



# TRIBHUVAN UNIVERSITY

## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### Revised Curriculum

### RURAL DEVELOPMENT

CURRICULUM FOR THREE YEAR BACHELOR LEVEL

PROGRAM IN RURAL DEVELOPMENT

2072

CENTRAL DEPARTMENT OF RURAL DEVELOPMENT  
TRIBHUVAN UNIVERSITY, KIRTIPUR, KATHMANDU  
NEPAL

## Rural Development

### Introduction

There are six papers in this course of which five compulsory and one is functional paper.

### Objectives

The objectives of this course are to acquaint the students with theories, approaches, techniques and issues of rural development.

It is also to promote the scientific approach in identifying development issues and solving problems practically regarding social, economic, political and environmental sectors.

### Course Structure

Paper	Year	Code No.	Title	Full Marks		
				Theory	Practical	Total
I	First	R.D. 311	Rural Development Theories and Approaches	80	20	100
II	Second	R.D. 312	Rural Economy	80	20	100
III	Second	R.D. 313	Rural Resources, Environment and Management	80	20	100
IV	Third	R.D. 314	Rural Sociology	80	20	100
V	Third	R.D. 315	Government, Institutions and Local Governance	80	20	100
Functional Paper						
VI	Third	R.D. 316	Rural Development Practices	50	50	100

# Rural Development

## Theories and Approaches

(Theory 80 Marks)

Course No. 311

Year: First

Paper: I

Full Marks: 80

Pass Marks: 28

Lecture Hours: 120

### Course Objective

- The objective of this course is to make students familiar with the basic concepts, theories, and approaches of rural development with reference to Nepal. It also aims to provide students with the basic research and statistical tools.

### Contents

Units	LH	
1. Concept of Development	15	
1.1 Meaning, Growth and Development, Core Values of Development		
1.2 Indicators of Development and Dimensions of Development		
1.3 Underdevelopment and Characteristics of Underdeveloped Economy		
1.4 Rural Development: Meaning, Objectives and Significance		
2. Development Theories	40	
Modernization Theory, Lewis Theory of Unlimited Supply of Labor, The Doctrine of Balanced and Unbalanced Growth Theory		
Dependency Theory, Schultz's Theory of Traditional Agriculture Transformation, Sustainable Development, Human Development		
3. Approaches of Development	15	
Community Development Approach, Integrated Rural Development Approach, Basic Needs Approach, Participatory Approach, Rights Based Approach, Rural Livelihood Approach		



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- William, A.T. and Christopher, A.J. (2011). *Rural Development, Concepts and recent Approaches*. India: Rawat Publications.
- World Development Reports (latest).

**Practical**  
**(20 Marks)**

**Full Marks: 20**

**Pass Marks: 10**

**Instructions:**

- This course offers students to involve in proposal writing for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their assigned faulty member/s for the completion of the task. The potential area of the task can be on the topic related to development issues i.e micro-enterprises, agriculture (farming and livestock), drinking water, sanitation, solid waste management, community health campaign/awareness, educational status of government schools, capacity enhancement of users' group/mothers' group and other relevant topics.
- The final proposal should be submitted to the respective college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective faculty member/s and external.
- Students should bear the expenses of proposal writing and other related activities as fixed by the respective campuses/colleges.

**Proposal Format:**

- Face-Sheet (with study title, submitted to- department/campus, submitted by-name of student, T.U. Regd. No. and class roll no.)
- Acknowledgements
- Contents
- Background of the Proposal, Significance of the Proposal, Objectives of the Proposal, Project Implementation Modality, Expected Outcomes, Estimated Budget and Plan of Action.
- References
- Appendix

**Page Format:** Margin- Standard (1 inch each side) Font - Times New Roman, titles font size-14, text font size-12, 1.5 line space, pages: 20-25 at Microsoft Word.

## Rural Economy (Theory 80 Marks)

**Course No.** 312

**Year:** Second

**Paper:** II

### Course Objective

- The overall objective of the course is to offer students with the clear understanding of various thematic areas of rural economy so that students will generate the knowledge of various economic dimensions of rural development.
- After completing the course, the students are expected to develop the skill and knowledge in analyzing and solving the problems and issues of rural development in general and rural economic development in particular.

