

**Report on  
Bachelor of Arts (Rural Development)  
Course Structure and Outlines  
April 15, 2021**

**Background**

Lumbini Buddhist University (LBU) was established in Lumbini by the LBU Ordinance in 2004, and endorsed by the LBU Act in 2006 in response to the 1st World Buddhist Summit held in Lumbini in 1998. Internalizing the teachings of Buddha, it is dedicated to the World Peace through operation of institutions of higher education for contemporary holistic teaching-learning and research in the areas of Buddhist Philosophy, Literature, Education, Culture and the allied subjects. It partners with organizations for multiplier effects of Buddha's philosophy, and pledges academic links for value based development programs in response to the aspirations and needs of the community people.

Addressing the demands and desires of the local communities around Lumbini, LBU initiated the Bachelor of Buddhist Studies and Humanities (English or Rural Development) in 2015 and its title was amended as Bachelor of Arts in 2020. The concept was also to create the sources of students for the master programs.

The courses have been structured on the basis of the outcomes of the workshops with the LBU personnel and teaching faculty members of the Central Campus on February 26, and April 13, 2021) and frequent meetings of teaching faculties as well as the independent experts in the month of March 2021.

**Goal**

The overall goal of the program is to prepare human resources fully capable of understanding and initiating rural development projects based on the principles of sustainability and Buddhist philosophy.

**Objectives**

Upon completion of this academic program, students will be able to:

1. explain the conceptual clarity of sustainable development covering on the key topics such as issues and strengths of rural areas, rural-urban interlink, and the basic principles of resource mobilization and the key components of sustainability as well as the physical infrastructure;
2. apply the theories and principles of sustainable development for employment opportunities, income generation, entrepreneurships and environmental conservation;
3. analyze various aspects of rural social problems particularly gender inequalities, child labor, girls trafficking, and caste systems; and
4. design, implement and supervise sustainable development projects.

**Strategy**

In overall the program will include courses of Buddhist studies 10 to 15% of Buddhist studies, and each of the courses will be designed to also reflect Buddhist philosophy as relevant.

The ongoing courses will be continued with some adjustments as needed to address the goal and objectives of the program.

### Scope and Credits

The program will carry 126 credits in total and spread over eight semesters (**Tables 1 and 2**). They will include eight major areas of studies, such as Buddhism, Communication, Ecology, Economics, Infrastructure, Policy, Research and Sociology (**Figure 1 and Table 3**). There are two seminar courses carrying one credit each, and three practical courses such as Monastic Experience, Volunteering and Internship carrying three credits each. The project design equivalent to project work (thesis) carries 6 credits.

Brief outlines are given for each course in **Table 4**. Along with the two courses dedicated to Buddhist philosophy and Buddhist history, the remaining courses have also been designed to incorporate Buddhist philosophy as applicable. For example, the courses on Ecology, Economics and Sociology will also include Buddhist Ecology, Buddhist Economics, and Buddhist Sociology respectively.

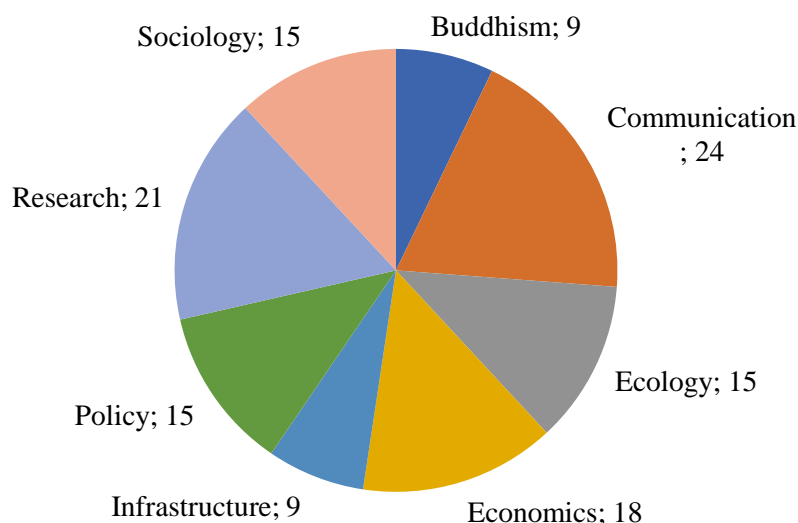
### Course Structure

<b>Semester</b>	<b>Cr</b>	<b>Semester</b>	<b>Cr</b>
<b>First</b>	<b>18</b>	<b>Second</b>	<b>18</b>
BARD 311 Buddhist History	3	BARD 321 Buddhist Philosophy and Ethics	3
BARD 312 Basics of Sustainable Development	3	BARD 322 Introduction to Environmental Studies	3
BARD 313 Functional Nepali	3	BARD 323 Nepali	3
BARD 314 Functional English	3	BARD 324 English	3
BARD 315 Monastic Experience	3	BARD 325 Economic Development: Theory and Practice	3
BARD 316 Introduction to Social Research	3	BARD 326 Civil Society and Social Capital	3
BARD 317 Computer knowledge and skill (Seminar)	1	BARD 327 Presentation Skill ( Seminar)	1
<b>Third</b>	<b>19</b>	<b>Fourth</b>	<b>19</b>
BARD 331 Development Statistics	3	BARD 341 Geographical Information System (GIS)	3
BARD 332 Human Resource Management	3	BARD 342 Measurements and Estimations	3
BARD 333 Local Government and Public Service	3	BARD 343 Agriculture and Development	3
BARD 334 Natural Resource Management	3	BARD 344 Urban-Rural Gap and Interlink BARD	3
BARD 335 Community mobilization and Action Planning	3	BARD 345 Human Rights and Development	3
BARD 336 Chinese Language Part I or BARD 337 Advance English Language Part I	3	BARD 346 Chinese Language Part II or BARD 347 Advance English Language Part II	3

<b>Table 1. Course Structure</b>			
<b>Semester</b>	<b>Cr</b>	<b>Semester</b>	<b>Cr</b>
<b>Fifth</b>	<b>15</b>	<b>Sixth</b>	<b>15</b>
BARD 351 Ecosystem Services	3	BARD 361 Environmental Assessments and Action Plan	3
BARD 352 Small and Medium Enterprises	3	BARD 362 Tourism Policy, Planning and Local Development	3
BARD 353 Financial Management	3	BARD 363 Public Health	3
BARD 354 Public Procurement and Supply Management	3	BARD 364 Engineering and Sustainable Community Development	3
BARD 355 Diversity and Inclusions	3	BARD 365 Internship	3
<b>Seventh</b>	<b>15</b>	<b>Eighth</b>	<b>9</b>
BARD 411 (371)Development Project Planning	3	BARD 421 (381)NGOs and International Organization	3
BARD 412 (372) Monitoring and Evaluation	3	BARD 422 (382) Program and Project Design (thesis)	6
BARD 413 (373)Fund Raising and Management	3	Total Credits 128	
BARD 414 (374) Proposal/Report Writing	3		
BARD 415 (375) Volunteering	3		

<b>Table 2. Credits by Semesters</b>			
<b>Semester</b>	<b>Credits</b>	<b>Semester</b>	<b>Credits</b>
First	19	Second	19
Third	18	Fourth	18
Fifth	15	Sixth	15
Seventh	15	Eighth	9
	66		60
<b>Grand total</b>		<b>128</b>	

**Figure 1. Distribution of Credits by Areas of Studies**



**Table 3. Areas of Focus, Credit, Percentage and Courses**

Area	Credits	%	Courses
Buddhism#	9	7	BARD 311 Buddhist History BARD 315 Monastic Experience BARD 321 Buddhist Philosophy and Ethics
Communication	24	19	BARD 313 Functional Nepali BARD 314 Functional English BARD 323 Functional Nepali BARD 324 Functional English BARD 335 Community mobilization and Action Planning BARD 336 Chinese Language Part I or BARD 217 Advance English Language Part I BARD 346 Chinese Language Part II or BARD 257 Advance English Language Part II BARD 414 (374) Proposal/Report Writing
Ecology	15	12	BARD 322 Introduction to Environmental Studies BARD 334 Natural Resource Management BARD 343 Agriculture and Development BARD 351 Ecosystem Services BARD 361 Social & Environmental Assessments and Action Plan
Economics	18	14	BARD 312 Basics of Sustainable Development BARD 325 Economic Development: Theory and Practice BARD 344 Urban-Rural Gap and Interlink BARD 352 Small and Medium Enterprises

**Table 3. Areas of Focus, Credit, Percentage and Courses**

Area	Credits	%	Courses
			BARD 353 Financial Management BARD 421 (381)NGOs and International Organizations
Infrastructure	9	7	BARD 342 Measurements and Estimations BARD 354 Public Procurement and Supply Management BARD 364 Engineering and Sustainable Community Development
Policy	15	12	BARD 332 Human Resource Management BARD 333 Local Government and Public Service BARD 411(371) Development Project Planning BARD 412 (372) Monitoring and Evaluation BARD 413 (373)Fund Raising and Management
Research	21	17	BARD 316 Introduction to Social Research BARD 331 Development Statistics BARD 341 Geographical Information System (GIS) BARD 365 Internship BARD 415 (375) Volunteering BARD 422 (382)Program and Project Design (thesis)
Sociology	15	12	BARD 326 Civil Society and Social Capital BARD 345 Human Rights and Development BARD 355 Diversity and Inclusions BARD 362 Tourism Policy, Planning and Local Development BARD 363 Public Health
Total	126	100	

# Buddhism included as explicit course curriculum; Buddhism contents are also incorporated in other courses as relevant, with total equivalent of 3 credit hours. Additionally, the students are also required to participate in vipasanna meditation, equivalent to 10 full days.

**Table 4. Course Codes, Titles and Brief Outlines**

Semester	Cr	Brief Outlines
<b>First</b>	<b>18</b>	<b>Outlines</b>
BARD 311 Buddhist History	3	<ul style="list-style-type: none"> <li>existing course to be continued</li> </ul>
BARD 312 Basics of Sustainable Development	3	<ul style="list-style-type: none"> <li>Definitions, etymology, history, theories of rural and sustainable development;</li> <li>Key components of sustainable development, characteristics of rural development, inter-disciplinary approach;</li> <li>Buddhist approach of right livelihood;</li> <li>History of Nepal, World History,</li> </ul>
BARD 313 Functional Nepali	3	<ul style="list-style-type: none"> <li>existing course continued, and</li> <li>include topics field survey, local consultation, report writing, grammar;</li> <li>typing <i>Devnagari</i> fonts</li> </ul>

**Table 4. Course Codes, Titles and Brief Outlines**

<b>Semester</b>	<b>Cr</b>	<b>Brief Outlines</b>
BARD 314 Functional English	3	<ul style="list-style-type: none"> <li>• existing course continued, and</li> <li>• include College Writing, and grammar;</li> <li>• typing Unicode</li> </ul>
BARD 315 Monastic Experience	3	<ul style="list-style-type: none"> <li>• Experience of monastic life,</li> <li>• interlink between monastery and community</li> </ul>
BARD 316 Introduction to Social Research	3	<ul style="list-style-type: none"> <li>• Buddhism and social research, – mindfulness, critical reflection, truth, evidence</li> <li>• existing course continued, and</li> <li>• include Principles and ethics of socio-economic research,</li> <li>• Qualitative and quantitative methods,</li> <li>• concept and proposal writing, data collection and analysis</li> </ul>
<b>Second</b>	<b>18</b>	
BARD 321 Buddhist Philosophy and Ethics	3	<ul style="list-style-type: none"> <li>• existing course continued</li> </ul>
BARD 322 Introduction to Environmental Studies	3	<ul style="list-style-type: none"> <li>• Key words and definitions,</li> <li>• Basic concepts and principles of ecology and environment,</li> <li>• Ecosystems and their types,</li> <li>• payment of ecosystem,</li> <li>• environmental perspectives of sustainability,</li> <li>• Buddhist ecology#</li> </ul>
BARD 323 Nepali	3	<ul style="list-style-type: none"> <li>• existing course continued, with Buddhist reading material# and</li> <li>• include speaking for presentation and conversation, correspondence with reference to Buddhist themes#;</li> <li>• typing <i>Devnagari</i> fonts</li> </ul>
BARD 324 English	3	<ul style="list-style-type: none"> <li>• existing course continued, with Buddhist reading material# and</li> <li>• include speaking for presentation and conversation, with reference to Buddhist themes#;</li> <li>• technical writing, correspondence;</li> <li>• typing Unicode, Diacritical marks#</li> </ul>
BARD 325 Economic Development: Theory and Practice	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, theories of economic development;</li> <li>• Basics of microeconomics and macroeconomics with examples of Nepal,</li> <li>• economic perspectives of sustainability, Buddhist economics#</li> </ul>
BARD 326 Civil Society and Social Capital	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, theories of social capitals;</li> <li>• Basics of sociology with examples of Nepal,</li> <li>• sociological perspectives sustainability, Buddhist sociology #;</li> </ul>

**Table 4. Course Codes, Titles and Brief Outlines**

Semester	Cr	Brief Outlines
		<ul style="list-style-type: none"> <li>• Psychology of Human Behavior, Introduction to Abhidhamma #</li> <li>• Global Citizen and Leadership;</li> <li>• Civic Education Models and Practice</li> </ul>
<b>Third</b>	<b>18</b>	
BARD 331 Development Statistics	3	<ul style="list-style-type: none"> <li>• Simple descriptive statistics;</li> <li>• meaning, derivation and implications of formula;</li> <li>• Statistical methods as applied in socio-economic analysis,</li> <li>• SPSS and other relevant statistical tools</li> </ul>
BARD 332 Human Resource Management	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, theories of human resource management;</li> <li>• Indigenous knowledge, culture, language, values, beliefs, social harmony, altruism, modernization, identity,</li> <li>• physically strong and courageous youth, ancestral heritage;</li> <li>• motivation, incentives</li> </ul>
BARD 333 Local Government and Public Service	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history (including Buddha's teachings regarding good governance) , theories of governance;</li> <li>• National development plans, periodic plans, development priority,</li> <li>• Sustainable Development Goals;</li> <li>• Nepal constitution, governance systems, scope and limitations of municipalities, provincial and federal governments,</li> <li>• public-private partnership,</li> <li>• nongovernment organizations,</li> <li>• community based organizations</li> </ul>
BARD 334 Natural Resource Management	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history (Include natural resource management at the time of Buddha), types# theories of natural resources management;</li> <li>• forest, medicinal plant, minerals, water, wetland watershed, domestic and wild animals;</li> <li>• Natural &amp; cultural landscape,</li> <li>• Climate and seasonal changes;</li> <li>• Seasonal calendar and life style</li> </ul>

**Table 4. Course Codes, Titles and Brief Outlines**

<b>Semester</b>	<b>Cr</b>	<b>Brief Outlines</b>
BARD 335 Community Mobilization and Action Planning	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history (Include mobilization of Bhikhus by Buddha for Dharma Chakra pravartan), theories of community mobilization and action planning;</li> <li>• Learning from success stories of community forests, buffer zones, conservation areas, user committees, mothers groups, lodge management committees, traditional groups;</li> <li>• Roles of Buddhist monasteries in community development#;</li> <li>• Events management (conceptualizing, conducting and following up of events such as conferences, symposium, workshop, training and meetings)# ;</li> <li>• Events moderation, facilitation and scheduling, logistics management;</li> <li>• Invitations</li> </ul>
BARD 336 Chinese Language Part I or BARD 337 Advance English Language Part I	3	<ul style="list-style-type: none"> <li>• BARD 336 Basic Level I or</li> <li>• BARD 337 Buddhist literature, writing reports and news, rapporteuring, note taking, minute writing #,</li> <li>• Interpretation (English-Nepali)</li> </ul>
<b>Fourth</b>	<b>18</b>	
BARD 341 Geographical Information System (GIS)	3	<ul style="list-style-type: none"> <li>• Introduction, theories, applications and challenges of implementing GIS,</li> <li>• basics of maps, projections and coordinates, data models, data sources &amp; entry (digitation, geographical positioning system-GPS, remote sensing), and data analysis;</li> <li>• problem solving approach of exploration, computation, interpretation, decision and dissemination.</li> </ul>
BARD 342 Measurements and Estimations	3	<ul style="list-style-type: none"> <li>• Basic measurements (length, area, volume) and calculations, rate analysis, building materials,</li> <li>• basics of brick works, plumbing, electricity, reinforced cement works, small irrigation, drinking water projects, small buildings etc</li> </ul>
BARD 343 Agriculture and Development	3	<ul style="list-style-type: none"> <li>• History and development of agriculture, Irrigation management and issues at the time of Buddha#;</li> <li>• Agricultural production and productivity,</li> <li>• Irrigation, home gardening, apiculture, horticulture, floriculture; concepts of vana, upavana, kunda etc #.</li> </ul>
BARD 344 Urban-Rural Gap and Interlink BARD	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, theories of Urban-Rural gap and interlink;</li> <li>• Interdependence of productions and consumptions of agricultural products, value addition</li> </ul>
BARD 345 Human Rights and Development	3	<ul style="list-style-type: none"> <li>• Human rights,</li> <li>• Child Rights, Child Labor,</li> </ul>



**Table 4. Course Codes, Titles and Brief Outlines**

<b>Semester</b>	<b>Cr</b>	<b>Brief Outlines</b>
		<ul style="list-style-type: none"> <li>• Constitutional Opportunities etc.,</li> <li>• human trafficking</li> <li>• Introduction to Binaya#</li> </ul>
BARD 346 Chinese Language Part II or BARD 257 Advance English Language Part II	3	<ul style="list-style-type: none"> <li>• Basic Level II or</li> <li>• Buddhist literature#, Translation from/to English, Editing Reports and Journal Articles,</li> <li>• Interpretation (English-Nepali)</li> </ul>
<b>Fifth</b>	<b>15</b>	
BARD 351 Ecosystem Services	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, introductory theories of ecosystems and services,</li> <li>• Four Types of Ecosystem Services i. Supporting, ii. Provisional, iii. Regulating and iv. Cultural;</li> <li>• Payment for Ecosystem Services, and its mechanisms;</li> <li>• case studies</li> </ul>
BARD 352 Small and Medium Enterprises	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, theories of small &amp; medium enterprises;</li> <li>• business planning, marketing, start-ups, and managing, banking and insurance functions,</li> <li>• indigenous knowledge, local resources and traditional practices with the modern technologies;</li> <li>• social entrepreneurship</li> </ul>
BARD 353 Financial Management	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history [include mention of Samyak Ajiv (Arya astang marga) Kautilya/Chanakya],</li> <li>• theories of financial management;</li> <li>• Sources of income generation,</li> <li>• financial literacy, savings, e-transactions;</li> <li>• loan, investment, share, insurance (crop and livestock);</li> <li>• audit</li> </ul>
BARD 354 Public Procurement and Supply Management	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, theories of procurement;</li> <li>• Public procurement policy and procedure, tender, quotation, contract, daily wages,</li> <li>• government to government,</li> <li>• record keeping,</li> </ul>

**Table 4. Course Codes, Titles and Brief Outlines**

<b>Semester</b>	<b>Cr</b>	<b>Brief Outlines</b>
BARD 355 Diversity and Inclusions	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, theories of diversity and inclusion;</li> <li>• Gender Equity and Social Inclusion (GESI),</li> <li>• Unemployment, Low income, Poor education,</li> <li>• Out migration, brain drain,</li> <li>• Natural and human induced disaster,</li> <li>• Unhealthy politics, Cultural erosion, Discrimination (gender and caste), Alcoholism, Untouchability, Drug abuse;</li> <li>• role models of <i>Aani</i> and <i>Guruma</i>, Buddhist perspectives of social inclusion</li> </ul>
<b>Sixth</b>	<b>15</b>	
BARD 361 Social and Environmental Assessments and Action Plan	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, theories of social &amp; environmental assessments;</li> <li>• Initial Environmental Examination (IEE),</li> <li>• Environmental Impact Assessments (EIA),</li> <li>• Environmental Audit,</li> <li>• Social Impact Assessments (SIA),</li> <li>• Strategic Environmental Assessment (SEA) and</li> <li>• Economic and Fiscal Impact Assessment etc.</li> </ul>
BARD 362 Tourism Policy, Planning and Local Development	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history, sociology &amp; anthropology of tourism;</li> <li>• Tourism products and destination:</li> <li>• Natural setting: trekking, mountaineering;</li> <li>• Cultural setting: hospitality, home stay, festivals, ethnicity, traditional attire, monument, shrine</li> </ul>
BARD 363 Public Health	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history (including Buddha's emphasis and initiatives on health service) ,</li> <li>• Introduction of public health;</li> <li>• Primary Health Care, Community Health Development, Community Participations in Community Health Services, Public Health Administration and Management and Health and Development;</li> <li>• Health issues, Drinking water problem, hygiene, pandemic and safety, health awareness</li> </ul>
BARD 364 Engineering and Sustainable Community Development	3	<ul style="list-style-type: none"> <li>• Landscape planning,</li> <li>• basics of civil constructions (building, road, drinking water, rainwater harvest etc);</li> <li>• park and green belts,</li> <li>• Buddhist architecture</li> </ul>

**Table 4. Course Codes, Titles and Brief Outlines**

<b>Semester</b>	<b>Cr</b>	<b>Brief Outlines</b>
BARD 365 Internship	3	<ul style="list-style-type: none"> <li>• First hand work experience in the fields of development,</li> <li>• performing team and independent tasks,</li> <li>• operational report and presentation</li> </ul>
<b>Seventh*</b>	<b>15</b>	
BARD 411 (371) Development Project Planning	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history,</li> <li>• theories of development planning;</li> <li>• Situational analysis, SWOT Analysis;</li> <li>• Project Management Cycle</li> </ul>
BARD 412 (372) Monitoring and Evaluation	3	<ul style="list-style-type: none"> <li>• Introduction, Theory of change</li> <li>• M&amp;E System, M&amp;E Planning</li> <li>• Logical Framework Approach,</li> <li>• Information Communication Technology (ICT) in M&amp;E,</li> <li>• Impact Analysis,</li> <li>• Gender perspectives in M&amp;E,</li> <li>• Project Performance Evaluation;</li> <li>• Environmental Change and Food Security;</li> <li>• Models of Social Change</li> </ul>
BARD 413 (373) Fund Raising and Management	3	<ul style="list-style-type: none"> <li>• Fund raising policy (lottery, donations etc);</li> <li>• Small Amounts from Large Donors;</li> <li>• Large Amount from Small Donors;</li> <li>• Traditional Ways of fund Collection (Sangha and collective fund generatin and management);</li> <li>• Grants and Procedures;</li> </ul>
BARD 414 (374) Proposal/Report Writing	3	<ul style="list-style-type: none"> <li>• Introduction to proposal &amp; report writing,</li> <li>• Effective proposal &amp; report writing,</li> <li>• Meaning and types of proposals and reports,</li> <li>• professional proposal writing skill,</li> <li>• Proposal format of various organizations;</li> <li>• statements of Vision, mission, goal, objectives and hypothesis; concept paper preparation;</li> <li>• use of flow charts, Gantt chart, graphics, tables and annexes; Meaning, necessity, types, components, note taking and forming thesis sentence,</li> <li>• Acronyms and footnotes, Abstract, summary and conclusion, Citation, referencing, appendices and handling reference materials</li> </ul>
BARD 415 (375) Volunteering	3	<ul style="list-style-type: none"> <li>• Serving the community on development related works or socio-cultural events such as festivals, conferences, public events, campaigns etc.</li> </ul>

**Table 4. Course Codes, Titles and Brief Outlines**

<b>Semester</b>	<b>Cr</b>	<b>Brief Outlines</b>
<b>Eighth*</b>	<b>9</b>	
BARD 421 (381)NGOs and International Organization	3	<ul style="list-style-type: none"> <li>• Definitions, etymology, history of International organizations in development sectors (e.g. UNDP, World Bank, Asian Development Bank),</li> <li>• Conventions (such as World Trade Organizations),</li> <li>• concepts of 'beyond borders' in development services</li> </ul>
BARD 422 (382) Program and Project Design (thesis)	6	<ul style="list-style-type: none"> <li>• Designing a sustainable development project for a selected community and location,</li> <li>• independent work including data collection, and means of raising funds, involve the key stakeholders in planning,</li> <li>• presentation amidst potential sponsors/donors</li> </ul>

\* These courses can be adopted to 1 year Diploma (Level 4 along with 500 level 6 Cr of Research Courses. Also good for adoption to Master beginner level course.

Academic Council endorsed Code number designation:

1<sup>st</sup> digit for level – 3 for Bachelor; 5 for Master; (Proposition for AC endorsement: 4 for Diploma; 6 for higher level after Master)

2<sup>nd</sup> digit for the serial number of the semester – 1 for 1<sup>st</sup> sem, 2 for 2<sup>nd</sup> , 3 for 3<sup>rd</sup> etc.

3<sup>rd</sup> digit for the serial number of the paper in the semester – 1 for 1<sup>st</sup> paper, 2 for 2<sup>nd</sup> , 3 for 3<sup>rd</sup> , etc.

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Prepared by Ukesh Raj Bhuju April 15, 2021

## History of Buddhism

Level: BA  
Semester: 1<sup>st</sup>  
Code: BSS 231

Cr. Hr.: 3  
Lecture Hour: 48  
Full mark: 100

### Course Objectives

The objective of this course is to impart the knowledge about origin of Buddhism, historicity of major Buddhist sites, emergence of various Buddhist sects, historical development of Buddhism in Nepal. The course aims to familiarize students with historical importance of Nepal while dealing with history of Buddhism.

### Unit 1 Introductory background

(7 LH)

- 1.1 Pre Buddhist context – Factors responsible for the rise of Buddhism
- 1.2 Buddha's period- Birth of Buddha and Evolution of Buddhism
- 1.3 Historical importance of Kapilvastu, Devadaha, Ramgram, Gotihawa, Niglihawa
- 1.4 Sources to study of the history of Buddhism: i) Archaeological, ii) Literary and iii) Rituals, etc.

### Unit 2 Major events in the life of Buddha

(8 LH)

- 2.1 Early life, Renunciation and Enlightenment
- 2.2 Buddha's first sermon and its importance
- 2.3 Formation of Buddhist Order and its role in the propagation of Buddhism
- 2.4 *Mahāparinirvāṇa* and distribution of relics

### Unit 3 Buddhism after *Mahāparinirvāṇa*

(10 LH)

- 3.1 Buddhist Councils in the promulgation of Buddhist Canons
  - 3.1.1 Introduction of Buddhist Councils
  - 3.1.2 First Buddhist Council
  - 3.1.3 Second Buddhist Council
  - 3.1.4 Third Buddhist Council
  - 3.1.5 Buddhist Council under the patronage of Kanishka
- 3.2 Emergence of eighteen different Buddhist sects
- 3.3 Evolution of Mahāyāna
- 3.4 Evolution of Vajrayāna

### Unit 4 Major Buddhist Institutions

(4 LH)

Nalanda, Vikramsila, Odantapuri etc.

### Unit 5 Influential Buddhist movement of modern time and evolution of Applied Buddhism

(3 LH)

## Unit 6 History of Buddhism in Nepal

(10 TH)

- 6.1 **Buddhism in Lichhavi period**
  - 6.1.1 Eminent contributing *Licchavi* rulers to Buddhism
  - 6.1.2 Features and Position of Buddhism in *Licchavi* period
- 6.2 **Buddhism in Medieval period**
  - 6.2.1 Eminent contributors to Buddhism
  - 6.2.2 Condition of Buddhism during Medieval Nepal
- 6.3 **Buddhism in modern period**
  - 6.3.1 Position of traditional Nepalese Buddhism
  - 6.3.2 Expansion of Northern Buddhism
  - 6.3.3 Renaissance of Theravada Buddhism

## Unit 7 Historicity of Lumbini

(6 LH)

- 7.1 Lumbini as Buddha's Birthplace
- 7.2 Asokan Pillar at Lumbini
- 7.3 Lumbini in foreign account
- 7.4 Recovery of Lumbini in modern time
- 7.5 Present status of Lumbini

## References

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- Bajracharya, Naresh Man. *Buddhism in Nepal (465 B.C. to 1199 A.D.)*, Delhi: Eastern Book Linkers, 1978.
- , *Vajrayān Nepal*, Kathmandu: Triratna Prakāshan, 2012
- Bapat, P.V. (Ed), *2500 Years of Buddhism*, Fifth Edition, Delhi: Publication Division, Ministry of Information and Broadcasting, Government of India, 1987
- Conze, Edward. *A Short History of Buddhism*, New Delhi: Research Press, 1999
- Das Gupta, S.B. *An Introduction to Tantric Buddhism*. Calcutta: University of Calcutta, 1947 (reprint)

## Basic of Sustainable Development

Semester: I  
Code: BARD312

Credit Hours: 3  
Teaching Hours: 48

### Course Description

This is an introductory course. It introduces basic concept of sustainable development and basic statistics. The course also reviews the major theories of economic development. This course introduces various academic and policy reports published from Government of Nepal, UN and other related organizations. It helps student to critically examine the local issues with comparative data and statistics.

### Learning Objectives

1. Able to define sustainable development;
2. Compare the theoretical approaches of economic development;
3. Understand Buddhist perspective of sustainable development;
4. Critically examine the sustainable development related policies and activities;
5. Understand the development related statistics and present them in own words; 6. Prepare a report; and 7. Make a presentation.

### Grading Policy

Please do not worry much about grade. It's time to focus on learning.

<b>Mid-term Exam</b>	20
<b>Internal Evaluation</b>	30 <input type="checkbox"/> Participation: 5, <input type="checkbox"/> Discussion Paper: 5, Discussion Paper Presentation 10 (team work)
	<input type="checkbox"/> SDG Statistics Analysis: 5, Statistics Presentation (5)
<b>Final Exam</b>	50

**Participation:** Student must follow the pre and post class activities

**Discussion Paper:** Student will form a group consisting of 3-4 members. Each team will select any thematic issue from week 11 to 13. They will briefly summarize the major findings of the reading materials and discuss about state and applicability of such arguments around their village or town. Each

group has to submit such discussion paper before week 11. They will present discussion paper in respective class.

**SDG Statistics Analysis:** Student will select some specific statistics related with sustainable development from week 11 Or 12. They will analysis or compare such statistics with contemporary situation of Nepal and present in the class. Students have to submit both comments on statistics and ppt presentation.

**Academic Honesty:** Do not copy from any place without citation. We call these activities as plagiarism. This is very-very bad.

## Units and Classes

### Unit 1: Introduction Week 1:

#### What is Sustainable Development?

- नेपाल सरकार, राष्ट्रिय योजना आयोग, छि गो छि कास लक्ष्यहरु – तर्मान आ स्था र भा ि मागछि त्रः २०१६-२०३०

#### Week 2: What is Sustainable Development?

- नेपाल सरकार, राष्ट्रिय योजना आयोग, छि गो छि कास लक्ष्यहरु – तर्मान आ स्था र भा ि मागछि त्रः २०१६-२०३०

#### Week 3: Defining Sustainable Development

- Mensah, J. (2019). Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review. *Cogent Social Sciences*, 5(1), 1653531.

#### Week 4: The Development of the Idea of Sustainable Development

- Tomislav, K. (2018). The concept of sustainable development: From its beginning to the contemporary issues. *Zagreb International Review of Economics & Business*, 21(1), 6794.

### Unit 2: Theories of Development

**Week 5:** Nafziger (2012) *Economic Development*, pp. 123-131

**Week 6:** Nafziger (2012) *Economic Development*, pp. 132-141

**Week 7:** Nafziger (2012) *Economic Development*, pp. 142-161



## **Week 9: Mid-term Exam**

### **Unit 4: Buddhism and Sustainable Development**

**Week 9-2:** Kovács, G. (2014). Buddhist approach to sustainability and achieving Millennium Development Goals. In *The 11th of International Buddhist Conference on the United Nations Day of Vesak (2014/2557), Cat Bai Dinh Temple, Ninh Binh, Vietnam.*

## **Week 10: Happiness and Economics: A Buddhist Perspective**

- Ash, C. (2007). Happiness and economics: A Buddhist perspective. *Society and Economy*, 29(2), 201-222.

### **Unit 5: SDG Statistics**

## **Week 11: United Nations, Sustainable Development Goals, Statistics**

<http://unstats.un.org/sdgs/#>

## **Week 12: Nepal in HDI Index**

- Government of Nepal and UNDP Nepal (2020), Nepal Human Development Report 2020.

### **Unit 6: Discussion on Thematic Issues (Seminar Classes) Week**

## **13: Uneven Development**

- Horner, R., Schindler, S., Haberly, D., & Aoyama, Y. (2018). Globalisation, uneven development and the North–South ‘big switch’. *Cambridge Journal of Regions, Economy and Society*, 11(1), 17-33.

## **Week 14: Sustainable and Smart Cities**

- Ahvenniemi, H., Huovila, A., Pinto-Seppä, I., & Airaksinen, M. (2017). What are the differences between sustainable and smart cities?. *Cities*, 60, 234-245. **Week 15: Going Green vs. Going Smart**
- Gazzola, P., Del Campo, A. G., & Onyango, V. (2019). Going green vs going smart for sustainable development: Quo vadis?. *Journal of cleaner production*, 214, 881-892.

## **Week 16: Environmental Justice**

- Mohai, P., Pellow, D., & Roberts, J. T. (2009). Environmental justice. *Annual review of environment and resources*, 34, 405-430.

**Functional Nepali**

**Semester: I**  
**Credit:**

**Course Code: BARD311**  
**3 Credit hours: 48**

## **Lumbini Buddhist University**

**Faculty of Humanities and Social Sciences**

**Bachelor of Arts**

Functional English

**Semester: I**  
**Code: BARD314**

**Credit Hours: 3**  
**Teaching Hours: 48**

1. Prerequisites: None 2. Introduction  
to Course:

The course is designed for the undergraduate learners as a compulsory component. Its purpose is to equip its learners with communicative skills so that learners will be able to decide the purpose, audience, produce ideas, spell out claims and support with evidence. Further, they will be able to edit /proofread texts of small length, argue, summarize, synthesize, classify and create essays, reports and other similar genres.

3. Learning Outcomes:

- At the end of the semester, successful learners will be able to:
- a. Examine and create a write-up with an awareness of audience, occasion and purpose of the write-ups of small length (200-500 words);
  - b. Edit/proofread essays considering grammar, spelling, punctuation, sentences and words;
  - c. Paraphrase, summarize and quote what others say;
  - d. Compare, contrast, classify and define ideas/facts in narrative, descriptive, argumentative patterns; and,
  - e. Support claim(s) with evidence and connect causes with their effects.

#### 4. Contents

##### **Unit I: Invention 9 hours**

- a. Setting Limits (Length, Purpose, Audience, Occasion, and Knowledge)
- b. Moving from Subject to Topics (Questions for Probing and Free Writing)
- c. Finding Something to Say (Brainstorming and Journal Writing)
- d. Grouping Ideas (Clustering and Outlining)
- e. Thesis and Support (Claims and Evidence)

**Pre-class Activities:** Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, sample and representative passages on each of the entities in a given passage (purpose, audience, occasion, knowledge) at home.

**In-class activities:** Each group will make a 10-minute presentation on the purpose, audience, occasion and knowledge implicated in a given sample writing from the text as suggested by the instructor. Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.

**Post-class activities:** Learners will be assigned to accomplish a written task by creating a 500-word write-up implicating the above elements (i.e., an essay on debatable issue with a specified rubric) as suggested by the instructor.

