable the students understanding and applying basic theoretical framework in rural/regional development plan and policies
- To acquaint the students with knowledge of Technique and measure of rural urban relation and use them for rural development planning.
- To understand the policy and programmes applied in Nepal to strengthen rural urban linkage in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents	Reference
Unit I: Conceptual Basis for Urban Rural Inter-relationship (10)		
<ul style="list-style-type: none"> • To understand the concept of rural urban linkage • To analyze the component and elements of rural urban linkage • To examine different types of rural urban linkage • To analyze different conceptual issues in rural urban linkage • To understand the factors for evolution of early settlement • To analyze the historical development and change in the settlement system 	<ul style="list-style-type: none"> 1.1 Concept of Rural Urban Linkage 1.2 Component and Elements of Rural Urban Linkage 1.3 Typologies of Rural Urban Linkage 1.4 Conceptual Issues in urban rural linkage: Definition of urban/rural, Distinction, Dichotomy and Continuum 1.5 Factors for evolution of earlier settlement: Hydraulic, economic, social and religious. 	Pradhan P.K. (2012); Tacoli, C. (2006); Potter, R.B, and Unwin, T. (1990).

<p>in Nepal</p> <ul style="list-style-type: none"> To examine the constraints of rural urban interrelationship 	<p>1.6 Historical development and change of settlement system in Nepal</p> <p>1.7 Constraints of Rural Urban Interrelationship</p>	
Unit II: Theoretical Framework for Rural Urban interrelationship (12)		
<ul style="list-style-type: none"> To understand and imply the central place theory and difference between Christaller and Losch To analyze the implication of gateway mode in Nepal To examine the Urban land use model and its implication in Nepal's urban areas To understand the Migration model of Todaro and the policy implication forwarded by him to solve urban unemployment and rural development and its implication to Nepal To understand the spatial diffusion of innovation model of T Hagerstrand To understand the core-Periphery model and its implication To understand the spatial development model and their application in Nepal and how far they were applicable in Nepalese context 	<p>2.1 Central Place Theory (Christaller)</p> <p>2.2 Gateway Model</p> <p>2.3 Urban Land Use Model (Von Thunen)</p> <p>2.4 Spatial diffusion of innovation model (T. Hagerstrand)</p> <p>2.5 Core-Periphery linkage model</p> <p>2.6 Aggropolitan Model</p> <p>2.7. Service Center Approach</p> <p>2.8. Market Center Approach</p>	<p>Pradhan, (2012);</p> <p>Todaro, (1969).</p> <p>ESCAP, (1979);</p> <p>UNDP, (2000)</p> <p>4th to 8th plan document of Nepal</p>
Unit III: Tools and Techniques of Rural Urban Relation (10)		
<ul style="list-style-type: none"> To understand and apply urban center measures To understand the hinterland, its measures and what are their implication for the rural development planning To analyze urban rural linkage measure and their implication in rural development planning 	<p>3.1 Urban Center Measure – identification or urban/growth centers and their spatial distribution – criteria of identification, density and distribution measures and centrality measures (Scalogram, infrastructure index, centrality Index, composite weighted index)</p> <p>3.2 Hinterland Measure – Expected (natural, administrative and graphic- Thiessen polygon and breaking point theory), and actual – origin and destination survey and mapping.</p> <p>3.3 Urban Rural Linkage Measures – Spatial Interaction, flow model, facility location measures, relative measures of service accessibility.</p>	<p>ESCAP (1979).</p> <p>Pradhan, (2012);</p>
Unit IV: Integrated Rural Urban Development (5)		
<ul style="list-style-type: none"> To understand the integrated rural urban linkage planning and its process To understand the strategies to rural urban integrated development, why RUID is needed 	<p>4.1 Integrated rural urban linkage planning</p> <p>4.2 Strategies to rural urban integrated development</p>	<p>Pradhan, (2012);</p>
Unit V: Rural Urban Linkage Policy and Program (8)		

<ul style="list-style-type: none"> • To analyze the rural urban linkage policies of Nepal • To understand and analyze different types of rural urban linkage program executed in the past and current program in Nepal 	<p>5.1 Rural Urban Linkage policy development in Nepal</p> <p>5.2 Program related to rural urban linkage: Past and Present such as RUPP, PPPUE, MEDEP, PAF</p>	<p>Different policies of government of Nepal</p> <p>Published documents and websites of related organizations</p>
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Note: The figures in the parentheses indicate the approximate periods for the respective units.

References

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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Rural Development Policies and Strategies**

Course No.: MARDS 523

Nature of the Course: Theory

Year: First

Semester: Second

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

1. Course Description

Nepal has a long history of periodic planned development practice. The National Planning Commission is the apex institution to formulate, implement, monitor and evaluate the national development policies and programmes from central to grassroots level. So far the achievement of the plans are concerned, it merely holds successful history besides some achievements done in certain sectors.

The practice of policy formulation, implementation, monitoring and evaluation in decentralized pattern and the people's participation in those activities are holding a due attention among the practitioners which is crucial to rural development. It is hoped that the insight knowledge of the course will equip the students to make more realistic, appropriate, relevant and sustainable in rural development discourse.