### Contents

Units	I.H	
<b>1 Basic Concept of Economics</b>	<b>15</b>	
1.1 Fundamental Concept of Economics: Scarcity and Choice; Supply and Demand; Factors of Production		
1.2 Micro Economics and Macro Economics: Concept, Importance and Principles		
1.3 Different Sources of Rural Economy		
<b>2 Dimensions of Rural Economy of Nepal</b>	<b>25</b>	
2.1 Nature, Characteristics and Structure of Rural Economy		
2.2 Demographic Characteristics (Population Growth, Composition and Distribution) of Rural Economy		
2.3 Agriculture Economy of Nepal: Concept, Status, Cropping Pattern, Land Use Pattern, and Agriculture Modernization		
2.4 Rural Industries: Concept, Classification, Status, Problems and Prospects		
2.5 Remittance: Concept, Status, and Importance in Rural Economy		

2.6	Service Sector: Concept, Types and Importance in Rural Economy	
<b>3</b>	<b>Rural Marketing and Entrepreneurship Development</b>	<b>15</b>
3.1	Rural Market: Concept, Types, and Features	
3.2	Rural Marketing Strategy and Value-Chain	
3.3	Agriculture Marketing System: Problems and Prospects	
3.4	Entrepreneurship: Concept and Characteristics	
3.5	Problems and Prospects of Rural Entrepreneurship in Nepal	
<b>4</b>	<b>Rural Infrastructure and Development</b>	<b>20</b>
4.1	Rural Infrastructure: Concept and different Forms (Physical Infrastructure and Social Infrastructure)	
4.2	Present Status of Rural Infrastructure (Transportation, Electricity, Irrigation, Communication, Education, Health, and Human Resource)	
4.3	Role of Rural Infrastructure in Rural Development	
4.4	Problems and Prospects of Rural Infrastructure Development in Nepal	
<b>5</b>	<b>Political Economy of Rural Development</b>	<b>10</b>
5.1	Land Reform	
5.2	Economic Reform Policies: Privatization, Liberalization and Globalization	
5.3	Public Private Partnership	
<b>6</b>	<b>Micro Credit and Rural Cooperatives</b>	<b>15</b>
6.1	Micro-credit: Concept, Features and Importance	
6.2	Problems and Prospects of Micro-Finance Development in Nepal	
6.3	Cooperatives: Concept, Principles, Types and Importance	
6.4	Present Status of Cooperatives in Nepal	
6.5	Problems and Prospects of Cooperative Development in Nepal	
<b>7</b>	<b>Economic Issues and Challenges of Rural Development</b>	<b>20</b>
7.1	Poverty and Inequality: Concept, Types, Status, Causes and Mitigation Measures	
7.2	Unemployment: Concept, Types, Causes and Mitigation Measures	
7.3	Land Fragmentation and Food Security	
7.4	Migration and Shortage of Labor Force	

## References

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## **Practical**

**(20 Marks)**

**Full Marks: 20**

**Pass Marks: 10**

### **Instructions:**

- This course offers students to involve in report writing for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their subject teachers for the completion of the task. The potential area of the task can be on the topic related to rural economy i.e. rural market, entrepreneurship, rural industries, agriculture, remittance, rural infrastructure, public- private partnership, micro-credits, cooperatives and other relevant topics.
- The final report should be submitted to the respective college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective teachers and external.
- Students should bear the expenses associated with field study and other research related activities as fixed by respective campuses.

### **Field Report Format:**

- Face-Sheet (with study title, submitted to- department/campus, submitted by-name of student, T.U. Regd. No. and class roll no.)

### **Acknowledgements**

### **Contents**

- Background of the Study, Significance of the Study, Objectives of the Study, Methodologies, Study Area Description, Highlight of Major Field Activities, Analysis and Presentation of Data, Findings of the Study, Conclusion and Recommendations
- References

### **Appendix**

**Page Format:** Margin- Standard (1 inch each side) Font - Times New Roman, titles font size-14, text font size-12, 1.5 line space, pages: 20-25 at Microsoft Word.

## Rural Resources, Environment and Management (Theory 80 Marks)

(Theory 80 Marks)

Course No. 313

Year: Second

Paper: III

Course Objective

- To impart knowledge on interrelationship between population and environmental components, environmental conservation policies adopted by Nepal and the pattern of use of environmental resources.
  - To familiarize students to the issues involved in the factors of environmental degradation and management.