##### **Required Reading:**

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 29-49).

##### **Unit II: Editing and Proofreading**

**9 hours**

- I. Grammar and Spelling (Agreement, Tense, Spelling, Use of Pronouns, Articles and Prepositions)
- II. Punctuation (Use of Full Stops, Periods, Semicolons. Colons, Commas, Brackets)
- III. Sentence Style (Incomplete Sentences, Dangling Modifications, Sentence

Elements and Conciseness)

IV. Word Choice (Use of Vague Words,  
Informal Words Cliché)

**Pre-class Activities:** Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, write -ups prepared by their fellow learners on each of the elements of language (grammar, punctuation, sentence style, word choice) at home.

**In-class activities:** Each group will make a 10-minute presentation on the errors /mistakes of a write up features of the elements of language (grammar, punctuation, sentence style, word choice). Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.

**Post-class activities:** Learners will be assigned to accomplish a written task by creating a 500-word write-up (i.e., an essay with a specified rubric) as suggested by the instructor.

**Required Reading:**

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 81-95).

**Unit V: Integrating Sources**

**12**

**Hours**

- I. Paraphrasing II. Summarizing
- III. Quoting
- IV. Synthesizing

**Pre-class Activities:** Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, sample and representative passages on each of the patterns ((paraphrasing, summarizing, quoting, synthesizing) at home.

**In-class activities:** Each group will make a 10-minute presentation on the features of the pattern (paraphrasing,

summarizing, quoting, synthesizing). Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.

**Post-class activities:** Learners will be assigned to accomplish a written task by creating a 500-word write-up (i.e., a proposal /concept paper with a specified rubric) as suggested by the instructor. **Required Reading:**

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 535-542).

### **Unit III: Patterns of Writing I**

**9 hours**

- I. Description
- II. Narration
- III. Comparison and Contrast
- IV. Cause and Effect

**Pre-class Activities:** Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, sample and representative passages on each of the patterns (description, narration, comparison and contrast and cause and effect) at home.

**In-class activities:** Each group will make a 10-minute presentation on the features of the pattern (description, narration, comparison and contrast and cause and effect). Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.

**Post-class activities:** Learners will be assigned to accomplish a written task by creating a 500-word write-up employing the above features (i.e., essay with a specified rubric) as suggested by the instructor.

**Required Reading:**

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 95-172, 249-327).

## **Unit II: Patterns of Writing II**

**9 hours**

- I. Argumentation
- II. Definition
- III. Classification / Division
- IV. Arranging Ideas

Pre-class **Activities:** Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, sample and representative passages on each of the patterns (argumentation, definition, classification, and division, arranging ideas) at home. **In-class activities:** Each group will make a 10-minute presentation on the features of the pattern (description, narration, comparison and contrast and cause and effect). Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems. **Post-class activities:** Learners will be assigned to accomplish a written task by creating a 700-word write-up employing the above features (i.e., an argumentative essay/ article with a specified rubric) as suggested by the instructor.

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 95-172, 249-327).

### **5.Further Readings:**

Bayley, S. (2022). *academic writing for international students*. Routledge.

Lennon, J. M., & Gurak, L. J. (2022). *Technical communication*. Pearson.

Prinz, P., & Arnbjörnsdóttir, B. (2021). *The art and architecture of academic writing*. John Benjamins Publishing Company.

## 6. Internal Assessment Assessment/Evaluation Methods and Types

Students' evaluation will be continuous, diagnostic and placement, formative and summative. As part of the Internal Evaluation (40% weightage), Portfolio, Individual /Group Assignment, Attendance and Presentation will be used for awarding marks. As part of External Examination (with 60% weightage), Semester-End or External Examination will be conducted jointly by Faculty of Humanities and Social Sciences, Dean's Office, and Controller of Examinations. Learners' learning achievement will be assessed through the following processes:

**a. Internal Assessment: 40% of the total weightage**

- i. Attendance and Participation
- ii. Portfolio and Formative Dimension
- iii. Quiz, Lessons, Individual and Collaborative /Group Assignments
- iv. Writing Assignments and Presentation

**b. External Assessment /Examination:** The LBU Controller of Examinations will administer it. In special circumstances such as pandemic lockdown, virtually proctored and time-bound examination will be implemented.

## 7. Specification Grid for Question Pattern for the Semester-End Examination

Semester Examination Specification Grid (Question Pattern)						
S. No.	Group	Question Pattern	No of Questions	Qs to be attempted	Full Marks	Tentative time
1.	A	Editing/ Proofreading a Passage	2	1	10 (10x1)	30 minutes

2.	B	Descriptive/ Analytical/ Argumentative / Narrative Write Ups	3	2	30 (15 x 2)	1 hour
3.	C	Comprehension Questions (Passage to find out narrative, descriptive, argumentative pattern and, claim, evidence and so on)	3	2	20 (5 x 4)	30 minute s
			8	5	60	2 hours

Course Number	Course Title	Credit Hours
BARD 315	Monastic Experience	3

### 1. Course Description

This course aims to give students experiential learning opportunities in a monastery or a Buddhist community with the expectation that they will gain practical exposure to the Buddhist philosophy applicable to various aspects of rural development. It will enrich their spiritual knowledge of Buddhist philosophy, enhance their professional life skills, and bring in them behavioral & positive changes in advancing the profession of rural development for benefiting communities at large. Upon successful completion of their monastic experience, students will be able to create innovative ideas of rural development linking monastic activities with the community life.

### 2. Purpose



The course will enlighten the students on the Buddhist philosophy and its applications in the profession of rural development. This course will link with the other courses, so that the students will be able to connect Buddhist philosophy for practical solutions to the issues of rural development.

### 3. General Objective

The students will gather spiritual knowledge, life-skills and positive attitude derived from the Buddhist philosophy for professional advancement in rural development benefiting the larger community.

### 4. Specific Objectives

Upon the successful completion of this course, students will be able to:

1. Gain spiritual knowledge and practice of Buddhist philosophy for enhancing life styles of rural communities;
2. Learn value based professional life skills for promoting sustainable development in the rural communities;
3. Bring behavioral & positive change at the personal level resulting in self-satisfaction and pride for serving the community through the profession of rural development; and
4. Give innovative ideas for enhancing and promoting rural development.

### 5. Module

- There will be 3 weeks of experiential learning in a monastery or in a Buddhist community @ 40 hours per week (30 hours of field studies and 10 hours of independent studies)
- The course contents cover three domains of education such as Knowledge, Skill and Attitude, as well as the essence of Buddhist philosophy as relevant to rural development.
- A student may choose a monastery or a Buddhist community of his/her convenience, but with consent of the course coordinator or campus chief. In this case, it will be the responsibility of the student to provide the office of the campus chief with contact details of the mentoring Rinpoche prior to finalizing his/her placement.
- At the end of a semester, it is suggested that students organize a seminar on their learning in the roles and contributions of monasteries for rural development.

### 6. Definitions of Learning Hours

According to the Higher Education Qualification Framework as developed by University Grants Commission, three credits of practical experiential course such as Monastic Experience require 21 days of field studies. One credit is equivalent to 45 hours of engaged learning in field studies and 30 hours of independent learning of a student. Thus, a 3-credit course of BARD 315 requires a total of 135 hours of field studies and 90 hours of independent studies (**Table 1**) (HEQFDT, 2016:9).

**Table 1. Credit Hours Calculation**

Types of Study (One credit hour equivalent)	Engaged Learning Hours - ELH (minimum)	Independent Learning Hours of Students – ILH (minimum)	Total Hours

1. Lecture hour	15	30	45
2. Hours of lab studies	45	30	75
3. Hours of field studies	45	30	75
4. Hours of clinical studies	45	30	75
5. Hours of industrial training	90	30	120
6. Hours of self-study or online study or distance study	-	45	45

Source:

HEQFDT, 2016. Higher Education Qualification Framework Nepal. Bhaktapur: Higher Education Qualification Framework Drafting Taskforce (HEQFDT), University Grant Commission, Nepal (p 9)

## 7. Course Contents

The Units 1 through 5 have been designed to cover 50% of the lecture hours to be devoted to the conceptual and theoretical components of organizations engaged in rural development. In the Unit 6, the remaining 50% has been designed to study the cases of organizations at the global, regional and national levels. A teaching faculty may invite guest speakers and arrange for a visit to an organization for giving students first-hand knowledge and gain experience (**Table 2**).

<b>Table 2. Course Contents, Study Hours and References</b>				
<b>Unit and Title</b>	<b>Topics</b>	<b>ELH<sup>1</sup></b>	<b>ILH<sup>2</sup></b>	<b>References</b>
<b>1. Placements</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Preparation (personal gear, health status, avoiding all other professional and personal commitments)</li> <li>• Orientation</li> </ul>	-	3	<ul style="list-style-type: none"> <li>• Letter from the Campus Chief</li> <li>• Course outlines</li> </ul>
<b>2. Buddhist philosophy</b>	<ul style="list-style-type: none"> <li>• Code of Conducts (food, robe, ethics, tasks)</li> <li>• Schedule (Daily, Weekly, Monthly and Annual)</li> <li>• Meditation and Practice</li> <li>• Understanding and practicing the Buddhist Principles (Triple Gems - Buddha, Dhamma and Sangha; Four Noble Truths; and Noble Eightfold Path)</li> </ul>	28	9	<ul style="list-style-type: none"> <li>• Bhikkhu Ariyesako, 1998</li> <li>• Saisuta, 2012</li> </ul>
<b>3. Monastic Life Skills</b>	<ul style="list-style-type: none"> <li>• Governance</li> <li>• Administration (Hierarchy, Decision-making, responsibilities)</li> <li>• Management:</li> </ul>	28	9	<ul style="list-style-type: none"> <li>• Thapa et al 2007</li> <li>• Thapa et al 2008</li> </ul>

<sup>1</sup> Engaged Learning Hour

<sup>2</sup> Independent Learning Hour

**Table 2. Course Contents, Study Hours and References**

Unit and Title	Topics	ELH <sup>1</sup>	ILH <sup>2</sup>	References
	<ul style="list-style-type: none"> <li>○ accommodation (bed, toilet, open space etc)</li> <li>○ personal hygiene,</li> <li>○ food (sources, supplies, cuisine, menu, kitchen waste)</li> <li>○ utilities (energy e.g. electricity, cooking gas, firewood, water, communication etc)</li> <li>● Finance: Accounting, Procurements, Store management</li> <li>● Legislation</li> <li>● Recreation (music, dance, plays, sports etc)</li> <li>● Practical Skills               <ul style="list-style-type: none"> <li>○ Performing art (Music, prayer songs, chanting, <i>Charya</i> dance, etc)</li> <li>○ Ritual practice (Preaching, Oration, counseling)</li> <li>○ Traditional art (Sowa Rigpa, <i>Paubha/Thangka</i>, Calligraphy, Sculpture etc)</li> </ul> </li> <li>● Education               <ul style="list-style-type: none"> <li>○ Curriculum based (<i>Pariyatti</i>, Lama education etc)</li> <li>○ Informal (Interactions, discourse, debate, discussion, workshop, training etc)</li> <li>○ Research (scripts, language, traditions)</li> </ul> </li> <li>● Rituals, services and festivals (Regular and Special)</li> </ul>			<ul style="list-style-type: none"> <li>● Wijayaratna, 1990</li> </ul>
<p>4. <b>Monastery and Community</b></p>	<ul style="list-style-type: none"> <li>● Hospitality service (gift shops, restaurant, guest house etc)</li> <li>● Occupational service (arts &amp; crafts, cottage industry etc)</li> <li>● Public relations (visitors management, public events, cultural &amp; religious activities, lecture series, awareness campaigns etc)</li> <li>● Social service (health clinics, schools, relief works, information center, publications etc)</li> <li>● Sponsors, donors, volunteers</li> </ul>	28	6	<ul style="list-style-type: none"> <li>● Bhikkhu Amritananda, 2020</li> <li>● Woodhouse, 2012</li> </ul>

<b>Table 2. Course Contents, Study Hours and References</b>				
<b>Unit and Title</b>	<b>Topics</b>	<b>ELH<sup>1</sup></b>	<b>ILH<sup>2</sup></b>	<b>References</b>
<b>5. Rural Development Components</b>	<ul style="list-style-type: none"> <li>• Buddhist architecture</li> <li>• Economic activities</li> <li>• Home Garden and organic farming (vegetables, floriculture, herbal farming)</li> <li>• Nature conservation (forests, plants, birds, animals, insects)</li> <li>• Waste management (composting, recycling, avoiding plastics)</li> <li>• Water management (water sources protection, rainwater harvesting, water recycling, cleaning water bodies: ponds, lakes &amp; rivers)</li> <li>• Wise use (energy, water, food,)</li> </ul>	35	3	<ul style="list-style-type: none"> <li>• Falvey, 2005</li> <li>• Ngamsnit, 2016</li> <li>• Shrestha, 2018</li> </ul>
<b>6. Seminar</b>	<ul style="list-style-type: none"> <li>• Report Preparation and Submission</li> <li>• Presentation</li> </ul>	16	-	Students to organize a seminar
<b>Total Study Hours</b>		<b>135</b>	<b>30</b>	

As per the UGC framework, 135 engaged learning is equivalent to 19 days and 2 hours in the field.

### **8. Required References:**

- Bhikkhu Amritananda, (translated by Keshavlal Karmacharya) 2020. **Grihi Vinaya (5th Edition)**. Kathmandu, Srigha: Dharmakirti Prakashan, Dharmakirti Bouddha Adhayan Gosthi, Dharmakirti Vihar
- Bhikkhu Ariyesako, 1998. **The Bhikkhus' Rules - Guide for Laypeople**. Kallista, Australia: Sanghaloka Forest Hermitage. In [http://www.buddhanet.net/pdf\\_file/bhkkrule.pdf](http://www.buddhanet.net/pdf_file/bhkkrule.pdf)
- Saisuta, PN, 2012. **The Buddhist Core Values and Perspectives for Protection Challenges: Faith and Protection**. High Commissioner's Dialogue on Protection Challenges - Theme: Faith and Protection (12-13 December 2012) In <https://www.unhcr.org/50be10cb9.pdf>
- Thapa, R, P Sherpa, U Bajracharya, and AK Pandey, 2007. **Education in Gumbas, Vihars and Gurukuls in Nepal - Linking with Mainstream Education**. Balkhu, Kathmandu: Tribhuvan University Research Centre for Educational Innovation and Development (FRP Report 20) In <http://www.cerid.org/formative/files/1217926215-20%20Education%20in%20Gumbas%20Vihars%20snd%20Gurukuls-2007.pdf>
- Thapa, R, U Bajracharya, M Dangal, BU Paudel, G Silwal, C Bhandari, T Ghimire, 2008. **Education in Gumbas, Vihars and Gurukuls in Nepal: Linking with Mainstream Education – Study 2**. Balkhu, Kathmandu: Tribhuvan University Research Centre for Educational Innovation and Development (Study Report 26) In [file:///C:/Users/Dell/Downloads/formative\\_Cerid4ea11f31b46a9.pdf](file:///C:/Users/Dell/Downloads/formative_Cerid4ea11f31b46a9.pdf)
- Wijayaratna, M, 1990. **Buddhist Monastic Life: According to the Texts of the Theravada Tradition (First Edition)**. NY: Cambridge University Press (pp 215+) In

[http://watflorida.org/documents/Buddhist%20Monastic%20Life According%20to%20the%20Texts%20of%20the%20Theravada%20Tradition Wijyaratna.pdf](http://watflorida.org/documents/Buddhist%20Monastic%20Life%20According%20to%20the%20Texts%20of%20the%20Theravada%20Tradition%20Wijyaratna.pdf)

- Falvey, JL, 2005. **Engaged Buddhism and Agriculture** In *Asian Agri-History* (July 2005). University of Melbourne
- Ngamsnit, S, 2016. **Buddhist Innovation for Developing Thailand: A Case Study of The Cattle And Buffalo Bank for Farmers According to His Majesty The King Phumipol Adulyadej Innovative Projects by Tarvorn Chittatavaro-Vongmalai Foundation** In *Journal of Buddhist Education and Research* Vol. 2 No. 1 (January – June 2016) (pp32-39)
- Shrestha, K, 2018. **Cooperatives and Agriculture in Buddhism** In *Research Nepal Journal of Development Studies* (Year 1, Issue 2, November 2018) (pp169-177)

## 9. Recommended References:

- Susan M. Darlington, SM, 2019. **Article - Buddhist Integration of Forest and Farm in Northern Thailand** In *Religions* 2019, 10, 521 in [www.mdpi.com/journal/religions](http://www.mdpi.com/journal/religions)
- United Nations Development Programme. 2012. **Monks Community Forest, Cambodia**. Equator Initiative Case Study Series. New York, NY In [https://www.equatorinitiative.org/wp-content/uploads/2017/05/case\\_1348163303.pdf](https://www.equatorinitiative.org/wp-content/uploads/2017/05/case_1348163303.pdf)
- Wijyaratna, M, 1990. **Buddhist Monastic Life: According to the Texts of the Theravada Tradition (First Edition)**. NY: Cambridge University Press (pp 215+) In [http://watflorida.org/documents/Buddhist%20Monastic%20Life According%20to%20the%20Texts%20of%20the%20Theravada%20Tradition Wijyaratna.pdf](http://watflorida.org/documents/Buddhist%20Monastic%20Life According%20to%20the%20Texts%20of%20the%20Theravada%20Tradition%20Wijyaratna.pdf)

## 10. Evaluation (100%): pass marks 50%

Student is eligible for evaluation upon successful completion of 19 days of monastic experience (details given in **Tables 1** and **2**). Evaluation criteria are given in **Table 3**.

<b>Activities</b>	<b>Score (%)</b>	<b>Remarks</b> (Numbers denote the score)
1. Participation in the Orientation	10	<ul style="list-style-type: none"> <li>• Attendance 5,</li> <li>• Commitment 5</li> </ul>
2. Experiential learning	50	<ul style="list-style-type: none"> <li>• Attendance based on daily diary 10,</li> <li>• Participation in various activities as per the records maintained at the monastery 20,</li> <li>• Enhancement of monastic life with innovative ideas as per the recommendations of the Rinpoche 20</li> </ul>
3. Presentation on the learning	15	A brief presentation on a specific topic as relevant to the course amidst the colleagues and stakeholders, PowerPoint slides (title, introduction, method, findings, conclusion, and acknowledgements etc).

**Table 3. Evaluation Criteria**

<b>Activities</b>	<b>Score (%)</b>	<b>Remarks</b> (Numbers denote the score)
		<ul style="list-style-type: none"><li>• Delivery 5</li><li>• Questions-Answers 5</li><li>• Take home message 5</li></ul>
4. Submission of a report on monastic experience (Note: If the student completes his/her experience in more than one monastery, then, he/she is required to submit a separate experiential report for each monastery.)	25	Report contents: Title pages (main and inner), Table of Contents, Preface, Acknowledgements, Introduction, Main Texts, Conclusion, Annexes, References Format followed 5 Timely submission 5 Contents 15
<b>Total</b>	<b>100</b>	

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## 11. Guidelines: Report on Monastic Experience

1. Title Page (See **Sample –I**)
2. University certificate Page (See **Sample – II**)
3. Monastic experience certificate provided by the Monastery
4. Acknowledgement (See **Sample – III**)
5. Executive summary (2 pages:1,000 words)
6. Table of the contents and Chapters of the report with page numbers
  - a. List of Tables, Figures/Graphics/Maps, Photographs and others as applicable
  - b. Executive Summary
  - c. Chapters (Each Chapter @ 1 to 3 pages: 1,000 to 1,500 words, See **Table 1** for the suggested outlines.)
7. Paper size: A4
8. Text Format
  - a. Fonts: Times New Roman 12 or similar, with 1.5 line spacing.
  - b. Margins 1.5” left and 1” all other side
9. Binding & report length:
  - a. Spiral binding & report length of minimum 20 pages with one side printing.

## 12. Suggested Outlines of the Chapters

<b>Table 4. Suggested Outlines of the Chapters</b>	
<b>Chapter 1. Introduction</b>	<ul style="list-style-type: none"> <li>• History and Current Status of the monastery</li> <li>• Scope and opportunities of the experience</li> </ul>
<b>Chapter 2. Procedure</b>	<ul style="list-style-type: none"> <li>• Identification of the monastery</li> <li>• Methods of information gathering (e.g. observation, interview, interaction etc)</li> </ul>
<b>Chapter 2. Buddhist Philosophy</b>	<ul style="list-style-type: none"> <li>• Code of Conducts (food, robe, ethics, tasks)</li> <li>• Schedule (Daily, Weekly, Monthly and Annual)</li> <li>• Meditation and Practice</li> <li>• Understanding and practicing the Buddhist Principles (Triple Gems - Buddha, Dhamma and Sangha; Four Noble Truths; and Noble Eightfold Path)</li> </ul>
<b>Chapter 3. Monastic Life Skills</b>	<ul style="list-style-type: none"> <li>• Governance</li> <li>• Administration (Hierarchy, Decision-making, responsibilities)</li> <li>• Management:               <ul style="list-style-type: none"> <li>○ accommodation (bed, toilet, open space etc)</li> <li>○ personal hygiene,</li> <li>○ food (sources, supplies, cuisine, menu, kitchen waste)</li> <li>○ utilities (energy e.g. electricity, cooking gas, firewood, water, communication etc)</li> </ul> </li> <li>• Finance: Accounting, Procurements, Store management</li> <li>• Legislation</li> <li>• Recreation (music, dance, plays, sports etc)</li> </ul>

**Table 4. Suggested Outlines of the Chapters**

	<ul style="list-style-type: none"> <li>• Practical Skills <ul style="list-style-type: none"> <li>○ Performing art (Music, prayer songs, chanting, Charya dance, etc)</li> <li>○ Ritual practice (Preaching, Oration, counseling)</li> <li>○ Traditional art (Sowa Rigpa, Paubha/Thangka, Calligraphy, Sculpture etc)</li> </ul> </li> <li>• Education <ul style="list-style-type: none"> <li>○ Curriculum based (Pariyatti, Lama education etc)</li> <li>○ Informal (Interactions, discourse, debate, discussion, workshop, training etc)</li> <li>○ Research (scripts, language, traditions)</li> </ul> </li> <li>• Rituals, services and festivals (Regular and Special)</li> </ul>
<b>Chapter 3. Monastery and Community</b>	<ul style="list-style-type: none"> <li>• Hospitality service (gift shops, restaurant, guest house etc)</li> <li>• Occupational service (arts &amp; crafts, cottage industry etc)</li> <li>• Public relations (visitors management, public events, cultural &amp; religious activities, lecture series, awareness campaigns etc)</li> <li>• Social service (health clinics, schools, relief works, information center, publications etc)</li> <li>• Sponsors, donors, volunteers</li> </ul>
<b>Chapter 4. Rural Development Components</b>	<ul style="list-style-type: none"> <li>• Buddhist architecture</li> <li>• Economic activities</li> <li>• Home Garden and organic farming (vegetables, floriculture, herbal farming)</li> <li>• Nature conservation (forests, plants, birds, animals, insects)</li> <li>• Waste management (composting, recycling, avoiding plastics)</li> <li>• Water management (water sources protection, rainwater harvesting, water recycling, cleaning water bodies: ponds, lakes &amp; rivers)</li> <li>• Wise use (energy, water, food,)</li> </ul>
<b>Chapter 5. Additional topics as applicable</b>	<ul style="list-style-type: none"> <li>• (A student may come up with new ideas gained from the monastic experience and relevant to the Environmental Studies.)</li> </ul>
<b>Chapter 6. Conclusion</b>	<ul style="list-style-type: none"> <li>• Mention how the objectives were achieved</li> <li>• Elaborate in brief the life skills (spiritual, scientific and professional) that were learned during the placement period.</li> <li>• Describe the findings of the experiences.</li> <li>• Mention the challenges faced during the experience, and practical solutions that were followed to resolve them.</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Include list of books, articles, reports referred to in the report.</li> </ul>
<b>Annexes</b>	<ul style="list-style-type: none"> <li>• Daily log book of key tasks performed (@ one page per week, in a tabular form)</li> <li>• List of key persons met with</li> <li>• Others as applicable</li> </ul>



**13. Samples:**

**Sample I**

LBU logo

Report on the Monastic Experience at the  
(name and address of the monastery)  
(placement period: start and end dates of stay at the monastery)

A report submitted in partial fulfillment of the requirements  
of the Course BARD 315 Monastic Experience  
for the Degree of Bachelor Arts (Rural Development)  
to  
the Faculty of Humanities and Social Sciences, Lumbini Buddhist University  
by

name of the Student  
LBU registration number ... ..  
Batch year from ... to ...

Under the supervision of  
Name of the Rinpoche of the monastery

Central Campus, Lumbini Buddhist University  
Parsa, Lumbini Sanskritik Municipality, Rupandehi, Nepal  
Website: [www.lbu.edu.np](http://www.lbu.edu.np)

**Sample II**

Central Campus letter head

CERTIFICATE

This is to certify that the “Monastic Experience Report” submitted by  
*name of the student* (Regd. No.: ... ..)  
is work completed by him/her and submitted during (placement period) ... .. academic  
year, in partial fulfillment of the requirements for the award of the degree of Bachelor Arts  
(Rural Development), at the Central Campus, Lumbini Buddhist University, Parsa,  
Rupandehi District, Lumbini Province, Nepal.

... .. Signature Name Course Coordinator Date: ... ..	... .. Signature Name Campus Chief Date: ... ..
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<b>Acknowledgement</b>	<b>Sample III</b>
(Limit to one page Express appreciation, gratitude and thanks as appropriate to all those who had supported for making your monastic experience a success.)	
	... .. Signature Name of the Student: Date:

**Lumbini Buddhist University**  
**Bachelor of Arts (Rural Development)**

**Introduction to Social Research**

**Syllabus**

<b>Semester: 1</b> <b>Code: BARD316</b>	<b>Credit Hours: 3</b> <b>Teaching Hours: 48</b>
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**Course Description**

It is an introductory subject. The main aim of this course is to make undergraduate students familiar with scientific research in different fields of social science, e.g., sociology, anthropology, political science, economics and so forth. It introduces student to basic concepts and methods of modern social science research. It enhances the student's critical understanding on contemporary social, economic and psychological issues.

**Learning Objectives**

1. Able to connect the Buddhist philosophy to contemporary research methodology
2. Explain scientific knowledge and research;
3. Describe the process of scientific inquiry;
4. Compare the types of scientific research;
5. Identify and differentiate concept, construct and variables;
6. Connect theories to the research interest;
7. Understand the basic theories of social development;
8. Explain the step of the scientific research;
9. Develop own empirical research questions and ability to find the answers;
10. Recognize the key attributes of a research design;
11. Able to select the appropriate research design;
12. Conduct a field survey;
13. Analyze the collected data;
14. Write a research proposal;
15. Prepare a research report

16. Identify the common mistakes in research;

### Grading Policy

Please do not worry much about grade. It's time to focus on learning.

<b>Mid-term Exam</b>	30
<b>Internal Evaluation</b>	20 <ul style="list-style-type: none"><li>• participation 5, research paper 10, research paper presentation 5</li></ul>
<b>Final Exam</b>	50

**Participation:** Student should come to class with all reading materials. Students should actively participate in the presentation and discussion.

**Research Paper:** Every student has to submit an original research paper at the end of the semester (2000-3000 words). It should consist of five chapters: (a) **Introduction** (including the research background and research question), (b) **Literature Review** (identification of theoretical debate and research gap), (c) **Research Methods**, (d) **Analysis**, and (e) **Conclusion**. Identification of the research gap and originality of their research question will be the key parts of the evaluation.

**Research Paper Presentation:** At the end of semester, every student has to make a paper presentation on their own original paper. Student will prepare a ppt presentation –summarizing the paper – and present in class.

**Academic Honesty:** Do not copy from any place without citation. We call these activities as plagiarism. This is very-very bad.

### Required Book

Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices.

## Unit and Classes

<b>Unit 1: Understanding Scientific Research</b>		<b>6 hrs.</b>
Class 1	Science and Scientific Knowledge	
Class 2	Scientific Research	
Class 3	Scientific Method	
Class 4	Type of Scientific Method	
<b>Unit 2: Variables in Research</b> .....		<b>6hrs</b>
Class 5	Unit of Analysis	
Class 6	Concept, Construct and Variables	
Class 7	Types of Variables	
Class 8	Hypothesis	
<b>Unit 3: Research Process</b> .....		<b>6hrs</b>
Class 9	Five Steps of Thinking	
Class 10	Three Phases of Research	
Class 11	Identification of Research Area (Presentation)	
Class 12	Identification of Research Area (Presentation)	
<b>Unit 4: Research Report or Paper</b> .....		<b>6hrs</b>
Class 13	Introduction and Research Question	
Class 14	Literature Review	
Class 15	Research Method and Methodology	
Class 16	Analysis and Conclusion	
<b>Mid Term</b>		
<b>Unit 4: Theory and Research</b> .....		<b>6hrs</b>
Class 17	Theories in Research	
Class 18	A Good Theory	
Class 19	Theories in Development Studies – I	
Class 20	Theories in Development Studies – II	
<b>Unit 5: Research Design and Field Study in Research</b> .....		<b>6hrs</b>
Class 21	Validity in Research	
Class 22	Popular Research Design	
Class 23	Survey Methods	
Class 24	Sampling	
<b>Unit 6: Research in Buddhist Studies</b> .....		<b>6hrs.</b>
Class 25	Buddhist Studies as a Discipline	
Class 26	Theory in Buddhist Studies	
Class 27	Society and Study of Buddhism	
Class 28	Buddhism and Sustainable Development Study	
<b>Research Paper Presentation</b> .....		<b>6hrs</b>
Class 29	Paper Presentation I	
Class 30	Paper Presentation II	
Class 31	Paper Presentation III	
Class 32	Paper Presentation IV	

## Computer Knowledge and skill (seminar)

Course Code: BARD317

Credit: 1

Semester: I

Credit hours: 16

### Course Description:

This course deals with the elementary concepts of computing system which involves theoretical and practical framework to impart skills needed to cope with the current scenarios of information age. It primarily focuses on introduction to computer, basic concept of hardware and software, operating systems and recent trends on information technology. This course will provide practical skills to students through the use of different applications packages such as Word Processor, Spreadsheet package, Presentation Package.

### Course Objectives:

The aim of this course is to provide fundamental concepts of information technology by applying different application packages for students to enhance their skill set.

### Course Contents

#### Unit 1: Introduction to computer system

5 hrs

Introduction to computer, Characteristics and application of computer, Classification of computer, Recent trends on computing, basic concept of analog and digital computer, Anatomy of digital computer

#### Unit 2: Computer Software and Database System

4 hrs

Introduction to Software and its types, Operating systems and its functions, Fundamentals of database systems

#### Unit 3: Computer Network and Security

3 hrs

Introduction to computer network, Types of computer network, Basic concept of Transmission media, Network protocols and Communication protocols, Security Threats and Security attacks

#### Unit 4: Internet and World Wide Web

2 hrs

Introduction to internet and its applications, World Wide Web and its evolution

#### Unit 5: Technologies

2 hrs

Multimedia, ecommerce, e-learning, e-governance, GIS, Augmented reality, AI, Robotics

#### Laboratory Works:

##### Word Processor

7 hrs

Introduction to word Processor, components of application windows, using features of word processor such as creating, saving, closing document, copy, paste, cut, printing, fonts, effects and more

##### Spreadsheet Package

5 hrs

Introduction to Spreadsheet package, components, features of spreadsheet packages.

##### Presentation Package

4 hrs

Introduction, components, features of presentation packages

#### Textbook

*Computer fundamentals by Anita Goel*

#### References

*Computer Fundamentals, Sinha and Sinha*

*Introduction to computer, Peter Norton*

# Buddhist Philosophy and Ethics

Level: BA  
Semester: 2<sup>nd</sup>  
Code: BARD321

Credit Hours: 3  
Lecture Hours: 48

## Course Objectives:

The course has the objective of imparting knowledge on the origin, development and nature of Buddhist Pali and Sanskrit literature. It also tries to highlight Buddhist literature and scholarship in Nepal in the course of dealing with the subject matter.

### Unit 1 Introductory Background (6 LH)

- 1.1 Buddha *Vacana*
- 1.2 *Dharma Skandhas* and its classification (Nine and Twelve *Angas*)
- 1.3 Major canonical Buddhist Literature
  - 1.3.1 Original: Pali& Sanskrit
  - 1.3.2 Translated: Chinese&Tibetan

### Unit 2 Origin and Development of Pali Literature (9 LH)

- 2.1 Introduction to the Pali Buddhist Literature (*PaliTipitaka*)and their formation
  - 2.1.1 Sutta Pitaka
  - 2.1.2 *Vinaya Pitaka* 2.1.3 *AbhidhammaPitaka*
- 2.2 *Theragāthā* and *Therīgāthā*

### Unit 3 Post canonical Pali literature (3LH)

- 3.1 *Milindapaṇha*- Introduction
- 3.2 *Visuddhimagga*- Introduction

### Unit 4 Dhammapada (3 LH)

- 4.1 Introduction
- 4.2 Some selected stanzas *YamakaVagga*(stanza 5)  
*AppamādaVagga*(stanza 21 )  
*Atta Vagga* (stanza 163)

**Unit 5 Origin and Development of Sanskrit Buddhist Literature (12 LH)**

5.1 Introduction to the Sanskrit Buddhist Literature

5.1.1 Mahāsāṅghika Literature: Mahavastu 5.1.2

Sarvāstivāda Literature: Tripitaka

5.1.3 Mahāyāna literature: *Sikṣasamuccaya*

5.1.4 Vajrayāna (*Tantra*) Literature: *Hevajra*

**Unit 6 Jātaka and Avadāna Literature (6 LH)**

6.1 *Jātakamāla*- Introduction

6.2 Selected *Jātaka* Story- Vyāgrījātaka (According to *Suvarṇaprabhāṣa Sūtra*)

6.3 *Avadānasataka*- Introduction

6.4 Selected *Avadāna* story no 27 - Nāvika

**Unit 7 Bodhicaryāvatāra (3 LH)**

7.1 Introduction

7.2 Selected verses: Verse No. 15 and 26,

**Unit 8 Buddhist Literature and scholarship in Nepal (6 LH)**

8.1 *Navagraṇtha*: Introduction and Tradition leading its preservation

8.2 Repository of Buddhist Sanskrit literature: Pride of Nepal

8.3 Buddhist Scholarship in Nepal: A historical Purview

**Reading Materials:**

Akira, Hirakawa. *A History of Indian Buddhism, from Śākyamuni to Early Mahāyāna*, Delhi: Motilal Banarasi Das Publishers Pvt. Ltd., 2007 Reprint

Aryasura, *Jātakamāla*, (tr.) Jagdish Chandra Mishra, Varanasi; Chaukhamba Surabharati Prakasan, 1989.

Bagchi, S. *Mahāvastu Avadānam* (Vol. 7), Darbhanga: Mithila Institute, 1970

Bajracharya, Dunda Bahadur, *Milindapaṇha*, Lalitpur: Pavitra Bahadur Bajracharya, Ashok Ratna Bajracharya, Hera Devi Bajracharya, BīrPūrṇa Pustak Saṅgrahālaya, 1999 Bajracharya, Naresh Man. *Buddhism in Nepal* (465 B.C. to 1199 A.D.), Delhi: Eastern Book Linkers, 1978.

Banerjee, A.C. *Sarvāstivād Literature*, Calcutta: The World Press Pvt. Ltd., 1979.