2. Course Aim and Objectives

The objective of this course is to impart the knowledge of policy formulation, implementation strategies and its monitoring and evaluation practices in the context of Nepal and the review of policies and strategies of past periodic plans and analyze current periodic plan with rural development perspective.

3. Specific Objectives and Contents

Specific Objectives	Contents	Reference
Unit One: Introduction to Rural Development Policies and Strategies (12 hrs)		
To acquire the knowledge of rural development policies and strategies	1.1 Rural Development Policies: Meaning, characteristics, types 1.2 Different sources of rural development policies (internal and external) 1.3 Characteristics of effective rural development policies 1.4 Policy instruments(credit, tax, incentive, input supply, technology, marketing, training) 1.5 Policy cycle and policy format 1.6 Rural Development Strategies: Meaning, needs, and types 1.7 Interlink between policy, strategies, plan and program	Singh,(2009) Sapru, (2004) Thomas, (2002) Reejal, (2002) AATAK(2069)

	1.8	
Unit Two: Policy Formulation (9hrs)		
To impart the knowledge of policy formulation process	2.1 Policy Formulation Process and approaches/models 2.2 Agents involved in policy formulation and their role 2.3 Policy Making process of DDC, VDC and Municipality	Singh, (2009) Sapru, (2004) Thomas, (2002) AATAK(2069)
Unit Three: Policy Implementation Strategies (9hrs)		
To make able to understand how policies are implemented	3.1 Theory of Policy Implementation (first, second, third and fourth generation) 3.2 Models of Policy Implementation (system management, organization development, conflict management, mainstreaming and collaborative model) 3.3 Basic conditions for policy implementation	Singh, (2009) Sapru, (2004) Thomas, (2002) AATAK(2069)
Unit Four: Policy Monitoring and Evaluation (9hrs)		
To make understand how the performance, outcome and output of policies monitored and evaluated	4.1 Monitoring of Content, Implementing machinery, process and procedure, and result or output 4.2 Qualitative and quantitative Evaluation of achievement, impact and appropriateness 4.3 Actors and agencies involved in Evaluation	Singh, (2009) Sapru, (2004) Thomas,(2002) AATAK(2069)
Unit Five: Overview of Rural Development Policies and Strategies in Nepal (6hrs)		
To make familiar with the rural development policies and strategies in the periodic plans	5.1 Review of past rural development policies and strategies of periodic plans 5.2 Analysis of current rural development policies and strategies of periodic plan	Periodic Plans of Nepal AATAK(2069)

References:

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- Dale, R. (2000). *Organization and development: Strategies, structures and processes*. Bangkok: Asian Institute of Technology.
- Desai, V. (1988). *Rural development*. Bombay: Himalaya Publishing House.
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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Quantitative Techniques for Social Science Research**

Course No.: MARDS 524

Nature of the Course: Theory

Year: First

Semester: Second

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

1. Course Description

Rural development is multidisciplinary subject which require knowledge about social science research. To conduct research through quantitative approach, the students should know quantitative techniques in social science research. In this regards, the course is aimed to acquaint the students with the knowledge, and process of quantitative techniques. It is aims to help students to be an independent researcher in rural development issues. The course is organized in eight different chapters starting with measurement of central tendency. The second unit concerns with measure of dispersion. Likewise, the third unit deals with correlation and regression analysis. The fourth unit discuss about Analysis of Variance (ANOVA). The fifth unit deals with the estimation. The sixth unit discusses about hypothesis testing. The seventh unit deals with probability and probability distribution. The final unit concerns with use of computer in database analysis and management.

2. Aim and Objective

The objective of this course is to acquaint the students with the knowledge and process of quantitative techniques in social science research. It aims to build their capability to follow the mode of quantitative inquiry in the study of rural development issues by applying different quantitative techniques in social science research.

3. Specific Objectives and Contents

Specific Objectives	Contents	Reference
Unit 1: Measures of Central Tendency (5)		
<ul style="list-style-type: none"> To understand the meaning, calculation, usage and interpretation mean, median and mode 	Meaning, calculation, usage and interpretation of average (mean), median, mode.	Baskota, (2006) Goon, A.M. et al., (1992)
Unit 2: Measure of Dispersion (6)		
<ul style="list-style-type: none"> To understand the meaning of dispersion, absolute and relative measure and calculation of measure of dispersion. 	Meaning, absolute and relative measure, calculation and uses of range, quartile deviation, standard deviation and Lorenz curve	Anand, (2000) Kanel, (1993) Baskota, (2006)
Unit 3: Correlation and Regression Analysis (6)		
<ul style="list-style-type: none"> To understand and calculate the correlation and simple 	Meaning, Simple (Pearson's) correlation; rank (Spearman's)	Yamane, (1967) Baskota, (2006)

