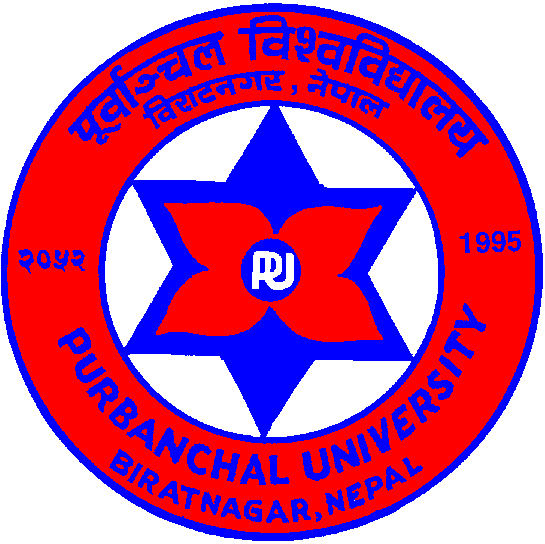
**PURBANCHAL UNIVERSITY**



Syllabus Of

Four-Years

Bachelor of Arts (B.A.)

**Fourth Year**

**(Major: Rural Development)**

Office of the Dean

Faculty of Arts

**Biratnagar, Nepal**

**2018**

**Course outline**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Paper | Year | Choice | Code | Subject Title |
| VII | Fourth | Major I | MRDE401 | Natural and Human Resource Management |
| VIII | Fourth | Major I | MRDE402 | Rural Tourism |
| IX | Fourth | Major I | MRDE403 | Gender and Rural Development |
| X | Fourth | Major I | MRDE404 | Project Management & Report Writing (60+40) |

**MRDE401: Natural and Human Resource Management**

**(Major I/ Paper VII)**

**Full Marks: 100**

**Teaching Hours: 160**

**Course Objectives**

The objective of this course is to provide knowledge to the students on the basic concepts, ideas and analytical techniques of natural and human resource management. The course is also designed to enable the students to be familiar with the techniques and method in preparation, implementation and evaluation of natural and human resource management programmes in the specific context of Nepal.

**Contents**

**Unit I: Introduction (20 Teaching Hours)**

1.1: Definition of Natural and Human Resources

1.2: Overview of Natural and Human Resource Management in Nepal

1.3: Trends of the development of these resources in Nepal

**Unit II: Perspectives on Natural Resource Management: General Arguments and Debates (25 Teaching Hours)**

2.1 Population Pressure on Natural Resources

2.2 Global and Local Perspectives (Markets versus Subsistence)

2.3: Intellectual Property Rights

2.4: Participatory Management of Resources

2.4: Common Property Regime in Natural Resources

**Unit III: Human Factor in Natural Resource Management (25 Teaching Hours)**

3.1: Human Ecology and Natural Resources Management

3.2: Anthropology and Biodiversity Conservation

3.3: Conservation and Ethics of Development

3.4: Indigenous knowledge-Ethno-science

3.5: Culture and Development

**Unit IV: Overview of Selected Case Studies: Insights on Natural Resource Management (20 Teaching Hours)**

4.1: Forestry: The Chipko Movement in India (Traditional Indigenous and Gender Initiatives)

4.2: Irrigation: Learning Process Approach from the Philippines and Sri Lanka

4.3: Agriculture: Rice Farming in Indonesia and Israel

4.4: Livestock and Pasture: East African Experiences/ perspectives

**Unit V: Traditional/Indigenous Initiatives and Arrangements (20 Teaching Hours)**

5.1: Land Resources: Guthi Associations, Kipat, Birta, and Jagir

5.2: Dhikuti, Rotating Credit Associations.