Bapat, P.V. (Ed), *2500 Years of Buddhism*, Fifth Edition, Delhi: Publication Division, Ministry of Information and Broadcasting, Government of India, 1987

Das Gupta, S.B. *An Introduction to Tantric Buddhism*. Calcutta: University of Calcutta, 1947

(reprint)

Dhammananda, K. Sri. *The Dhammapada*, Kuala Lumpur: SasanaAhiwurthiWarthana Society, 2<sup>nd</sup> Reprint 1992

Farro, G.W. and I. Menon, *The Concealed Essence of HevajraTantra*, Delhi:Motilal Banarasidas, 1992.

Mitra, Rajendralal- *Sanskrit Buddhist Literature of Nepal*. Calcutta; Sanskrit PustakBhandar, 1971 (reprint)

Sastri, Shanti Bhikshu (tr.), *Lalitavistara*; Lukhnow: Uttar Pradesh Hindu Sansthan, 1984.

SenartEmile.( Ed.). *Le Mahavastu*,V2, (1890), (Montana: Kessinger Publishing LLC)

Sharma, Parmananda. *Santideva'sBodhicharyāvātāra*, New Delhi: AdityaPrakasan, 1990

Thapa, Sanker, '*Newār Buddhism, History, Scholarship and Literature*', Lalitpur: Nagarjuna Publication Pvt. Ltd, 2005

Wintemitz, Maurice. *History of Indian Literature (Vol. II)* , Delhi:MotilalBanarasidas, 1993 (reprint).

## Lumbini Buddhist University

Faculty of Humanities and Social Sciences

Bachelor of Arts

(Rural Development)

Title of the Course: Introduction to Environmental Studies

Semester: II

Credit: 3

Teaching Hours: 48

Course Code: BARD322

### 1. Introduction and Objectives

This course is designed for undergraduate learners in order to inculcate in them the knowledge, skills and competencies regarding environmental issues of the day including ecosystems, pollutions of various types, energy sources, biodiversity in general and Nepali biodiversity, in particular, sustainable and equitable use of natural resources and legal provisions in Nepal. The

course also equips its learners with the skills of preparing a report after the field visit regarding the issues stated above.

**Unit 1: Introduction to Environmental Studies and Natural Resources**  
**8 Hours**

Scope of Environmental Studies and Need of Public Awareness of Environmental Issues, Energy Resources, Equitable Use of Resources for Sustainable Lifestyles, Food Resources, Forest Resources, Land Resources, Mineral Resources, Non-Renewable Resources and Renewable Recourse, Water Resources, Sustainable and Equitable Use of Resources

**Unit 2 : Ecosystems** **8 Hours**

Concept, Structure and Function of an Ecosystem, Producers and Consumers, Energy Flow in The Ecosystem, Ecological Succession, Food Chains, Food Webs and Ecological Pyramids, Introduction, Types, Characteristic Features, Structure and Function of Forest Ecosystem Grassland Ecosystem Desert Ecosystem, Aquatic Ecosystems (Ponds, Streams, Lakes, Rivers, Oceans, Estuaries)

**Unit 3 : Biodiversity and its conservation** **8 Hours**

Introduction, Genetic, Species and Ecosystem Diversity, Biogeographical Classification of Nepal, Value of Biodiversity: Consumptive Use, Productive Use, Social, Ethical, Aesthetic and Option Values, Biodiversity at Global, National and Local Levels, Hot-Sports Of Biodiversity, Threats to Biodiversity : Habitat Loss, Poaching Of Wildlife, Man-Wildlife Conflicts, Endangered And Endemic Species Of India, Conservation Of Biodiversity : In-Situ And Ex-Situ Conservation Of Biodiversity

**Unit 4 : Environmental Pollution** **8 Hours**

Causes, effects and control measures of Air pollution, Marine pollution, Noise pollution, Nuclear Hazards, Soil Pollution, Thermal pollution, Water pollution, Solid Industrial Wastes, Role of an Individual in Prevention of Pollution, Pollution Case Studies, Disaster Management, Floods, Earthquake, Cyclone and Landslides, Waste Management

**Unit 5 : Social Issues and the Environment** **10 Hours**

From Unsustainable to Sustainable Development, Conservation, Rain Water Harvesting, Watershed Management, Resettlement and Rehabilitation of People; Its Problems and Concerns, Environmental Ethics: Issues and Possible Solutions, Climate Change, Global Warming, Acid Rain, Ozone Layer Depletion, Nuclear Accidents and Holocaust, the Environment Protection Act, Nepal 2019 (2076)

## Unit 8 : Field Work

6 Hours

Visit to a Local Area to Document Environmental Assets- River/Forest/Grassland/Hill/Mountain, Visit to a Local Polluted Site-Urban/Rural/Industrial/Agricultural, Study of Common Plants, Insects, Birds. Learners are required to prepare a project report (1500 words) as per the rubric provided by the Instructor.

### Required Readings

Bharucha, E. *Textbook for Environmental Studies*. Bharati Viddhyapeeth Institute for Environmental Studies. Pune, Indian, 2003/2020.

Law Commission, Government of Nepal. *The Environment Protection Act, 2019 (2076)*. Law Commission, Government of Nepal, 2019.

Singh, J.S., Singh, S.P. & Gupta, S.R. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi, 2014.

## लुम्बिनी बौद्ध विश्विद्यालय

मानविकी तथा समाजिक शास्त्र सङ्काय  
स्नातक तह (ग्रामीण विकास)

सेमेस्टर : II

क्रे. आ. : ३

पाठ्यांश शीर्षक : कार्यमूलक नेपाली (Functional Nepali)

पाठ्यांश कोड : BARD323

पाठ्यघण्टा : ४८

प्रस्तुत पाठ्यांश स्नातक तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि अनिवार्य विषयका रूपमा तयार गरिएको हो। यस पाठ्यांशको मुख्य उद्देश्य विद्यार्थीहरूमा सञ्चार सीपको विकास गर्नु रहेको छ। यस पाठ्यांशको अध्ययनपश्चात् विद्यार्थीहरू शुद्ध हिज्जेको प्रयोग गर्न, विचारहरूको निर्माण गर्न र प्रमाणसहित आफ्ना विचार,

तर्क तथा दाबी प्रस्तुत गर्न सक्षम हुनेछन् । यसका साथै उनीहरूले छोटो छोटो पाठ तथा अनुच्छेदहरू सम्पादन/ शुद्धीकरण (प्रूफरीड) गर्न, व्यवस्थित रूपमा तर्क प्रस्तुत गर्न, सङ्क्षेपीकरण गर्न, संश्लेषण तथा निबन्धात्मक लेखन सीपको विकास गर्न, रिपोर्ट तयार गर्न सक्षम हुनेछन्।

### ३. सिकाइ उपलब्धिहरू

प्रस्तुत पाठ्यांशको अध्ययनपश्चात् समेस्टरको अन्त्यमा विद्यार्थीहरू निम्न कार्यहरू गर्न सक्षम हुनेछन् :

- क) विशेष अवसर वा सन्दर्भका बारेमा उद्देश्यमूलक, जागरणमूलक किसिमका साना लमाइ (२००-५०० शब्दसम्म) का मूल्याङ्कनात्मक तथा रचनात्मक लेख तयार गर्न;
- ख) व्याकरण, हिज्जे, विराम चिह्न, वाक्य र शब्दहरूलाई मनन गरेर लेखहरूको सम्पादन/शुद्धीकरण (प्रूफरीड) गर्न;
- ग) वक्ताहरूको भनाइलाई व्याख्या, सङ्क्षेपीकरण तथा उद्धरण प्रस्तुत गर्न;
- घ) विचार वा तथ्यहरूको वर्णनात्मक, व्याख्यात्मक, तार्किक ढाँचामा तुलना, वर्गीकरण, परिभाषा गर्न एवम् भिन्नता पहिचान गर्न र
- ङ) सप्रमाण आफ्ना दाबीहरूलाई समर्थन गर्न र कारणलाई तिनीहरूको प्रभावहरूसँग जोड्न ।

### ४. पाठ्यविषय

एकाइ एक : सिर्जना/निर्माण/कल्पना (Invention)

९ घण्टा

- क) सेटिङ् सीमा (लमाइ, उद्देश्य, श्रोता, अवसर र ज्ञानका आधारमा)
- ख) विषयबाट शीर्षकतर्फ स्थानान्तरण
- ग) बताउन खोजेको कुरा खोजी गर्नु (मन्थन र लेखन)
- घ) सामूहिक विचार (समूहकरण र रूपरेखा निर्माण)
- ङ) लेखन र त्यसको समर्थन (दावी र प्रमाण)

कक्षापूर्व क्रियाकलाप :

विद्यार्थीहरूलाई चार समूहमा विभाजन गरिनेछ। प्रत्येक समूहलाई शिक्षकले आवश्यकताअनुसारका फरक फरक अनुच्छेदहरू कक्षापूर्व नै अध्ययन गरी आउन सुझाव दिनेछन् । त्यस्ता अनुच्छेदहरू विवरणात्मक, वर्णनात्मक, तुलनानात्मक एवम् कारण र प्रभावको पहिचान गर्नुपर्ने किसिमका हुनेछन् ।

**कक्षागत क्रियाकलाप :** प्रत्येक समूहलाई अनुच्छेदका विशेषताहरू (विवरण, वर्णन, तुलना र भिन्नता एवम् कारण र प्रभावका आदिका आधारमा) को प्रस्तुतीकरणका लागि १० मिनेटको समय दिइनेछ । त्यस क्रममा विद्यार्थीहरूका कार्यमा देखिएका कमी कमजोरीहरूको सुधार गर्न तथा उपयुक्त ढाँचामा विश्लेषण गर्ने कार्यलाई सहज बनाउन शिक्षकले मार्गदर्शकको भूमिका निर्वाह गर्नेछ ।

**कक्षापश्चातका क्रियाकलाप :** कक्षामा प्रस्तुतीकरण पश्चात् शिक्षकले सुझाव दिए बमोजिम निर्धारित अनुच्छेदका विशेषताहरू (विवरण, वर्णन, तुलना र भिन्नता एवम् कारण र प्रभाव आदि) को मूल्याङ्कन गरी विद्यार्थीहरूलाई ५०० शब्दसम्मको अनुच्छेद तयार लगाइनेछ ।

### अध्ययन सामग्री

सुवेदी, राजेन्द्र (२०६४). *सिर्जनात्मक लेखन : सिद्धान्त र विश्लेषण*. (दो.संस्क.). पाठ्यसामग्री पसल, पृ. १-२२, ३१-४१ ।

आचार्य, ब्रतराज र गौतम, देवीप्रसाद (२०६१). *विशेष नेपाली प्रयोजनपरक बोध तथा लेखन*. विद्यार्थी पुस्तक भण्डार, पृ. १७१-१८१ ।

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 29-49).

### एकाइ दुई : सम्पादन र शुद्धीकरण (Editing and Proofreading) ९ घण्टा

क) व्याकरण र हिज्जे (काल, हिज्जे, सर्वनाम, उपसर्ग, क्रिया आदिको प्रयोग)

ख) विरामचिह्न (पूर्णविराम, अल्पविराम, अर्धविराम, उद्धरण, निर्देशक चिह्न, कोष्ठक आदिको प्रयोग)

ग) वाक्यशैली (अपूर्णवाक्य, वाक्यतत्त्व र सङ्क्षीप्तता)

घ) शब्दचयन ( अस्पष्ट र अनौपचारिक शब्दहरूको प्रयोगमा सचेतता)

कक्षापूर्व क्रियाकलाप : विद्यार्थीहरूलाई चार समूहमा विभाजन गरिनेछ। प्रत्येक समूहलाई शिक्षकले आवश्यकताअनुसारका फरक फरक अनुच्छेदहरू कक्षापूर्व नै अध्ययन गरी आउन सुझाव दिनेछन् । त्यस्ता अनुच्छेदहरू विवरणात्मक, वर्णनात्मक, तुलनानात्मक एवम् कारण र प्रभावको पहिचान गर्नुपर्ने किसिमका हुनेछन् ।

कक्षागत क्रियाकलाप : प्रत्येक समूहलाई अनुच्छेदका विशेषताहरू (विवरण, वर्णन, तुलना र भिन्नता एवम् कारण र प्रभावका आदिका आधारमा) को प्रस्तुतीकरणका लागि १० मिनेटको समय दिइनेछ । त्यस क्रममा विद्यार्थीहरूका कार्यमा देखिएका कमी कमजोरीहरूको सुधार गर्न तथा उपयुक्त ढाँचामा विश्लेषण गर्ने कार्यलाई सहज बनाउन शिक्षकले मार्गदर्शकको भूमिका निर्वाह गर्नेछ ।

कक्षापश्चातका क्रियाकलाप : कक्षामा प्रस्तुतीकरण पश्चात् शिक्षकले सुझाव दिए बमोजिम निर्धारित अनुच्छेदका विशेषताहरू (विवरण, वर्णन, तुलना र भिन्नता एवम् कारण र प्रभाव आदि) को मूल्याङ्कन गरी विद्यार्थीहरूलाई ५०० शब्दसम्मको अनुच्छेद तयार लगाइनेछ ।

### अध्ययन सामग्री

पौडेल, हेमनाथ, भट्टराई रमेशप्रसाद र चौलागाईं प्रेमप्रसाद (२०७७). *प्रज्ञा नेपाली शैक्षणिक व्याकरण* (सम्पा. गङ्गाप्रसाद उप्रेती). नेपाल प्रज्ञा-प्रतिष्ठान, पृ. २१-१२८, २२७-२५६, ३१२-३२७ ।

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 81-95).

एकाइ तीन : स्रोतको एकीकरण (Integrating Sources)

१२ घण्टा

- क) व्याख्या
- ख) सारांशीकरण
- ग) उद्धरण
- घ) संश्लेषण

कक्षापूर्व क्रियाकलाप :

विद्यार्थीहरूलाई चार समूहमा विभाजन गरिनेछ। प्रत्येक समूहलाई शिक्षकले आवश्यकताअनुसारका फरक फरक अनुच्छेदहरू कक्षापूर्व नै अध्ययन गरी आउन सुझाव दिनेछन् । त्यस्ता अनुच्छेदहरू विवरणात्मक, वर्णनात्मक, तुलनानात्मक एवम् कारण र प्रभावको पहिचान गर्नुपर्ने किसिमका हुनेछन् ।

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श्रेष्ठ, दयाराम (२०७७). *साहित्यको अनुसन्धान व्यवस्थापन*. शिखा बुक्स, पृ.१५१-१५३ ।

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 535-542).

एकाइ चार : लेखन शैली/ढाँचा -१ (Patterns of Writing I)

९ घण्टा

क) विवरण

ख) कथन

ग) तुलना र विषमता

घ) कारण र प्रभाव

कक्षापूर्व क्रियाकलाप :

विद्यार्थीहरूलाई चार समूहमा विभाजन गरिनेछ। प्रत्येक समूहलाई शिक्षकले आवश्यकताअनुसारका फरक फरक अनुच्छेदहरू कक्षापूर्व नै अध्ययन गरी आउन सुझाव दिनेछन् । त्यस्ता अनुच्छेदहरू विवरणात्मक, वर्णनात्मक, तुलनानात्मक एवम् कारण र प्रभावको पहिचान गर्नुपर्ने किसिमका हुनेछन् ।

**कक्षागत क्रियाकलाप :** प्रत्येक समूहलाई अनुच्छेदका विशेषताहरू (विवरण, वर्णन, तुलना र भिन्नता एवम् कारण र प्रभावका आदिका आधारमा) को प्रस्तुतीकरणका लागि १० मिनेटको समय दिइनेछ । त्यस क्रममा विद्यार्थीहरूका कार्यमा देखिएका कमी कमजोरीहरूको सुधार गर्न तथा उपयुक्त ढाँचामा विश्लेषण गर्ने कार्यलाई सहज बनाउन शिक्षकले मार्गदर्शकको भूमिका निर्वाह गर्नेछ ।

**कक्षापश्चातका क्रियाकलाप :** कक्षामा प्रस्तुतीकरण पश्चात् शिक्षकले सुझाव दिए बमोजिम निर्धारित अनुच्छेदका विशेषताहरू (विवरण, वर्णन, तुलना र भिन्नता एवम् कारण र प्रभाव आदि) को मूल्याङ्कन गरी विद्यार्थीहरूलाई ५०० शब्दसम्मको अनुच्छेद तयार लगाइनेछ ।

### अध्ययन सामग्री

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 95-172, 249-327).

**एकाइ पाँच : लेखन शैली/ढाँचा -२ (Patterns of Writing II) ९ घण्टा**

क) तर्क

ख) परिभाषा

ग) वर्गीकरण/विभाजन

घ) विचारहरूको व्यवस्थापन

### कक्षापूर्व क्रियाकलाप :

विद्यार्थीहरूलाई चार समूहमा विभाजन गरिनेछ। प्रत्येक समूहलाई शिक्षकले आवश्यकताअनुसारका फरक फरक अनुच्छेदहरू कक्षापूर्व नै अध्ययन गरी आउन सुझाव दिनेछन् । त्यस्ता अनुच्छेदहरू विवरणात्मक, वर्णनात्मक, तुलनानात्मक एवम् कारण र प्रभावको पहिचान गर्नुपर्ने किसिमका हुनेछन् ।



कक्षागत क्रियाकलाप : प्रत्येक समूहलाई अनुच्छेदका विशेषताहरू (विवरण, वर्णन, तुलना र भिन्नता एवम् कारण र प्रभावका आदिका आधारमा) को प्रस्तुतीकरणका लागि १० मिनेटको समय दिइनेछ । त्यस क्रममा विद्यार्थीहरूका कार्यमा देखिएका कमी कमजोरीहरूको सुधार गर्न तथा उपयुक्त ढाँचामा विश्लेषण गर्ने कार्यलाई सहज बनाउन शिक्षकले मार्गदर्शकको भूमिका निर्वाह गर्नेछ ।

कक्षापश्चातका क्रियाकलाप : कक्षामा प्रस्तुतीकरण पश्चात् शिक्षकले सुझाव दिए बमोजिम निर्धारित अनुच्छेदका विशेषताहरू (विवरण, वर्णन, तुलना र भिन्नता एवम् कारण र प्रभाव आदि) को मूल्याङ्कन गरी विद्यार्थीहरूलाई ५०० शब्दसम्मको अनुच्छेद तयार लगाइनेछ ।

अध्ययन सामग्री

Kirszner, G. K., & Mandell, S. R. (2020/2015). *Patterns for college writing: A rhetorical and guide*. Bedford/ St. Martin's, pp. 329-527.

**Lumbini Buddhist University**  
Faculty of Humanities and Social Sciences  
Bachelor of Arts  
Functional English

**Semester: II**  
**Teaching Hours: 48**

**Credits: 3**  
**Course Code: BARD 324**

**1. Prerequisites:** None

**2. Introduction to Course:**

This course on Technical Writing aims at fostering the technical writing skills essential for a purposeful communication in any formal and informal context. It intends culminating the writing skills with a special focus on writing letters, memos, reports, emails and such. Learners will be familiarized to the basics of the writing mechanics so that they may use such learned skills in their practical uses.

**3. Learning Outcomes:**

At the end of the semester, successful learners will be able to:

- a. Organize information in an appropriate way;
- b. Compose business writings (letters, memos, emails and other writings) as per necessity;
- c. Summarize any text and compose process writings; and

- d. Decide the appropriateness of formal and informal reports and write any type if necessary.

#### 4. Contents

##### **Unit I: Organizing Information**

[9 hours]

- I. Introduction
- II. Patterns of Order
- III. Types of Order
- IV. Essentials of Logical Order
- V. Specific Templates

**Pre-class activities:** Learners will be divided into groups and each one will be asked to discuss on organizing information.

**In-class activities:** Each group will make a 5-minutes presentation as suggested by the instructor. Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.

**Post-class activities:** Learners will complete the assignments given at the end of the unit.

##### **Required Reading:**

Holloway, Brian R. (2014) (4<sup>th</sup> Edition) *Technical Writings Basics*. Pearson. (pp 1- 18)

##### **Unit II: Letters, Memos, Emails, and Other Related Forms**

[15

hours]

- I. Introduction
- II. Letters: The Basics
- III. Memos: The Basics
- IV. Varieties of Letters and Memos
- V. Emails and Related Forms

**Pre-class activities:** Instructor provides some random letters as samples and asks the learners to identify the different elements of them and present among the learners.

**In-class activities:** Learners will be given 10 minutes time to go through the prescribed samples and details of the letters, memos, emails and related forms, and instructor will ask 4 of them to make presentation based on their understanding.

**Post-class activities:** Learners will be asked to complete the exercises given at the end of the units.

##### **Required Reading:**

Holloway, Brian R. (2014) (4<sup>th</sup> Edition) *Technical Writings Basics*. Pearson. (pp 19- 42)

##### **Unit III: Summary and Process Writing**

[12 hours]

- I. Using Summaries to Inform
- II. Announcements and Bulletins
- III. Leaflets and Flyers
- IV. Analyses of Documents
- V. Process Explains “How”
- VI. Process Writing Concerns

VII. Developing Ideas

VIII. General Patterns for Process Writing

**Pre-class Activities:** Instructor provides some sample leaflets and flyers to the students, and asks them to turn up with their own impression of the design and language choice.

**In-class activities:** Learners will make presentation for 10 minutes, and the instructor adds and clarifies the content as per necessity. Instructor explains the types of leaflets and flyers, and adds on necessary details on process writing.

**Post-class activities:** Learners will be asked to complete the exercises given at the end of the units.

**Required Reading:**

Holloway, Brian R. (2014) (4<sup>th</sup> Edition) *Technical Writings Basics*. Pearson. (pp 43- 78)

**Unit IV: Writing Reports**

**[12 hours]**

I. Subject Headings

II. Division

III. Classification

IV. Definition

V. Use of Narrative

VI. Types of Reports

VII. Proposals

VIII. Features of Formal Reports

IX. Transmittal Letter or Memo

X. Abstract or Executive Summary

**Pre-class Activities:** Instructor manages some sample reports and hands them earlier to the learners so that they make a survey of the elements of the provided samples.

**In-class activities:** Learners will share their survey of the sample reports. Instructor will inform and instruct the learners about the elements of reports.

**Post-class activities:** Learners will be asked to complete the exercises given at the end of the units.

**Required Reading:**

Holloway, Brian R. (2014) (4<sup>th</sup> Edition) *Technical Writings Basics*. Pearson. (pp 79- 156)

**Further Reading:**

Markel, M, Selber, S.A. (2017). *Technical Communication*. Bedford/St. Martin.

Lannon, John & Gurak, L.J. (2013). *Technical Communication*. Pearson.

## **Lumbini Buddhist University Bachelor of Arts (Rural Development)**

### **Economic Development: Theory and Practice**

**Semester: II**  
**Code: BARD325**

**Credit Hours: 3**  
**Teaching Hours: 48**

#### **Course Description**

This is an introductory course. The main goal of this course is to introduce basic background, concepts, principles and theories of economic development that are important to the student of RD in future study and research. It, moreover, focuses on four important dimensions. First, the course introduces basic statistics – including the survey and calculation method – related with economic development and economic growth. Moreover, recent statistics of Nepali economy are also covered in the course. Second, the experiences of the East Asian and South East Asian countries will also be examined in the course. Third, exploring the socio-economic development in Buddhist perspective is an important part of this course.

#### **Learning Objectives**

1. Learn about basic background, concept, principles and theories of economic development;
2. Explain major institutional problems of economic development in developing countries;
3. Search and analyze basic statistics related with economic development and growth;
4. Explain the rapid development of East Asian and South East Asian countries;
5. Compare the socio-economic development in Buddhist perspective and Western perspective;
6. Write a response or discussion paper;
7. Develop group research skills.

#### **Grading Policy**

Please do not worry much about grade. It's time to focus on learning.

<b>Mid-term Exam</b>	20
<b>Internal Evaluation</b>	30 <input type="checkbox"/> Participation: 5, <input type="checkbox"/> Discussion Paper: 10, Discussion Paper Presentation 5 <input type="checkbox"/> Group Research and Presentation: 15
<b>Final Exam</b>	50

**Participation:** Student should come to class with all reading materials. Students should actively participate in the presentation and discussion.

**Discussion Paper:** Each student will select any topic from week 11 to 13. They will summarize the given reading materials and write a discussion paper. Student has to submit such discussion paper before week 11. The discussion paper basically answer five major questions:

- What are the major questions of the selected materials;  What are the key concepts and variables?
- What research method or methods are applied?
- What are the main substantive findings and arguments?
- Are arguments and evidence presented by the author convincing?

**Research Paper Presentation:** Students will present their discussion paper between 11<sup>th</sup> to 13<sup>th</sup> weeks. The presentation will be evaluated based on three major criteria: (a) summary skills; (b) originality of ideas; and (c) presentation skills.

**Group Research and Presentation:** Student will carry-out a research in group during the semester. Each group has to submit an original research paper until 13<sup>th</sup> week (2000-3000 words). It should consist of five chapters: (a) **Introduction** (including the research background and research question), (b) **Literature Review** (identification of theoretical debate and research gap), (c) **Research Methods**, (d) **Analysis**, and (e) **Conclusion**. Identification of the research gap and originality of their research question will be the key parts of the evaluation. The team will present the finding of research in the fourteenth week. The presentation will be evaluated based on three major criteria: (a) originality of ideas; (b) team-work and cooperation and (c) presentation skills.

**Academic Honesty:** Do not copy from any place without citation. We call these activities as plagiarism. This is very-very bad.

### Required Book

Nafziger, E. W. (2012). *Economic Development*. Cambridge University Press.

## Unit and Classes

### Unit 1: Understanding Economic Development Week

**1: What is Economic Development?** □ Growth and Development

Nafziger (2012) *Economic Development*, pp. 14-20 **Week**

**2: What is Economic Development?** □ Classification of Countries

Nafziger (2012) *Economic Development*, pp. 20-24

### Unit 2: Background of Economic Development

**Week 3: Economic Development in Historical Perspective**

Nafziger (2012) *Economic Development*, pp. 49-56

**Week 4: Economic Development in Historical Perspective**

Nafziger (2012) *Economic Development*, pp. 57-72

**Week 5: Economic Development in Historical Perspective** Nafziger (2012) *Economic Development*, pp. 73-88

### Unit 3: Theories of Economic Development

**Week 6: Economic Development in Historical Perspective**

Nafziger (2012) *Economic Development*, pp. 119-126

**Week 7: Economic Development in Historical Perspective**

Nafziger (2012) *Economic Development*, pp. 127-139

**Week 8: Economic Development in Historical Perspective**

Nafziger (2012) *Economic Development*, pp. 140-152

**Week 9: Mid-term Exam**

### Unit 4: Development in Buddhist Perspective

**Week 9-2:** Schumacher, E. F., & Schumacher, V. (1996). *Buddhist economics. Valuing the earth: economics, ecology, ethics*, pp. 114-120

**Week 10:**

Premasiri, P. (2011). Role of ethics in socio-economic development: a buddhist perspective. In *UNDV Conference proceeding on Buddhist Virtues in Socio-Economic Development, organized by UNDV, Thailand: Mahachulalongkornrajavidyalaya University* (pp. 131-136). Serra, R. Buddhist Leadership and Socio-Economic Development. *Buddhist Virtues*, 137- 148.

**Unit 5: Nepal and Economic Development (Discussion Paper Reading Articles)**

**Week 11:** नेपा ल सरका र, अर्थ मन्त्रा लय, आर्थिक सवर्षेक्षण २०७७/२०७८

**Week 12:** नेपा ल सरका र, राष्ट्रिय य जने आय ग, दिग राष्ट्रिय विकास लक्ष्यहरु – वर्तमान अवस्थ र भा व + म  
गणित, त्रि: २०१६-२०३०

**Week 13:** नेपा ल सरका र, राष्ट्रिय य जने आय ग, विकास, वर्ष ३७, अका १, आठिने २०७७

**Unit 6: Comparative Cases and Developing World****Week 14: Characteristics and Institutions of Developing Countries**

Nafziger (2012) *Economic Development*, pp. 92-105

**Week 15: Social Root of China's Economic Development**

Whyte, M. K. (1995). The social roots of China's economic development. *The China Quarterly*, 144, 999-1019.

**Week 16: Social Root of China's Economic Development**

Tomislav, K. (2018). The concept of sustainable development: From its beginning to the contemporary issues. *Zagreb International Review of Economics & Business*, 21(1), 67-94.

# Lumbini Buddhist University Bachelor of Arts (Rural Development)

## Civil Society and Social Capital

**Semester: II**  
**Code: BARD326**

**Credit Hours: 3**  
**Teaching Hours: 48**

### Course Description

It is widely accepted that social capital is most essential component for socio-economic development. The issue of social capital becomes more critical to Nepal as it has experienced unprecedented socioeconomic and political transformation in the recent years. Developing ideas on enhancing the social capital in Nepali society – mostly focusing in the Buddhist philosophy – is the main goal of this course. The role of existing social networks and civil society – as well as possible and necessary direction of the civil society – will also be discussed actively in this class. The class will focus three specific issues: (1) relations between social capital, democracy and development; (2) major global statistics related with social capital and democracy; and (3) contemporary global issues.

### Learning Objectives

1. Familiarize students with the existing theoretical literature and empirical research related with social capital and economic development;
2. Ability to search and analyze the related statistics in this field;
3. Sufficient understanding in contemporary global issues;
4. Carry out case study research; and
5. Develop group research skills.

### Grading Policy

Please do not worry much about grade. It's time to focus on learning.

<b>Mid-term Exam</b>	20
<b>Internal Evaluation</b>	30 <input type="checkbox"/> Participation: 5, <input type="checkbox"/> Case Study Report: 20, Case Study Presentation 10
<b>Final Exam</b>	50

**Participation:** Student should come to class with all reading materials. Students should actively participate in the presentation and discussion.



**Case Study and Presentation:** Student will form a group and select any reading from week 1113. They will briefly summarize the basic statistics of these reports (10 marks). They will discuss about Nepal's current situation and idea to bring positive change in each area. Student's skills on identifying the major issues and generating the creative ideas to overcome these issues will be evaluated (10 marks).

Each group has to submit a case study paper (2,000-3,000 words) and a power-point presentation before the presentation. The group will be formulated until week 3 and each group will confirmed their presentation title with professor until week 5.

**Academic Honesty:** Do not copy from any place without citation. We call these activities as plagiarism. This is very-very bad.

### **Unit 1: What is Social Capital? Week 1:**

#### **Origin of Social Capital**

- Portes, Alejandro. 1998. "Social Capital: Its Origins and Applications in Modern Sociology." *Annual Reviews in Sociology* 24: 1–24.
- Fukuyama, F. (1995). Social capital and the global economy. *Foreign Aff.*, 74, 89.

#### **Week 2: Human Capital, Social Capital and Public Life**

- Harriss, J. (2001). Social capital construction and the consolidation of civil society in rural areas. WP. No. 00-16. Destin. LSE. Nov, 1-16.
- Putnam, R. (1993). The prosperous community: Social capital and public life. *The American Prospect*, 13(Spring), Vol. 4.

### **Unit 2: Civil Society, Social Capital, Democracy and Development**

#### **Week 3: Studying Institutional Performance**

- Putnam, R. D., Leonardi, R., & Nanetti, R. Y. (1994). *Making democracy work*. Princeton university press. Chapter 1.
- Coffé, H., & Geys, B. (2005). Institutional performance and social capital: An application to the local government level. *Journal of urban affairs*, 27(5), 485-501. **Week 4: Civil Society and Democracy**
- Newton, K. (2001). Trust, social capital, civil society, and democracy. *International political science review*, 22(2), 201-214.
- Fiori, A., & Kim, S. (2018). Civil society and democracy in South Korea: A reassessment. In *Korea's Quest for Economic Democratization* (pp. 141-170). Palgrave Macmillan, Cham.

#### **Week 5: Social Capital and Democracy**

- Paxton, P. (2002). Social capital and democracy: An interdependent relationship. *American sociological review*, 254-277.
- Vadlamannati, K. C., Cooray, A., & de Soysa, I. (2021). Health-system equity, egalitarian democracy and COVID-19 outcomes: An empirical analysis. *Scandinavian journal of public health*, 49(1), 104-113. **Week 6: Social Capital and Development**
- Teilmann, K. (2012). Measuring social capital accumulation in rural development. *Journal of Rural Studies*, 28(4), 458-465.
- Woolcock, M. (1998). Social capital and economic development: Toward a theoretical synthesis and policy framework. *Theory and society*, 27(2), 151-208.

### **Unit 3: Civil Society, Social Capital and COVID-19 Week 7:**

#### **Civil Society, Health and COVID-19**

- Blas, E., Gilson, L., Kelly, M. P., Labonté, R., Lapitan, J., Muntaner, C., ... & Vaghri, Z. (2008). Addressing social determinants of health inequities: what can the state and civil society do?. *The Lancet*, 372(9650), 1684-1689.
- Vadlamannati, K. C., Cooray, A., & de Soysa, I. (2021). Health-system equity, egalitarian democracy and COVID-19 outcomes: An empirical analysis. *Scandinavian journal of public health*, 49(1), 104-113. **Week 8: Social Capital and COVID-19**
- Wu, C. (2021). Social capital and COVID-19: a multidimensional and multilevel approach. *Chinese Sociological Review*, 53(1), 27-54.
- Pitas, N., & Ehmer, C. (2020). Social Capital in the Response to COVID-19. *American Journal of Health Promotion*, 34(8), 942-944.

#### **Week 9: Mid-term**

### **Unit 4: Sangha and Social Capital**

#### **Week 9-1**

Burton, N., & Vu, M. C. (2021). The light and the dark of mindful social capital: Right mindfulness and social capital development. *European Management Review*, 18(1), 137-150.

#### **Week 10: Buddhism and Social Capital**

- Bhikkhu Bodhi (2006) The Challenges to the Sangha in the 21<sup>st</sup> Century, *Bodhi Bulletin*.
- Park, C., & Kim, K. (2021). Covid-19 and Korean Buddhism: Assessing the Impact of South Korea's Coronavirus Epidemic on the Future of Its Buddhist Community. *Religions*, 12(3), 147.

## Unit 5: Case Study Presentation

### (International Experience of Civil Society and Social Capital) Week

#### 11: Social Capital in Contemporary World

- World Social Capital Monitor 2019 [6686\\_11706\\_commitment\\_World Social Capital Monitor 2019.pdf \(un.org\)](#)

#### Week 12: Democracy in Contemporary World

- The Economist, Democracy Index 2020 [democracy-index-2020.pdf \(eiu.com\)](#)

#### Week 13: World Happiness

- World Happiness Report [WHR20.pdf \(happiness-report.s3.amazonaws.com\)](#)

## Unit 6: Contemporary Issues and Comparative Cases Week 14:

### New Identity Politics around the World

- Fukuyama, F. (2018). Against identity politics: The new tribalism and the crisis of democracy. *Foreign Aff.*, 97, 90.
- Mudde, C., & Rovira Kaltwasser, C. (2018). Studying populism in comparative perspective: Reflections on the contemporary and future research agenda. *Comparative Political Studies*, 51(13), 1667-1693.

#### Week 15: East Asian Experience

- Lajčiak, M. (2017). East Asian economies and their philosophy behind success: Manifestation of social constructs in economic policies. *Journal of International Studies*, 10(1), 180-192
- Grzegorzczak, M. (2019). The role of culture-moderated social capital in technology transfer—insights from Asia and America. *Technological Forecasting and Social Change*, 143, 132-141.