Contents

Unit

Rural natural Resources and Environment

Rural natural Resources and Environment

- 1.1 Definition and Meaning of Natural Resources
  - 1.2 Types of Natural Resources in Rural Area; Renewable and Exhaustible
  - 1.3 Nature of Resources: Natural and Manmade
  - 1.4 Use and Misuse of Natural Resources
  - 1.5 Definition and Meaning of Environment
  - 1.6 Environment and Ecology
  - 1.7 Types of Environment; Natural and Manmade

2. Interrelationship between Human Communities and Environments 10

- 2.1 Human and Environment Relationship: Approaches and 'thoughts
    - 2.1.1 Determinism or Environmentalism: Pristine State
    - 2.1.2 Possibilism or Developmentalism: Change State
  - 2.2 Influences of Environment on Human (different physical factors)
  - 2.3 Human's Influences on Environment: Functional Landscape, Ecumene and Esthetic

<b>3.</b>	<b>Human Settlement</b>	<b>10</b>
3.1	Meaning and Origin of Settlements	
3.2	Types of Settlements: Dispersed and Agglomeration and their Relationship with Surrounding Resources	
3.3	Different Ways of Use of Resources	
3.4	Sustainable Rural Resources: Meaning, Relationship with Settlement Types and Methods of Use of Resources	
<b>4.</b>	<b>Natural Resources</b>	<b>25</b>
4.1	Concept	
4.2	Quality of resources: Land, Forest, Pasture and Water	
4.3	Production practices: Shifting Cultivation, Transhumance, Subsistence Farming, Intensive Farming, Commercial Farming	
4.4	Classification of Resources (Land, Forest, Pasture and Water)	
4.5	Distribution of Resources (Land, Forest, Pasture and Water)	
4.6	Resource Conflicts: Concept, Types, Causes and Controlling Measures	
4.7	Natural Resource Conservation Practices: People Managed, Community Managed and State Managed	
<b>5.</b>	<b>Environmental Degradation and Depletions</b>	<b>15</b>
5.1	Meaning and Types of Environmental Degradations: Landslides, Soil Erosion, Flood, Siltation, Water, Pollution and Land Pollution	
5.2	Impacts of Degradations and Depletions on Local Environment and Health of Human Communities	
5.3	Controlling Measures of Degradations and Depletions (all those stated above)	
<b>6.</b>	<b>Methods of Environmental Resources Planning and Management</b>	<b>25</b>
6.1	Human Population and Natural Resources Relationship (density and pressure)	
6.2	Impacts of Infrastructure Development Activities and Environment	
6.3	Environmental Resources Mapping with Respect to Population and Areas and their Interpretations	
6.4	Access of Rural people to the Available Resources and Measurement	

7. Environmental Resources Planning and Management Strategies 20
- 7.1 Government Policies in Natural Resource Planning and Development of the four Resources: Land, Forest, Pasture and Water
  - 7.2 Role of Civil Society and Local Organizations (traditional organizations, User's organizations and NGOs) in Planning and Management of the Natural Resources
  - 7.3 Environmental Conservation and Management Strategies for Land, Forest, Pasture and Water

#### References

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**Practical**  
**(20 Marks)**

**Full Marks: 20**  
**Pass Marks: 10**

**Lecture Hours: 30**

**Instructions:**

- This course offers students to involve in field study for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their assigned faculty member/s for the completion of the task. The potential area of the task can be on the topic related to environmental issues i.e development, conservation, degradation and depletion and other relevant topics. Students can use field work tools such as schedule, checklist and map in the field (introduction to general map elements, resources identification and interpretation e.g. LRM/P land use map).
- The final report should be submitted to the respective college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective faculty member/s and external.
- Students should bear the expenses associated with field study and other research related activities as fixed by respective campuses.

**Field Report Format:**

- Face-Sheet (with study title, submitted to- department/campus, submitted by-name of student, T.U. Regd. No. and class roll no.)

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## Rural Sociology

(Theory 80 Marks)

Course No. 314

Paper: IV

Year: Third

### Course Objectives

- The objective of this course is to acquaint students with basic concepts, theories and methods of rural sociology and to apply them in analyzing rural development process in Nepal.

### Contents

#### Unit

#### 1. Introduction

20

- 1.1 Rural Sociology: Meaning, Nature and importance
- 1.2 Relation of Rural Sociology with other Social Sciences
- 1.3 Major Fields of Rural Sociology: Subject Matters, Methods and Tools
- 1.4 Different Branches of Rural Sociology
- 1.5 Applied Sociology in Rural Development

#### 2. Rural Social Structure

25

- 2.1 Characteristics of Rural People and Rural Life
- 2.2 Physical, Social and Economic Structure of Rural Society
- 2.3 Social Institution: Family, Marriage, Kinship, Polity and Economy
- 2.4 Social Stratification: Caste, Class, Gender and Ethnicity
- 2.5 Social Process: Acculturation, Enculturation , Accommodation, Integration

#### 3. Social Change

20

- 3.1 Concept and Meaning
- 3.2 Sources of Change
- 3.3 Factors of Social Change (Demography, Technology and Economy)
- 3.4 Relation between Social, Cultural and Political Changes and Development