5.3: Parma (Labour exchange in community)

5.4: Patron-Credit Arrangements (Bista System and Kamaiya Pratha)

**Unit VI: Forestry Sector (20 Teaching Hours)**

6.1: Communal Resource Management System

6.1.1: Traditional and Indigenous Resource Management Systems

6.1.2: Formal User Group Approaches

6.2: Conservation Areas/Protected Areas and People

6.3: Issues of Biodiversity Conservation versus People’s Ways of Life and Culture

**Unit VII: Water Resources (20 teaching Hours)**

7.1: Irrigation

7.2: Dams and Hydro-power

7.3: Water for Household use

**Unit VIII: Environmental Issues (10 Teaching Hours)**

8.1: Nepal’s Experiences in Environmental Degradation

8.2: Strategies for Environmental Conservation

**Recommended Books**

1. Bennett, J.W. *Ecosystem, Resource Conservation and Anthropological Research.*
2. Miller, M.L., R.P. Gale and P.J. Brown: *National Resource Management Systems.*
3. Muchendo Oliva and Eric Vanek: *From Ecology through Economics to Ethno- Science: Changing Perceptions on Natural Resources Management.*
4. Blakie, P. and H. Brookfied: *Approaches to the Study of Land Degradation*.
5. Berkes, F: *Co-operation from the Perspective of Human Ecology*.
6. Goodland, R.G. and Ledec and M. Webb: *Meeting Environmental Concerns causes by common Property Mismanagement in Economic Resources.*
7. "Resources" in "Development Dictionary: Guide to Knowledge as Power"

**Reference Books**

1. Drijver, Carol A: *People's Participation in Environmental Projects*.
2. Ghimire, K.b. and Michel P. Pimbert: *Social Change and Conservation: An Overview of Issues and Concepts*.
3. Ingold, Tim: *Culture and Perception of the Environment*.
4. Goodman, Atkins: *Principles of Water Resources Planning*.
5. Hardin, Garrett: *The Crisis Transition from Commons: Population and the Disguises of Providence.*
6. Martin, E.D. *Resources Mobilization, Water Allocation and Farmer Organization in Hill Irrigation Systems in Nepal*.
7. Hardin, Garrett: *The Tragedy of the Commons*.
8. Regmi, M.C.: *Land Tenure and Taxation in Nepal*.
9. Dishop, N.H.: From Zomo to Yak: *Change in a Sherpa Village Human Ecology.*
10. Fox, J: *Livestock Ownership Patterns in Nepali Village*.
11. Jodha, N.S.: *Strategies for the Sustainable Development of Mountain Agriculture: an Overview.*

**MRDE402: Rural Tourism**

**(Major I/ Paper VIII)**

**Full Marks: 100**

**Teaching Hours: 160**

**Course Objectives**

* To acquaint the students with rural tourism in the specific global and national context.

**Content**

**Unit I: Introduction to Tourism (30 Teaching Hours)**

1.1: Introduction to Tourism

1.2: Evolution of Tourism

1.3: Touristic Traditions: Pseudo-events

1.4: Theories of Tourism Development

1.5: Tourism as an Industry or Social Phenomenon

1.6: Sociology and Anthropology of Tourism

1.7: Tourism as a form of Acculturation, Personal Transition and Superstructure

1.8: Social, Cultural, Economic and Environmental Impacts of Tourism

**Unit II: Rural Tourism (35 Teaching Hours)**

2.1: Defining Rural Tourism, Nature, Scope and its Significance

2.2: Rural Tourism as a Factor in Rural Community

2.3: Sustainable Rural Tourism

2.4: Sustainable Tourism Development

2.5: Sustainable Rural Tourism Strategies: A Tool for Development and Conservation in Rural Setting

2.6: Rural Tourism Planning

2.7: Rural Tourism Management

2.8: Village Tourism

2.9: Domestic Tourism

2.10: Cultural Tourism: A Case Study of Indonesia- Bali; Hawaii Polynesian Cultural Center and Community Tourism in Spain

2.11: Ethnic Tourism

2.12: Heritage and Pilgrimage Tourism

2.13: A Case study of Rural Tourism of Austria, Sweden and Ireland

**Unit III: Eco-tourism in Rural Areas (25 Teaching Hours)**

3.1: Defining and Describing Eco-tourism, its Nature and Scope

3.2: Approaches to Community based Eco-tourism Management

3.3: New Directions in Eco-tourism Industry

3.4: Guidelines for Community based Eco-tourism Programmes

3.5: Protected Areas Planning, Principles and Strategies

3.6: Case study of Annapurna Region, Makalu-Barun national Park and Conservation Area, Rolwaling