#### Week 16: Wrap-up of the Class

**Course Title: Presentation skill (seminar)**  
**Credit: 1**  
**Year I**  
**Full Mark: 35**

**Code: BARD327**  
**Lecture Hours: 16**  
**Semester: II**  
**Pass Mark: 18**

### **Course objective:**

The aim of a presentation skills seminar in a bachelor level program is to provide students with the opportunity to practice and improve their presentation skills in a supportive and structured environment. The objective is to help students develop the skills they need to deliver effective presentations in a variety of settings, including academic, professional, and personal contexts.

The seminar typically focuses on providing students with feedback on their presentation skills, including their delivery, use of visual aids, time management, and ability to engage their audience. Students may be given the opportunity to deliver multiple presentations throughout the seminar, allowing them to practice and refine their skills over time.

The overall goal of the presentation skills seminar is to help students become more confident and effective communicators, which can be beneficial for their future academic and professional endeavors. By the end of the seminar, students should be able to plan and deliver effective presentations that are clear, engaging, and persuasive, and they should be equipped with the skills and knowledge they need to succeed in a variety of different presentation settings.

### **Basic dimension and evaluation system:**

There are several dimensions that can be considered. Here are some possible dimensions are given and each dimension is evaluated by 7 marks:

- 1) **Content:** The content of the presentation should be relevant, well-organized, and effectively communicated.
- 2) **Delivery:** The delivery of the presentation should be clear, confident, and engaging. This includes factors such as eye contact, tone of voice, and body language.
- 3) **Visual aids:** The use of visual aids, such as slides or props, can enhance the effectiveness of a presentation. These should be well-designed and used appropriately.
- 4) **Time management:** Presenters should be able to manage their time effectively and stay within the allotted time frame for the presentation.
- 5) **Audience engagement:** Effective presenters are able to engage their audience through techniques such as asking questions, encouraging participation, and using humor.

To evaluate presentation skills, a combination of formative and summative assessment methods could be used. For formative assessment, students could be given regular opportunities to practice their presentation skills and receive feedback from their instructor and peers. This feedback could be based on the dimensions listed above.

For summative assessment, students could be evaluated on a final presentation that incorporates all of the dimensions listed above. This evaluation could include both an individual grade for each dimension, as well as an overall grade for the presentation.

# DEVELOPMENT STATISTICS

**Semester: III**

**Course Code: BARD 331**

**Credit Hours 3**

**Lecture Hours 48**

## ***Course Description:***

This course deals with the elementary concepts of statistical methods which involves theoretical and practical framework to impart skills needed to cope with the current scenarios of social science. It primarily focuses on introduction to data and information, basic concept classification and organization of data, statistical technique and recent trends of application of software such as Microsoft Excel or SPSS for computation. This course will provide practical skills to students through the use of software applications such as Microsoft Excel, SPSS etc in the field of rural development.

## ***Course Objectives:***

The aim of this course is to provide fundamental concepts of Statistical Approaches by applying different application packages for students to enhance their skill set need in the age of IT.

## ***Course Contents***

### **Unit 1 Introduction**

**9 Lecture hrs**

#### **First Week**

1.1. Meaning of Data and Information, Classification of Data

#### **Second Week**

1.2. Data Collection, Tabular and Graphic Presentation of data

#### **Third Week**

1.3. Introduction to Descriptive Statistics, Types of Descriptive Statistics

### **Unit 2 Statistical Methods**

**15 Lecture hrs**

#### **Fourth Week**

2.1. Introduction to measure of central tendency; Mean (Individual, Discrete and Continuous Series)

#### **Fifth Week**

2.2. Median (Individual, Discrete and Continuous Series) and Mode (General Introduction)

#### **Sixth Week**

2.3. Measure of dispersion; Range, Quartiles, Quartile Deviation and its coefficient

#### **Seventh Week**

2.4. Mean Deviation (From Mean, Median) and its coefficient

#### **Eighth Week**

2.5. Standard Deviation and its coefficient, Coefficient of Variation, Lorentz Curve

### **Mid-Term Examination**

#### **Unit 3 Correlation and Regression Analysis**

**15 Lecture hrs**

#### **Ninth Week**

3.1. Introduction to Correlation and Regression Analysis, Types of Correlation

#### **Tenth Week**

3.2. Introduction to Methods of Correlation Analysis

#### **Eleventh Week**

3.3. Karl Pearson's Coefficient of Correlation, Probable Error

#### **Twelfth Week**

3.4. Spearman's Rank Correlation coefficient

#### **Thirteenth Week**

3.5. Regression Equation of Y on X, Regression Equation of X on Y

**Unit 4 Index Number**

**9 Lecture hrs**

**Fourteenth Week**

4.1. Introduction to Index Number, Concept and Application; Laspeure's Index

**Fifteenth Week**

4.2. Pasche's Index: Concept and Application

**Sixteenth Week**

4.3. Fisher ideal Index: Concept and Application

**Lab Works**

**Excel Lab Work will include 9 hrs of lecture out of 48 hrs**

**The lab will be conducted as following: (Lab work will be of 45 minutes per assigned week)**

1. Introduction to Excel and its basic functions  
For Week First, Second and Third
2. Defining Variable, Values, Scales of Measurement  
For Week Fourth
3. Calculating Mean, Median and Mode  
For Week Fifth, Sixth and Seventh
4. Measuring Variability, Calculating standard deviation and variance  
For Week Eight
5. Understanding correlation and regression  
For Week Eleven, Twelfth and Thirteenth
6. Understanding Different statistical tools; Basics of SPSS and its application  
For Week Sixteenth

**References**

Bajrachary B.C. (2070), Basic Statistics, Bhotahit: MK Publishers and Distributors

Carlberg, C., Statistical Analysis: Microsoft Excel 2016

Sapkota, B. (2074), Rural Development Theories and Approaches, Kathmandu: Vidhyarthi Publication



Subedi P.K. (1997), Quantitative Techniques, Kathmandu: Ratna Pustak Bhandar

Landue & Everitt (2004), a handbook of Statistical Analyses Using SPSS, London: Chapman & Hall

<b>Course Title</b>	<b>Human Resource Management</b>
<b>Course Code Number</b>	BARD332
<b>Credit Hours</b>	<b>3</b>
<b>Course Objective</b>	This course aims at developing students toward relevant theoretical and practical understanding of human resource management in the context of tourism and hospitality industry. It aims at developing the student ability in implementation of HR policies and practices in tourism and hospitality organization. In addition, this course aims to develop understanding, abilities and skills to enable the students to meet the challenges of managing human resources in the ever-changing perspective of organizational management.
<b>Learning Unit-1 Net contact Hours: 6</b>	<b>Introduction to HRM</b> Meaning, definition, nature and importance of HRM, HRM functions, HRM model. Changing environment of HRM, Context of HRM and Tourism & Hospitality Industry, HRM and Hospitality: Contemporary Issues.
<b>Learning Unit-2 Net contact Hours: 7</b>	<b>Job Analysis and HR Planning</b> <b>Job Analysis:</b> Job analysis- concept, nature and purpose, methods for collecting job analysis information, writing job description and job specification (hospitality and tourism related positions).  <b>Human Resource Planning:</b> Concept, nature, importance and process of HRP, factor affecting Human Resource Planning, forecasting demand and supply of manpower in hospitality and tourism.
<b>Learning Unit-3 Net contact Hours: 6</b>	<b>Recruitment and selection</b> <b>Recruitment:</b> Concept, importance of recruitment, sources of recruitment, methods of recruitment, developing and using application forms.  <b>Employee Testing and Selection:</b> Person and Job/Organization Fit, types of selection tests, background investigations and other selection methods. Interviewing candidates-structured versus unstructured interviews, the selection errors.
<b>Learning Unit-4 Net contact Hours: 8</b>	<b>Training and Development</b> Concept, importance and nature of training and development in tourism and hospitality industry, orientation process of new employees, training needs analysis, designing and developing the training program. Methods of training: on-the-job and off-the-job training. Management development programs: managerial on-the-job training, off-the-job management development techniques. Evaluating and measuring training effects.
<b>Learning Unit-5 Net contact Hours: 5</b>	<b>Performance Management and Appraisal</b> Concepts, nature and importance of performance management and appraisal in tourism and hospitality industry, performance appraisal process, techniques for appraising performance, error in performance appraisal.

<b>Learning Unit-6</b> <b>Net contact</b> <b>Hours: 5</b>	<b>Compensation Management</b> Concept, importance and components of compensation, factor influencing employee compensation, job evaluation in the hospitality industry- scope, process & methods, devising a compensation plan in tourism and hospitality, designing effective incentive and recognition programs, challenges of compensation management. Features and provisions of Bonus Act of Nepal.
<b>Learning Unit-7</b> <b>Net contact</b> <b>Hours: 7</b>	<b>Employee Relations and collective bargaining</b> Concept of employee relations, employee relations in hospitality and tourism industry, labor laws: nature, need, principles of labor legislation, features and provisions of Labor Act of Nepal 2074, Child Labor (Prohibition and Regulation) Act. Concept of collective bargaining, process, sources of grievances, handling grievances and settlement of disputes. Trade Union: concept, nature, types, reasons for joining unions, features and provisions Trade Union Act of Nepal.
<b>Learning Unit-8</b> <b>Net contact</b> <b>Hours: 4</b>	<b>Unit – VIII Employee Safety and Health</b> Concept and need of employee safety, types of accidents, managements' role in safety, workplace health hazards: problems and remedies. Occupational security and safety- tourism and hospitality related occupations.
<b>Total Contact</b> <b>Hours:48</b>	
<b>Basic Text</b> <b>Books</b>	<b>Basic textbooks</b> Dessler, G. (2013). <i>Human Resource Management</i> (13th ed.). New Jersey: Pearson Education Inc. Boella, M. J., & Goss, S. (2005). <i>Human Resource Management in the Hospitality Industry: An Introductory Guide</i> (8th ed.). Burlington: Elsevier Butterworth-Heinemann. David , K. H., & Ninemeier, J. D. (2009). <i>Human Resources Management in the Hospitality Industry</i> . New Jersey: John Wiley & Sons, Inc.
<b>Other</b> <b>References</b>	<b>References</b> Dennis, N. (2007). <i>Human Resource Management for The Hospitality and Tourism Industries</i> . Burlington: Elsevier Butterworth-Heinemann. Child Labor Act 2056, <a href="http://dol.gov.np/ckeditor/kcfinder/upload/files/child-labor-prohibition-act-english2057.pdf">http://dol.gov.np/ckeditor/kcfinder/upload/files/child-labor-prohibition-act-english2057.pdf</a> Bonus Act 2030, <a href="http://dol.gov.np/ckeditor/kcfinder/upload/files/bonus%20act%201974%20enlish.pdf">http://dol.gov.np/ckeditor/kcfinder/upload/files/bonus%20act%201974%20enlish.pdf</a> Labour Act 2074, <a href="http://www.ilo.org/dyn/natlex/docs/ELECTRONIC/105434/128931/F-1418263960/NPL105434%20Nep.pdf">http://www.ilo.org/dyn/natlex/docs/ELECTRONIC/105434/128931/F-1418263960/NPL105434%20Nep.pdf</a> and <a href="http://ituc-nac.org/userfiles/file/docs/Labour%20Act_English%20version.docx">ituc-nac.org/userfiles/file/docs/Labour%20Act_English%20version.docx</a> Trade Union Act 2049, <a href="http://dol.gov.np/ckeditor/kcfinder/upload/files/trade-union-act-english%202049.pdf">http://dol.gov.np/ckeditor/kcfinder/upload/files/trade-union-act-english%202049.pdf</a>

<b>Evaluation Scheme</b>	

**BARD 333 Local Government and Public Service**

<b>Course Title</b>	<b>Credit</b>	<b>Semester</b>
<b>BARD 333 Local Government and Public Service</b>	<b>3</b>	<b>Third</b>

## Course Objectives

- To provide the students the concept and knowledge of government, governance and its relationship with democracy 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 and I/NGOs for the local development.
- 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.

## Course Components

Unit	Course Contents	Lecture Hours
<b>1. Meaning and Concept of Government and Governance</b>	1. Concept of Government and Governance 2. Types and Role of Government 3. Fundamentals of Governance: concept, context and characteristics 4. Organs of Government: Executive, Legislative and Judiciary 5. Separation of Power, Check and balance and its practice in Nepal 6. Forms of Governance: Unitary and Federalism 7. The Federal, Provincial and Local level Governance 8. Governance systems in Nepal 9. Concept and Elements of Good Governance	<b>9</b>
<b>2. Federalism and Local Governments in Nepal</b>	1. Concept and Importance of Local Governments 2. Values and Norms of Local Governments 3. Decentralization and Local Self-Governance 4. Federal system and Federalism in Nepal 5. Local Governments in Nepal: Composition, Power and Functions 6. Judicial Power of Local Governments 7. Opportunities and Challenges of Local Governments	<b>6</b>
<b>3. Development Planning and Local Governance</b>	1. Development Planning and Current Periodic Plan 2. Development Planning Process of Local Governments	<b>6</b>

	<ol style="list-style-type: none"> <li>3. Role of Local Governments in Rural Development</li> <li>4. Right Based Approach of Rural Development</li> <li>5. Citizen engagement in Rural Development</li> <li>6. Public Private Partnership in Rural Development</li> </ol>	
<b>4. Local Democracy and Constitution in Nepal</b>	<ol style="list-style-type: none"> <li>1. Meaning and Concept of Democracy</li> <li>2. Democratic Values and Norms</li> <li>3. Rule of law</li> <li>4. Social Justice, Inclusion, Proportional Representation and Affirmative Action</li> <li>5. Constitutional Development in Nepal</li> <li>6. Features of the Present Constitution of Nepal</li> <li>7. Constitutional Bodies and Role in Rural Development</li> </ol>	<b>6</b>
<b>5. Electoral System and Democratic Political Institutions</b>	<ol style="list-style-type: none"> <li>1. Electoral System: Direct, Indirect and Proportional Representation</li> <li>2. Concept and Characteristics of Political Party</li> <li>3. Political Participation and its Implication in Rural Development</li> <li>4. Role of Political Parties in Rural Development</li> </ol>	<b>6</b>
<b>6. Local Government and Administrative System</b>	<ol style="list-style-type: none"> <li>1. Concept, Characteristics and Development of Nepalese Administrative System</li> <li>2. Local Administrative Units and their Linkages with Local Bodies</li> <li>3. Concept and Role of Bureaucracy in Development</li> <li>4. Decentralization Scheme in Nepal: Concept, Characteristics and its Development</li> </ol>	<b>6</b>
<b>7. Civil Society, Civic Sense and Rural Development</b>	<ol style="list-style-type: none"> <li>1. Concept of Civil Society</li> <li>2. Role of CBOs, NGOs and INGOs in Social Mobilization and Development</li> <li>3. Civic Sense, Duties and Responsibilities of People</li> </ol>	<b>3</b>

<b>8. Public Service and Public Management</b>	<ol style="list-style-type: none"> <li>1. Concept, Functions, Characteristics and Role of Public Service</li> <li>2. Public Service Delivery</li> <li>3. Public Service Delivery Mechanism</li> <li>4. Transparency and Accountability</li> <li>5. Accountability Tools: Public Hearing, Social Audit, Public Audit and Third Party Evaluation</li> <li>6. Public Management, Civil Service and Bureaucracy</li> <li>7. Public Policy: Formulation process and Analysis</li> <li>8. Public Service Charter</li> <li>9. E-governance</li> </ol>	<b>6</b>
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### References

Dahal, D. R. and Bongartz, H. (1993). Development Theories – NGOs and Self-Help Organizations. Kathmandu: NEFAS/ FES.

Dahal, D. R. (1994). Decentralization and Development in Nepal. Kathmandu: NEFAS.

— (1996). The Challenges to Good Governance. Kathmandu: Center for Good Governance and Development Studies.

— (2001). The Civil Society in Nepal. Kathmandu: Center for Development and Governance.

Dahal, R. K. (2005). Rural Development Politics in Nepal. Kathmandu: Dikshanta Pustak Bhandar.

— (2010). State and Rural Development in Nepal. Kathmandu: Dikshanta Pustak Bhandar.

GON (2063BS.). The Interim Constitution of Nepal, 2063. Kathmandu: His Government of Nepal.

HMG/N (2055BS.). Local Self Governance Act, 2055. Kathmandu: His Majesty's Government, Nepal.

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Kapoor, A. C. (1981). Principles of Government. New Delhi: S. Chand Ltd.

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Course Number	Course Title	Credit Hours
<b>BARD 334</b>	<b>NATURAL RESOURCE MANAGEMENT</b>	<b>3</b>

**Semester: III**

**Objectives:**

Upon completion of the course, students will be able to

- Understand the value and need of natural resources
- Identify, define and classify natural resources;
- explain flora and fauna and their conservation efforts;
- elaborate biodiversity and its management by community;
- Relate natural resource management in in terms of rural development.
- Apply idea and concepts of natural resource management to overcome underdevelopment

**Contents:**

<b>Unit and Title</b>	<b>Topics</b>	<b>Lecture Hours</b>
1. Natural Resources	Definition, Classification, Conservation and Management of Resources - Land, air, water, forest, rangeland, wildlife, mineral energy.	7.5
2. Nepal's Flora and Fauna	Distribution, endangered species, management efforts at the national, local and community levels.	7.5
3. Biodiversity	Meaning, ecological role, bio-resources, man and biosphere, conservation policies and strategies, management of community-based biodiversity.	7.5
4. Energy and Alternative Sources	Concepts and use, Sources, Energy situation in Nepal, Renewable and Non-Renewable, management efforts at the community level.	7.5
5. Ethno botany	Concepts and importance, study in Nepal, importance of research, methods of research.	7.5
6. Bio-resources	Conservation and Management, man and biosphere, World wildlife fund.	6
7. Policies and Practices	Policy, legislation, institutional framework, governance, and community-based groups and linkages.	4.5
	<b>Total Lecture Hours</b>	<b>48</b>

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Course Number	Course Title	Credit Hours
BARD 335	Community Mobilization & Action Planning	3

## Semester : III

### Objectives

Upon completion of the course, students will be able to

1. Understand community, society and groups;
2. Idea of community mobilization and rationale;
3. explain rural/urban communities, issues and dynamics;
4. Analyze the field realities in communities (rural and urban);
5. Explain community mobilization and community development practices and programs;
6. Understand the role and importance of community in planning process.
7. Understand and apply ideas of policy, plan, program and projects.
8. identify and locate roles and challenges of development workers; and



9. analyze scope and challenges of community development in Nepal.

**Contents**

Unit and Title	Topics	Lecture Hours
1. Introduction	<ul style="list-style-type: none"> <li>• Community Mobilization and its Need for Development</li> <li>• Why community mobilization? Community and its Elements</li> <li>• How community differs from Group and Society</li> <li>• Meanings and Types of Community Revision of some Development and Modernization theories</li> <li>• Classical and Neoclassical Theories</li> <li>• Modernism, Post Modernism and Post- Developmentalism</li> </ul>	4.5
2. Community mobilization and Community Organizations	<ul style="list-style-type: none"> <li>• Identification of Community and Its Problems</li> <li>• Identifying Resources. Community Capability and Resource Assessment Development Alternatives for Community</li> <li>• John Tropman and Jack Rothman Model of Community Practices [An Introduction]</li> </ul>	4.5
3. John Tropman and Jack Rothman Model of Community Practices	<ul style="list-style-type: none"> <li>• Locality Development Model [Democratic Community Based Model]</li> <li>• Social Planning and Social Advocacy Model [Industrialized and Semi-democratized Development Model]</li> <li>• Organized Mass Action [Social Action] Model by Sir Saul Alinsky</li> <li>• Roles of Community Development Workers</li> <li>• Do's and Don't's for Community Workers/ Change Agents. Ethics of Community Workers. Cross cultural issues.</li> </ul>	4.5
4. Rural Community mobilization and Community Development	<ul style="list-style-type: none"> <li>• Geimenschaft and Gesselschaft Concepts</li> <li>• Meanings, Theories given by Ferdinand Tonnies</li> <li>• Some historical cases in Nepal: Preunification 1746 AD, Rana Regime (1847-1951), Panchayat Rule, (1961-1990) Post Democratic Era (1991)</li> <li>• Indigenous community-based development strategies in Nepal [From Ancient History till today] <ul style="list-style-type: none"> <li>○ Guthi of Newars</li> <li>○ Bheja of Magars</li> <li>○ Dhukor of Thakalis</li> <li>○ Parma/ Nogar/ Pareli of Western Hill Matawalis, Sherpa and Lobas</li> <li>○ Ro-Dhin of Gurungs</li> </ul> </li> <li>• Modernized indigenous and caste-based community organizations</li> <li>• Community based organizations in practice and in existence; CBOs, User Group, Ama Samuha, NGOs and Civil Society.</li> <li>• Case studies on Community Development Initiatives of Nepal.</li> <li>• Integrated Rural; Development Project [IRDP]</li> <li>• Self Reliant Development Project [Swawalamban]</li> <li>• Recently adopted policies in Community Development Sectors</li> <li>• Livelihood Based Infrastructure Development Program [National Planning Commission]</li> </ul>	9
5. Community Based Action Planning	<ul style="list-style-type: none"> <li>• Policy Formulation, Setting Plans, Program Design and Project Settings</li> <li>• One household One Employment Policy</li> </ul>	4.5

Unit and Title	Topics	Lecture Hours
	<ul style="list-style-type: none"> <li>Rural Youth Self-Employment Program</li> <li>Designing Community Development Projects based on above ideas</li> <li>Project planning of an area regarding economic and human development conditions, assessing resource availability, estimating opportunities to create employments in man days. Estimating required budget and projecting employment opportunities to the people along with local infrastructure development. Taking districts as references from Karnali zone</li> </ul>	
6. Community Participation Theory	<ul style="list-style-type: none"> <li>[Theories by Cohen and Uphoff 1979]</li> <li>Authentic and Pseudo Participation</li> <li>Group Dynamics: Meanings and Concepts</li> <li>Bruce Tuckman's theory of Group Dynamics</li> <li>Preliminary ideas on Power, Conflict, Cooperation, Empowerment and Community Leadership.</li> <li>Focoults and Weber's Theories</li> </ul>	4.5
7. Urban Community Development	<ul style="list-style-type: none"> <li>Meaning and characteristics of urban community;</li> <li>Difference between rural and urban, rural-urban linkage</li> <li>Third world Urban tensions, conflicts and problems: Challenges in urban community development (Experiences from Nepal and India);</li> <li>Urban community development interventions in Kathmandu Valley;</li> <li>Third world cities, communities and globalization</li> </ul>	6
8. Some Case Studies on Community Mobilization based Rural Development in South Asia	<ul style="list-style-type: none"> <li>"Grameen Bank" from Bangladesh</li> <li>"Change Agent Program (CAP)" from Sri Lanka</li> <li>"Community Development Program (CDP)" from India</li> </ul>	4.5
9. Bureaucratic Organization structures at District and Village level	<ul style="list-style-type: none"> <li>Organogram and chain of command in VDC and DDC</li> <li>Field Study: <ul style="list-style-type: none"> <li>Observation of Community Development Programs and projects, Observation of community forestry-based community organizations.</li> <li>Issues related with community organization</li> <li>Data Collection</li> <li>PRA/RRA Trainings</li> </ul> </li> <li>Critical analysis of underdevelopment and causes of underdevelopment</li> <li>Resource identification and allocation techniques</li> </ul>	6
	<b>Total Lecture Hours</b>	<b>48</b>

*References*

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B Pradhan, Rural Development: Problems and Prospects (1984) ICIMOD

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Bongratz H and Dahal DR, Development Studies;

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World Development Report

## **Chinese Language I**

**Semester: III**

**Course Code: BARD 336**

**Credit: 3**

**Credit hours : 48 hours**

### **Course Description**

This course introduces students to standard Mandarin Chinese language and is designed for students with no or minimal previous background in spoken or written Chinese Language. Students in this course focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares students to effectively communicate in Chinese Language on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement.

### **Outcomes**

#### ***Student Learning Outcomes***

By the completion of this course, students will be able to:

- Converse effectively in rudimentary/beginning Chinese, showing a sound understanding of the basic grammatical structure of the language as well as a good working vocabulary.
- Demonstrate listening comprehension in a number of simple circumstances.
- Use the Chinese language to confidently communicate on a range of topics related to everyday situations such (e.g. to order food, ask and give directions, count, bargain for and purchase goods, tell time, discuss family, hobbies, likes and dislikes, book hotel rooms and arrange transportation).
- Recognize and write approximately 300 Chinese characters.
- Read and write simple sentences in Chinese.

### ***Knowledge Outcomes***

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of standard Mandarin Chinese language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Chinese and the student's native language.

### ***Skills Outcomes***

This course is designed to assist students in acquiring or enhancing the following skills:

- Basic communication skills in standard Mandarin Chinese language.
- Basic communication skills in standard Mandarin Chinese language.
- Competency with the pinyin Romanization system.
- Ability to read and write Chinese characters.
- Confidence to initiate simple conversations with Chinese people.

### **Method of Instruction**

- This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary.
- The instructor uses recommended course book and course book instruction according to Confucius Institute Headquarters (Hanban).

### **Course book**

Standard Course (标准教程) HSK 1

Standard Course (标准教程) HSK 2

### **Course contents**

Lesson 课文	Word/Phrases 词/词组	Class hours 课时
Introduction		1.5
Pinyin		
你好	你 好 您 你们, 对不起 没关系	1.5
Hello		
谢谢你	谢谢, 不, 不客气, 再见	1.5
Thank you		
你叫什么名字	叫 什么, 名字, 我是 老师, 吗, 学生, 人	1.5
What's your name		
她是我的汉语老师	她 谁 的, 汉语, 哪, 国, 呢, 他, 同学, 朋友	1.5
She is my Chinese Teacher		
她女儿今年二十岁	家 有, 口, 女儿 几 岁, 了, 今年, 多, 大	1.5
Her daughter is 20 years old this year		
我会说汉语	会 说 妈妈, 菜 很, 好吃, 做, 写, 汉字, 字, 怎么, 读	1.5
I can speak Chinese		
今天几号	请, 问, 今天, 号, 月, 星期, 昨天, 明天, 去, 学校, 看, 书	1.5
What's the date today		
我想喝茶	想 喝 茶 吃 米饭, 下午, 商店, 买 个, 杯子, 这, 多, 钱, 块, 那	1.5
I'd like some tea		
你儿子在哪里工作	小, 猫 在 那儿 狗 椅子, 下面 在 哪儿 工作 儿子, 医院 医生 爸爸	1.5
Where does your son work		
我能坐这儿吗	桌子, 上 电脑, 和 本 里, 前面, 后面, 这儿, 没有, 能, 坐, 王方, 谢朋	1.5
Can I sit here		
现在几点	现在, 点, 分, 中午, 吃饭, 时候, 四, 我们, 电影, 住, 北京	1.5

What's the time now		
明天天气怎么样 What will be weather be like tomorrow	天气, 怎么样, 太, 热, 冷, 下雨, 小姐, 来, 身体, 爱, 些, 水果, 水	1.5
他在学中国菜呢 He is learning to cook Chinese Food	喂, 也, 学习, 上午, 睡觉, 电视, 喜欢, 给, 打电话, 大卫	1.5
她买了不少衣服 She has bought quite a few clothes	东西, 一点儿, 苹果, 看见, 先生, 开, 车, 回来, 分钟, 后, 衣服, 漂亮, 啊, 这些, 少, 都, 张	1.5
我是坐飞机来的 I came here by air	认识, 年, 大学, 饭店, 出租车, 一起, 高兴, 听, 飞机	1.5
九月去北京旅游最好 September is the best time to visit Beijing	旅游, 觉得, 最, 为什么, 也, 运动, 踢足球, 一起, 要, 新, 它, 眼睛, 花花	1.5
我每天六点钟起床 I get up at six every day	生病, 每, 早上, 跑步, 起来, 药, 身体, 出院, 高, 米, 知道, 休息, 忙, 时间	1.5
左边那个红色的是我的 The red one on the left is mine	手表, 千, 报纸, 送, 一下, 牛奶, 房间, 丈夫, 旁边, 真, 粉色, 颜色, 左边, 红色	1.5
这个工作时他帮我介绍的 He recommended me for this job	生日, 快乐, 给, 接, 晚上, 问, 非常, 开始, 已经, 长, 两, 帮, 介绍	1.5
就买这件吧 Take this one	外面, 准备, 就, 鱼, 吧, 件, 还, 可以, 不错, 考试, 咖啡, 对, 以后	1.5
你怎么不吃了 Why don't you eat more	门, 外, 自行车, 好吃, 面条, 打篮球, 因为, 所以, 游泳, 经常, 公斤, 姐姐	1.5

你家里公司远吗? Do you live far from your company	教室 机场, 路, 离, 公司, 远 公共汽车, 小时, 慢 快 过, 走 到	1.5
让我想想再告诉你 Let me think about it and I'll tell you later	再, 让, 告诉, 等, 找, 事情, 服务员, 百, 黑, 贵	1.5
题太多, 我没做完 There were too many questions; I didn't finish all of them	错, 从, 第一, 希望, 问题, 欢迎, 上班, 懂, 完, 题	1.5
别找了, 手机在桌子上呢 Stop looking for your cell phone; it's in the desk	课, 帮助, 别, 哥哥, 鸡蛋, 西瓜, 正在, 手机, 洗	1.5
中国的茶文化 Chinese Tea Culture		1.5
他比我大三岁 He is three years older than me	唱歌 男 女 孩子, 右边, 比, 便宜, 说话, 可能, 去年, 姓	1.5
你穿得太少了 You wear too little	得 妻子, 雪 零 度 穿 进 弟弟, 近	1.5
门开着呢 The door is open	着, 手, 拿 铅笔 班, 长, 笑 宾馆, 一直, 往, 路口, 杨笑笑	1.5
你看过那个电影吗 Have you seen that movie	意思, 但是 虽然, 次, 玩儿, 晴, 百	1.5
新年就来了 The new year is coming	日, 新年, 票 火车站, 大家, 更, 妹妹, 阴	1.5

## Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Attendance	15%	
2	Assignments	10%	
3	Quizzes/Presentations	10%	
4	Mid-Course Oral and Written Exam	15%	
5	Final Examination (End semester exam)	50%	

## Specification Grid (End Semester Exam Question Plan)

S.No.	Group	Question pattern	No. of questions to be asked	Answers to be given only	Unit concerned	Full Mark
1	A	Objective Questions	10	10	All	1 x 10
2	B	Long answer	3	2	All	2 x 10
3	C	Short answer	5/6	4	All	4 x 5

**Lumbini Buddhist University**  
**Faculty of Humanities and Social Sciences**  
**Bachelor of Arts Semester: III**

<b>Syllabus for Advanced English Language - 1</b>	
Level: Third Semester	Course Code: 337
Credits: 3	Duration: 48 Hours



**Course Description :** This course has been designed for B.A. third semester students as specialized subject. It has been divided into three parts: First - Grammar with Journal Articles, Second- Compositional Writings and Third - Philosophy & Life. The first unit presents with grammatical portion to enhance students grammatical level to use grammatically correct words and sentences. In addition to this, it offers journal and survey to the students to understand and analyse Nepali Literature and migrant workers and their needs. The second part focuses to develop the students' compositional writing level for official usages. The third part acknowledges the political, psychological, philosophical, sociocultural or historical contexts to apply them in their responds, summary, narration, explication, analysis, and evaluation writing after reading different the political, psychological, philosophical, sociocultural or historical literary texts and other similar genres. It intends to equip its learners with grammatical, literary, creative, compositional and analytical skills in their practical uses.

( Reading assignment texts, model/method of teaching, class modify, further teaching learning activities, classroom assignments, internal assessment assessment/evaluation methods, types of students' evaluation, external assessment /examination and specification grid for question pattern etc prescribed in this syllabus might be beneficial for the learners and instructors.)

**Course Objective:** Upon this course completion, students will be able to:

- Use grammatically correct words and sentences in their own writings.
- Develop creative concepts of different writing skills.
- Understand and apply different Nepali and English Literary genres in their own writings.
- Present enhancing their own different compositional writings for different official uses.
- Respond ,summarize,narrate, explicate, analyze, and evaluate literary texts.
- Express well supported opinions of texts and use a style appropriate for academic discourse using formal writing of three pages or more.
- Understand and apply the political, psychological, philosophical, sociocultural or historical contexts of different literary texts.
- Explain philosophy, politics, psychology, motivational factors, leadership,sociocultural factors, multiculturalism up to 2 pages within their writings.
- Synthesize connections between individual texts and a variety of literary interpretations, including secondary critical texts.
- Utilize technology in assignments.

## Specific Objectives & Contents

Unit :-01	Grammar with Journal Articles	12 Hours
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Specific Objectives	Contents	Periods
Use Articles appropriately	1.1- Academic usages of Articles	12 Hours
Use If & Unless Clauses in their own sentences	1.2- Functions of Conditionals: if.....,..... and unless.....	
Use principle & Modal Auxiliary Verbs for different purposes	1.3 - Uses Of Principle Auxiliary & Modal Auxiliary Verbs: speculating,certainty,possibility,obligation,necessity,and permission	

Use Subjects and Verbs	1.3- Subject -Verb Agreement, Sentences	
Use Prepositions & Conjunctions appropriately in practice	1.4- Usages Of Prepositions and Conjunctions	
Use Present, Past, & Future Tense within their own writing	1.5- Usages Of Correct Tense: Present, Past, Future	
Use Passives in Impersonal Writings	1.6 - Usages of Passives in Impersonal Writings	
Use Reporting verbs in their own writings	1.7 - Usages of Reported Speech in Academic Sectors: reporting words	
Use Punctuation Marks appropriately	1.8 - Correct usages of Punctuation Marks	

### Reading Assignment

#### Books

- ***Routledge English Language Introductions, a resource Grammar Book*** by Roger Berry
  - **English Grammar in Use** Raymond Murphy
- (From these both books, the facilitator will facilitate the chapters of Articles, Conditionals, Principle Auxiliary & Modal Auxiliary Verbs, Subject -Verb Agreement, Prepositions and Conjunctions, Tense, Passives, Reported Speech, Punctuation Marks)**

#### Journal Article

- ***Nepali Migrant Workers and the Need for Pre-departure Training on Mental Health: A Qualitative Study*** Pramod R. Regmi<sup>1</sup> · Nirmal Aryal<sup>1</sup> · Edwin van Teijlingen<sup>1</sup> · Padam Simkhada<sup>2</sup> · Pratik Adhikary (Concept of *Nepali Migrant Workers*, *the Need for Pre-departure Training, Summary*)

#### Survey

- **A Survey of Nepali Literature in English: Translated and Original by Mahesh Paudyal (Introduction, Summary and Interpretation of A Survey of Nepali Literature)**

### Teaching Model: ESA

#### ➤ Engage :

Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, write -ups prepared by their fellow learners on each of the elements of language (grammar, punctuation, sentence style, word choice). Instructor will present a few sentences and will ask the targeted grammatical information to attract and engage the learners.

#### ➤ Study :

- **Presentation:-**The instructor will present examples to inform the rules. Each group will make a 10-minute presentation on the errors /mistakes of a writing up features of the elements of language (grammar, punctuation, sentence style, word choice). Inductive/ deductive Method of teaching will be applied.
- **Practice:-** Instructor will provide samples to make them practice working as a coach bringing learners to the right track.
- **Feedback:-** Instructor will clarify the basic ideas and processes and facilitate to solve problems.