regression by least square method	correlation; simple regression by least squares method	Goon, A.M. et al., (1992) Shrestha, & Kansakar, (2003)
Unit 4: Analysis of Variance (ANOVA) (6)		
<ul style="list-style-type: none"> To understand the concept of ANOVA and calculate one way and two way classification 	Concept of underlying ANOVA, one-way classification, Two-way classification	Yamane, (1967) Baskota, (2006) Goon, A.M. et al., (1992) Shrestha, & Kansakar, (2003)
Unit 5: Estimation (5)		
<ul style="list-style-type: none"> To analyze the point and interval estimation, calculate standard error To understand the relationship between hypothesis testing and estimation To get idea about how much sample should be taken for the effective representation 	Point and interval estimation; Standard error; relationship between hypothesis testing and estimation; how large should the sample be?	Yamane, (1967) Baskota, (2006) Goon, A.M. et al., (1992) Shrestha, & Kansakar, (2003)
Unit 6: Hypothesis Testing (8)		
<ul style="list-style-type: none"> To examine different kinds of test and their selection in different types of problems 	One sample case and Two sample case, z-test, t-test, F-test and X^2 (Chi Square) test.	Yamane, (1967) Baskota, (2006) Goon, A.M. et al., (1992) Shrestha, & Kansakar, (2003)
Unit 7: Probability and Probability Distribution (3)		
<ul style="list-style-type: none"> To understand the concept and definition of probability To analyze the addition and multiplication law of probability 	Concept and definition of probability; addition and multiplication laws of probability;	Spiegel, M.R. et al., 2004 Lipsehutz, (1981) Baskota, (2006)
Unit 8: Use of Computer in Database (6)		
<ul style="list-style-type: none"> To understand how to create variable and cross tabulation in computer program such as SPSS. To Understand the importance of significance level in data output To understand P Value, Alfa Beta value To prepare map for research using GIS 	Create variable, data entry, understanding of significance level in data output, P-value, Alfa Beta value, cross-tabulation. Mapping using GIS	SPSS and GIS User Guide provided by the tutor

Note: The figures in the parentheses indicate the approximate periods for the respective units.

References

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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: Practicing Rural Development I

Course No.: MARDS 525

Nature of the Course: Practical

Year: First

Semester: Second

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

Course Description

As rural development is basically a practical discipline, a course such as this is imperative. Its applicability is a sole matter of using/practicing rural development techniques and tools in its relevant areas.

Course aim and Objectives:

The major objective of the paper is to impart skill on the part of students to prepare VDC profile. Students are expected to include information such as demographic, socio-economic, resource availability, institutional development, technological development and their utilization pattern in the rural areas in the profile.

Modality of Conducting the Course

For the purpose of developing VDC profile of the study area, the following guideline (but not limited to these) should be followed through the participatory and collective activities of teachers students and other necessary assistants.

1. This course will include a total of three hours every working week. The hours can be managed accordingly based on availability and suitability of time.
2. Students should develop different techniques and tools for the purpose of conducting baseline information so as to prepare VDC profile. The format of technique and tools should be standardized and approved by teachers.
3. In order to cover more VDCs teachers should divide the students into many groups as per necessity. In order to make the job more effective teachers should suggest the students about the fundamental guideline to be followed while conducting survey. Regular monitoring and evaluation from teachers side is must and necessary for the effective job to carry out
4. The information which students gain to develop profile must be organized, prepared, presented and analyzed by the students. The profile developed is supposed to be very essential document for the next practical activities to go ahead.

Assessment/Evaluation

The teacher should allocate appropriate percentage of marks to each of the measure activities required and record performance scores for individual students, thus coming up with the final score based on the overall performance of each of the students.

Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Natural Resource Management (NRM)**

Course No.: MARDS 531

Nature of the Course: Theory

Year: Second

Semester: Third

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

1. Course Description:

Natural resources are the main inputs for rural development. Without proper utilization of resources country cannot get ahead in prosperity and growth. However, the resources are not as they becomes. The users have to understand the limitation of the natural resource while using it. Proper use of resources can develop our society; otherwise we have to face the consequences. In this regards, rural development practitioners have to know how the resources can be managed properly and what the management practices prevailed in the society are and what are the effects of environment in their society and effect of man to the environment.

2. Course Aim and Objective:

The major objective of this course is to impart students with the knowhow of natural resource management, different issues of the natural resources, approaches and methods of natural resource management and techniques of natural resource management. The student can translate that knowledge the their society while managing natural resources.

3. Specific Objectives and Contents

Special Objectives	Contents	References
Unit One: Concept of Natural Resource Management (7)		
To acquaint students with the concept of natural resources, environmental crisis and relationship of nature and human in natural resource management and rural development	1.1 Concept, types and status of natural resources 1.2 Environmental problem/crisis 1.3 Natural resource management and rural development 1.4 Human-nature interrelationship (determinism, possibilism and internationalism)	Barrow, C.J. (2000) Bhusal, M.P. (2012) Pradhan P.K. and Pradhan, B. (2012)
Unit Two: Water Resource Management: (8)		
To make student able to acquaint knowledge of water resource management issues.	2.1 Water induced disaster management 2.2 Water related policies in Nepal 2.3 Wetland management 2.4 Integrated watershed management 2.5 Payment of environmental services in Water Resource	MoI (current). Disaster Digest ICIMOD/UNEP/MOEST (2007) Bhusal, M.P. (2012) Pradhan P.K and Pradhan, B. (2012) Kunwar, K.J. (2008)
Unit Three: Land Resource Management (9)		
To make students able	1.1 Land degradation: Causes and	Ostrom, E. (1990)