**Unit IV: Tourism and its Expansion (15 Teaching Hours)**

4.1: Tourism and Politics- A Case Study of South Asia

4.2: Tourism and Terrorism in Global Context

4.3: Tourism and Media

4.4: Tourism and Nationalism– A Case Study of Israel

4.5: Tourism and Religion

4.6: Tourism and Souvenir

**Unit V: Tourism in Nepal (25 Teaching Hours)**

5.1: Historical Development of Tourism in Nepal

5.2: Brief Introduction of Tourism Organizations

5.3: Tourism Policy and Planning

5.4: Major Touristic Activities: Trekking, Mountaineering. White Water Rafting and Jungle Safari, Banjee Jump

5.5: Nepalese Hospitality

5.6: Tourism Diversification

5.7: Impacts of Tourism

**Unit VI: Nepalese Society and Culture (30 Teaching Hours)**

6.1: Society and Culture in Mountain Region

6.2: Society and Culture in the Hlls

6.3: Society and Culture in Terai

6.4: Culture of Karnali Region

6.5: Rural Shamanism, Belief, Religion (Hinduism, Buddhism), Monasticism, Festivities, Ethnic and Masked Dances, Sacred Performances,

6.6: Rural Economy: Subsistence and Occupations (Trans-Himalayan trade, Transhumance System, Pastoralism, Peasantry, etc.), Souvenir-Rural Handicraft Development as an Important Product for the Rural Tourism

6.7: Alternative Tourism

**References**

1. Barnwell and Bernard lane (ed.): *Rural Tourism and Sustainable Rural Development.*
2. Satyal, Yagna Raj: *Tourism Monograph*. New Delhi: Adroit Publishers.
3. Kunwar, Ramesh Raj: *Tourism and Development: Science and Industry Interface*, Kathmandu: 1997.
4. Kunwar, Ramesh Raj: *Anthropology of Tourism: A Case Study of Chitwan Sauraha.* New Delhi: Adroit Publishers.
5. Ceballos, Hector Lascrain: *Tourism, Ecotourism and Protected Areas*. The World Conservation Union 1996.
6. Lindgerg, Krez; Meganepler Wood and David Engledremm, (ed.): *Ecotourism: A Guide for Planners and Mangers*. Dehra Dun: Natraj Publishers, 1999.
7. Nielson, Christian: *Tourism and the Media*. Melbourne: Hospitality Press, 2001.
8. Hall, Michael and Stephen Page: *Tourism in South and South East Asia 2001*.
9. Smith, Valenel: *Hosts and Guests*. Pennsylvania: Pennsylvania University Press, 1989.
10. Cater, Erlet and Gwen Lowman: *Ecotourism: A Sustainable Option?* New York:Wiley,1994.
11. Kurt Luger, Patricia and KarimImmann (ed.): *Sustainability in Mountain Tourism*. Delhi: Book Faith India, ………
12. Stevens, Stan (ed): *Conservation Through Survival*. 1997.
13. Hall, C. Michael and Stephen J. Page: *The Geography of Tourism and Recreation,* London: Routeledge, 1998.
14. Butler, R.W, C.M. Hall and J. Jenkins (ed.): *Tourism and Recreation in Rural Areas*. Chichester: Wiley, 1998.
15. Pigram,J.J. and J. Jenkins: *Outdoor Recreation Management*. London: Routledge, 1999.
16. Lea, Jolhn: *Tourism and Development in the Third World*. London: Routledge, 1988.
17. Keane, M.S. and J. Onnin: *Rural Development and Rural Tourism*. Galway: Social Science Research Center, University College, Gallway.

**MRDE403: Gender and Rural Development**

**(Major I/ Paper IX)**

**Full Marks: 100**

**Teaching Hours: 160**

**Objectives**

The objective of the course is to make the students aware of Gender and its relevance to rural development program. The students will be able to analyze the impact of different development interventions on men and women. They will be able to recognize that gender gap exists and it hinders development.