#### ➤ Activate :

Learners will be assigned to accomplish different written tasks by creating different sentences within different contexts writing-up as suggested by the instructor.

### Classroom Assignment

The Classroom will be divided into four groups and assigned as follows:

Group	Assignment for Grammar
A	Prepare and Present the PowerPoint Presentation on Rules of Grammatical topics deductively
B	Prepare and Present the PowerPoint Presentation on usages of Grammatical Rules
C	Prepare and Present the PowerPoint Presentation on some examples through Inductive way
D	Prepare and Present the PowerPoint Presentation on some paragraphs for grammatical analysis

The Presentation will be followed by Q & A Sessions and comments from the Lecturer. The respective group should submit the final presentation incorporating the comments.

UNIT :-02	COMPOSITIONAL WRITINGS (FORMATS OF ACADEMIC & OFFICIAL WORKS)	16 HOURS
Specific Objectives	Compositional Writings	Periods
Use Formal and Informal appropriately	2.1 - Letters: Formal and Informal	16 Hours
Use Comment Writings: Official for their own usages	2.2 - Comment Writings: Official	
Use News Reports and Report Writings for different events and occasions	2.3 - News Reports and Report Writings	
Use Instructions for different products make brochures of different offices	2.4 - Instructions and Brochures	
Write different Advertisements and Story Writings appropriately for their own practice	2.5 - Advertisements and Story Writings	
Write different Articles appropriately for Newspapers	2.6 - Articles	
Present Curriculum Vitae and Resume for different offices	2.7 – Curriculum Vitae and Resume	
Write and present different Plannings appropriately for different official purposes	2.8 - Plannings	

### Reading Assignment

#### Course Book:

- *Advanced Skills for Communication in English: Book I* by V.JEYA SANTHI and Dr.R.SELVAM M.A., M.Phil., Ph.D. (Only the above prescribed contents will be facilitated by the facilitator from this book)

#### Reference books

- **The Cambridge Companion To Creative Writing South Asian Edition** Paperback – 5 June
- **Guide to Composition Writing**
- **Professional English Book with Answers**

#### Teaching Model: ESA

Engage : The Instructor will ask many questions related to different topics of different official formats.

(Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, write -ups prepared by their fellow learners on each of the formats at home.)

Study :

- a) Presentation : The instructor will present/show the formats/ structures of official works' formats by projector and facilitate them with questionnaire and discussion technique.

Unit – 03	Philosophy & Life	Duration: 18 Hrs
<p>b) Practice: the learners will be given similar types of situations to write such formats for their own work as creative self development.  Each group will make a 10-minute presentation on such formats.  Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.</p> <p>c) Feedback: The learners will be given proper feedback on each format individually  Activate : Learners will be assigned to accomplish different written tasks as suggested by the instructor.  (The Formats of Above Official Tasks Can be downloaded or presented by Instructor or will be prepared by instructor/ experts)</p>		

Classroom Assignment	
The Classroom will be divided into four groups and assigned as follows:	
Group	Assignment for Compositional Writings
A	Prepare and Present the PowerPoint Presentation on some Compositional Writings
B	Prepare and Present the PowerPoint Presentation on usages of Formats of Compositional Writings for Academic Works
C	Prepare and Present the PowerPoint Presentation on some examples of Compositional Writings for Official works
D	Prepare and Present the PowerPoint Presentation on some Compositional Writings
The Presentation will be followed by Q & A Sessions and comments from the Lecturer. The respective group should submit the final presentation incorporating the comments.	

Specific Objectives	Philosophy & Life	Duration
Define philosophy, its importance,	3.1 – Philosophy: What is Philosophy? Concept of Philosophy, Its Importance, World Philosophy	18 Hrs
Define motivation and its types Use motivation for different purposes	3.2 –Motivation: What is motivation? Concept, Nature, Importance, Types and Theories of motivation	
Develop leadership, its skills and techniques in their own life as officials	3.3 – Leadership: What is Leadership ? Its Importance, Its types , functions, skills and techniques	
State Multiculturalism Manage their own position within multicultural society State Metrical Structures in English Poetry	3.4 – Bilingual Education in Multicultural Nation, Poetry and Metrical Structures in English Poetry	

State, explain and analyse world politics	3.5 – Politics : World Politics Concept of Politics and world politics, Practice, Importance	
Explain disability and gender equality	3.6 - Disability And Gender: Concept, Practice, Equity and Equality	
Analyse Psychology and its importance	3.7 - Psychology: What is Psychology? Concept of Psychology, Importance of Psychology, its Practice and Usages	

### Reading Assignment Texts

- The oxford handbook of WORLD PHILOSOPHY by william edelglass jay garfield
  - Jeevan Kanda Ki Phool (Life a Thorn or a Flower) by Jhamak Kumari Ghimire
  - An Overview of Leadership Principles and Theories by Seth Frey
  - Bilingual Education in Multicultural Nation, Poetry and Metrical Structures In English Poetry , articles by Professor Dr Jiblal Sapkota
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  - Disability and Sex: Nepali Disabled Women Writers and Their Quest for the Self by Tulasi Acharya (NIRI Nepal)
  - Theoretical-Experimental and Practical Psychology by Anatoly Zhuravlev
- ( Only the prescribed above contents from these books will be facilitated by the facilitator)**

### Class Modify

The Instructor will follow ESA Model/Method of Teaching.  
 Explanation, Interpretation, Synthesizing, Assimilation, Illustration, Imagery, Quotation abilities will be enhanced with ESA MODEL/METHOD.  
 Denotative and connotative meanings will be facilitated.  
 Skimming, Scanning, Intensive and Extensive readings will be applied

### Further Teaching Learning Activities :-

**Pre- class Activities:** Learners will be divided into four groups.

Each group will be randomly assigned to read, as suggested by the instructor, sample and representative passages on each of the entities in a given passage (introduction, purpose, summary, theme, occasion, knowledge, concept,... ) at home

**In-class activities:** The learners will be presented/ facilitated introduction, summary, main-points, concepts, ... of different texts.

Group discussion , pair works, strip-story... will play vital roles to facilitate objectives.

Each group will make a 10-minute presentation on the purpose, theme, summary, narration, audience, occasion and knowledge implicated in a given sample writing from the text as suggested by the instructor. Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.

**Post-class activities:** Learners will be assigned to accomplish a written task by creating a 500-word to write-up implicating the above elements as suggested by the instructor.

### Classroom Assignment

The Classroom will be divided into five groups and assigned as follows:

Group	Assignment for Philosophy & Life
A	Prepare and Present the PowerPoint Presentation on One of the above Topics
B	Prepare and Present the PowerPoint Presentation on Importance of One of the Topics
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D	Prepare and Present the PowerPoint Presentation on World Politics to State, Explain and analyse world politics
E	Prepare and Present the PowerPoint Presentation on World Politics to State, explain and analyse world politics

4. Internal Assessment Assessment/Evaluation Methods and Types Students' evaluation will be *continuous, diagnostic and placement, formative and summative* .

As part of the Internal Evaluation (40% weight age), Portfolio, Individual /Group Assignment, Attendance and Presentation will be used for awarding marks.

As part of External Examination (with 60% weight-age),

Semester-End or External Examination will be conducted jointly by Faculty of Humanities and Social Sciences, Dean's Office, and Controller of Examinations.

Learners' learning achievement will be assessed through the following processes:

a. Internal Assessment: 40% of the total weightage

i. Attendance and Participation: (10 marks)

Learners will be sent to different offices for Internship of 15 days.

ii. Portfolio and Formative Dimension: (5 marks)

An expert of official composition writing will be called for 3 days of basic official composition writing class.

iii. Quiz, Lessons, Individual and Collaborative /Group Assignments: (5 marks)

iv. Writing Assignments and Presentation : Each student must present samples of One article, two news stories, one report , one CV , one resume, one brochure, 3 official comments - (20 marks)

b. External Assessment /Examination:

The LBU Controller of Examinations will administer it. In special circumstances such as pandemic lockdown, virtually proctored and time-bound examination will be implemented.

5. Specification Grid for Question Pattern for the Semester-End Examination Semester Examination Specification Grid (Question Pattern)

S. N.	Group Question Pattern	No of Questions	Qs to be attempted	Full Marks	Tentative time
	Group A				
	Grammar: An objective question paper	20	20	20×0.5 =10	30 min
1	Group B Long Answer Questions	2 with 2 Alternatives	2	2×10 = 20	60 min
2	Group C Short Answer Questions	8 with 2 Alternatives	6	6× 5= 30	90 min

1. Group A.

An objective question paper from Grammar 10 marks (10x 1=10) 30 minutes

2. Group B

Article, Proposal, Reports, Plannings, Brochures, Survey, Letters - 20 marks (10 x 2=20) 1 hour

3. Group C

Comprehension Questions: Analytical, Summarizing, Explanation, Interpretation, Synthesizing, Assimilation, Illustration, Imagery, (6 x 5=30) 90 minutes / 1.5 hours

**The Instructor may follow ESA Model/Method of Teaching**

**Engage-Study-Activate (ESA)** is the most effective teaching methodology. Teachers who use ESA can productively organize their lessons. Through ESA, students are focused and highly motivated to learn. First coined by Jeremy Harmer in his book "How to teach English", ESA is a method of structuring your lessons in three elements. The different stages of ESA can be flexible and used to keep students engaged at all times.

**The Engage Phase – Warming Up**

It is essential to always start a lesson with the engage phase. It is here where students start starting and thinking in English. Before learning new content, students need to prepare for learning English. Games, showing pictures, discussions, listening to music, brainstorming vocabulary and storytelling are some excellent activities to engage and immerse students in the class.

It is paramount that all students participate and interact with the class during the engage phase. Teachers should focus on facilitating engagement and making sure that every student has at least spoken once before moving on. Once the engage phase has finished, students should be thoroughly warmed up and eager to begin the next part of the lesson.

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After students learn the topic of the lesson, the teacher then checks their understanding. As a teacher, you must never ask the question "do you understand?" as students are naturally inclined to answer yes despite not fully understanding.

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**Presentation:-**The instructor will present examples to inform the rules. Each group will make a 10-minute presentation on the errors /mistakes of a writing up features of the elements of language (grammar, punctuation, sentence style, word choice). Inductive Method of teaching will be applied.

**Practice:-** Instructor will provide samples to make them practice working as a coach bringing learners to the right track.



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### The Activate Phase – Using English Practically

The final aspect of an ESL lesson is the activate phase, where students use what they have learned in activities such as role-plays, dialogues, debates and surveys.

The purpose of the activate phase is to apply the topics learned in the study phase in a realistic situation. By doing this, students will begin to use the English language. As with the engage phase, it is vital that every student participates and speaks during the activities.

During this stage, teachers help students with their pronunciation, rhythm and fluency. Teachers can do this through elicitation and demonstration.

Teachers must conduct the activate phase at the end of the lesson as the way students perform will be an indicator of how much they understood during the study phase. If there are gaps in the students' learning at this stage, then teachers will need to focus more on improving the study phase.

### Why ESA?

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Lumbini Buddhist University

## Faculty of Humanities and Social Sciences

Bachelor of Arts in Rural Development

Geographical Information System (GIS)

**Semester: V**  
**Code: BARD341**

**Credit Hours: 3**  
**Teaching Hours: 48**

### 1. Introduction

Geographic Information Systems (GIS) is relatively a new and interdisciplinary tool widely used in various fields/domains including, but not limited to, agriculture, health, governance, natural resources, transportation and infrastructure management, environmental monitoring, forestry, water resource management, surveying, geology, regional planning, disaster, tourism, and archeology. This course offers its learners an opportunity to acquire knowledge and skills covering concepts and principles of GIS and develop theoretical as well as practical abilities of capturing, storing, managing, analyzing and communicating by means of visualizing geospatial data for better understanding the development aspects. The course, further, assumes that adding GIS skills to a learner can widen her/his analytical power. This requires no pre-requisite except enthusiasm to learn new technology. The nature of the course is theoretical as well as hands-on practice and a short field based survey.

### 2. Objectives

Upon successful completion of this course, learners will be able to:

- a. explain and examine the concept, scope and application areas of GIS;
- b. identify GIS metadata including structure, scale, coordinate system, and projection;
- c. acquire and prepare basic spatial datasets using primary as well as secondary sources;
- d. visualize data in terms of maps;
- e. manage basic raster and vector data;
- f. analyze and interpret the results; and
- g. implement GIS In solving real-world spatial problem

### 3. Contents

#### Unit I: Introduction to Geographic System

##### 6 Hours

- 1.1 Spatial Awareness
- 1.2 Definition, concept, scope and application of GIS
- 1.3 Components of GIS
- 1.4 GIS for development and planning

## **Unit II: Projection and Coordinate System**

**6 Hours**

- 2.1 Data, Information and Knowledge
- 2.2 Spatial Data and its characteristics (Vector and Raster)
- 2.3 Nature (discrete, continuous) and dimension (spatial, temporal, thematic) of data
- 2.4 Earth Model and geographic coordinate System
- 2.5 Projection (cylindrical, conical, planar) and distortion

## **Unit III: GIS Data Acquisition and Management**

**9 Hours**

- 3.1 Primary data acquisition
- 3.2 Secondary data acquisition
- 3.3 Data digitization techniques
- 3.4 Web-sources of GIS data (raster and vector)
- 3.5 Metadata, data quality and applicability of secondary data
- 3.6 Data edit, import, and export

## **Unit IV: GIS Visualization**

**9 Hours**

- 4.1 Map components
- 4.2 Cartography
- 4.3 Case studies of web-GIS applications

## **Unit V: Basic Spatial Analysis 6 Hours**

- 5.1 Single layer analysis (buffer, field calculator)
- 5.2 Overlay operation operation (point, line and polygon on polygon)
- 5.3 Overlay Methods (union, intersection, difference)
- 5.4 Geoprocessing (clip, erase)

## **Unit VI: Mini Project**

**9**

**Hours**

A mini project in the form of extended class assignments will be developed by each learner (or in a smaller group settings) where learners are expected to use GIS tool and technology for solving / demonstrating a real-world problem/scenario in rural development. Finally, a presentation of the work is expected to be made by each individual.

**Practical and Laboratory Work:**

The tutor may develop specific lab assignments and practical works to cover the topics introduced in the syllabus. Ideally around 10-15 hours of lab sessions is envisioned to cover the practical aspect. Following sample can be taken as the guideline:

- a. Explore the menu structure, functions and interface of a GIS tool (QGIS- a free tool or ArcMap for example). Open some spatial data in GIS environment and identify data properties including projection, coordinate, scale, attributes etc.
- b. Explore Google Earth and perform on-screen digitization
- c. Use handheld GPS devices (and or mobile phones) to capture the coordinates of the features (point, line and polygons) and import and visualize them in GIS platform
- d. Collect and import multiple layers like road network, administrative boundary, demographics, public properties and infrastructures, industries, hospitals, schools, hotel and restaurants, river networks, tourist area etc. in terms of point, line, polygons related to rural development and develop meaningful maps pertaining to various aspects of rural development
- e. Demonstrate different sources of GIS data online (vector as well as raster and satellite remote sensing data) and learn to download them
- f. Scan and geo-reference the given printed map with reference to known points
- g. Perform different spatial analysis

Instructor(s) is(are) expected to collect, guide, deliver and demonstrate the GIS concepts and practical in the rural development themes as far as practicable.

#### 4. Required Readings

1. Huisman, O and de By, R.A. (2009/2015). *Principles of Geographic Information Systems – An introductory textbook*. ITC Educations Textbook Series; 1. Online access: [https://webapps.itc.utwente.nl/librarywww/papers\\_2009/general/PrinciplesGIS.pdf](https://webapps.itc.utwente.nl/librarywww/papers_2009/general/PrinciplesGIS.pdf)
2. Schmandt, M. (2001). *GIS Commons: An Introductory Textbook on Geographic Information Systems*. Sacramento State University. Licensed CCA-Share Alike 3.0. Online access: <http://giscommons.org/>
3. Shellito, B. A. (2020). *Introduction to Geospatial Technologies*. Macmillan Learning. (Please consult only the relevant Part 2).

#### 5. Further Readings

DiBiase, D. *Nature of Geographic Information. Open textbook*. The Pennsylvania State University. Licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Online access: <https://opentextbc.ca/natureofgeographicinformation/>

Other contemporary journal articles on remote sensing GIS and rural developments:

ICIMOD. *Application of GIS in Rural Development Planning*. ICIMOD.



6. YouTube Sources: <https://youtu.be/AfKp5mTa3XY>

**Lumbini Buddhist University**  
**Faculty of Humanities and Social Sciences**  
**BA Program (Rural Development)**  
**Measurements and Estimation**

Semester: IV

Course Code: BARD342

Credit: 3

Teaching Hours: 48

The course is designed for the undergraduate learners (BA) so that they will be able to demonstrate an understanding and skills of cost estimation, measurement, analysis in various areas such as projects, and bid. They will be able to use Quantity Surveying Software. They will also prepare bills of quantities, preparation of detailed estimates, Item Rate contracts and Milestone payment schedules/cost centers for Lump Sum contracts. Learning outcomes include developing students' knowledge with respect to theoretical aspects, industry standards and measurement and costing skills. Accordingly pedagogy for course delivery includes theoretical lectures supported by practical works, case studies and own research. Student assignments would include individual and group submissions with focus on presentations.

**Unit I**

**6 Hours**

Codes and Method of Measurement, measurement terminology and techniques, example of measurement. Knowledge of standard method of measurement (IS 1200) issued by Indian Standard Institution, measurement of construction work, Measuring "Net-In-Place", Take Off items, formulas and perimeter center line calculations

**Unit II**

**6Hours**

Conceptual estimate, preliminary estimate, methods of estimating, specifications and estimation of quantities (site work, excavation, piling, Concrete work, masonry work, steel fabrication and erection), building services, finishes and interior works, road work.

### **Unit III**

**6 Hours**

Introduction to different cost components, Standard material cost and analysis of rates, labor and equipment cost (renting versus purchasing cost, depreciation, maintenance and repair, taxes, insurance and storage cost, fuel and lubrication), Standard Cost of Construction (various activities), pricing subcontractors work. Nature of Costs in construction: Direct and Indirect, Fixed and variable, Temporary and Permanent works. Cost impact of Design, Time, Productivity, Labor, Equipment, Material, Subcontractors, Preliminaries, Site overheads. Approximate Estimation of Bid amounts including Profits based on pre tender program.

### **Unit IV**

**6 Hours**

Costing and Cost Modelling (Cost estimation system; Use of cost models; Establishing cost targets; Objectives of costing; Cost target team and organization; Classification of costs based on complexity, Datum creation; Preparation of BOQ's, time cost analysis, project phasing and budgeting. Estimating by Quantity Surveying software.

### **UNIT V**

**9 Hours**

Standard schedule of Rates of Government of Nepal at various levels: Federal, Provincial and Municipal Levels, Preparation of Rate Analysis of various Items including Materials, Labor, Equipment, Overheads, Taxes.

### **UNIT VI**

**15 Hours**

#### **Field Work /Project Work (Practical)**

Project Proposal with Budget Estimation and Timeline (Templet will be given by the concerned Instructor)

Project Report (Rubric will be given by the concerned Instructor)

The project will be worth 30% of the total course grade or 300 marks.

#### **Required Readings**

Apfelbaum, A. (2005), *Construction Cost Management: Cost Engineering, Cost Controls and Controlled Bidding*, Author House

Dutta, B. N. (2012) *Estimating and Costing in civil Engineering – Theory and Practice*, 27th edition, UBS Publishers.

Jha, K.N. (2011), *Construction Project Management - Theory and Practice*, Pearson Education, New Delhi.

Schexnayder, C. and Mayo, R.E. (2004), *Construction Management Fundamentals*, McGraw Hill., RICS Black Book

**Lumbini Buddhist University Bachelor of Arts (Rural Development)**

**Agriculture and Development**

**Semester: IV**  
**Code: BARD343**

**Credit Hours: 3**  
**Teaching Hours: 48**

**Course Description**

This course draws attention of students to two important particular issues related with Nepal's agriculture: (1) understanding Nepal's rapid transformation in rural area and its impact in agriculture, and (2) modernization of the agriculture. It helps students to link the diverse social issues – as well as the theory of economic development and transformation – to the agriculture. This course covers new

issues related with agricultural, e.g., food security, urban agriculture, agriculture in post COVID-19 and so forth. Moreover, the policy report published from the government of Nepal will also be discussed.

### Learning Objectives

1. Understand the complexity of agriculture and economic development;
2. Define and examine the major concepts and theories related with agriculture based economic development;
3. Be able to critically examine Nepal’s agriculture policy;
4. Write a proposal on agriculture and development with their creative ideas.

### Grading Policy

Please do not worry much about grade. It’s time to focus on learning.

<b>Mid-term Exam</b>	20
<b>Internal Evaluation</b>	30 <input type="checkbox"/> Participation: 5, <input type="checkbox"/> Analysis of Agricultural Statistics Presented by Local Government: 10 <input type="checkbox"/> Case Study: 10. Case Study Presentation 5
<b>Final Exam</b>	50

**Participation:** Student should come to class with all reading materials. Students should actively participate in the presentation and discussion.

**Analysis of Agricultural Statistics Presented by Local Government:** Student will visit any local government near university or home. They will collect any report or policy paper – that presents the basic agriculture statistics of the area – and carry-out a descriptive analysis to identify major pattern of agriculture of the area. Students have to submit a discussion paper of 1,500 to 2,000 words until week 13.

**Case Study and Presentation:** It will be a group work. Student will form a group of three or four members. Each group will select any local issue related with agriculture and economic development. It is recommended to select such case related with the reference materials from week 11 to 13 (but it is not a compulsion). The group will make a case study near their villages and towns. They will identify a major problem of agriculture and way to solve it. Student’s skills on identifying the major issues and generating the creative ideas to overcome these issues will be evaluated.

Each group has to submit a case study paper (2,000-3,000 words) and a power-point presentation before the presentation. The group will be formulated until week 3 and each group will confirmed their presentation title with professor until week 5.

**Academic Honesty:** Do not copy from any place without citation. We call these activities as plagiarism. This is very-very bad.

## **Unit 1: Agriculture and the Economic Transformation Week 1:**

### **Introduction to the Economics of Agriculture**

- Barkley, A., & Barkley, P. W. (2016). *Principles of agricultural economics*. Routledge, pp. 1-27.

### **Week 2: The Economic Transformation**

- Mellor, J. W. (2017). *Agricultural development and economic transformation: promoting growth with poverty reduction*. Springer, pp. 17-27.

### **Week 3: Measuring the Impact of Agricultural Growth on Economic Transformation**

- Mellor, J. W. (2017). *Agricultural development and economic transformation: promoting growth with poverty reduction*. Springer, pp. 29-46
- Mellor, J. W. (2017). *Agricultural development and economic transformation: promoting growth with poverty reduction*. Springer, pp. 48-60

## **Unit 2: Modernization of Agriculture Week 5:**

### **Government and Institution of the Modernization**

- Mellor, J. W. (2017). *Agricultural development and economic transformation: promoting growth with poverty reduction*. Springer, pp. 103-111.
- Hardeman, E., & Jochemsen, H. (2012). Are there ideological aspects to the modernization of agriculture?. *Journal of agricultural and environmental ethics*, 25(5), 657-674.

### **Week 6: Measuring the Impact of Agricultural Growth on Economic Transformation**

- Mellor, J. W. (2017). *Agricultural development and economic transformation: promoting growth with poverty reduction*. Springer, pp. 29-46
- JIAO, X. Q., Mongol, N., & ZHANG, F. S. (2018). The transformation of agriculture in China: Looking back and looking forward. *Journal of integrative agriculture*, 17(4), 755764.

## **Unit 3: Rural-Urban Issue in Agriculture and Development Week**

### **7: Rural Agriculture**

- White, B. (2012). Agriculture and the generation problem: rural youth, employment and the future of farming. *IDS Bulletin*, 43(6), 9-19.
- Adhikari, J., Timsina, J., Khadka, S. R., Ghale, Y., & Ojha, H. (2021). COVID-19 impacts on agriculture and food systems in Nepal: Implications for SDGs. *Agricultural Systems*, 186, 102990.

### **Week 8: Urban Agriculture**

- Orsini, F., Kahane, R., Nono-Womdim, R., & Gianquinto, G. (2013). Urban agriculture in the developing world: a review. *Agronomy for sustainable development*, 33(4), 695-720.
- Horst, M., McClintock, N., & Hoey, L. (2017). The intersection of planning, urban agriculture, and food justice: A review of the literature. *Journal of the American Planning Association*, 83(3), 277-295.

#### **Unit 4: Buddhism and Agriculture Week 9:**

##### **Mid-term**

- **9-1** Sprenger, G. (2018). Buddhism and coffee: the transformation of locality and nonhuman personhood in southern Laos. *SOJOURN: Journal of Social Issues in Southeast Asia*, 33(2), 265-290.

##### **Week 10: Urban Agriculture**

- Falvey, L. Engaged Buddhism and Agriculture.
- Suh, J. (2021). Buddhist-Led Rural Community Rebuilding in the Republic of Korea from the Indra's Net Perspective. *Sustainability*, 13(16), 9328.

#### **Unit 4: Discussion in Nepal's Agriculture Week 11,**

##### **12, 13: Reference Materials for Case Study**

- ILO (2019) Eight Ways to Grow Nepal's Agricultural Supply: A Rapid Market Assessment and Ranking of Agricultural Sub-Sectors □ सावती र लि -वार्ड (२०६८) बीउ सुरक्षा: लि म्मेवारी कसको?
- रालि य यो ना आयोग (२०७७) लिवकास, वर्ष ३७, अंक १

#### **Unit 5: Connecting Agriculture with Diverse Issue Week 14:**

##### **Food Security**

- Porter, J. R., Xie, L., Challinor, A. J., Cochrane, K., Howden, S. M., Iqbal, M. M., ... & Travasso, M. I. (2014). Food security and food production systems.
- Nagoda, S., & Nightingale, A. J. (2017). Participation and power in climate change adaptation policies: Vulnerability in food security programs in Nepal. *World Development*, 100, 85-93.

##### **Week 15: Gender and Tourism**

- Rogerso, C. M. (2012). Strengthening agriculture-tourism linkages in the developing world: Opportunities, barriers and current initiatives. *African Journal of Agricultural Research*, 7(4), 616-623.
- Tamang, S., Paudel, K. P., & Shrestha, K. K. (2014). Feminization of agriculture and its implications for food security in rural Nepal. *Journal of Forest and Livelihood*, 12(1), 2032.

##### **Week 16: Post COVID-19**

- Aday, S., & Aday, M. S. (2020). Impact of COVID-19 on the food supply chain. *Food Quality and Safety*, 4(4), 167-180.

## Lumbini Buddhist University Bachelor of Arts (Rural Development)

### Urban-Rural Gap and Interlink

**Semester: IV**  
**Code: BARD344**

**Credit Hours: 3**  
**Teaching Hours: 48**

#### Course Description

We are witnessing rapid semi-urbanization in past few decades. Analyzing the basic patterns and issues of this new phenomenon is the main goal of this course. The course is divided into three major parts: Nepal's semi-urbanization, comparative case study of rural-urban gap, and survey of state of semi-urbanization and rural-urban gap and interlink around Lumbini area.

#### Learning Objectives

1. Able to describe major terms and concepts related with urbanization and rural-urban gap;
2. Understand Nepal's recent rapid semi-urbanization;
3. Critically analyze the Nepal's urbanization process;
4. Promote the critical thinking to overcome the rural-urban gap;
5. Carry-out field research; and
6. Write field study report.

#### Grading Policy

Please do not worry much about grade. It's time to focus on learning.

<b>Mid-term Exam</b>	20
<b>Internal Evaluation</b>	30 <input type="checkbox"/> Participation: 5, <input type="checkbox"/> Analysis of Agricultural Statistics Presented by Local Government (Report: 20, Presentation 10)



<b>Field Survey and Report</b>	50 <input type="checkbox"/> Report: 35 <input type="checkbox"/> Presentation 15 (internal 5, external 10)
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There is not **final exam** in this course.

**Participation:** Student should come to class with all reading materials. Students should actively participate in the presentation and discussion.

**Analysis of Agricultural Statistics Presented by Local Government:** Student will visit any local government near university or home. They will collect any report or policy paper – that presents the basic agriculture statistics of the area – and carry-out a descriptive analysis to identify major pattern of agriculture of the area. Students have to submit a discussion paper of 1,500 to 2,000 words until week 13. Student needs to submit their plan before week 5.

**Case Study and Presentation:** It will be a group work. Student will form a group of three or four members. Each group will select any local issue related with agriculture and economic development. It is recommended to select such case related with the reference materials from week 11 to 13 (but it is not a compulsion). The group will make a case study near their villages and towns. They will identify a major problem of agriculture and way to solve it. Student’s skills on identifying the major issues and generating the creative ideas to overcome these issues will be evaluated.

Each group has to submit a case study paper (5,000-7,000 words) and a power-point presentation before the presentation. The group will be formulated until week 3 and each group will confirmed their presentation title with professor until week 5.

**Academic Honesty:** Do not copy from any place without citation. We call these activities as plagiarism. This is very-very bad.

### **Unit 1: Urbanization Week 1:**

#### **Urbanization in Global Context**

- Bain, A. L., & Peake, L. (Eds.). (2017). *Urbanization in a global context*. Oxford University Press, pp. 1-15.
- Sun, L., Chen, J., Li, Q., & Huang, D. (2020). Dramatic uneven urbanization of large cities throughout the world in recent decades. *Nature communications*, 11(1), 1-9.

#### **Week 2: Urbanizing in Developing Countries**

- Cohen, B. (2006). Urbanization in developing countries: Current trends, future projections, and key challenges for sustainability. *Technology in society*, 28(1-2), 63-80.
- Henderson, J. V., & Turner, M. A. (2020). Urbanization in the developing world: too early or too slow?. *Journal of Economic Perspectives*, 34(3), 150-73. **Week 3: Pre and Semi-Urbanization**

- Wolff, S., Mdemu, M. V., & Lakes, T. (2021). Defining the Peri-Urban: A Multidimensional Characterization of Spatio-Temporal Land Use along an Urban–Rural Gradient in Dar es Salaam, Tanzania. *Land*, 10(2), 177.
- Smith, M. E., Engquist, A., Carvajal, C., Johnston-Zimmerman, K., Algara, M., Gilliland, B., ... & Young, A. (2015). Neighborhood formation in semi-urban settlements. *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 8(2), 173-198.

## **Unit 2: Rural-Urban Gap Week 4:**

### **Poverty**

- Imai, K. S., & Malaeb, B. (2016). *Asia's rural-urban disparity in the context of growing inequality*. Research Institute for Economics and Business Administration, Kobe University.
- Subedi, B. (2018). *Poverty in Nepal: a rural-urban perspective of Rupandehi district* (Doctoral dissertation). **Week 5: Health**
- Tsang, C., Sokal-Gutierrez, K., Patel, P., Lewis, B., Huang, D., Ronsin, K., ... & Gurung, S. (2019). Early childhood oral health and nutrition in urban and rural Nepal. *International journal of environmental research and public health*, 16(14), 2456.
- Song, I. H., Palley, E., & Atteraya, M. S. (2020). Inequalities in complete childhood immunisation in Nepal: results from a population-based cross-sectional study. *BMJ open*, 10(9), e037646.

### **Week 6: Education and Human Development**

- Cartwright, F., & Allen, M. K. (2002). *Understanding the Rural-Urban Reading Gap*. Human Resources Development Canada. Service Canada, Ottawa, ON K1A 0J9, Canada.
- Wang, J., Li, H., & Wang, D. (2018). Bridging the rural-urban literacy gap in China: a mediation analysis of family effects. *Journal of research in childhood education*, 32(1), 119-134.

### **Week 7: Happiness**

- Liltsi, P., Michailidis, A., & Partalidou, M. (2014). Mapping perceived happiness alongside the rural-urban continuum. *Procedia Economics and Finance*, 9, 288-301.
- Frijters, P. Rural-Urban Migration and Happiness in China.

### **Week 8: Gender**

- Hazarika, I. (2010). Knowledge, attitude, beliefs and practices in HIV/AIDS in India: identifying the gender and rural–urban differences. *Asian Pacific Journal of Tropical Medicine*, 3(10), 821-827.
- Fan, C. C. (2003). Rural-urban migration and gender division of labor in transitional China. *International Journal of Urban and Regional Research*, 27(1), 24-47.

### **Week 9: Mid-term**

### **Unit 3: Field Research & Presentation Week 10:**

#### **Preparation of Research Indicator**

- Each team prepare indicators that they are going to examine to identify the rural-urban gap in the selected area
- Presentation of the research indicator and approval from professor

**Week 11: Field Visit (Rural Area)**

**Week 12: Field Visit (Urban Area)**

**Week 13: Data Analysis**

**Week 14: Report Preparation**

**Week 15: Field Research Result Presentation**

**Week 16: Field Research Result Preparation**

**Lumbini Buddhist University Bachelor of Arts (Rural Development)**

### **Human Rights and Development**

**Semester: IV**  
**Code: BARD345**

**Credit Hours: 3**  
**Teaching Hours: 48**

## Course Description

Students will learn about various dimensions of human rights – including the major statistics – and their relations with development with focus on the problem specifics to Nepal. This course introduces major theoretical and policy debates of human rights and development. It helps students to develop their own creative ideas – policy, movement, cooperation and so-forth – for development of a better condition of human rights.

This course introduces various academic and policy reports published from Government of Nepal, UN and other related organizations. It helps student to critically examine the local issues with comparative data and statistics.

## Learning Objectives

1. Critically examine the relations between level of human rights and economic development;
2. Generate the creative ideas to overcome the local issues of human rights and human development;
3. Connect the human rights to diverse issues, e.g., NGOs, freedom, democracy, minority rights and so forth;
4. Understand the domestic and international legal provisions of rights; and 5. Explore the global, regional and national human rights and freedom statistics.

## Grading Policy

Please do not worry much about grade. It's time to focus on learning.

<b>Mid-term Exam</b>	20
<b>Internal Evaluation</b>	30 <input type="checkbox"/> Participation: 5, <input type="checkbox"/> Discussion Paper: 15, Discussion Paper Presentation 10
<b>Final Paper</b> <i>(Case Study: Initiatives of Local Governments to Improve Human Security)</i>	<b>50</b> Paper 35 <input type="checkbox"/> Presentation 15 (internal evaluator 5, external evaluator 10) <input type="checkbox"/>

**There is not final exam in this subject.**

**Participation:** Student should come to class with all reading materials. Students should actively participate in the presentation and discussion.

**Discussion Paper:** Student will form a group consisting of 3-4 members. Each team will select any one case from week 11 to 13. They will compare the conditions of human rights, freedom or minority rights of at-least three countries – must including Nepal – and make presentation. Student has to submit such discussion paper before week 11.

**Case Study:** Student will choose one local government around their school or home. They will examine the initiative of the selected local government to improve the condition of human security. Based on the field research, each student prepare a report – 5,000 ~ 7,000 words – and make presentation at the end of semester. The report must covers three major issues:

- a. Initiative of the local government to improve the human security from 2017 to 2021;
- b. Focus of the local government (where it gives priority and where it does not)
- c. Effectiveness of its effort (evaluation)

**Academic Honesty:** Do not copy from any place without citation. We call these activities as plagiarism. This is very-very bad.