3.5 Social Mobilization and its Role in Social Change	10
<b>4. Approaches of Development</b>	<b>25</b>
4.1 State-Led Development	
4.2 Market-Led Development	
4.3 NGO-Led Development	
4.4 People Centered Development	
4.5 Self-Help Development	
4.6 Localization of Development	20
<b>5. Organization and Leadership</b>	<b>20</b>
5.1 Concept and Meaning of Organization	
5.2 Basic Elements of Organization	
5.3 Induced and Indigenous Organization	
5.4. Leader and Leadership in Organization	
5.5. Elements, Nature and Characteristics of Leadership	10
<b>6. Methods of study</b>	
6.1 Concept and Meaning of 'Field work'	
6.2 Methods of Field Work – Rapport Building, Survey, PRA and RRA	
6.3 Preparation of Field Report	
<b>References</b>	
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## **Practical (soft)**

**(20 Marks)**

Practical Writing

Practical English

**Full Marks: 20**

**Pass Marks: 10**

### **Instructions:**

- This course offers students to involve in report writing for the partial fulfillment of the requirement which is compulsory to all. For it, students should be in close coordination with their subject teachers for the completion of the task. The potential area of the task can be on the topic related to rural sociology i.e. population and Health, forestry and bio-diversity, education and employment, gender, child labor, ethnicity and national integration and other relevant topics.
- The final report should be submitted to the respective college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective teachers and external.
- Students should bear the expenses associated with field study and other research related activities as fixed by respective campuses.

### **Report Format:**

- Face-Sheet (with study title, submitted to- department/campus, submitted by-name of student, T.U. Regd. No. and class roll no.)

### **Acknowledgements**

#### **Contents**

- Background of the Study, Significance of the Study, Objectives of the Study, Methodologies, Study Area Description, Highlight of Major Field Activities, Analysis and Presentation of Data, Findings of the Study, Conclusion and Recommendations
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### **Appendix**

**Page Format:** Margin- Standard (1 inch each side) Font - Times New Roman, titles font size-14, text font size-12, 1.5 line space, pages: 20-25 at Microsoft Word.

# **Government, Institutions and Local Governance**

**(Theory 80 Marks)**

**Course No. 315**

**Paper: V**

**Year: Third**

## **Course Objectives**

- To provide the students with the concept and knowledge about the government and its relationship with democracy, governance and local development in the context of Nepal.
  - To instruct the students with knowledge about the role of local governments, political parties, civil society, civic organizations CBOs, pressure groups and I/NGOs for the local development.
  - To prepare the students with in-depth knowledge about the linkage and relationships of government and local government.
- After completing the course, the students will be able to understand the role of government, institutions and local governance in the context of rural development.

## **Contents**

### **Unit**

**LH**

### **1. Government and Governance**

- 1.1 Meaning and Concept of Government and Governance
- 1.2 Types and Role of Government
- 1.3 Organs of Government: Executive, Legislative and Judiciary
- 1.4 Forms of Governance: Unitary and Federalism
- 1.5 Concept and Elements of Good Governance

### **2 Local Governments in Nepal**

- 2.1 Concept of Local Governments
- 2.2 Composition, Power and Functions of DDC, VDC and Municipality
- 2.3 Opportunities and Challenges of Local Governments
- 2.4 Role of Local Governments in Rural Development

**Full Marks: 80**

**Pass Marks: 28**

**Lecture Hours: 120**

<b>3</b>	<b>Local Democracy and Constitution in Nepal</b>	<b>25</b>
3.1	Meaning and Concept of Democracy	
3.2	Nature and Characteristics of Democracy	
3.3	Constitutional History of Nepal Prior to 2047 B.S.	
3.4	Features of the Constitution of the Kingdom of Nepal, 2047 with specific Reference to Local Development	
3.5	Features of the Interim Constitution of Nepal, 2063 with specific Reference to Local Development	
3.6	Features of Current Constitution of Nepal	<b>15</b>
<b>4</b>	<b>Electoral System and Democratic Political Institutions</b>	<b>15</b>
4.1	Electoral System: Direct, Indirect and Proportional Representation	
4.2	Concept and Characteristics of Political Party	
4.3	Political Participation and its Implication in Rural Development	
4.4	Role of Political Parties in Rural Development	
<b>5</b>	<b>Local Government and Administrative System</b>	<b>15</b>
5.1	Concept, Characteristics and Development of Nepalese Administrative System	
5.2	Local Administrative Units and their Linkages with Local Bodies	
5.3	Concept and Role of Bureaucracy with People and Development	
5.4	Decentralization Scheme in Nepal: Concept, Characteristics and its Development	
<b>6</b>	<b>Civic Society, Civic Institutions and Rural Development</b>	<b>15</b>
6.1	Role of CBOs, NGOs and INGOs in Social Mobilization and Development	
6.2	Role of Media in Rural Development	
6.3	Constitutional Organs and Role in Development: National Alert Center (NAC) and Commission for Investigation of Abuse of Power and Authority (CIAA)	
6.4	Civic Institutions and Role in Rural Development: Ward Citizen Forum (WCF) and Citizen Awareness Center (CAC)	
6.5	Meaning and definition of Horizontal Learning Program (HLP) in local governance	