**Unit I: Basic Concepts 30 Teaching Hours**

1.1: Sex and Gender

1.2: Masculinity and Femininity

1.3: Patriarchy

1.4: Feminism

1.5: Gender and Power Relationship within household, Community and larger system of State

1.6: Practical and Strategic Gender Needs

**Unit II: Gender and Sectoral Development**  **35 Teaching Hours**

2.1: Gender and Education

2.1.1: Gender bias in Education (Curriculum)

2.1.2: Gender Differentials in Education

2.1.3: Obstacles to Girls' Education

2.2: Gender and Health

2.2.1: Women's Health

2.2.2: Reproductive Health

2.2.3: Reproductive Rights

2.3: Gender and Economy

2.4: Gender in Agriculture, Industry and Services

2.5: Gender and Technology

2.6: Women's Access to Development Benefits

**Unit III: Gender and state 30 Teaching Hours**

3.1: Constitutional provisions for women's rights and participation

3.2: Women's participation in politics: achievements and current status

3.3: Public Policy and Gender

3.4: Discriminatory laws against women

**Unit IV: Gender Gap: Impediments to Development 30 Teaching Hours**

4.1: Gender Issues in Development

4.2: Gender and Poverty

4.3: Feminization of Poverty

4.4: Impacts of Structural adjustment policy and Globalization of Gender

4.5: Overcoming Structural Inequality for Development

**Unit V: Gender Planning, Programming and Implementation 35 Teaching Hours**

5.1: Gender sensitive policy and planning: Concept of Gender neutral development interventions and policies

5.2: Gender analysis before the inception of the program

5.3: Need identification, Goal setting and Resource allocation

5.4: Gender audit during the screening of project document

5.5: Monitoring and Evaluation from gender perspective

5.6: Developing gender specific indicators to measure development benefits

**Readings**

1. Acharya, Meena: Gender equality and empowerment of women. Kathmandu: UNFPA, 1997.
2. Acharya, Meena: Labor market development and poverty with focus on opportunities for women in Nepal. Kathamndu: TPMF/FES, 2000.
3. Bjadra. C: "Gender perspective in Monitoring and Evaluation: Theoretical, Methodological and Technical Issues" Working paper presented at the Workshop on Monitoring and Evaluation with Gender Perspective for Planning and Monitoring Division Chiefs of Selected Ministries conducted by National Planning Commission and Mainstreaming Gender Equity Project, MWCSW/UNDP,2000.
4. Brettel, Carolin, B. and Carolyn F. Sargent: Gender in Cross-cultural perspective. 2nd edition Upper Saddle River, New Jersey: Prentice-Hall, 1997.
5. Bhasin, Kamala: Understanding Gender: Kali for women. New Delhi: 2000
6. Bhasin, Kamala: What is Patriarchuy. Kali for women, New Delhi:2000
7. Bhasin, Kanala and Nighat Said Khan: Some Questions on Feminism Kali for women. New Delhi: 1991.
8. Bhattachan, K.B. and L.K. Manandhar,eds: Gender and democracuy in Nepal. Kathmandu: Women's Study Program and |FESW, 2001.
9. Doyal, Leslie: What makes women Sick? Gender and Political Economy of Health. Macmillan Press, 1995.
10. Kimmel, Michael S: The Gendered Society. New York: Oxford University Press, 2000
11. Ritzer, George: Sociological Theory. 3rd ed. McGraw-Hill, 1992.
12. Ministry of women, children and Social welfare; National Plan of Action: Gender Equality and Women's empowerment 1997.
13. USAID: The Gender Information Framework: Guidelines for incorporating Gender Considerations into AID Development Activities. Office of Women in Development. USAID, 1991.

**MPOP404/MRDE404: Project Planning and Management**

**(Major I/ Paper X)**

**Note:** *This subject is common for TWO major subjects:* ***Population and Development*** *and* ***Rural Development.***

**Full Marks: 60+40=100**

**Teaching Hours: 96+64=160**

**Course Description**

This course is designed to acquaint the students with the knowledge of project planning and management and to enable them to familiarize and identify the project, to develop the logical framework, acquire knowledge on project implementation as well as monitoring and evaluation of the project.