## Unit and Classes

### Unit 1: Understanding Human Rights Week 1:

#### What are Human Rights?

- United Nations, Human Rights: A Basic Handbook for UN Staff, pp. 1-13
- Sen, A. (2004). Elements of a theory of human rights. *Philosophy & public affairs*, 32(4), 315-356.

#### Week 2: Human Security

- United Nations Trust Funds for Human Security (2016) *Human Security Handbook: An integrated approach for the realization of the Sustainable Development Goals and the priority areas of the international community and the United Nations system*
- Taylor, O. W. E. N. (2004). Challenges and opportunities for defining and measuring human security. In *Disarmament Forum* (Vol. 3, pp. 15-24).

### Unit 2: Human Rights and Development Week 3 &

#### 4: Poverty Reduction Strategies

- Gobind Nankani, John Page and Lindsay Judge, Human rights and poverty reduction strategies: Moving towards convergence? In Philip Alston and Mary Robinson (2005)

*Human rights and development: Towards mutual reinforcement*, Oxford University Press, pp. 475-479

- Nussbaum, M. (2007). Human rights and human capabilities. *Harv. Hum. Rts. J.*, 20, 21.
- United Nations High Commissioner for Human Rights, *Principles and guidelines for a human rights to the poverty reduction strategies*, pp. 1-54. **Week 5: Development as Freedom**
- Sen, Amartya (1999). *Development as freedom* (1st ed.). New York: Oxford University Press, Pp. 1-34.

### **Week 6: Development as Freedom**

- Sen, Amartya (1999). *Development as freedom* (1st ed.). New York: Oxford University Press, Pp. 1-34.

### **Unit 3: Why Voice Matters? Week 7:**

#### **Non-Governmental Organizations and Voice Issue**

- Roth, K. (2004). Defending economic social and cultural rights: Practical issues faced by an international human rights organization. *Hum. Rts. Q.*, 26, 63.
- Musila, G. M. (2019). *Freedoms under threat: The spread of anti-NGO measures in Africa*. Washington: Freedom House **Week 7: Identity and Multiculturalism**
- Speed, Shannon (2005). *Dangerous Discourses: Human Rights and Multiculturalism in Neoliberal Mexico* [Dangerous Discourses \(wiley.com\)](http://www.wiley.com)
- Alcoff, L. M., & Mohanty, S. P. (2006). Reconsidering identity politics: An introduction. In *Identity politics reconsidered* (pp. 1-9). Palgrave Macmillan, New York. **Week 8: Minority Rights**
- Basu, A. (2018). Whither Democracy, Secularism, and Minority Rights in India?. *The Review of Faith & International Affairs*, 16(4), 34-46.
- Kymlicka, W. (2008). The internationalization of minority rights. *International Journal of Constitutional Law*, 6(1), 1-32. **Week 9: Mid-term Exam**

### **Unit 4: Buddhism and Human Rights**

**Week 9-2:** Keown, D. (1995). Are There 'Human Rights' in Buddhism?. *Journal of Buddhist Ethics*, 2(3), 3-27.

#### **Week 10:**

- Schmidt-Leukel, P. (2006). Buddhism and the idea of human rights: Resonances and dissonances. *Buddhist-Christian Studies*, 26(1), 33-49.

- Harding, A. (2007). Buddhism, human rights and constitutional reform in Thailand. *Asian Journal of Comparative Law*, 2, 1-25.

### **Unit 5: Global Statistics of Human Rights Week 11:**

#### **Human Rights in 2020**

- Human Right Watch (2021) World Report 2021: Events of 2020. [World Report 2021 \(hrw.org\)](https://www.hrw.org/world-report-2021)

#### **Week 12: Freedom in World**

- Freedom House (2021) Freedom in the World 2020: A Leaderless Struggle for Democracy, [FIW 2020 REPORT BOOKLET Final.pdf \(freedomhouse.org\)](https://www.freedomhouse.org/reports/fiw-2020-report-booklet-final)
- The South Asia Collective (2020) South Asia State of Minorities Report 2020: Minorities and Shrinking Civic Space [SASM2020-FullReport.pdf](https://www.sasm2020.org/FullReport.pdf)

### **Unit 6: Domestic Issue Week 14:**

#### **Constitutional Rights**

- Nepal's Constitution 2015 (Part 1 ~ Part 3, pp. 1-23). **Week 16: Judicial Committees in Nepal**
- नेपाल नगरपालिका संघ, २०७८, न्यायिक सल्लाहका असल अभ्यासहरू [Judiciary-stories180mm-x-245mm-size.pdf \(muannepal.org.np\)](https://www.muannepal.org.np/judiciary-stories180mm-x-245mm-size.pdf)

### **Chinese Language Part II**

**Semester: IV**

**Course Code: BARD 346**

**Credit Hours: 3**

**Credit hours, 48 hours**

#### **Course Description**

This course is designed to develop advanced skills in standard Mandarin Chinese language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop advanced comprehension of and competence in using spoken Mandarin in a wide-variety of experiences. Grammatical functions will be reviewed and incorporated as they relate to particular communication needs. A mix of communicative and interactive methods are

used to develop advanced proficiency and materials are drawn from a variety of media sources and texts. By the end of the semester, students are expected to be able to express sophisticated and nuanced ideas both orally and in writing. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement.

## **Outcomes**

### ***Student Learning Outcomes***

By the completion of this course, students will be able to:

- Discuss issues related to daily life and present well-organized information about themselves, friends, study and travel at an intermediate level.
- Understand information conveyed in sentence-length speech on familiar topics.
- Combine and recombine learned materials in personal communication.
- Continue to master the sound system and acquire correct pronunciation skills.
- Write essays of 400-500 characters related to topics related to the content of class lessons.
- Recognize and write approximately 600 Chinese characters.

### ***Knowledge Outcomes***

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of standard Mandarin Chinese language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Chinese and the student's native language.

### ***Skills Outcomes***

This course is designed to assist students in acquiring or enhancing the following skills:

- Confidence to engage in general conversations on a range of topics in Chinese.
- Ability to use more complex grammatical constructions.
- Ability to read newspapers and other short texts with general understanding.

## **Method of Instruction**

- This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning



(listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary.

- The instructor uses recommended course book and course book instruction according to Confucius Institute Headquarters (Hanban).

### Course book

Standard Course (标准教程) HSK 3

### Course contents

According to Standard Course (标准教程) HSK 3.

Lesson 课文	Word/Phrases 词/词组	Class hours 课时
周末你有什么打算 What's your plan for the weekend	周末, 打算, 啊, 跟, 一直, 游戏, 作业, 着急, 复习, 男方, 北方, 面包, 带, 地图, 搬, 小丽, 小刚	2.5
他什么时候回来 When will he come back	腿疼, 脚, 树, 容易, 难, 太太, 秘书, 经理, 办公室, 辆, 楼, 拿, 把, 伞, 胖, 其实, 瘦, 周, 周明	2.5
桌子上放着很多饮料 There are Plenty of drinks on the table	还是, 爬山, 小心, 条, 裤子, 记得, 衬衫, 元, 新鲜, 甜, 只, 放, 饮料, 或者, 舒服, 花, 绿	2.5
她总是笑着跟客人说话 She always smiles when talking to customers	比赛, 照片, 年级, 又, 聪明, 热情, 努力, 总是, 回答, 站, 饿, 超市, 蛋糕, 年轻, 认真, 客人, 小明, 马可, 李小美	2.5
我最近越来越胖了 I am getting fatter and fatter lately	发烧, 为, 照顾, 用, 感冒, 季节, 当然, 春天, 裙子, 最近, 越, 张	2.5

怎么突然找不到了 Why are they suddenly missing	眼镜, 突然, 离开, 清楚, 刚才, 帮忙, 特别, 讲, 明白, 锻炼, 音乐, 公园, 聊天, 睡觉, 更	2.5
我跟她都认识五年了 I've known her for five years	同事, 以前, 银行, 久, 感兴趣, 结婚, 欢迎, 迟到, 半, 接, 刻, 差	2.5
你去哪儿我就去哪儿 I'll go wherever you go	又, 满意, 电梯, 层, 害怕, 熊猫, 见面, 安静, 可乐, 一会儿, 马上, 洗手间, 老, 几乎, 变化, 健康, 重要	2.5
她的汉语说得跟中国人一样好 She speaks Chinese like a native	中文, 班, 一样, 最后, 放心, 一定, 担心, 比较, 了解, 先, 中间, 参加, 影响	2.5
数学比历史难多了 Maths is much harder than history	个子, 矮, 历史, 体育, 数学, 方便, 自行车, 骑, 旧, 换, 地方, 中介, 主要, 环境, 附近	2.5
别忘了把空调关了 Don't forget to turn off the air conditioner	图书馆, 借, 词典, 还, 灯, 会议, 结束, 忘记, 空调, 关, 地铁, 双, 筷子, 啤酒, 口, 瓶子, 笔记本, 电子邮件, 习惯	2.5
把重要的东西放在我这儿吧 Leave the important items with me	太阳, 西, 生气, 行李箱, 自己, 包, 发现, 护照, 起飞, 司机, 教, 画, 需要, 黑板	2.5
我是走回来了 I walked back	终于, 爷爷, 礼物, 奶奶, 遇到, 一边, 过去, 一般, 愿意, 起来, 应该, 生活, 校长, 环, 经常	2.5
你把水果拿过来 Please bring the fruit here	打扫, 干净, 然后, 冰箱, 洗澡, 节目, 月亮, 像, 盘子, 刮风, 叔叔, 阿姨, 故事, 声音, 菜单, 简单, 香蕉	2.5

其实都没有什么问题  The rest of them are all OK	留学、水平、提高、练习、完成、句子、其他、发、要求、注意、上网、除了、新闻、花、极了、节日、举行、世界、街道、各、文化、小云	2.5
我现在累得下了班就想睡觉  I am so tired that I want to do nothing but sleep after work	城市、如果、认为、皮鞋、帽子、长、可爱、米、公斤、鼻子、头发、检查、刷牙、关系、别人、词语	2.5
谁都有办法看好你的‘病’  Everybody is able to cure your "Disease"	请假、一共、令居、后来、爱好、办法、饱、为了、决定、选择、冬天、必须、根据、情况、口、渴	2
我相信他们会同意的  I believe they'll agree	向、万、只、嘴、动物、段、不但、而且、有名、同意、相信、关于、机会、国家、种、特点、奇怪地	2
你没有看出来吗  Didn't you recognize him	耳朵、脸、短、马、张、位、蓝、秋天、过、鸟、哭、黄河、船、经过	2
我被他影响了  I've been influenced by him	照相机、被、难过、东、信用卡、关心、只有.....才.....、成绩、碗、分、解决、试、真正、多么	2

## Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Attendance	15%	
2	Assignments	10%	
3	Quizzes/Presentations	10%	
4	Mid-Course Oral and Written Exam	15%	

5	Final Examination (End semester exam)	50%	
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### Specification Grid (End Semester Exam Question Plan)

S.No.	Group	Question pattern	No. of questions to be asked	Answers to be given only	Unit concerned	Full Mark
1	A	Objective Questions	10	10	All	1 x 10
2	B	Long answer	3	2	All	2 x 10
3	C	Short answer	5/6	4	All	4 x 5

## Lumbini Buddhist University

### Faculty of Humanities and Social Sciences

### Bachelor of Arts

<b>Advance English Language – Part II</b>	
<b>Semester : IV</b>	<b>Course Code: BARD347</b>
<b>Credits: 3</b>	<b>Duration: 48</b>

**Course Description:** This course has been designed for B.A. fourth semester students as specialized subject. It has been divided into four parts: first - Advanced English Grammar with journal articles, second- Creative, Synthetically And Compositional Writings for practical usages, Advanced Level, Third - Academic Writing: Advanced Level, Fourth Critical Reading, Reading Skills & Hypnotism , and Fifth English Literature, Elements, Literary Devices with texts to sketch... The first unit deals with grammatical portion to enhance students advance grammatical level to use grammatically correct words and sentences during academic and official uses. In addition to this, it offers journal and survey to the students to understand and analyze-journal writing. The second part will develop the students' advanced Level Writings including Creative, Synthetically Writings for practical usages for most of the academic usages. The third part will acknowledge the Academic Writing: Advanced Level. Fourth part deals with Critical Reading, Reading Skills & Hypnotism and apply them during academic and official usages at different situations after reading and practicing them. The fifth part will introduce English Literature, Elements, Literary Devices with texts to sketch...Its purpose is to equip its learners with writing Introduction, Summary, Main-Points, Interpretation, Theme, Characterization, Concept, Analysis, different elements of English Literature of texts illustrating different elements of English Literature.

(This syllabus has been developed and designed for academic and official usages in Nepal and foreign countries. The Formats of Academic and Official Tasks Can be downloaded from the links given within reading assignments and references or presented by Instructor or will be prepared by instructor/ experts )

- **Course Objective:** Upon this course completion, students will be able to:
  - Use grammatically correct words and sentences in advanced level academic writings
  - Develop creative concepts of different advanced level reading and writing skills
  - Create, Analyse and Synthesize connections between individual texts and a variety of literary interpretations, including secondary critical texts.
  - Present advanced level compositional writings for different academic and official usages.
  - Understand and apply different English Literary genres, elements, devices to sketch them in writing
  - Respond, summarize, narrate, explicate, analyse, and evaluate literary texts.
  - Express well supported opinions of texts and use a style appropriate for academic discourse using formal writing of three pages or more.
  - Understand and apply critical reading, reading skills to different literary texts and hypnotism in their practical motivational usages.
  - Write Introduction, Summary, Main-Points, Interpretation, Themes, Characterization, Concept of the texts illustrating different elements of English Literature
  - Write and present research papers' abstract, conference abstracts, cv, bio-data, and letters
  - Utilize technology in assignments.

## Contents

Unit :-01	Advanced English Grammar with Journal Articles	Hours 08
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Specific Objectives	Contents	Periods
Use Complex Passive Forms in Writings	1.1- Complex Passive Forms in Writings	Hours 08
	Active Grammar Level 3 chapter- 08 by M L and J Day	
Use Infinitive(to), Gerund, Participle, and Copular in their own sentences	1.2- Functions of Verbs: Infinitive(to), Gerund, Participle, and Copular\	
	Active Grammar Level 3 chapter- 26,27 by M L and J Day	
Form words for different purposes Use Prefixes and Suffixes for different purposes	1.3 – Word Formation: Prefixes and Suffixes	
	Active Grammar Level 3 chapter- 30 by M L and J Day	
Use Clauses : Defining, non-defining relative clauses within their own writing	1.4- Usages Of Relative Clauses : Defining, non-defining relative clauses	
	Active Grammar Level 3 chapter- 36 by M L and J Day	
Use Modifiers: Dangling Modifiers appropriately in practice	1.5 - Usages Of Modifiers: Dangling Modifiers-	
	Modifiers, an article <b>Published on January 17, 2020 by Amy Luo</b>	
	<a href="https://www.cliffsnotes.com/study-guides/english/modifiers/modifiers">https://www.cliffsnotes.com/study-guides/english/modifiers/modifiers</a> ( <a href="https://www.scribbr.com/language-rules/dangling-modifier">https://www.scribbr.com/language-rules/dangling-modifier</a> )	
Use Emphatic Devices	1.6 – Emphatic Devices	

	Active Grammar Level 3 chapter- 40 by M L and J Day	
Use Sub-ordinating and Co-ordinating appropriately	1.7- Linking words, Academic usages of Sub-ordinating and Co-ordinating Conjunctions	
	Active Grammar Level 3 chapter- 41 by M L and J Day	
Use Ellipsis and Substitutions in their own writings	1.8- Usages of Ellipsis and Substitutions	
	Active Grammar Level 3 chapter- 43 by M L and J Day	

### Reading Assignment

**Course Book:- Active Grammar Level 3** (chapters- 8,26,27,30,32,36,40,41,43) by M L and J Day  
 Journal :- Writing the Empirical Journal Article Daryl J. Bem Cornell University

### Teaching Module: ESA

➤ Engage :

Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, write -ups prepared by their fellow learners on each of the elements of language (grammar, punctuation, sentence style, word choice). Instructor will present a few sentences and will ask the targeted grammatical information's to attract and engage the learners.

➤ Study :

- Presentation:-The instructor will present examples to inform the rules. Each group will make a 10-minute presentation on the errors /mistakes of a writing up features of the elements of language (grammar, punctuation, sentence style, word choice). Inductive Method of teaching will be applied.
- Practice: - Instructor will provide samples to make them practice working as a coach bringing learners to the right track.
- Feedback: - Instructor will clarify the basic ideas and processes and facilitate to solve problems.

➤ Activate :

Learners will be assigned to accomplish different written tasks by creating different sentences within different contexts writing-up as suggested by the instructor.

### Classroom Assignment

The Classroom will be divided into four groups and assigned as follows:

Group	Assignment for Grammar
A	Prepare and Present the PowerPoint Presentation on Rules of Grammatical topics deductively
B	Prepare and Present the PowerPoint Presentation on usages of Grammatical Rules
C	Prepare and Present the PowerPoint Presentation on some examples through Inductive way
D	Prepare and Present the PowerPoint Presentation on some paragraphs for grammatical analysis

The Presentation will be followed by Q & A Sessions and comments from the Lecturer. The respective group should submit the final presentation incorporating the comments.

UNIT :-02	<b>CREATIVE, SYNTHETICAL AND COMPOSITIONAL WRITINGS FOR PRACTICAL USAGES: Advanced Level</b>	HOURS 12
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Specific Objectives	Contents	Periods
Apply Avoiding Plagiarism appropriately	2.1- Avoiding Plagiarism Plagiarism and how to avoid it January 1999 Author: <u>David Gardner</u> , <u>The University of Hong Kong</u> English Academic Writing for Students and Reachers T. B. ЯХОНТОВА	12 Hours
Use Synthesis Writings for different events and occasions	2.2 – Synthesis: Purpose, Process, Types, Models, <b>Model Synthesis</b> by Paul C. Merrell	
Analyse for different purpose	2.3 – Analysis, Its Purpose, Process, Principle, Models Job Analysis: Meaning, Concept, Purposes, Contents, Process and Methods Article Shared by P Dalvi Organizational Analysis	
Write Book Review	2.4 - Book Review, Its Purpose, Importance, Aspects/ Factors, Examples (An Article <i>Why write book reviews?</i> Franklin Obeng-Odoom University of Technology, Sydney )	
Write Journal Articles for Newspapers/ Journals	<b>2.5 – Twenty Steps to Writing a Research Article</b> <i>Article reproduced with permission from Beth A. Fischer and Michael J. Zigmond, Survival Skills and Ethics Program, University of Pittsburgh</i>	
Write for different Newspapers appropriately	2.6 - Newspaper Articles, Its Parts, Structure, Feature, Editorials <i>Analysis of the adaptation of the editorials of five newspapers from different European countries to the online environment</i>	

Reading Assignment	
<p><b>Job Analysis: Meaning, Concept, Purposes, Contents, Process and Methods</b> Article Shared by P Dalvi Organizational Analysis Written by <u>CFI Team</u> <b>Model Synthesis</b> by Paul C. Merrell <b>Process Models for Design Synthesis</b> by Mary Lou Maher <i>Research Report: Definition, Types + [Writing Guide]</i> <b>Twenty Steps to Writing a Research Article:</b><i>Article reproduced with permission from Beth A. Fischer and Michael J. Zigmond, Survival Skills and Ethics Program, University of Pittsburgh</i></p>	
References:	
<a href="https://www.mindtools.com/pages/article/paraphrasing-summarizing.htm">https://www.mindtools.com/pages/article/paraphrasing-summarizing.htm</a>	
<a href="https://besjournals.onlinelibrary.wiley.com/">https://besjournals.onlinelibrary.wiley.com/</a>	
<a href="https://www.utleystrategies.com/blog/proposal-writing">https://www.utleystrategies.com/blog/proposal-writing</a>	
<a href="https://www.umass.edu/cfr/grant-writing/basic-components-proposal">https://www.umass.edu/cfr/grant-writing/basic-components-proposal</a>	
<a href="https://www.projectmanager.com/blog/how-to-create-a-project-proposal">https://www.projectmanager.com/blog/how-to-create-a-project-proposal</a>	
<a href="https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.htm">https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.htm</a>	

[https://www.formpl.us/blog/research-report:](https://www.formpl.us/blog/research-report)  
<https://egyankosh.ac.in/bitstream/123456789/46789/1/Unit-12.pdf>  
<https://www.skillsyouneed.com/learn/critical-reading.html>  
<https://www.restore.ac.uk/logicofenquiry/logicofenquiry/gst/Reading/Pages/Readingstrategies.html>  
<https://www.unl.edu/gradstudies/connections/twenty-steps-writing-research-article>  
<https://authorservices.taylorandfrancis.com/publishing-your-research/writing-your-paper/writing-a-journal-article/>  
<https://essaypro.com/blog/article-review>  
<https://www.bookwritingcube.com/why-book-reviews-are-important-for-authors/>  
[http://ijaahnet.com/in/ijaah/book\\_review](http://ijaahnet.com/in/ijaah/book_review)  
<https://stevelaube.com/6-elements-of-a-good-book-review/>  
<https://study.com/learn/lesson/book-review-overview-examples.html>  
<https://essaypro.com/blog/article-review>

### Teaching Module: ESA

**Engage:** The Instructor will ask many questions related to different topics of different creative, analytical, synthetically, research and Compositional Writings' formats. (Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, write -ups prepared by their fellow learners on each of the formats at home.)

**Study :**

- d) **Presentation:** The instructor will present/show the formats/ structures of creative, analytical, synthetically, research and Compositional Writings' formats by projector and facilitate them with questionnaire and discussion technique.
- e) **Practice:** the learners will be given similar types of situations to write such formats for their own work as creative self-development.  
 Each group will make a 10-minute presentation on such formats.  
 Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.
- f) **Feedback:** The learners will be given proper feedback on 3 each format individually

**Activate:** Learners will be assigned to accomplish different written tasks as suggested by the instructor. (This syllabus has been developed for the first time designed for official usages in Nepal. The Formats of Above Academic and Official Tasks Can be downloaded from the links given within references or presented by Instructor or will be prepared by instructor/ experts )

### Classroom Assignment

The Classroom will be divided into four groups and assigned as follows:

Group	Assignment for Compositional Writings
A	Prepare and Present the PowerPoint Presentation on Avoiding Plagiarism appropriately
B	Prepare and Present the PowerPoint Presentation on usages of Analysis Writings for Academic Works
C	Prepare and Present the PowerPoint Presentation on some examples of Synthesis Writings of different events and occasion.
D	Prepare and Present the PowerPoint Presentation on some Book Review, Research Articles, different Newspapers Articles



The Presentation will be followed by Q & A Sessions and comments from the Lecturer. The respective group should submit the final presentation incorporating the comments.

<b>UNIT :-03</b>	<b>Academic Writing: Advanced Level</b>	<b>HOURS 06</b>
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Specific Objectives	Contents	Periods
Apply Research Paper Abstracts appropriately	Research Paper Abstracts	06 Hours
Use Writings Conference Abstracts	Conference Abstracts	
Use Writings Research Projects	. Research Projects	

## Contents and Reading Assignments

**English Academic Writing for Students and Researchers by T. B. ЯХОНТОВА**

PART II. ACADEMIC GENRES

UNIT 7. Research Paper Abstracts 129

UNIT 8. Conference Abstracts 136

PART III. SUBSIDIARY ENGLISH ACADEMIC GENRES

UNIT 10. Research Projects 158

Overall Structure 158

Helpful Advice 164

### Teaching Model: ESA

**Engage:** The Instructor will ask many questions related to different topics of different prescribed Academic formats: Abstracts. (Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, write -ups prepared by their fellow learners on each of the formats at home.)  
**Study :**

- a) **Presentation:** The instructor will present/show the formats/ structures of prescribed Academic works' formats by projector and facilitate them with questionnaire and discussion technique.
- b) **Practice:** the learners will be given similar types of situations to write such formats: Abstracts and Research Projects for their creative self-development.  
Each group will make a 10-minute presentation on such formats.  
Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.
- c) **Feedback:** The learners will be given proper feedback on 3each format individually

**Activate:** Learners will be assigned to accomplish different written tasks as suggested by the instructor. (The Formats of Above prescribed Academic Tasks Can be downloaded or presented by Instructor or will be prepared by instructor/ experts)

### Classroom Assignment

The Classroom will be divided into four groups and assigned as follows:

Group	Assignment for Academic Writings
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A	Prepare and Present the PowerPoint Presentation on some Academic Writings
B	Prepare and Present the PowerPoint Presentation on usages of Formats of Academic Writings for Academic Works: Conference Abstracts
C	Prepare and Present the PowerPoint Presentation on some examples of Academic Writings for Academic works: Research Paper Abstracts
D	Prepare and Present the PowerPoint Presentation on some Academic Writings: Research Projects
The Presentation will be followed by Q & A Sessions and comments from the Lecturer. The respective group should submit the final presentation incorporating the comments.	

<b>Unit – 04</b>	<b>CRITICAL READING, READING SKILLS &amp; HIPNOTISM</b>	<b>Duration:  06 Hours</b>
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Specific Objectives	CRITICAL READING, READING SKILLS & HIPNOTISM	Duration
Apply Critical Readings for different purposes  Develop Reading Skills	<b>4.1 – Critical Reading, Reading Principles, Activities for Critical Reading and Critical Analysis</b>  <i>Developing Critical Reading in EFL Classroom</i> 1, a journal article by Parlindungan Pardede  <b>Developing Reading Skills: Scanning, Skimming, Intensive and Extensive</b>  <i>Helpsheet READING SKILLS</i> an article from The University of Melbourne 2010.	Hours: 06
Understand & Apply Hypnotism for their official usages to handle their offices and business at critical situation only.	4.2 – Hypnotism, Its Concept, Importance, Types, Processes, Functions.	

<b>Reading Assignment</b>
<b>Prescribed Texts:-</b> Creation and Completion: Essential Points of Tantric Meditation Paperback –by Jamgon Kongtrul (Author), Sarah Harding (Author) References: Luminous Essence: A Guide to the Guhyagarbha Tantra Hardcover – June 16, 2009 by Jamgon Mipham <a href="https://www.criticalreading.com/critical_reading.htm">https://www.criticalreading.com/critical_reading.htm</a>
Four Different Kinds of Readings , an article by Rose_Marie Gebong

### Teaching Model: ESA

**Engage :** The Instructor will ask many questions related to different topics of Critical Reading, Reading Skills & Hypnotism ( Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, write -ups prepared by their fellow learners on each of the formats at home.)

**Study :**

- a) **Presentation:** The instructor will present/show the process of Critical Reading, Reading Skills & Hypnotism by projector and facilitate them with questionnaire and discussion technique.
- b) **Practice:** the learners will be given similar types of situations to practice such skills for their own work as creative self-development.  
Each group will make a 10-minute presentation on such skills.  
Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.
- c) **Feedback:** The learners will be given proper feedback on each format individually

**Activate:** Learners will be assigned to accomplish different written tasks as suggested by the instructor.

**( For Real Practice Of Hypnosis, A Hypnotizer Might Be Called For 3 Days )**

### Class Modify

The Instructor will follow ESA Model/Method of Teaching.

Critical Reading, Reading Skills & Hypnosis abilities will be enhanced with ESA MODEL/METHOD.

Denotational and connotational meanings will be facilitated.

Skimming, Scanning, Intensive and Extensive readings will be applied

### Classroom Assignment

The Classroom will be divided into four groups and assigned as follows:

Group	Assignment for
A	Prepare and Present the PowerPoint Presentation on Critical Reading skills
B	Prepare and Present the PowerPoint Presentation on usages of Reading Skills for Academic Works
C	Prepare and Present the PowerPoint Presentation on some examples of Hipnotism
D	Hypnotise their classmates for motivational purposes practically

The Presentation will be followed by Q & A Sessions and comments from the Lecturer. The respective group should submit the final presentation incorporating the comments.

<b>Unit – 05</b>	<b>LITERATURE, LITERARY ELEMENTS, DEVICES WITH TEXTS TO SKETCH...</b>	<b>Duration: 16   Hrs</b>
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Specific Objectives	5.1 - English Literary Genre	Duration
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<p>Acknowledge literature, genres, some literary elements of poetry, drama, essay and fiction,</p> <p>Acknowledge some literary devices</p>	<p>General Introduction to English Literature</p> <ul style="list-style-type: none"> <li>• What Are the Different Genres of Literature?</li> <li>• Elements of English Literature</li> <li>• Literary Devices for English Literature</li> </ul> <p><i>A Guide to 14 Literary Genres Written by the Master Class staff ( Concept)</i></p>	<p>16 Hrs</p>
<p>Write Introduction, Summary, Main-Points, Interpretation, Theme, Characterization, Concept, Analysis, different elements of English Literature</p>	<p>5.2 - <i>Siddhartha</i>, a novel by Hermann Hesse (Introduction, Summary, Main-Points, Interpretation, Theme, Characterization, Concept, Analysis, different elements of English Literature)</p>	
<p>Use different words in Speaking</p>		
<p>Enhance English Language through reading</p>		

## Reading Assignment

Prescribed Texts:-

- Siddhartha, a novel by Hermann Hesse
- A Glossary of Literary Terms, Ninth Edition ,M. H. Abrams, Geoffrey
- A Guide to 14 Literary Genres Written by the Master Class staff ( Concept)

## Teaching Model: ESA

**Engage:** The Instructor will ask many questions related to Siddhartha Gautam Buddha and Buddhism. (Learners will be divided into four groups. Each group will be randomly assigned to read, as suggested by the instructor, write -ups prepared by their fellow learners on each of the formats at home.)

**Study :**

**Presentation:** The instructor will present Introduction, Summary, Main-Points, Interpretation, Theme, Characterization, Concept, Analysis, different elements of English Literature one by one within some periods.

**Practice:** the learners will be given the same above presentations' different parts to write for their own work as creative self-development.

Each group will make a 10-minute presentation on such formats.

Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.

**Feedback:** The learners will be given proper feedback on each format individually

**Activate:** Learners will be assigned to accomplish different written tasks as suggested by the instructor.

**(The texts of Above Academic Tasks Can be downloaded and presented by Instructor or experts)**

## Additional:

### The Instructor will follow ESA Model/Method of Teaching.

Explanation, Interpretation, Synthesizing, Assimilation, Illustration, Imagery, Quotation, Analytical abilities will be enhanced with ESA MODEL/METHOD. Denotational and conotational meanings will be facilitated. Skimming, Scanning, Intensive and Extensive readings will be applied.

Further Teaching Learning Activities :-

**Pre-class Activities:** Learners will be divided into four groups.

Each group will be randomly assigned to read, as suggested by the instructor, sample and representative passages on each of the entities in a given passage (introduction, purpose, summary, theme, occasion, knowledge, concept,..) at home.

**In-class activities:** The learners will be presented/ facilitated introduction, summary, main-points, concepts, of different texts.

Group discussion, pair works, strip-story... will play vital roles to facilitate objectives.

Each group will make a 10-minute presentation on the purpose, theme, summary, narration, audience, occasion and knowledge implicated in a given sample writing from the text as suggested by the instructor. Instructor will work as a coach bringing learners to the right track, clarify the basic ideas and processes and facilitate to solve problems.

**Post-class activities:** Learners will be assigned to accomplish a written task by creating a 500-word to write-up implicating the above elements as suggested by the instructor

Classroom Assignment	
The Classroom will be divided into four groups and assigned as follows:	
Group	Assignment for Compositional Writings
A	Prepare and Present the PowerPoint Presentation on Introduction, Summary, Main-Points, Interpretation, Theme, Characterization
B	Prepare and Present the PowerPoint Presentation on English literature, genres, different literary elements and devices
C	Prepare and Present the PowerPoint Presentation on critical analysis of the text by different perspectives
D	Prepare and Present the PowerPoint Presentation on some examples of literary elements and devices within texts
The Presentation will be followed by Q & A Sessions and comments from the Lecturer. The respective group should submit the final presentation incorporating the comments.	

### 5. Internal Assessment Assessment/Evaluation Methods and Types Students' evaluation will be continuous, diagnostic and placement, formative and summative.

As part of the Internal Evaluation (40% weightage), Portfolio, Individual /Group Assignment, Attendance and Presentation will be used for awarding marks.

As part of External Examination (with 60% weightage),

Semester-End or External Examination will be conducted jointly by Faculty of Humanities and Social Sciences, Dean's Office, and Controller of Examinations.

### Learners' learning achievement will be assessed through the following processes:

#### a. Internal Assessment: 40% of the total weightage

i. Attendance and Participation:

*Learners will be sent to academic writing training of 3 days.*

ii. Portfolio and Formative Dimension:

*A real Practical hypnotizer will be called for 3 days of basic hypnotizing class*

iii. Quiz, Lessons, Individual and Collaborative /Group Assignments:

iv. Writing Assignments and Presentation: a sample of a Newspaper Article, an Editorial, a CV, a Bio-data, a Conference Abstract, a Research Project, A Research Report, a Book Review, Research Paper Abstracts, a new story of 500 words

#### b. External Assessment /Examination:

The LBU Controller of Examinations will administer it. In special circumstances such as pandemic lockdown, virtually proctored and time-bound examination will be implemented.