to acquaint knowledge of land, its degradation, farming system and management To make student capable of making land use plan and its legal framework	consequences 1.2 Integrated farming system 1.3 Land suitability and land capability 1.4 Land use planning (Process, Importance and land use policy (2012)	Upreti, B.R. (2001) Karkee. K (2008) Bhusal, M.P. (2012) Pradhan P.K. and Pradhan, B. (2012)
Unit Four : Managing Vegetation (7)		
To make student capable of managing forest resource with special reference to Nepal	4.1 Changing paradigm in forest management 4.2 Community based forest resource management 4.3 Non Timber Forest Products (NTFPs) 4.4 Rangeland management in Nepal 4.5 Tragedy of the commons	Pradhan, P.K. and Pradhan, B. (2012) Agrawal, A. and Gibon C.C. (1999) Upreti, B.R. (2001) Bhusal, M.P. (2012)
Unit Five: Techniques, approaches and Cross cuttings of Natural Resource Management (14)		
To make students capable to using different technique and approaches of natural resource management	5.1 Identification of key environmental issues and determine priority order/Area 5.2 DPSIR (Drivers-Pressure-State-Impact-Response) resource analytical framework 5.3 Environmental resources planning 5.4 Application of GIS in NRM 5.5 Environment Impact Assessment (EIA) & Social Impact Analysis (SIA) 5.6 Impact of climate change in food security 5.7 Gender and NRM 5.8 Natural Resource Conflict Management	Bhusal, M.P. (2012_ Pradhan, P.K. and Pradhan, B. (2012) UNEP, (2001). FAO (1976) Land Use Policy, 2012
Unit Six: Field Observation (Student should observe and assess nearby natural resources applying the theoretical portion learned during the class. The tutor should facilitate for the assessment)		

4. References:

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- Stevens, S.F. (1993). *Claiming the high grounds: Sherpas, subsistences and environmental change in the Highest Himalaya*. Berkeley: University of California Press.
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- Upreti, B.R. (2001). *Conflict management in natural resources: A study of land, water and forest conflicts in Nepal*. A PhD dissertation submitted to Wageningen University, Netherland.
- Wunder Sven (2005). *Payments for environmental services: Some nuts and bolts*. CIFOR Occasional Paper No. 42. Jakarta: Center for Integrated Forestry Research (CIFOR)

Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Rural Project Management**

Course No.: MARDS 532

Nature of the Course: Theory

Year: Second

Semester: Third

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

1. Course Description:

This course develops a foundation of knowledge and skills that help to identify, formulate, apprise, implement, monitor and evaluate the project.

2. Course Aims and Objectives

The objective of this course is to make competent the students with the basic knowledge of rural project management. The course aims at developing the skills in students of project identification, formulation, appraisal, implementation, monitoring and evaluation of development projects in the Nepalese context.

3. Specific Objectives and Contents

Special Objectives	Contents	References
Unit One: Introduction to Rural Project Management-10		
To acquire the basic knowledge and skills of project and project cycle	1.1 Concept and characteristics of project 1.2 Project classification 1.3 Relationship between plan, programme and project 1.4 Project cycle 1.5 Roles and responsibilities of a rural project manager	Lary, R. (2008) Prasanna, C. (2006)
Unit Two: Project Organization and Environment-8		
To get the knowledge of project organization and environment	2.1 Concept and types of project organization 2.2 Project team building and leadership 2.3 Project Environment 2.4 Project Proposal	Lary, R. (2008) Prasanna, C. (2006)
Unit Three: Project Formulation and Implementation-16		
To make able to identify, formulate, appraise and implement a project	1.1 Project identification 1.2 Project formulation techniques 1.3 Project appraisal tools 1.4 Project implementation 1.4.1 Procedure for project implementation 1.4.2 Time management 1.4.3 Conflict management	Prasanna, C. (2006) United Nations. (1978)
Unit Four : Project Monitoring and Evaluation-6		
To make capable to control, monitor and evaluate a project	4.1 Project control techniques 4.2 Project monitoring and evaluation in Nepal 4.3 Project monitoring and evaluation approaches of	United Nations (1972) Rory, B. (2003)

	International agencies	
Unit Five: Rural Project Management in Nepal-5		
To make familiar with the rural projects of Nepal	5.1 Rural project management in developing countries with special reference to Nepal 5.2 Problems and challenges in rural project implementation in Nepal 5.3 Requirements for successful rural project management	Agrawal, G.R. (2003)

References

- Agrawal, G.R. (2003). *Project Management in Nepal*, Kahtmandu: M.K. Publishers.
- Denis, L. (1997). *Handbook of project management*. Mumbai: Jaico Publishing House.
- Harold, K. (1984). *Project management-A sysem to planning, scheduling and controlling (2nd ed)*. New York : Van Nostrand Reinhold Company.
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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Community Development**

Course No.: MARDS 533

Nature of the Course: Theory

Year: Second

Semester: Third

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

1. Course Description:

Development process of any nation depends on the process of community development. The community development process of certain community basically depends on the initiatives taken by the nation as well as community itself. Community development as complex and dynamic process aims to enable students to understand concept, process and strategies associated with community development and trends of community development practices in rural areas of development.