**Objective**

The objective of this course is to acquaint students on basic idea of social project, project procedures of project planning, implementation and monitoring and evaluation.

**Contents**

**Unit I: Introduction 15 Teaching hours**

1.1: Concept of a project

1.2: Evolution of Project Planning

1.3: Basic terminologies: Vision, mission, goal, objective, impact, outcomes, result, indicator, means of verifications, input, output, activities, log-frame, assumptions, risk analysis, resource analysis, problem analysis, SWOT and SOAR analysis, monitoring, evaluation, SMART, baseline, activity code, BOSCARD, target group, stakeholders, feedback, master project/plan, milestone, MoSCoW prioritization, **PEST analysis, strategy**

1.4: Role of project in development

1.5: Relationship among policies, plans and project in development

**Unit II: Project Identification 20 Teaching Hours**

2.1: Project cycle

2.2: Procedural steps for selecting a project: project appraisal, feasibility studies, detail design, project implementation, operation and maintenance and monitoring and evaluation

2.3: Social cost and benefits analysis

2.4: Situation analysis: Information gathering procedure and tools

2.5: Stakeholder analysis

2.6: SWOT and SOAR analysis

2.7: Problem tree: a tool for developing Goal and Objectives

2.8: Objectives Tree

**Unit III: Project Design and Formulation 10 Teaching Hours**

3.1: Design components: objectives, outputs, activities and inputs

3.2: Format for concept paper

3.3: Project framework: outline of project paper

**Unit IV: Log-Frame Development 15 Teaching Hours**

4.1: Concept, importance and use of log-frame in development projects

4.2: Logical framework matrix: Goal, Purpose/outcome, Objectives/result, Indicators, Objectively verifiable indicators, Means of verifications, Assumptions/Risk Analysis, Activities

**Unit V: Project Implementation 15 Teaching Hours**

5.1: Approaches to project implementation

5.2: Factors affecting implementation: technical, economic, commercial, social-cultural, political, managerial, people's participation, integration and coordination

5.3: Methods for effective implementation

5.4: Implementing agencies

**Unit VI: Monitoring and Evaluation of a Project 26 Teaching Hours**

6.1: Concept of monitoring and evaluation

6.2: Differences between monitoring and evaluation

6.3: Monitoring: Need for monitoring, Role of monitoring in development project, monitoring mechanism, methods, monitoring plan, types of monitoring

6.4. Evaluation: Need for evaluation, subject matter/contents for evaluation, types of evaluation, principles of evaluation, evaluation Plan

**Unit VII: Project Development or Report Writing 64 Teaching Hours**

For the fulfillment of the requirement of this unit, each student should either develop a project or write a research report in any relevant area of major subject (Population and Development or Rural Development as per student’s choice of Major I subject). The project or the research report should be developed under the guidance of subject teacher and it fulfills the partial requirement of this subject and carries 40 percent of the total marks of this paper. The developed project should be based on some real problem of any community and viable for implementation. The research report should be based on a small community survey.

The final evaluation of the project or the research report shall be conducted under the evaluation committee consisting of at least three faculty members of the college including the supervisor.

**Text book**

Pandey, D. (2008). *Rural project management*. New Delhi: New Age International Pvt. Ltd. Publishers

**Reference**

Choudhury, S. (1988). *Project Management*, Tata MC Graw Hill.

Desai, V. (1997). *Project Management: Preparations, Appraisal, Finance and Policy*, Himalaya Publishing House, Delhi.

Mohsin M.(1997). *Project Planning and Control*,Vikas Publishing House Pvt.Ltd.

Roy M, Sam.(2002).*Project Planning and Management, Focussing on Proposal writing,* The Catholic Association of India.

Moorthy, R.V. (2002). *Project Management*, Masters Publication.

Prasanna. C. (1995).*Projects: Planning, Analysis, selection, implementation and Review,* Tata McGraw Hill Pub. Co. Ltd.