### 6. Specification Grid for Question Pattern for the Semester-End Examination Semester Examination Specification Grid (Question Pattern)

S. N.	Group Question Pattern Group A	No of Questions	Qs to be attempted	Full Marks	Tentative time
	Grammar: An objective question paper	20	20	20×0.5 =10	30 min

1	Group B Long Answer Questions	2 with 2 Alternatives	2	10×2= 20	60 min
2	Group C Short Answer Questions	8 with 2 Alternatives	6	6× 5= 30	90 min

7. Group A.

An objective question paper from Grammar 10 marks (10x 1=10) 30 minutes

8. Group B

Article, Proposal, Reports, Planning's, Brochures, Survey, Letters - 20 marks (10 x 2=20) 1 hour

9. Group C

Comprehension Questions: Analytical, Summarizing, Explanation, Interpretation, Synthesizing, Assimilation, Illustration, Imagery, (6 x 5=30 ) 90 minutes / 1.5 hours

### Other Supporting Materials / References

- Active Grammar Level 3 (chapters- 8,26,27,30,32,40,43) by M L and J Day
  - **Advanced English Reading and Comprehension (ISBN: 978-0-07-179886-0)** by Diane Engelhardt
  - ***Analysis of the adaptation of the editorials of five newspapers from different European countries to the online environment*** by B García Orosa
  - **Author: [David Gardner](#) ,[The University of Hong Kong](#)**
  - Behrens, Laurence & Leonard J. Rosen. *Writing and Reading Across the Curriculum*. 11<sup>th</sup> ed. Boston: Pearson, 2011.
- 
- Contemporary Hypnosis and Integrated Therapy (CH&IT) Peter Naish
  - Creation and Completion: Essential Points of Tantric Meditation Paperback –by Jamgon Kongtrul (Author), Sarah Harding (Author)
  - English Academic Writing for Students and Teachers T. B. Яхонтова
  - Guide to Composition Writing
  - Handbook For Writing Proposals, Second Edition [Robert Hamper](#), [L. Baugh](#)
  - How to Write an Article Review Written by Daniel Pn.
  - International Journal of Clinical and Experimental Hypnosis Taylor & Francis Inc.,
  - Lower Mekong Initiative Professional Communication Skills for Leaders Core Curriculum , Department of State United States of America
  - Luminous Essence: A Guide to the Guhyagarbha Tantra Hardcover
  - Professional English Book with Answers
  - Plagiarism and how to avoid it **January 1999**
  - [Writing an Editorial](#) Another Tutorial by: [Alan Weintraut](#) Annandale High School Annandale, VA 22312 Atraut@aol.com

### Online Supporting Materials/ References

- <https://carey.jhu.edu/uploads/files/Conjunctions.pdf>
- <https://www.rit.edu/ntid/sea/processes/passive/grammatical/structure>
- [https://www.dcu.ie/sites/default/files/students/pm\\_16-4-20\\_passive\\_voice.pdf](https://www.dcu.ie/sites/default/files/students/pm_16-4-20_passive_voice.pdf)
- <https://dictionary.cambridge.org/ru//relative-clauses-defining-and-non-defining>
- <https://www.twinkl.com/teaching-wiki/non-defining-relative-clause>
- <https://www.cliffsnotes.com/studyguides/english/modifiers/modifiers>
- <https://www.scribbr.com/language-rules/dangling-modifier/>

- <https://msharnumsdocuments.weebly.com/uploads/1/4/1/9/14199793/emphatic-devices-notes.pdf>
- <https://www.litinfocus.com/120-root-words-prefixes-and-suffixes-pdf-list/>
- <https://academicguides.waldenu.edu/writingcenter/grammar>
- <https://academicguides.waldenu.edu/writingcenter/writingprocess>
- <https://academicguides.waldenu.edu/writingcenter/plagiarism>
- <https://academicguides.waldenu.edu/writingcenter/grammar/verbforms>
- <https://iwcenglish1.typepad.com/files/the-elements-of-literature.pdf>
- <https://www.slideserve.com/george-alford/elements-of-literature>
- <https://www.pdfdrive.com/elements-of-literaturepdf-e19068771.html>
- <https://www.hoddereducation.co.uk/media/Documents/International//ELEMENTS-OF-LITERATURE.pdf>
- [https://www.academia.edu/7197839/ELEMENTS\\_OF\\_LITERATURE](https://www.academia.edu/7197839/ELEMENTS_OF_LITERATURE)
- <https://www.hohschools.org/cms/lib//Centricity/Domain/378/LITERARYELEMENTSBESTSHEET.pdf>
- <https://alex.state.al.us/uploads/35349/Literary-Elements-Handout.pdf>
- <https://www.alamo.edu/siteassets/sac/about-sac/college-offices/writing-center/elements-of-a-literary-analysis.pdf>
- <https://www.rcboe.org/cms/lib010/GA01903614/Centricity/Domain/4395/Elements%20of%20a%20Story.pdf>
- [https://btsau.edu.ua/sites/default/files/scopus/writing\\_an\\_academic\\_journal\\_article.pdf](https://btsau.edu.ua/sites/default/files/scopus/writing_an_academic_journal_article.pdf)
- <https://www.gusd.net/cms/lib/CA01000648/Centricity/Domain/3217/Literary%20Elements.pdf>
- [https://www.pearson.com/content/dam/one-dot-com/one-dot-com/english/SampleMaterials/Digital/MyGrammarLab\\_Advanced.pdf](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/english/SampleMaterials/Digital/MyGrammarLab_Advanced.pdf)
- <https://www.nlsd.k12.oh.us/userfiles/63/Classes/grammar/student/edition1.pdf>
- <https://mlpp.pressbooks.pub/introductiontohumanitiesv2/chapter/literature-fiction-drama-poetry-and-prose/>
- <https://www.amazon.com/Elements-Literature-Essay-Fiction-Poetry>
- [https://human.libretexts.org/Bookshelves/Humanities/Book\\_Introduction\\_to\\_Humanities\\_\(Larsen\)/New\\_Page](https://human.libretexts.org/Bookshelves/Humanities/Book_Introduction_to_Humanities_(Larsen)/New_Page)
- <https://www.poetryfoundation.org/collections>
- <https://study.com/learn/lesson/literary-genres-types-characteristics-examples.html>
- <https://www.ukessays.com/essays/education/essay-poetry-prose-drama-and-film-in-literature.php>
- <https://www.masterclass.com/articles/what-are-the-different-genres-of-literature-a-guide-to-14-literary-genres>
- [https://en.wikipedia.org/wiki/Literary\\_element](https://en.wikipedia.org/wiki/Literary_element)
- [https://americanenglish.state.gov/files/ae/resource\\_files/lmi-pcsl-compiled](https://americanenglish.state.gov/files/ae/resource_files/lmi-pcsl-compiled)
- <https://carey.jhu.edu/uploads/files/Conjunctions.pdf>
- <https://www.rit.edu/ntid/sea/processes/passive/grammatical/structure>
- [https://www.dcu.ie/sites/default/files/students/pm\\_16-4-20\\_passive\\_voice.pdf](https://www.dcu.ie/sites/default/files/students/pm_16-4-20_passive_voice.pdf)
- <https://dictionary.cambridge.org/ru//relative-clauses-defining-and-non-defining>
- <https://www.twinkl.com/teaching-wiki/non-defining-relative-clause>
- <https://www.cliffsnotes.com/studyguides/english/modifiers/modifiers>
- <https://www.scribbr.com/language-rules/dangling-modifier/>
- <https://msharnumsdocuments.weebly.com/uploads/1/4/1/9/14199793/emphatic-devices-notes.pdf>
- <https://www.litinfocus.com/120-root-words-prefixes-and-suffixes-pdf-list/>



<b>BRD 351</b>	<b>Ecosystem Services</b>	<b>Cr 3</b>
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**Semester: V**

**Teaching Hours : 48**

**Objectives:**

Upon completion of the course, students will be able to

- Understand the value and need of environment, ecosystem and their services
- Identify, define and classify ecosystem and understand the value of ecology;
- Understand basics of resources economics
- Understand pricing methods and methodologies and apply the tool
- Elaborate and assess resource valuation
- Apply idea and concepts of natural ecosystem and their value and services for social and human development

<b>Units</b>	<b>Contents</b>	<b>Lecture hours</b>
1 – Introduction to Environment, Ecology and Ecosystem Services	<ul style="list-style-type: none"> <li>• Environment and its components</li> <li>• Ecology and environment</li> <li>• Environmental interactions</li> <li>• Environmental structures</li> <li>• Environmental functions</li> <li>• Classification of environmental functions</li> <li>• Biodiversity and its temporal and spatial aspects</li> <li>• Introduction to ecosystem services</li> <li>• Implications in development</li> </ul>	5
2. Ecosystem Services	<ul style="list-style-type: none"> <li>• Development of concept of Ecosystem Services</li> <li>• Spatial and temporal variations in ecosystem services</li> <li>• Supporting services</li> <li>• Provisioning services</li> <li>• Regulating services</li> <li>• Cultural services</li> <li>• Historic patterns on services flow</li> <li>• Current state and future trends</li> <li>• Uncertainties hindering decision-making concerning ecosystem</li> <li>• Ecosystem structures and functions characterization in aquatic and terrestrial ecosystems</li> <li>• Evaluating Responses of Structure and Function to disturbances</li> </ul>	10

3. Economic valuation of Ecosystem Services	Concept of ecosystem services value and Valuations Trend and Implications of valuation Revealed Willingness to Pay <ul style="list-style-type: none"> <li>• Market Price Method</li> <li>• Productivity Method</li> <li>• Hedonic Pricing Method</li> <li>• Travel Cost Method</li> </ul> Imputed Willingness to Pay <ul style="list-style-type: none"> <li>• Damage Cost Avoided</li> <li>• Replacement Cost</li> <li>• Substitute Cost Methods</li> </ul> Expressed Willingness to Pay <ul style="list-style-type: none"> <li>• Contingent Valuation Method</li> </ul> Contingent Choice Method Challenges and Problems with economic valuation Practical aspects of Valuation	10
4. Case studies	Terrestrial Ecosystems 1 Terrestrial Ecosystems 2 Aquatic Ecosystems 1 Aquatic Ecosystems 2	6
5. Payment for Ecosystem Services (PES)	Introduction to PES History, background and current status of PES Key principles and concepts of PES Opportunities and risks underpinning PES Types of PES scheme Scale of PES scheme Practicalities associated with PES Key PES actors PES negotiation and implementation Designing practical PES schemes	10
6. Student led field visits	Student led group visits in assigned local sites for ecosystem services/PES	7

References:

Millennium Ecosystem Assessment, 2005  
 Introduction to Ecology and Environment, PD Sharma  
 Fundamentals of Ecology, Eugene Odum  
 Essentials of Ecology, Miller *et al*  
 Ecosystem Services – Concepts, Methods and case studies; Grunewald  
 Routledge Handbook of Ecosystem Services  
 Economic Valuation of the environment, Methods and Course studies; Garrod and Wills  
 Economic Valuation of Environment Impacts, A worldbook

## **Course Syllabus**

### **Small and Medium Enterprises**

**Semester: V**

**Course Code: BARD 352**

**Credit Hours: 3**

**Credit hours: 48**

#### **Course Description**

This course deals with the nature, role and ethics of small & medium business, characteristic features of entrepreneurs, business ideas, options for starting, strategies, plan, marketing, management and accounting and finance of small & medium business.

#### **Course Objective**

The main objective of this course is to impart students the knowledge and skills of entrepreneurial small businesses so that students may successfully apply them to start and manage such businesses as a career option or help and advice their owners and managers for smooth operations.

#### **Outcomes**

By the end of this course, students should be able to:

- Understand the fundamentals small & medium business entrepreneurship
- Recognize opportunity and generate ideas for s small & medium business
- Use the skills of starting up a small & medium business
- Develop small & medium business strategies and plan
- Appreciate the need for business advice and assistance
- Consider the issues small & medium business management

#### **Course Details**

##### **Unit 1: Introduction 9 LH**

Small and Medium enterprises–Concept and Definition, characteristics of Small and Medium enterprises, nature of Entrepreneur & Entrepreneurship, Classification of entrepreneurs, Distinction between Entrepreneur and Manager. Theories of Entrepreneurship- Schumpeter, McLelland and Drucker.

##### **Unit 2: Small and Medium enterprises in Nepal 9 LH**

Role in the economy and significance Problems of Small and Medium scale industries, Growth of Small and Medium scale sector in Nepal, Problems and deficiencies in the operations of Small and Medium businesses in Nepal; Service firm; Operation and unique characteristics of service firms; Material and alike problems of service firms in Nepal; Operation of Small and Medium manufacturing plant; Operating methods; Focus and problems of Small and Medium manufacturing plants in Nepal; Entrepreneurship qualifications and Entrepreneurship development in Nepal.

### **Unit 3: Government Initiation to Promote Small and Medium Business 6 LH**

Role of central, provincial and local level government to promote Tiny, Small and Medium business; women enterprises; governmental and non-governmental support for Repatriating Employees to stablish Small & Medium Business and technology transformation; infrastructure development and train manpower; Acts regulating Small and Medium business in Nepal.

### **Unit 4: Setting up a Small and Medium Business: 9 LH**

Determination of the nature of the business unit; Micro, Small and Medium enterprise, Comparative evaluation of feasibility of buying an existing enterprise, setting up a new venture or starting the business through franchising, Concept, product/service feasibility, industry/target market feasibility analysis, organizational feasibility analysis; Location strategy; Assessing the Environment: Political, Legal, Economic, Social, Technological, Global Environment, Developing an Effective Business Plan; Raw materials and manpower supply.

### **Unit 5: Management of Small and Medium Enterprises 9 LH**

The 4 Ps of marketing for new ventures; Recruiting and selecting key employees; Management of Product Line; Communication with clients; Restructuring, Revival and Rehabilitation of Small & Medium; Problems of entrepreneurs; Evaluating entrepreneurial performance; Business Succession and continuing from family Business perspective, Succession policy, problems of innovation and change, Failure symptoms and causes, Failure trend of SMEs in Nepal and its solution.

### **Unit 6: Field visit and report writing 6 LH**

Class teacher organize field visit; divide students to different groups (3-5 students in one group). Each group submits feasibility report for a business (Service/Product).

#### **Readings Materials**

Agrawal, Govinda Ram, Entrepreneurship & Small Business Management in Nepal, M.K. Publishers & Distributors, Kathmandu.

Noor Hazlina Ahmad, et al. *Handbook of Research on Small and Medium Enterprises in Developing Countries*. Hershey, Igi Global, Business Science Reference, An Imprint Of Igi Global, 2017.

Sahay and V. Sharma, Entrepreneurship and New Venture Creation, Excel Books, New Delhi

Shukla, MB, (2011), Entrepreneurship and Small Business Management, KitabMahal, Allahabad

Zivetz, Lausiz, Private Enterprise and the State in Modern Nepal, New Delhi: Oxford University Press

उद्यमशीलता व्यवसाय प्रवर्द्धन तथा नवप्रवर्तन केन्द्र कायध सञ्चालन कायधववि, २०७७

औद्योगिक व्यवसाय ऐन, २०७६

औद्योगिक व्यवसाय गियमावली, २०७६

कृषि, पशुपंक्षी तथा अन्य व्यवसाय र उद्यमशीलता प्रवर्द्धन अनुदान कार्यविधि, २०७८

बूढानीलकण्ठ नगरपालिकाको उद्यमशीलता विकास सम्बन्धी कार्यविधि तथा मापदण्ड २०७७

महिला उद्यमशीलता विकास, वित्तिय पहुँच, टेवा पूँजी र प्रविधि सहयोग कार्यक्रम २०७७-

## Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Attendance	5%	
2	Assignments	15%	
3	Quizzes/Presentations	10%	
4	Pre-Written Exam	10%	
5	Final Examination (End semester exam)	60%	

## Specification Grid (End Semester Exam Question Plan)

S.No.	Group	Question pattern	No. of questions to be asked	Answers to be given only	Unit concerned	Full Mark
1	A	Objective Questions	10	10	All	1 x 10
2	B	Long answer	3	2	All	2 x 10
3	C	Short answer	5/6	4	All	4 x 5

## FINANCIAL MANAGEMENT

Semester: V

Course Code: BARD 353:

*Credit Hours 3*

*Lecture Hours 48*

### *Course Description:*

The core objective of this course is to develop a foundation of financial management concepts. This will enable the student to understand how to make investment and financing decisions, and how they establish working capital policies. This course in financial management describes the corporation and its operating environment and its relation to area of social science.

### *Objectives:*

It will help to understand how the finances of organizations work, and how to deal with the real life scenarios interfacing with finance.

### *Course Contents*

**Unit 1 Introduction to accounting and finance** **9 Lecture hrs**

#### **First Week**

1.4. Basic concept of Accounting (Concept, Rules of Debit and Credit)

#### **Second Week**

1.5. Concept of Journal, Ledger and Trial balance

#### **Third Week**

1.6. Introduction to Finance, Nature of business finance, Corporate Investment and Financing Decision, Role of Financial Manager, Agency Relationship and Corporate Governance

**Unit 2 the Financial Environment** **6 Lecture hrs**

#### **Fourth Week**

2.1. Financial Markets: Concept and Types, Financial Institutions: Concept, Role in Funds Transfer, and Types

#### **Fifth Week**

2.2. Interest Rates: Level of Interest Rate, Determinants of Market Interest Rates, Interest Rates and business decisions, Taxes: Corporate Tax, Marginal Tax and Average Tax, Basic concept of cost of capital, Share, Bond

**Unit 3: Financial Statements and Their Analysis**

**12 Lecture hrs**

**Sixth Week**

3.1. Financial Statements: Balance Sheet

**Seventh Week**

3.2. Income Statement and Cash Flows Statement

**Eighth Week**

3.3. Financial Analysis: Types of Ratios

**Mid-Term Examination**

**Ninth Week**

3.4. Du-Pont Identity, Use and Limitation of Ratio Analysis

**Unit 4: Risk and Return**

**6 Lecture hrs**

**Tenth Week**

4.1. Return: various concepts and their measurement; Risk: Concepts and Measurement

**Eleventh Week**

4.2. Concept of Portfolio, Portfolio Risk and Return, CAPM and required return

**Unit 5 Time Value of Money**

**6 Lecture hrs**

**Twelfth Week**

5.1. Concept, reasons of time value of money, present and future value of different types of cash flows

**Thirteenth Week**

5.2. Finding interest rate and number of period, effective interest rate

**Unit 6: Basics of Capital Budgeting Decisions**

**6 Lecture hrs**

**Fourteenth Week**

6.1. Concepts and significance of capital budgeting, Process of capital budgeting decisions, Classification of capital projects

### **Fifteenth Week**

6.2. Capital Budgeting technique: payback period, accounting rate of return, net present value, IRR, profitability index

### **Unit 7: Working Capital Management**

**3 Lecture hrs**

### **Sixteenth Week**

Working capital management: concept, operating cycle, cash conversion cycle, working capital requirement. Receivable management, Cash Management

### **Suggested Readings:**

- Brigham, E. F., & Ehrhardt, M. C. (2008). Financial management: Theory and practice (12thed). Delhi: Clengage Learning.
- Ross, S. A., Westerfield, R. W., & Jordan, B. D. (2011). Essentials of corporate finance (7thed). New York: McGraw-Hill Irwin.
- Van Horne, J. C., & Wachowicz, J. R. (2009). Fundamentals of Financial Management, (13thed). New Delhi: PHI Learning.
- Pandey, I. M. Financial Management, New Delhi: Vikash Publishing House



## B.A.R.D. कार्यक्रम

### Course Title: Public Procurement and Supply Management

Semester: V

Credit Hours: 3

Teaching Hours: 48

Course Code: BARD 354

#### पाठ्य विवरण :

सार्वजनिक खरिद सुशासनको एउटा प्रमुख पक्ष हो । यस पाठ्यक्रमले सार्वजनिक खरिदमा सुशासन प्रतिस्पर्धामा सहभागीलाई समान अवसरको सुनिश्चितता, पारदर्शिता, जवाफदेहिताको प्रत्याभूति जस्ता विषयवस्तुलाई समावेश गरेको छ । त्यसै गरी सार्वजनिक खरिदको क्षेत्रसँग सम्बन्धित निकायले गरेको लगानीको उचित प्रतिफल, खर्चमा मितव्ययिता, प्रभावकारिता, अन्तर्राष्ट्रिय अभ्यास र वस्तुनिष्ठताको प्रत्याभूति कसरी गर्ने सन्दर्भमा सैद्धान्तिक पक्षलाई प्राथमिकता दिएको छ । सँगसँगै सार्वजनिक खरिद व्यवस्थापनमा अत्यन्तै आधारभूत पक्षमा रहेका बोलपत्रसम्बन्धी नमुना कागजात, निर्देशिका, कार्यविधि र प्राविधिक मार्गदर्शन, खरिद प्रक्रिया, विद्युतीय खरिद प्रणाली, सार्वजनिक खरिदको क्षेत्रमा नीतिगत, कानुनी व्यवस्थालाई समावेश गरेको छ । सार्वजनिक निकायहरूबाट हुने खरिद विधि, सार्वजनिक सम्पत्ति तथा जिन्सी व्यवस्थापन, स्रोत व्यवस्थापन, अभिलेख व्यवस्थापनजस्ता महत्वपूर्ण विषयवस्तुको प्रयोगात्मक तथा सैद्धान्तिक पक्षलाई समेत समावेश गरिएको छ ।

#### उद्देश्य :

यो विषय अध्ययनपश्चात् विद्यार्थी निम्न बमोजिमको ज्ञान प्राप्त गर्न सक्षम हुनेछन् ।

- १) सार्वजनिक खरिदको परिचय, इतिहास र सैद्धान्तिक पक्षको बारेमा ज्ञान प्राप्त हुनेछ ।
- २) सार्वजनिक खरिदको सम्बन्धमा भएको राष्ट्रिय तथा अन्तर्राष्ट्रिय कानुनी प्रावधानको बारेमा जानकारी हासिल गर्न सक्षम हुनेछन् ।
- ३) सार्वजनिक खरिद व्यवस्थापनमा स्रोत व्यवस्थापन र योजनाको महत्व बारे विद्यार्थीहरू जानकार हुनेछन् ।
- ४) सार्वजनिक निकायहरूबाट भएको खरिद कारवाही विधिसम्मत भए नभएको साथै अनुगमन, नियमन तथा रायपरामर्श दिन सक्षम हुनेछन् ।
- ५) सार्वजनिक खरिदसम्बन्धी सूचना आह्वान, बोलपत्रको मूल्याङ्कन, करार सम्झौता, परियोजनाको निरीक्षण लगायतका कार्यहरू गर्न सक्षम हुनेछ ।

- ६) निजी तथा साभेदारी संस्थामा सार्वजनिक खरिद र सोको व्यवस्थापनसंग सम्बन्धित प्रशासनिक काम गर्न सक्षम हुनेछन् ।
- ७) सक्षम नागरिकको रूपमा आफ्ना वरिपरिका परियोजनाहरूलाई सार्वजनिक खरिद प्रक्रियाअनुसार विश्लेषण गर्न सक्षम हुनेछन् ।
- ८) सार्वजनिक सम्पत्ति तथा जिन्सी व्यवस्थापनसम्बन्धी ज्ञान प्राप्त हुनेछ ।
- ९) यसको अध्ययनपश्चात् सार्वजनिक खरिदको सैद्धान्तिक तथा प्रयोगात्मक ज्ञान विद्यार्थीहरूलाई हुनेछ ।

## Course Components:

एकाइ १ : सार्वजनिक खरिद व्यवस्थापन

पाठ्य घण्टा ६

पहिलो हप्ता

- १.१ सार्वजनिक खरिदको परिचय
- १.२ सार्वजनिक खरिद व्यवस्थापनको उद्देश्य र सिद्धान्त
- १.३ खरिद कार्यको जिम्मेबारी र खरिद विधि
- १.४ खरिद सम्भौता र कार्यान्वयन,
- १.५ संयुक्त उपक्रम (Joint Venture), जामानत, एजेन्ट

दोस्रो हप्ता

- १.६ खरिद व्यवस्थापनमा आचरणसम्बन्धी व्यवस्था
- १.७ खरिद कार्यको अनुगमन
- १.८ सार्वजनिक तथा निजी क्षेत्रको साभेदारीको अवधारणा र नेपालमा यसको प्रयोग
- १.९ स्वायत्त संस्थाको सार्वजनिक खरिदसम्बन्धी व्यवस्था
- १.१० अन्तर्राष्ट्रिय सहयोगी संस्थाबाट प्राप्त सहयोगको खरिद प्रक्रिया

## १.११ सार्वजनिक खरिद प्रक्रियामा विद्युतीय खरिद प्रणाली

### एकाइ २ : स्रोत व्यवस्थापन र योजना

९

#### तेस्रो हप्ता

२.१ मानव स्रोत व्यवस्थापन : प्राप्ति, विकास, उपयोग र सम्भार

#### चौथौ हप्ता

२.२ सार्वजनिक वित्त व्यवस्थापन : नेपालको योजना र बजेट प्रणाली - बजेट निर्माण, कार्यान्वयन र मूल्याङ्कन

२.३ नेपालमा सरकारी लेखा प्रणाली र लेखापरीक्षण प्रणाली, बेरुजु फर्स्योटसम्बन्धी सामान्य जानकारी

#### पाँचौ हप्ता

२.४ वित्तीय व्यवस्थापन र सामाजिक उत्तरदायित्व

२.५ सहभागितामूलक योजना र विकास

### एकाइ ३ : सार्वजनिक खरीदसम्बन्धी कानुनी व्यवस्था

६

#### छैठौं हप्ता

३.१ सार्वजनिक खरिद ऐन, २०६३ मा भएको मुख्य-मुख्य व्यवस्थाहरू

३.४ सार्वजनिक खरिद नियमावली, २०६४ मा भएको मुख्य-मुख्य व्यवस्थाहरू

#### सातौं हप्ता

३.५ क्याटलग सपिड कार्यविधि

३.६ विद्युतीय खरिद प्रणाली सञ्चालन निर्देशिका, २०७४

एकाइ ४ : नेपालमा खरिद विधिसम्बन्धी व्यवस्था

९

आठौँ हप्ता

- ४.१ मालसामान, निर्माण कार्य वा अन्य सेवा
- ४.१.१ अन्तर्राष्ट्रि स्तरमा खुल्ला बोलपत्र आह्वान
- ४.१.२ राष्ट्रिय स्तरमा खुल्ला बोलपत्र आह्वान
- ४.१.३ सिलबन्दी दरभाउपत्र आह्वान
- ४.१.४ सोभै खरिद
- ४.१.५ उपभोक्ता समिति वा लाभग्राही समुदायको सहभागिता

## Mid Term Exam

नवौँ हप्ता

- ४.१.६ अमानतबाट
- ४.१.७ एकमुष्ट दर विधि
- ४.१.८ उत्पादक वा अधिकृत विक्रेताद्वारा निर्धारित दरमा (Catalog shopping)
- ४.१.९ सीमित बोलपत्रदाताले भाग लिने (Limited Tendering)
- ४.१.१० नयाँ लिने पुरानो दिने (Buy Back Method)

दशौँ हप्ता

- ४.२ परामर्श सेवा खरिद
- ४.२.१ प्रतिस्पर्धात्मक प्रस्ताव माग
- ४.२.३ सोभै वार्ताबाट
- ४.३ अन्य खरिद (राशन)
- ४.४ बोलपत्रदाता वा प्रस्तावदाताको योग्यता
- ४.५ बोलपत्रका प्रक्रिया र चरण

एकाइ ५ : बोलपत्रसम्बन्धी कागजात

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एघारौँ हप्ता

- ५.१ राष्ट्रिय स्तरको बोलपत्र
- ५.२ अन्तर्राष्ट्रिय स्तरको बोलपत्र
- ५.३ दरभाउपत्र

#### बाह्रौँ हप्ता

- 5.4 Express of Interest (EOI)
- 5.5 Request for Proposal (RFP)

#### एकाइ ६ : सार्वजनिक सम्पत्ति तथा जिन्सी व्यवस्थापन

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#### तेह्रौँ हप्ता

- ६.१ सरकारी सम्पत्तिको जिम्मा, लागत र संरक्षण
- ६.२ जिन्सी निरीक्षण प्रतिवेदन र कार्यान्वयन

#### चौधौँ हप्ता

- ६.३ बरबुभारथ व्यवस्थाहरू
- ६.४ लिलाम मिन्हा र मर्मत सम्भार
- ६.५ बैदेशिक सहायतामा प्राप्त सामानको अभिलेख

#### एकाइ ७ : अभिलेख व्यवस्थापन

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#### पन्ध्रौँ हप्ता

- ७.१ अभिलेख व्यवस्थापनको परिचय, उद्देश्य, आवश्यकता र महत्व
- ७.२ दर्ता, चलानी, फाइलिङ र पत्रव्यवहार
- ७.३ टिप्पणी, प्रस्ताव र प्रतिवेदन लेखन

## स्रोतौ हप्ता

७.४ वैठक व्यवस्थापन र निर्णय (माइन्ट) लेखन

७.५ माग फाराम, खरिद आदेश, दाखिला रिपोर्ट र जिन्सी खातासम्बन्धी जानकारी

### प्रयोगात्मक अभ्यास

८.१ एउटा सार्वजनिक निकायलाई १५ थान कम्प्युटर, ५ थान प्रिन्टर, खरिद गर्नुपर्ने भएकोले सोको सुरुदेखि अन्तिमसम्मको खरिद प्रक्रिया पूरा गरी फाइल व्यवस्थापन गर्नुहोस् ।

८.२ एउटा सार्वजनिक निकायलाई दश करोड लागत अनुमान भएको भवन निर्माण गर्नुपर्ने भएकोले सोको लागि अवलम्बन गर्ने खरिद प्रक्रियासहित फाइल व्यवस्थापन गर्नुहोस् ।

८.३ कुनै सार्वजनिक निकायमा पाँच लाखको कार्यालय उपकरण खरिद गरी निकासी गर्दा अवलम्बन गर्ने प्रक्रियासहितको फाइल खडा गर्नुहोस् ।

सन्दर्भ सामाग्री :

Kenneth Lyons, Brain Farrington, *Procurement and Supply Chain Management*, 9<sup>th</sup> ed., Edinburgh Gate, Harlow, United Kingdom, 2016.

Fred B. Sollish, Johan Semanik, *The Procurement and Supply Manager's Desk Reference*, Johan wiley and sons, Hoboken, New jersey, 2012.

अन्तर्राष्ट्रिय विकास सहायता परिचालन निति, २०७६

क्याटलग सपिड कार्यविधि

बजेट तथा कार्यक्रम महाशाखा, अर्थ मन्त्रालय, नेपाल सरकार, कार्य सञ्चालन निर्देशिका, २०७५

सार्वजनिक खरिद अनुगमन कार्यालयबाट प्रकाशित वार्षिक प्रतिवेदन, २०७८

सार्वजनिक खरिद ऐन, २०६३

सार्वजनिक खरिद नियमावली, २०६४

स्थानीय तह बजेट तर्जुमा तथा सम्पत्ति हस्तान्तरण निर्देशिका, २०७४

विद्युतीय खरिद प्रणाली सञ्चालन निर्देशिका, २०७४

समाप्त

## **Lumbini Buddhist University Bachelor of Arts (Rural Development)**

### **Diversity and Inclusion**

**Semester: V**  
**Code: BARD355**

**Credit Hours: 3**  
**Teaching Hours: 48**

Diversity and inclusion are most widely discussed social and political agenda in this new millennium in Nepal. They are key words for both political and social movement in recent era. Still, there are many thematic and comparative issues have not received enough attention in the academic discussion. This course introduces such major theoretical and comparative discussion to the students.

The course focuses on for three parts related with diversity and inclusion. First, the theoretical debate in social science. It covers wide range of issue from cultural diversity to multiculturalism and consensus democracy. Second, it aims to connect the theoretical and empirical debate to economic and human development, workplace diversity, religion, media, population, education, religion and so forth. Third, it gives particular attention and connecting Buddhist philosophy on creating more inclusionary and prosperous community.

#### **Learning Objectives**

Upon completion of this course, students will able to

- Understand major theoretical debate in social sciences related with diversity and inclusion;
- Apply such ideas in diverse areas of social life;
- Critically evaluate contemporary state of inclusionary state of Nepali society;
- Create constructive idea to for inclusionary governance;
- Analyze policy report and news; and
- Prepare policy or research paper

#### **Assignment Suggestion**

- Weekly news analysis;
- Diversity and inclusion statistics presentation;
- Field survey

### Unit I: Theory and Key concept

**Week 1:** Lin, C. (2020). Understanding Cultural Diversity and Diverse Identities. *Quality Education*, 929-938.

**Week 2:** Walton, J., Harris, A., & Iwabuchi, K. (2020). Introduction: Everyday multiculturalism in/ across Asia. *Ethnic and Racial Studies*, 43(5), 807-815.

**Week 3:** Kasuya, Y., & Reilly, B. (2022). The shift to consensus democracy and limits of institutional design in Asia. *The Pacific Review*, 1-27.

### Unit II: Thematic Issues

**Week 4:** Przeworski, A. (2008). Democracy, Social Inclusion, and Development. *asdf*, 49-73

**Week 5:** Ogbu, J. U. (1988). Cultural diversity and human development. *New Directions for Child and Adolescent Development*, 1988(42), 11-28.

**Week 6:** Hays-Thomas, R. (2016). *Managing workplace diversity and inclusion: A psychological perspective*. Routledge, 4-17

### Unit III: Nepal as a Case Study

**Week 7:** Constitution of Nepal, 2015

National Census Report 2021

**Week 8:** उमेशप्रसाद मैनाली, संघियताको सन्दर्भमा विविधता व्यवस्थापन

Nepali, S., Ghale, S., Hachhethu, K., Nepali, S., Ghale, S., & Hachhethu, K. (2018). Federal Nepal: Socio-Cultural Profiles of the Seven Provinces. *Kathmandu: Governance Facility*.



## Mid Term

### Unit IV: Buddhism, Diversity and Inclusion

**Week 9:** Borup, J. (2018). Prosperous Buddhism, Prosperity Buddhism, and Religious Capital. *Numen*, 65(2-3), 256-288.

Week 10: Candland, C. (2001). Faith as social capital: Religion and community development in Southern Asia. In *Social Capital as a Policy Resource* (pp. 129-148). Springer, Boston, MA.

### Unit IV: International Experience

**Week 11:** Poushter, J., Fetterolf, J., & Tamir, C. (2019). A Changing World: Global views on diversity, gender equality, family life and the importance of religion. *Pew Research Center*, 44.

**Week 12:** Banerji, A. and Yik. A. (2021). *Diversity & Inclusion in Asia Country View: India*. Community Business.

**Week 13:** Krzyzanowski, M., Triandafyllidou, A., & Wodak, R. (2018). The mediatization and the politicization of the “refugee crisis” in Europe. *Journal of Immigrant & Refugee Studies*, 16(1-2), 1-14.

### Unit VI: Sum-up

**Week 14:** Ivanyna, M., & Salerno, A. (2021). Governance for Inclusive growth. IMF Working Paper

**Week 15:** Font, N., Graziano, P., & Tsakatika, M. (2021). Varieties of inclusionary populism? SYRIZA, Podemos and the Five Star Movement. *Government and Opposition*, 56(1), 163-183.

**Week 16:** Tambakaki, P. (2015). Citizenship and inclusion: Rethinking the analytical category of noncitizenship. *Citizenship studies*, 19(8), 922-935.

## Lumbini Buddhist University

Course Number	Course Title	Credit Hours
BARD 361	Social and Environment Assessment and Action Plan	3

### Main Objective

This course mainly deals with the new physical/infrastructure developmental activity and its impact on the surrounding environment such as biophysical, economic, social, and cultural and gender. Basically, the impact of any new project on society will be assessed at spatial, temporal and at the magnitude levels. This subject enables students to learn and use the tools that are used to assess the impact of any project on the surrounding social and other features of environment. Ultimately, based on the severity, spatial coverage and duration of the impact, students will become able to term project either feasible or infeasible. This course mainly helps to develop an understanding of:

#### To develop an understanding of:

- The role and scope of Social and Environment Assessment and Action Plan (SEIAA) in relation to the social and economic development in both rural and urban settings;
- The types of social impacts that can result from development proposals; and
- The principles, procedure and methods that are used to assess and mitigate social impacts.

#### Broad outline:

This course includes definitions and meaning of SEIAA, evolution of SEIAA, criteria and standards for assessing significant impacts, nature and type of impacts, consideration of alternatives, socio environment protection measures, SEIAA at the international level, strategic environmental assessment - principles and potentials, effectiveness of SEIAA and future course of action.