4. Course Aims and Objectives

The aim of this course is to provide knowledge, techniques and measures of community development and use of these in rural development process. The specific objectives are; to understand and apply basic theoretical frameworks in community development plans and policies; to understand the community development measures applied in Nepal to reinforce national development. It is expected that after the completion of this course students will be able to apply theory of community development in different contexts.

5. Specific Objectives and Contents

Special Objectives	Contents	References
Unit I : Community and Community Development (12)		
<ul style="list-style-type: none"> • To develop the skill to elaborate and understand the concept, values, principle, process and strategies of community development • To familiarize with the inclusion, community mobilization and civil society. 	1.1 Concept and definition of community development 1.2 Values and principles of community development 1.3 Process and strategies of community development 1.4 Inclusion and community mobilization 1.5 Civil society and community development	Chekki, D.A. (1979); Kunwar, K.B. (2064 B.S.); Shrestha, M. (2009); Pyakuryal, K. (1990)
Unit II : Theories of Community Development (12)		
<ul style="list-style-type: none"> • To provide insight of implying the socio-democratic theory of community development in the context of Nepal • To analyze the implication of sydtem theory in community development process of Nepal • To provide the skill to examine the implication of 	2.1 Socio-democratic theory of community development (Antonio Gramisci) 2.2 system theory in community development (Ludwig von Bertalanffy)	Rechard; P. and Elaine, H. (2010); Jatch, J. K. (1965)

theories; socio-democratic and system in the context of rural communities of Nepal		
Unit III: Cross Cutting Issues in Community Development (10)		
<ul style="list-style-type: none"> To develop better understanding of accountability and good governance in community development To examine and imply participation, inclusion and advocacy processes for community transformation To analyze and imply appropriate issues in rural community development 	3.1 Social accountability and good governance 3.2 Participation and inclusion 3.3 Leadership and social empowerment 3.4 CBOs and social inclusion 3.5 Advocacy and community transformation	Korten, D.C. (1980); Kunwar, K.B. (2064 B.S.); Jatch, J. K. (1965); Kumar, S. (2007)
Unit IV: Strategies of Development (6)		
<ul style="list-style-type: none"> To develop the skill to examine state, market, NGO and people centered strategies of development To make better understanding of analyzing and applying appropriate strategy of community development in the context of Nepal 	4.1 State-led development 4.2 Market-led development 4.3 NGO-led development 4.4 People centered development	Dahal, R. K. (2009); Jatch, J. K. (1965); Shrestha, M. (2009)
Unit V: History of Community Development and Community based Organizations in Nepal (8)		
<ul style="list-style-type: none"> To develop the skill of analyzing the history of community development in Nepal To develop knowledge of analyzing different types of community based organizations in Nepal and their significance in community development. 	5.1 History of community development in Nepal (After 2046 BS- BOVO, LGC DP-I 5.2 Community based organization in Nepal (Parma, Bhajaita, Dhikuri, Guthi, Rodi, Bheja)	Kunwar, K.B. (2064 B.S); Shrestha, M. (2009); Pyakuryal, K. (1990)

References

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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Cooperative and Entrepreneurship Development**

Course No.: MARDS 534

Nature of the Course: Theory

Year: Second

Semester: Third

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

1. Course Description:

Cooperative and entrepreneurship development are always to dominant subject matter of study for national development in general and rural development in particular. Therefore, this course intends to bring discussion on the various aspects of cooperative and entrepreneurship development. After completing the course, the students are expected to apply the knowledge and the skills of cooperative and entrepreneurship development for rural development process of Nepal.

2. Course Aims and objectives:

The course has the following aim and objectives:

- To acquaint the students with the concepts, principles and characteristics of cooperatives and entrepreneurship, and their development in Nepal.
- To acquaint the students with knowledge of various issues and challenges of cooperative development and entrepreneurship, and their development in Nepal.
- To acquaint students with the critical review on various cooperative and entrepreneurship related acts and policies of Nepal.
- To enable the students understanding and applying basic theoretical framework in cooperative development and entrepreneurship development plans and policies.