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## **Practical (20 Marks)**

**Full Marks: 20**

**Pass Marks: 10**

### **Instructions:**

- *The students are to be placed in different VDCs or DDCs for the practical of this paper. They are expected to give at least twenty four hours of field study under the close supervision of assigned faculty member/s and present their field report immediately at the end of their field study. The final report should be submitted to the respective college. The students should compulsorily present their accomplished task for final evaluation and approval in the presence of respective faculty member/s and external.*
- *Students should bear the expenses associated with field study and other research related activities as fixed by respective campuses.*

### **Areas of Field Study:**

- *Planning Process, Effectiveness of Project Selection, Strategies of Local Resources Mobilization, Implementation Mechanism, Monitoring and Evaluation aspects of Village Development Committee or District Development Committee.*

### **Field Report Format:**

- Face-Sheet (with study title, submitted to- department/campus, submitted by-name of student, T.U. Regd. No.and class roll no.)

### **Acknowledgements**

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**Rural Development Practices**  
**(Functional Paper)**  
**(Theory 50 Marks)**

**Course No. 316**

**Paper: VI**

**Year: Third**

**Course Objectives**

- The objective of this course is to make the students well acquainted with the methods and practices of rural development adopted in Nepal and the SAARC countries and to conduct independent project on rural areas.

**Contents**

**Unit**

**LH**

**6**

**1. Rural Development Practice in Nepal**

1.1 Historical Background

1.2 Institutional Development

- a. Integrated Rural Development Programme (IRDPP)
- b. Small Farmer Development Programme (SEDP)
- c. Remote Area Development Programme (RADP)

**2. Micro Finance**

2.1 Meaning and History of Microfinance

2.2 Sources of Microfinance (Formal and Informal Sources)

2.3 Impact of Financial Services on the Lives of Rural People

**3. Agricultural and Natural Resource Management Programme**

3.1 Community Forestry Programme

3.2 Farmers Managed Irrigation System

3.3 Rural Energy Development Programme

**Full Marks: 50**

**Pass Marks: 18**

**Lecture Hours: 75**

<b>4.</b>	<b>Rural Social Services Programme</b>	<b>8</b>
4.1	Health, Drinking Water Services	
4.2	Education	
4.3	Family Planning and Sexually Transmitted Diseases (STDs)	
4.4	Maternal and Child Care	
<b>5.</b>	<b>Non-Governmental Organizations in Rural Development</b>	<b>4</b>
5.1	Meaning and Classifications of NGOs	
5.2	NGOs Roles And Activities	
<b>6.</b>	<b>Rural Development Practices in Other Countries</b>	<b>20</b>
6.1	Bangladesh: The Gramin Bikas Bank-Rural Credit Programme	
6.2	Bhutan: Chukha Project	
6.3	India: The AMUL Dairy Cooperatives	
6.4	Pakistan: Aga Khan Rural Support Programme (AKRSP)	
6.5	Srilanka: The Savings and Credit Cooperatives Movement (SANASA)	
<b>References</b>		
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**Practical**  
**(50 Marks)**

**Full Marks: 50**

**Pass Marks: 25**

**Instructions:**

- All the third year students are compulsory to carry out independent study (research) project in the area of rural development under the close supervision of research guide.
- All third year students are required to present a final project report as a partial fulfillment of the requirement of the course. The project report should be field-based research project.
- The students should conduct the project under the research guide on various rural development issues. The research report will be evaluated on the basis of following criteria.

- |   |  |    |
|---|--|----|
| 5 | - Clarity on the research topic  | 15 |
| 5 | - Interlinkage between research topic, questions, objectives and findings  | 5  |
| 5 | - Appropriateness of the methodology                                       | 5  |
| 5 | - Formatting and Organization of the report                                | 20 |
| - | - Internal and external evaluation (includes originality and presentation) | 20 |

**Note:**

- The researcher (student) has to approach concerned VDC in person and need to bring the recommendation letter from the VDC administration.
- Students should bear the expenses associated with field study and other research related activities as fixed by respective campuses.

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