3. Specific objectives and contents

Specific objectives	Content	References
Unit: 1 Introduction of Cooperative (12)		
<ul style="list-style-type: none"> • To explain the concept of cooperatives and the historical movement of cooperative. • To develop the skill to generalize the possible role of cooperatives in rural development of Nepal. 	1.1 Meaning, concept, principles and characteristics of cooperatives. 1.2 Critical review on cooperative movement (in global and national context). 1.3 Legal registration process of cooperatives in Nepal 1.4 Status of cooperatives in Nepal. 1.5 Role of cooperatives in rural development of Nepal.	ICA (2008) Deepak P.B (NA), cooperative movement Ministry of finance/GON (Latest). Economic survey of Nepal.
Unit 2 : Issues, challenges and policies of cooperative development in Nepal (12)		
<ul style="list-style-type: none"> • To describe different institution arrangement for cooperative development in Nepal. • To examine the various 	2.1 Developments of agriculture cooperatives in rural areas. 2.2 Development of cooperatives in the age of globalization. 2.3 Role of DOC, NCDB,	Central cooperative training center (November 2006). Nepal law commission

<p>issues and challenges of cooperative development in Nepal</p> <ul style="list-style-type: none"> To Development the capacity to make a critical review on cooperative act. 	<p>NCBL, NCF/N in cooperative development of Nepal.</p> <p>2.4 Critical review on cooperative Act 2048 (1992)</p>	<p>(1992). The cooperative Act. 1992.</p>
Unit: 3 Introduction of Entrepreneurship Development (12)		
<ul style="list-style-type: none"> To explain the concept of entrepreneur, and entrepreneurship To describe the quality required to entrepreneurship development. To develop the capacity to prepare the business plan by recognizing the factors affecting entrepreneurship development. To develop the skill to generalize the role of entrepreneur in rural development process. 	<p>3.1 Meaning, concept, types and characteristics of entrepreneurship</p> <p>3.2 Fundamental qualities required for effective entrepreneurship development.</p> <p>3.3 Functions of a entrepreneur</p> <p>3.4 Factors affecting entrepreneurship development (economic and non economic)</p> <p>3.5 Venture identification and development of a business plan</p> <p>3.6 Role of entrepreneurs in rural development process of Nepal</p>	<p>Agrawal, G.R. (2006): entrepreneurship development in Nepal</p> <p>Acharya, k. (2004) entrepreneurship development</p>
Unit :4 Issues and Challenges of Entrepreneurship Development in Nepal (12)		
<ul style="list-style-type: none"> To examine the issues and challenges of entrepreneurship development in Nepal. To analyze critically industrial policies and acts of entrepreneurship development, find the existing gaps in the policies, and suggest the appropriate solution measures. 	<p>4.1 Participation of women in entrepreneurship development</p> <p>4.2 Limited access of capital for entrepreneurship development.</p> <p>4.3 Business risk and motivation</p> <p>4.4 Critical review on the industrial enterprise Act 2049(1992) and industrial policy of Nepal 2067(2010)</p>	<p>Dhameja, S.K. (2004): women entrepreneurs</p> <p>Nepal law commission (1992). The industrial enterprise Act, 2049</p>
<p>Practical Aspects of the Paper: After completing the course, the students are expected to prepare a mini – research report on the various issues and challenges related to cooperative and entrepreneurship development, based on the field survey, case study, observation, discussion and sharing etc. the mini research report should be presented before tutor together with other colleague for final evaluation and approval.</p>		

References

- Agrawal, G.R. (2006). *Entrepreneurship development in Nepal*. Kathmandu M.K. publishers
- Acharya, K. (2004). *Entrepreneurship development*. kathmandu: M.K publishers.
- Deepak P.B (NA.), *co-operative movement*. Kathmandu: National cooperative federation.

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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: Practicing Rural Development II

Course No.: MARDS 535

Nature of the Course: Practical

Year: Second

Semester: Third

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

Course Description

As the study of rural development process follows both theoretical based and practical based learning, this paper is solely based on to make students capable of learning and developing the skill of research and planning activities.

Course aim and Objectives:

The major objective of the paper is to impart skill on the part of students to prepare periodic plan for the local level. In the connection of PRDI second semester, the paper aims to enable students to develop the periodic plan on the basis of the VDC profile the have already prepared. Students are required to conduct fieldwork for collecting additional data, updating existing information and consulting stakeholders.

Modality of Conducting the Course

For the purpose of developing local development plan the following guideline (but not limited to these) should be followed through the participatory and collective activities of students, supervisor and other necessary stakeholders.

1. This course will include a total of three hours every working week. The hours can be managed accordingly based on availability and suitability of time.
2. Students should develop different techniques and tools for the purpose of collecting information so as to prepare local level plan. The format of technique and tools for plan preparation should be standardized and approved by respective supervisors.
3. The supervisor should suggest the students about the fundamental guidelines to be followed while collecting information and consulting stakeholders while developing plan. Regular monitoring from the supervisor is the most.
4. The students should develop overall local development or any sectoral development plan of rural economy.

Evaluation Scheme

The Department should allocate appropriate percentage of marks to each of the activities., thus coming up with the final score based on the overall performance of the student. The final periodic plan submitted should be presented before research committee of the department for the external evaluation.

Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Tourism for Rural Development**

Course No.: MARDS 541

Nature of the Course: Theory

Year: Second

Semester: Fourth

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

Course Objectives

This course intends to enable the students to explain the concept of tourism, issues, policies and practices with special references to Nepal. It specially aims to impart the knowledge of rural tourism, policy and planning, marketing and forms of tourism.

Contents	References
Unit One: Introduction to Rural Tourism LH15	
1.1 Meaning, definition and components of tourism, Scope of tourism, types of tourism 1.2 Evolution of tourism; history of tourism development in Nepal 1.3 Concept and Meaning of Rural tourism, rural tourism production, stakeholders of rural tourism(role of public sector; central and local government, private sector, civil society) 1.4 Special features of rural tourism 1.5 Impact of rural tourism at local and national level	Bhatiya, A. K. (2010). Kharel, S. (2014). Pradhanang, S. B. (2009) Upadhyay, R. P. (2008).
Unit Two: : Rural Tourism Policy and Planning LH10	
2.1 Introduction of tourism policy, tourism policy of Nepal; special focus with rural tourism policy(Review of tourism policy 2065 and current national plan) 2.2 Definition of rural tourism planning, steps of rural tourism planning, SWOT analysis for rural tourism planning, importance of rural tourism planning 2.3. Role of government, private sector and local community in tourism planning	Bhatiya, A. K. (2010). Goeldner, C.R & Ritchie, J. R. (2007). Kharel, S. (2014).
Unit Three: : Rural Tourism marketing LH12	
3.1 Meaning of rural tourism marketing, special features of rural tourism production and need of rural tourism marketing 3.2 Issues and challenges of rural tourism marketing, role of public and private sectors in rural tourism marketing 3.3 concept of market segmentation and marketing mix in rural tourism 3.4 Value chain analysis in rural tourism	Goeldner, C.R & Ritchie, J. R. (2007). Kharel, S. (2014). Upadhyay, R. P. (2008).

Unit Four: Forms of tourism	LH11	
4.1 Agro tourism; concept, prospect, importance and challenges in Nepalese context		Kunwar, R. R. (2010).
4.2 Eco tourism; meaning, principle, importance and challenges in Nepalese context		Upadhyay, R. P. (2008).
4.3 Religious tourism; meaning, prospects and importance specially focusing with far western region of Nepal		

References:

- Bhatiya, A. K. (2010). *Tourism development principles and practices*. New Delhi: Sterling publishers.
- George, E.W., Mair, H. & Reid, D. G.(2009). *Rural tourism development localism and cultural Change*. Toronto: Channel View Publication.
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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Energy and Rural Technology**

Course No.: MARDS 542

Nature of the Course: Theory

Year: Second

Semester: Fourth

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

Course Objectives

Overall, this course aims to justify the inevitability of renewable energy and technology for the sustainable development in rural Nepal. After the completion of the course, students will be able to advocate on how to plan renewable energy and technology at home, businesses and more critically in rural development process. This course also offers a scope to compare and contrast conventional and non-conventional energy sources and significance of their relative application.

Contents	References
Unit One: Basic Concept of Energy (7)	
1.1 Introduction to energy 1.2 Sun as an ultimate source of energy 1.3 Sources of energy; conventional and non-conventional; Classification of the sources: Renewable and non-renewable sources 1.4 Unit of energy and conversion tables 1.5 Overview of state of energy in Nepal 1.6 Interrelationship between development and energy consumption (With reference to FWDR)	MoF (Current) NHDR (2004, 2014) OECD (2012) Rai G.D. (2007)
Unit Two: Renewable Energy for Rural Development (16)	
2.1 Hydropower (Micro, Pico, family hydropower, Improved Water Mill) 2.2 Solar energy (Solar photovoltaic, Solar Dryer and Solar cooker)	OECD (2012) Rosa Aldo V. (2009) RETSUD-09 (Proceeding) RETRUD-11 (Proceeding)

2.3 Bio energy (Bio-gas, Bio-diesel, Improved Cook Stoves, Bio-briquette) 2.4 Wind energy 2.5 Geothermal energy	www.aepc.gov.np www.crtnepal.org www.practicalaction.org
Unit Three: Renewable Energy Development Policy and Institutional Arrangement (12)	
3.1 Plan and policies for renewable energy development in Nepal 3.2 Subsidy and delivery policy for renewable energy promotion in Nepal 3.3 Institutional arrangement mechanisms for renewable energy development and promotion in Nepal (MoF, MoEST, MoE, AEPC and its regional centers, WECS)	OECD (2012) NPC Plan and Policies Subsidy and Delivery Policy of Renewable Energy (www.aepc.gov.np)
Unit Four: Technology for Rural Development (13)	
4.1 Introduction to technology 4.2 Appropriate technology for rural development 4.3 Significance and application of technology in rural development - Farm technology (Composting, Water harvesting, Drip Irrigation, Improved plough) - Transportation technology (Rural roads, Gravity ropeway, Wooden boats) -Indigenous and traditional technology (Specific to FWDR)	CRT Publications Practical Action Nepal Publications ICIMOD Publications

References:

- Alternative Energy Promotion Centre (AEPC) Publications
Center for Rural Technology (CRT) Publications
Centre for Energy Studies (CES) Publications (RETRUD-11 and RETSUD-09)
ICIMOD Publications
Ministry of Energy (MoE) Publication and Reports
Ministry of Environment, Science and Technology (MoEST) Publications
Ministry of Finance (MoF) Publications
National Planning Commission(NPC) Publications
OECD (2012). *Linking renewable energy to rural development, OECD Green Growth Studies*. Paris: Organisation for Economic Co-operation and Development (OECD).
Practical Action Nepal Publications
Rai, G.D. (2007). *Non-conventional energy sources*. New Delhi: Khanna Publishers
Rosa Aldo V. (2009). *Fundamentals of Renewable Energy Processes* (2ndEdition).Massachusetts: Academic Press.

Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Highland Ecosystem (Optional)**

Course No.: MARDS 543

Nature of the Course: Theory

Year: Second

Semester: Fourth

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

Course objectives

The course intends to offer the students the knowledge about fundamental dimensions of ecosystems, in general, and the highland ecosystems of Nepal, in particular. It therefore aims at increasing the students' understanding about the role and importance of ecosystem management and enrichment, and increasing their salability in the employment market after graduation.

Course Contents	References
Unit I: Basic Aspects of Ecosystem	
Concept, meaning, definitions, levels, and types (aquatic, marine, mangrove, terrestrial, rainforest, and so on), components, models (frameworks).	Clarke; Conway; Evans; Harper; Kormondy; Moran; Ojha 2001, 1999, 1997; Polunin
Unit II: Factors Affecting Ecosystems	
Biological (plants, animals), biotic (animal and plant remains), climate, rocks and minerals, water bodies, disasters, resource degradation/depletion, and the impacts on human economy, environment and welfare.	Lugo et al.; Ojha and Rijal; Ojha 2013, 2012, 1999, 1996;
Unit III: Ecosystem Benefits	
Goods and services– food and agriculture; health and hygiene; business and trade; tourism; recreation and rejuvenation; economic growth and development.	Lugo et al.; Pearce et al.; Ojha 2003. 2002, 1999, 1996
Unit IV: Highland Ecosystems	
Features, definition, specificities, niche, potentials, constraints/ impediments, instabilities.	Ojha 2002, 1999, 1997; Polunin;
Unit V: Highland Ecosystems in Nepal: Dynamics and Development	
Changes in landscape, resource endowments (e.g. depletion, degradation, de-vegetation, deforestation, afforestation, reforestation, and so on), production and consumption	Geertz; Kormondy; Lugo et al.; Ojha 2002, 2001, 2000, 1999, 1997, 1996,

<p>patterns, migration trends, cultural, social, economic and physical environmental circumstances/situations; importance of and needs and efforts for highland ecosystems management and enrichment; role and scope of agricultural terracing in highland ecosystem management and enrichment.</p>	
<p>NB: The course instructor with relevant specialization should generate detailed course contents relating to the major aspects covered under each unit. It is also recommended that student assignment for the course entails related literature review and visit to suitable highland area to present and submit a study report.</p>	

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Far-western University
Faculty of Humanities and Social Sciences
Master of Arts in Rural Development Studies (MARDS)

Course Title: **Agriculture and Rural Development (Optional)**

Course No.: MARDS 544

Nature of the Course: Theory

Year: Second

Semester: Fourth

Level: MA

Full Marks: 100

Pass Marks: 50

Period per Week: 3

Time per Period: 1 hour

Total Period: 45

Course objectives

The objective of the course is to make able the students having knowledge of the theories of agricultural development, Nepalese agriculture situation, policies and programs. The student will also be able to explain the agricultural transformation and rural development, agricultural extension and mechanization, and agricultural finance. After completing this course, students will prepare a mini-research report on agriculture and rural development based on the field survey data.

Course Contents	References
Unit I: Nepalese Agriculture Situation: LH 10	
1.1 Role of agriculture in developing economies and rural development 1.2 Characteristics of Nepalese agriculture 1.3 Land use and Irrigation situation 1.4 Land tenure system	Sharma, Y. (2068 BS) Sharma, N.K. (2071 BS) Dongol, B.B.S. (2005).
Unit II: Theories of Agricultural Development: LH 10	
2.1 Jorgenson's dual economy model 2.2 John Mellor's theory of agricultural development 2.3 Boserup's theory of agrarian change	Singh, A., Sadhu, A.N., & Singh, J. (2002). Desai, R.G. (2001).
Unit III: Agricultural Transformation and Rural Development: LH 8	

3.1 Importance of agricultural progress and rural development 3.2 Agricultural development: Transition from peasant subsistence to specialized commercialized farming 3.3 Strategy of agriculture and rural development	Today, M.P. & Smith, S.C. (2003).
Unit IV: Agricultural Development Policies and Programs in Nepal LH 12	
3.1 Agricultural extension program and its efforts in Nepal 3.2 Nepal agricultural development strategy - 2013 3.3 Agriculture development programs in national development plans 3.4 Livestock and crop insurance policy in Nepal. 3.5 One Village/District One Product Program (OVOP/ODOP)	Dongol, B.B.S. (2015). Publications of Ministry of Agriculture(MOA) and National Planning Commission(NPC)
Unit V: Agricultural Finance and Farm Mechanization: LH 8	
5.1 Sources of agricultural finance 5.2 Rural indebtedness and micro-finance in Nepal 5.3 Farm mechanization	Today, M.P. & Smith, S.C. (2003) Sharma, Y.(2068 BS)

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