### Content

Unit and Title	Topics	Lecture Hours
<p><b>Orientation about the Steps in the SEIAA process</b></p> <p><b>This is the general information that should be given / disseminated to the students before start of the session.</b></p>	<ol style="list-style-type: none"> <li>1. Public involvement – develop and implement an effective public involvement plan to involve all interested and affected stakeholders</li> <li>2. Identification of alternatives – describe the proposed action and reasonable alternatives to it, including the no action alternative</li> <li>3. Profile of baseline condition – document the relevant human environment/area of influence of the proposal and the existing social conditions and trends (using the characteristics and variables described previously)</li> <li>4. Scoping – identify and prioritise the range of likely social impacts through a variety of means, including discussion or interviews with numbers of all potentially affected</li> <li>5. Projection of estimated effects – analyse and predict the probable impacts of the proposal and the alternatives against baseline conditions (with versus without the action)</li> <li>6. Prediction and evaluation of responses to impacts – determine the significance of the identified social impacts to those who will be affected</li> </ol>	<p><b>4.5</b></p>

Unit and Title	Topics	Lecture Hours
	<ol style="list-style-type: none"> <li>7. Estimate indirect and cumulative impacts – identify the subsequent, flow-on effects of the proposal, including the second/third order impacts and their incremental impacts when added to other past, present and foreseeable current activities</li> <li>8. Changes to alternatives – recommend new or changed alternatives and estimate or project their consequences for affected and interested stakeholders</li> <li>9. Mitigation – develop and implement a mitigation plan, in order of preference to firstly avoid, secondly minimize and thirdly compensate for adverse impacts</li> <li>10. Monitoring – develop and implement a monitoring program to identify deviations from the proposed action and any important unanticipated impacts</li> </ol>	
<b>Introduction to Environment and Society</b>	<ul style="list-style-type: none"> <li>• Concept of the Environment - human as a part of the environment, environmental factors socio-economic and cultural environment Classification of Environment –natural environment (physical or built environment, biological environment: renewable and non-renewable resources)</li> <li>• Basic environmental problems and its impact on humans and society (global and national) <ul style="list-style-type: none"> <li>○ Basin, catchment, watershed</li> <li>○ Environmental Hazards-erosion, land slide-types, debris flow, mud slide, GLOF, flood, flash flood, fire—types, storm</li> </ul> </li> </ul>	<b>7.5</b>

Unit and Title	Topics	Lecture Hours
<b>Sustainable Development</b>	<ul style="list-style-type: none"> <li>• The concept and evolution of sustainable development (environment and economic system, development concerns, political awakening for environmental conservation), Agenda 21, Rio 92, Johannesburg 2003, COP, Aarhus convention.</li> <li>• Definition and principles of sustainable development (global initiatives on Sustainable Development and implication in the context of Nepal)</li> <li>• Role of EIA/SIA in Sustainable Development</li> </ul>	<b>3</b>
<b>Introduction to Social Impact Assessment (SIA)</b>	<ul style="list-style-type: none"> <li>• SIA As a part of Environment Management and EIA</li> <li>• Origin and development, definition, benefits, misconceptions, principles</li> <li>• SIA as part of Environment Assessment</li> <li>• Types of SIA assessment –</li> <li>• Difference between social EIA and IEE (project level assessment)</li> <li>• Terminology used in SIA</li> <li>• International Development Organizations (WB, ADB, UNEP, IUCN etc) involved in SIA team and time frame</li> </ul>	3
<b>SIA in the Project Cycle</b>	<ul style="list-style-type: none"> <li>• Linkage between development and social environment</li> <li>• Development stages - policy, plan, programme and project</li> <li>• Phases of the development project cycle {pre-investment phase (identification, pre-feasibility, feasibility, appraisal, and negotiation), investment phase (design and engineering, and construction/installation/ implementation, monitoring, auditing), and operation and maintenance phase (expansion, evaluation and close-up)}</li> </ul>	<b>3</b>
<b>SIA Process</b>	<ul style="list-style-type: none"> <li>• Project screening</li> <li>• Idea about Environment Protection Act 1996, and Environment Protection Regulation 1997 for identifying project requiring IEE or EIA.</li> <li>• Scoping and Terms of Reference</li> <li>• Project description/development action, description of environmental baseline, consideration of alternatives, identification and prediction of impacts, evaluation of impacts, selection of environment protection measures, preparation of environmental management plan, environmental monitoring and auditing requirements</li> </ul>	<b>4.5</b>
<b>Scoping</b>	<ul style="list-style-type: none"> <li>• Introduction, definition, objectives, significance of scoping in SIA process, scoping responsibility and appropriate time, environmental climatic perspective</li> <li>• Scoping steps - collection of background information, data, planning for stakeholders' involvement, identification of priority/significant issues</li> <li>• Scoping in Nepalese context</li> <li>• Public involvement, public notice</li> <li>• Exercise [social scoping and Terms of Reference preparation]</li> </ul>	<b>3</b>

Unit and Title	Topics	Lecture Hours
<b>Baseline Data Collection</b>	<ul style="list-style-type: none"> <li>• Purpose, major parameters and data sources</li> <li>• Socio-environmental setting - social, socio-economic, economic; and cultural aspect (population, demography, economic activities, infrastructures, social service facilities, etc.)</li> <li>• Collection of Baseline Data in critical decision making; example-Modi Hydro, Arun III, West Seti Hydro and Eastern Rapti irrigation Project ERIP</li> <li>• Methods of baseline information collection on physical, biological, socio-economic and cultural aspects using the methods such as Participatory Rural Appraisal, checklist, etc.</li> <li>• Data processing</li> <li>• Exercise</li> </ul>	<b>4.5</b>
<b>SIA related Policies, Laws, and Guidelines from social perspective</b>	<ul style="list-style-type: none"> <li>• SIA Related national and sectoral policies</li> <li>• SIA related Laws, Rules and regulations</li> <li>• SIA in National Planning</li> </ul>	<b>1.5</b>

<b>Unit and Title</b>	<b>Topics</b>	<b>Lecture Hours</b>
<b>Concept of Impact Identification</b>	<ul style="list-style-type: none"> <li>• Introduction, purpose and categorization of impacts</li> <li>• Environmental impacts – Social, Demographic, cultural, Gender, Economic Lifestyle, amenity, health etc.</li> <li>• Environment settings</li> <li>• Project action</li> <li>• Exercise</li> </ul>	<b>1.5</b>
<b>Methods of Impact Identification, Prediction</b>	<ul style="list-style-type: none"> <li>• Methods - mathematical model, statistical model, geographical model, field and laboratory experimental methods, expert judgment, etc</li> <li>• Use of considerable impact prediction model-- Checklist and Matrices, Leopold Matrix Model (LMM), fraction Matrix Model (FMM), Calyx expert model</li> <li>• Trend extrapolation, multiplier effects, consulting experts, scenarios and comparative studies [acquired from: Taylor, Goodrich and Bryan 1998]</li> <li>• Choice of prediction methods and uncertainty in impact prediction</li> <li>• Exercise</li> </ul>	<b>3</b>
<b>Impact Evaluation, Analysis and Prioritization</b>	<ul style="list-style-type: none"> <li>• Introduction, purpose and methods such as policies, laws, standards etc.</li> <li>• Impact dimension—Magnitude, Temporal and Spatial impact analyses</li> <li>• Exercise</li> </ul>	<b>1.5</b>
<b>Socio-environmental Protection Measures</b>	<ul style="list-style-type: none"> <li>• Introduction and objectives</li> <li>• Environmental protection measures - benefits augmentation and adverse impacts mitigation measures</li> <li>• Types of mitigation measures - preventive measures, corrective measures and compensatory measures</li> <li>• Case presentation (Field Work Case)</li> </ul>	<b>3</b>
<b>Social Monitoring</b>	<ul style="list-style-type: none"> <li>• Principles and types</li> <li>• Parameters, methods, location, schedules and responsibilities</li> <li>• Case presentation (Field Work Case)</li> </ul>	<b>1.5</b>
<b>Social Auditing</b>	<ul style="list-style-type: none"> <li>• Purpose and types</li> <li>• Parameters, methods and responsibilities</li> <li>• Case presentation (Field Work Case)</li> </ul>	<b>1.5</b>
<b>Social Management Action Plan</b>	<ul style="list-style-type: none"> <li>• The Management concepts</li> <li>• Major components of SMAP</li> </ul>	<b>1.5</b>
<b>Public Involvement in EIA</b>	<ul style="list-style-type: none"> <li>• Introduction, need and stages of stakeholder participation</li> <li>• Types of involvement - information dissemination, consultation and participation</li> <li>• Tools for public participation</li> <li>• Difficulties of effective public participation</li> <li>• Nepal's legal provisions on public involvement</li> <li>• Use of public concerns</li> </ul>	<b>3</b>
	<b>Total Lecture Hours</b>	<b>48</b>

## Reference Materials:

- Khadka R B (2003) Environment Impact Assessment. Process and Procedure in Nepal. 2003
- Berger T (1994) The Independent Review of the Sardor Sarovar Projects, 1991-1992.
- *Impact Assessment* 12:1, 3-20.
- Goodland R (1999) Social and Environmental Assessment to Promote Sustainability. Paper presented to the Annual Meeting of the International Association for Impact Assessment, Glasgow. (Informal draft available from Environment Department, World Bank, Washington, D.C.)
- Inter-organizational Committee on Guidelines and Principles for Social Impact Assessment (1994) Guidelines and Principles for Social Impact Assessment. *Impact Assessment*, 12(2): 107-152.
- Taylor N, Goodrich C and Bryan H (1998) Social Assessment. In Porter A and Fittipaldi J (eds) *Environmental Methods Review: Retooling Impact Assessment for the New Century* (pp.210-218). The Press Club, Fargo, USA.
- Vanclay F (1999) Social Impact Assessment. In Petts J. (ed) *Handbook of Environmental Impact Assessment* (Vol 1, pp. 301-326). Blackwell Science Ltd, Oxford, UK.
- World Bank Environmentally and Socially Sustainable Development Knowledge Bank at <http://www.worldbank.org>
- World Commission on Dams (2001) *Dams and Development: A New Framework for Decision-Making*. Earthscan, London (also at <http://www.dams.org>)
- Asian Development Bank (1994) *Handbook for the Incorporation of Social Dimension in Projects*. Social Development Unit, Asian Development Bank, Manila, Philippines.
- Burdge R and Vanclay F (1995) Social Impact Assessment in Vanclay F and Bronstein D (eds) *Environmental and Social Impact Assessment* (pp. 31-65). John Wiley & Sons, Chichester, UK.
- Cernea M and Kudat A (eds) (1997) *Social Analysis for Investment Projects: Rationale, Content and Methods*. ESSD Monograph 16, World Bank, Washington, D.C.
- Finsterbusch K, Ingersoll J and Llewellyn L (1990) *Methods for Social Analysis in Developing Countries*. Westview Press, Boulder, Colorado, USA.
- Reitbergen-McCracken J and Narayan D (1998) *Participation and Social Assessment: Tools and Techniques* (Book and video). Social Development Family, World Bank, Washington D.C.

**Note:**Teaching method will be lecture and discussion along with necessary examples and case studies.

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## Field/Group Works [50 Hrs]

### Field Visit to the Project Site for SIA Study

- Preparation for field work
  - Writing proposals: determining sites and features, methodology identified.
  - Scoping, preparing Terms of Reference (ToR)
  - Secondary Data collection
- Field work
  - Primary data collection
  - Proper SIA methodology use in data collection and management.

- Data validations, impact identifications, predictions and case presentations,
- Group work
- Post Field Work
  - Revalidation of data, impact identification, impact prioritization, mitigations measure, impact monitoring, auditing, and SMAP preparation.

**Scoping Exercise, Write-up and Presentation**

- Write up and presentation on the environmental scoping - water, road, construction, energy and waste management projects
- Group work on identification of priority issues

**Exercise on ToR Preparation for SIA**

- TOR write-up and presentation

**Exercise, Preparation and Presentation of SIA Reports**

- Case study selection
- Baseline data collection (use of appropriate tools)
- Impact identification, prediction and evaluation (use of internationally recognized impact prediction models)
- Selection of mitigation measures, monitoring and auditing requirements
- Preparation of Environment Management Plan
- Write up and presentation of reports

**Evaluation**

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1. Attendance and participation in class	- 5 marks
2. Unit wise or class performance assessment (10+5	- 15 marks
3. Term Paper or Report Writing .....	-10 marks
4. Pre-Board Examination	- 10 marks
5. Final examination (1)	<u>- 60 marks</u>
	<u>100 marks</u>

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**Course Title: Tourism Planning, Policies and Development**  
**Credit: 3**  
**Year III**

**Code: BARD362**  
**Lecture Hours: 48**  
**Semester: VI**

### **Course objective**

The course is designed to provide the students with the basic concepts and functional knowledge of Tourism Policy and Planning. The major objective of this course is to help students understand the development of tourism in relation to perspectives of various destination development practices, policies envisaged, planning formulated, and programs implemented separately. At the end of the semester, the students will be able to assess the concept and implementation status of tourism destinations, planning, and programs.

### **Unit one (LH-12)**

#### **Introduction to tourism and tourism planning**

- Introduction to tourism, types of tourism and tourist, components of tourism, dimension of travel, the importance of tourism
- The basic concept, Importance, Levels, Types, and Components of tourism planning, the process of tourism planning, tourism planning as an integrated system (demand side and supply side);
- Tools of Tourism Planning: (a) appreciative and participatory planning action (APPA), (b) market analysis and development (MAD), and (c) Trans-disciplinary approach (TD)

### **Unit two (LH-10)**

#### **Tourism policy and the policy process**

- Meaning and concept of policy
- Relationship between plans and policy
- Policy instruments
- Policy formulation process
- Understanding concepts, objectives, and roles of tourism policy; processes of tourism policy formulation
- Conceptual foundation on tourism policy formulation: four perspectives (government, practitioners, community, and tourists)
- Tourism policy issues;

### **Unit- three (LH-8)**

#### **Putting policy into practice**

- Theories of policy implementation
- Industrial mechanism for policy implementation

- Development of an action plan
- Financing tourism development
- Factors influencing the formulation of tourism policies
- Critical factors and barriers to successful policy implementation

#### **Unit four (LH-11)**

##### **The tourism planning process and analysis**

- Tourism planning process, level of tourism planning, assessment of tourism potential
- Concept of Sustainable development; ordering tourism in-line with sustainable tourism, the principles for sustainable tourism planning, the benefit of sustainable tourism planning, contingency planning
- Economic, sociocultural, and environmental considerations in planning, carrying capacity and its types, factors influencing carrying capacity
- Planning for demand and supply match
- Factors influencing tourism planning, internal and external environment scanning

#### **Unit five (LH-7)**

##### **Introduction to the tourism policy of Nepal**

- Historical perspectives of the tourism policy of Nepal
- Tourism master plan (1972) and its review 1984)
- Introduction and analytical review of tourism policy 2052 (1995)
- Introduction and analytical review of tourism policy 2065 (2009)
- A brief overview of homestay working procedure 2066 (2010) tourism guidelines

The topic for the term paper/oral presentation and seminar paper/assessment

- Buddhist eco-tourism: exploring sustainable tourism and conservation efforts in Buddhist region.
- Sagarmatha national park (model of eco-tourism)
- Annapurna conservation area (model of community-based tourism)
- Bhaktapur (model of cultural heritage tourism)
- Lumbini (model of pilgrimage tourism)
- Lumbini master plan and its related issues
- Following the footsteps of Buddha: A travel guide to Buddhist pilgrimage sites.
- Buddhist festivals and celebrations: a guide to cultural immersion and spiritual experiences.
- Buddhist
- Buddhist retreats and meditation centers: finding inner peace through travel

- The journey to enlightenment: a guide to trekking and adventure travel in the Himalayas

Gunn, C.A. (2002). *Tourism Planning: Basics, Concepts, Cases*. Third edition. Taylor & Francis.

Nepal, S. K. (2003). *Tourism and the Environment: Perspectives from the Nepal Himalaya*. Lalitpur, Nepal: Himal Books.

Pradhan, K.M. (1997). *Planning Tourism in Nepal*. New Delhi: Vikas Publishing House Pvt. Ltd.

WTO (2001). *National and Regional Tourism Planning. Methodologies and Case studies*. London: Rutledge.

Nepal Tourism Master Plan 1972

Nepal Tourism Master Plan Review 1984

Adams, V. (1996). *Tigers of the Snow*. New Jersey: University of Princeton.

Adams, V. (1995). *Tigers of the Snow and other Virtual Sherpas*. Princeton University Press.

Agrawal, R.P., Upadhyay, R.P. (2006). *Tourism and Economic Development in Nepal (Chapter 6: Review of Tourism Policies in Nepal)*. New Delhi: Northern Book Centre.

Aryal, B. (2008). *Tourism Planning: Steps and Procedures*. In R.P. Upadhyay (Ed.). *Readings in Rural Tourism* (pp. 235-242). Kathmandu: Sunlight Publication.

Chambers, R. (1992). *Rural appraisal: rapid, relaxed and participatory: Discussion paper 311*. Institute of Development Studies.

Cooperrider, D., Whitney, D., Stavros, J.M. (2008). *Appreciative Inquiry Handbook for Leader of Change*. Brunswick OH: Crown Custom Publishing Inc.

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- Rao, Y.V. (Ed. by Robinith Jacob). (n.d.) *Destination Planning and Development*, Pondicherry University.
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- Sagarmatha National Park (2006). *Sagarmatha National Park Management and Tourism Plan 2007-2012*. Kathmandu: Sagarmatha National Park.
- Shrestha, P.M. (2008). *Historical Account of Planning to Develop Tourism in Nepal*. In R.P. Upadhyay (Ed.). *Readings in Rural Tourism* (pp. 209-218). Kathmandu: Sunlight Publication.
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- SNV/Nepal, ICIMOD. (2004). *Developing Sustainable Communities, A Toolkit for Development Practitioners*. Kathmandu: ICIMOD.
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# Public health

## Syllabus

Semester: VI		Credit Hours: 3
Course Code: BARD363		Teaching hours: 48

### Course Description:

This is globally accepted that good health is a prime important component of human life and the whole of humanity should be healthy and live in a healthy environment. Every being should be physically, mentally, socially, and spiritually healthy to perform their daily life. In this course, this subject is included in rural development to make the students aware of physical and social health as well as preventive health services. The course has also included public health content from the Buddhist philosophical perspective. The objectives of this course are to provide basic knowledge about public health to know the health situation in rural communities. It helps the students to understand, the complete sense of public health, epidemiology, and the impact of healthy public health in rural development.

### Learning objectives:

1. Make them able to understand health and their social impacts on society.
2. To make them able to know about public health and its importance from a rural development perspective.
3. Students must know about the serious communicable disease, which has affected the whole world.
4. Students should know the significance of environmental health in rural communities and every year maximum people are suffering from diseases due to unawareness of sanitation.

Unit	Contents	Lecture hours
1. Public health from the perspective of Buddhist philosophy	- Definitions, etymology, History (including Buddha's emphasis and initiatives on health services. - Pathamagilana, Dutiyagilana, Tatiyagilan suttas in Samyuttanikaya. - Healing: A Tibetan Buddhist perspective - Buddhist perspective on health and healing	9
2. Preventive and promotion of healthcare services	- Definition of health, Introduction of public health, Primary health care services, community health program,	9

	<ul style="list-style-type: none"> <li>- development of community participation in community health services,</li> <li>- promotion of health care services</li> </ul>	
3. Health institutions and their functions	<ul style="list-style-type: none"> <li>- public health administration and management and health and development,</li> <li>- services provided at the community level by government health institutions (Public health office, district hospital, A primary health centre, Health posts, outreach clinics, immunization centres, FCHVs,</li> </ul>	9
4. Major public health issues	<ul style="list-style-type: none"> <li>- Childhood diseases, cleanliness, hygiene,</li> <li>- Drinking water and sanitation, air pollution and its impact,</li> <li>- Malnutrition in children, maternal and prenatal health problems,</li> <li>- sexually transmitted diseases (HIV/AIDS) and other communicable diseases, tuberculosis. - non-communicable diseases hypertension, diabetes, cancer, mental health problems</li> </ul>	15
5. Pandemic and safety, health awareness	<ul style="list-style-type: none"> <li>- Define epidemic, pandemic, and endemic.</li> <li>- Covid 19, definition, etymology, causes, prevention and management,</li> <li>- a Field trip for observation</li> </ul>	6

## Grading policy:

It helps to maintain focus on learning.

Mid-term exam	15
Internal evaluation	25 <ul style="list-style-type: none"> <li>• Assignment 10, presentation 5</li> <li>• Attendance 5, participation 5</li> </ul>
Final exam	60

**Participation:** we expect the active participation of the students and come to class with reading materials.

**Internal evaluation:** It includes students' regular attendance, completing their assignments on time, and taking part in a presentation during class. Students should be capable to identify the public health issues and their solutions after the completion of the course and are expected to give their answers in their own words.

## Unit1. Public health in the perspective of Buddhist philosophy: 9 hrs.




**Week1.** Definitions, etymology, History (including Buddha's emphasis and initiatives on health services). Pathamagilana.,

**Week2.** Dutiyagilana, Tatiyagilan suttas in Samyuttanikaya),

**Week 3.** Healing: A Tibetan Buddhist perspective

- Buddhist perspective on health and healing

### References:

- Basic concepts in public health, Marian Willard Evans Jr., DC, PhD, Ches
- Samyuttanikaya, vikkhujagdishkasyap, tripitakacharyavikkhu dharma raxit, mahabodhisabha, sarnath.
- Healing: A Tibetan Buddhist perspective: by ven. Pende Hawter
  -  [gilana sutta.pdf](#)
  -  [Gilana 1.pdf](#)
  -  [gilana 3.pdf](#)
- BUDDHIST PERSPECTIVE ON HEALTH AND HEALING, e PG pathasala

## Unit 2. Preventive and promotive health care services. 9 hrs

**Week4.** Definition of health, Introduction of public health,

**Week5.** Primary health care services, community health programs,

**Week6.** Development of community participation in community health services, Promotion of health care services

### References:

- Public Health in History Virginia Berridge, Martin Gorsky and Alex Mold, 24 to 27 pages
- Textbook of public health and community medicine, department of community medicine, armed force medical college, pane, WHO India office, New Delhi. Page 1 to 7, 17 to 26.
- Transforming Nepal's primary health care delivery system in global health era: addressing historical and current implementation challenges Bipin Adhikari<sup>1,2,3\*</sup>, Shiva Raj Mishra<sup>4</sup> and Ryan Schwarz<sup>5,6,7</sup>
- An Introduction to Public Health and Epidemiology, Susan Carr • Nigel Unwin • Tanja Pless-Mullol, p 97-105

### **Unit 3. Health institutions and their functions: 9 hrs.**

**Week7.** Public health administration and management.

**Week8.** Health and development, services are provided at the community level by government health institutions (Public health office, district hospital, Primary health centre

**Week9.** Health posts, outreach clinics, immunization centres, FCHVs,

#### **References:**

- Health system in Nepal, challenges and Strategic options, Nov 2007.
- Public health service act, 2075, Nepal
- Introduction to occupational health in public health practice, jossey bass, p. 12-15.
- Moving Forward Together: Mobilizing Primary Health Care, department of health and community services.
- Primary Health Care (PHC)\_ History, Principles, Pillars, Elements & Challenges - Public Health Notes

### **Unit 4. Major public health issues: 15 hrs.**

**Week 10.** Childhood diseases, cleanliness, hygiene,

**Week 11.** Drinking water and sanitation, air pollution and its impact,

**Week 12.**Malnutrition in children, maternal and prenatal health problems,

**Week13.**Sexually transmitted diseases (HIV/AIDS) and other communicable diseases, tuberculosis.

**Week 14.** non-communicable diseases hypertension, diabetes, cancer, and mental health problems.

#### **References:**

- Integration-of-MH-Service-in-PHC, Dr Kapil Dev Upadhyaya
- Childhood Illness and Mortality in Nepal: Trends and Determinants, DHS Further Analysis Reports No. 120
- Water Supply, Sanitation and Hygiene Situation in Nepal: A Review Chitra Bahadur Budhathoki, PhD
- Nutrition for every child, Unicef
- Nepal Demographic and Health Survey 2022 Key Indicators Report Ministry of Health and Population Ram Shah Path Kathmandu, Nepal



- SKRaiChangingTrendofInfectDiseases in Nepal
- NCDs-policy-brief

**Unit 5. Pandemic and safety, health awareness 6 Hrs**

**Week15.** Define epidemic, pandemic, and endemic. Covid19, definition, etymology, causes, prevention and management:

**References:**

- Corona virus disease (COVID-19).
- Epidemic, Endemic, Pandemic\_ What are the Differences, Columbia Public Health.

**Week 16.** Field visit for observation.

## Engineering and Sustainable Community Development

Semester: VI

Course Code: BARD364

Credit: 3

Credit hours: 48

<b>BARD 364 Engineering and Sustainable Community Development</b>	<b>3</b>	<ul style="list-style-type: none"><li>• <b>Land scape planning</b></li><li>• <b>Basics of Civil Constructions (Building, Road, Drinking water, rain water harvest etc)</b></li><li>• <b>Park and Green belts</b></li><li>• <b>Buddhist Architecture</b></li></ul>
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### **Unit 1: Land scape planning: [2 Hrs.]**

- 1.1. Introduction of land scape planning
- 1.2. Importance of land scape planning
- 1.3. Principles of landscape planning
- 1.4. Land scape planning design and management

### **Unit 2: Introduction to Building Construction: [16 Hrs.]**

- 2.1. Definition of building and its uses
- 2.2. Building types
- 2.3. General components of a building
- 2.4. Understand architectural drawing (site plan, floor plans, elevations, sections, flooring, roofing, staircase, finishes, fire place details)
- 2.5. Structural components: foundation, wall, column, beams, ties, floors, and roof trusses including seismic details drawings
- 2.6. Formworks and Scaffolding
- 2.7. Concrete and grades of concrete
- 2.8. Internal plumbing details (bathroom, hot and cold-water supply system, waste water and rain water systems)
- 2.9. Study drawing of electrical system (power, light layout) and telephone network system
- 2.10. External drainage system, sewer pipe layout, septic tank, soak pit

### **Unit 3 : Introduction to BIM [3 Hrs.]**

- 3.1. What is Building Information Modelling (BIM)?
- 3.2. BIM Terminology
- 3.3. BIM Uses
- 3.4. BIM and its current status
- 3.5. BIM benefits

### **Unit 4: Water supply: [6 Hrs.]**

- 4.1. Introduction

- 4.2. Importance and necessity of planned water supply system,
- 4.3. Surface Sources: River, Streams, Pond, Lake, Impounded reservoir
- 4.4. Ground Sources: Springs – gravity and artesian, Wells – shallow, deep, artesian and tube wells, Infiltration galleries and wells.
- 4.5. Introduction to alternative Sources of water: Rain Water Harvesting, ground water recharge and water treatment details for domestic use.
- 4.6. Conservation and protection of water sources
- 4.7. Quality of Water:
- 4.8. Treatment of Water:

#### **Unit 5: Contract Administration [3 Hrs.]**

- 5.1. Definition of Tender Notice
- 5.2. Conditions of Contract
- 5.3. Running Bill and Final Bill
- 5.4. Completion Report
- 5.5. Relation between Owner, Consultant, and Contractor

#### **Unit 6: Road Pavement and Structures: [7 Hrs.]**

- 6.1. Definition, types, difference between flexible and rigid pavement
- 6.2. Different layers in pavement structure and their functions, sub-grade, sub base, wearing course.
- 6.3. Road types: earthen road, gravel roads, bituminous roads: Introduction, types of bituminous surfacing, interface treatment (prime coat, tack coat), seal coat, functions of each coat, Surface dressing.
- 6.4. Drainage and Retaining Structures: Side drains, catch water drains, cross drain structures, Retaining structures, Breast walls
- 6.5. Maintenance of road and it's types

#### **Unit 7: Bridge: [3 Hrs.]**

- 7.1. Definition, Characteristics, choice of location
- 7.2. Classification based on span, length, loading, materials and structures
- 7.3. Essential elements
- 7.4. Detail of superstructure and substructure

#### **Unit 8: Park and Green belts [3 Hrs.]**

- 8.1. Introduction
- 8.2. Importance of park and green belts
- 8.3. Development of green belts
- 8.4. Impact of green belts

#### **Unit 9: Buddhist Architecture [5 Hrs.]**

- 9.1. Introduction and history of Buddhist Architecture
- 9.2. Importance of Buddhist Architecture
- 9.3. Elements of Buddhist Architecture

- 9.4. Buddhist art and architecture in Nepal
- 9.5. Concept of sustainable development
- 9.6. Buddhist eco-friendly concept and construction technology

#### **References:**

1. Landscape Ecology Principles in Landscape Architecture and Land-Use Planning by By: Richard T. T. Forman, Wenche E. Dramstad, James D. Olson c1996
2. Sushil Kumar; Building Construction. Latest edition
3. Dr.B.C. Punmia, A.K.Jain, Arun Kr. Jain, Building Construction. Latest edition
4. Birdie, G.S. and Birdie, J.S, Water Supply and Sanitary Engineering, Dhanapat Rai & Sons Publishers, Nai Sarak, Delhi- 110006, India. Latest edition
5. Barry, R, The Construction of Building (Volume 4) Building Services, Affiliated East- west Press Pvt. Ltd., New Delhi. 1 January 1999
6. Dr Rajan Suwal, "Design of Reinforced Concrete Structures", A.K. Book Publication, Kathmandu. Latest edition
7. Dinesh Kumar Shrestha, Anil Marsani, Transportation Engineering volume 1, Jasni Publications, Mid Baneshwor, Kathmandu, Nepal, 2013.
8. Partha Mani Parajuli, Course Manual on Transportation Engineering I. IoE, Pulchowk, Lalitpur, Nepal.
9. C E G Justo, S K Khanna, Highway Engineering, Khanna Publications, New Delhi, India.
10. G.S. Birdie and J,S, Birdie, "Water Supply and Sanitary Engineering", Dhanpat Rai Publishing Company (P) Ltd., New Delhi, 2002.
11. P.N. Modi, "Sewage Treatment & Disposal and Wastewater Engineering", Standard Book House, Delhi, 2001.
12. Shrestha, S.K.; Adhikari, I. A text book of Project Engineering, Chandeswori Publication.
13. Sample drawings of different municipality office, Nepal Government Projects.
14. Green Belts: Past; present; future? by John Sturzaker, Ian Mell 2016.
15. The Green Belt Movement: Sharing the Approach and the Experience by Wangari Maathai,2003.
16. The Buddhist eco- friendly construction technology and solution for the problems of sustainable development in post -modern construction by A.G.R. H.S. Senarathne, 2019.

## Lumbini Buddhist University

### Bachelor of Arts (Rural Development) - BARD

Course Title	Credit	Semester
BARD365, Internship ( Experimental)	3	6 <sup>th</sup>

**Course Description:** Internship is the starting point of most students entering into professional life, it gives one the skills they need beyond the classroom and workplace, giving them an understanding of real field problems and preparing them for their first job.

**Course Objectives:** The objective of the internship program is to prepare students to be capable of understanding and initiating rural development projects as they study and want to continue a career in developmental fields.

**Duration of Internship:** For the internship, every student has to submit a report certifying that they have acquired skills and competences by being directly involved for a minimum of 144 hours or 18 working days, 8 hours per days. The duration of the internship will be within 18 weeks from the class start date. The internship report submitted should include the certificate of involvement and work accomplished, the field or activity the students took part in. It should also highlight their work, learning achievements and a photo(s) of the workplace with the student(s) in it.

**Evaluation of Internship:** The maximum possible grade for the internship would be 4.0 GPA (or total of 100 marks if evaluated in the number marking system).

- The approved template of the report will also be made available to the students.
- For the internship placement, the university (LBU) or its campuses should have signed a mutual agreement to place the student(s) in the organization. The organization placing the student(s) should be a registered organization.

Evaluation Criteria of the Internship					
Attendance	Supervisor's Evaluation	Report	Presentation	Viva	Total
20	20	40	10	10	100

**Types of Internships for BARD Students:** Being a Rural Development student is broad in itself, so is the option in which you can choose your internships. Under Rural Development stream, there are a variety of internships available.

**List of some of the probable thematic areas for the internship for BARD:**

- Agricultural production and productivity in the local municipality.
- Application of indigenous knowledge for income generation at the local level.
- Buddhist concept of the environment.
- Buddhist Monasteries and their role for the local development.
- Caste and other discrimination.
- Community participation in community health and development.
- Culture and its role in development.
- Development plans and policies of local municipalities.
- Ecology and environment of the local municipality.
- Environmental change and food security.
- Financial literacy in your area.
- Gender inequalities as a problem of development.
- Girls and women trafficking and its impact on human development.
- Health issues and their awareness status.
- Local government and its functions.
- Migration and brain drain problems in your area.
- Non-governmental organizations and their activities in local municipalities.
- Role of civil society in local development.
- State of child labor at the local level.
- Status of local small and medium enterprises.

**Note:** Students will have to choose a relevant topic for themselves within their course, and the internship report should reflect their first hand work experience in the field of development.

## **General Outline of the Internship Report**

Below is a general outline of the report for the internship. Chapters and their titles can be modified (added or replaced) upon the mutual agreement between the students and their subject teacher(s). Internship report carries minimum 2500 words.

### 1. Preliminary section

- Cover page (MLA students' paper title page format)
- Recommendation Letter from campus.
- Certificate of internship completion from Organization.
- Approval sheet.
- Acknowledgments.
- Table of contents.
- List of tables (if any).
- List of figures (if any).
- Abbreviations (if any).

### 2. Body section

- Introduction to the thematic area chosen
- Introduction of the organization of placement including its area of intervention
- Thematic literature review on the topic
- Learning from the internship
- Major challenges
  - for the organization
  - for the student
- Mitigation of the challenges
- Recommendations
- References
- Annexes
  - Photographs from the internship
  - Other relevant documents

<b>Seventh</b>
BARD 411 (371) Development Project Planning
BARD 412 (372) Monitoring and Evaluation
BARD 413 (373) Fund Raising and Management
BARD 414 (374) Proposal/Report Writing
BARD 415 (375) Volunteering



**Lumbini Buddhist University**  
**Bachelor in Rural Development**  
**Semester VII**

Course Number	Course Title	Credit Hours
<b>BARD 371</b>	<b>Development Project Planning</b>	<b>3</b>

**Objective:**

- Introduce reasonable knowledge to the students to different aspects of development project, its planning, implementation, management and control of the project; and
- Involve students in practical realism of the project planning through rigorous field exercises
- Understand the body of knowledge on project management and design within the field of development;
- Demonstrate their understanding of the links between theory and professional development practice through the execution of a substantial, research-based design of a development project;
- Enhance their ability to critically appraise development projects;
- Advance their communication, presentation and cross-cultural interaction skills through active collaboration with peers;
- Increase their capacity to respond reflexively and innovatively to new situations in professional development practice.

**Generic Skills**

- be able to demonstrate a high degree of conceptual and analytical skills;
- be able to work on team-based projects requiring coordination and negotiation skills;
- be able to demonstrate sensitivity to local conditions and needs.

Unit and Title	Topics	Lecture Hours
<b>1. Concept of Development and Project</b>	Idea of sustainable development-oriented projects; why development projects? need based and right based project interventions; concepts of project planning.	<b>3</b>
<b>2. Project concepts</b>	Project concept; Plan, Program and Projects; Project Cycle; Project Planning; Project Implementation; M & E and O & M (Life cycle)	<b>3</b>
<b>3. Introduction to Development Project Planning</b>	Development Project planning approaches (SWOT, Rapid Appraisal, Value Add, Logical Framework – interpretation and development); Feasibility study; Project appraisal, Financial analysis, Economic analysis, Environmental analysis, social, legal and other aspects; Planning for implementation, and Monitoring and Evaluation.	<b>9</b>

Unit and Title	Topics	Lecture Hours
<b>4 Introduction to Project scheduling</b>	Work break down structures; Task and Duration analysis; Gantt Chart, CPM analysis	<b>3</b>
<b>5 Introduction to Development Project Management</b>	Basic Concepts and Functions of Project Management; Systems approach; types of projects and project environments; Community Mobilization: Need for Development Work, Need for Coordination on Program Implementation; Project Proposal and Project Financing	<b>6</b>
<b>6 Role of development organization and project manager</b>	Organizations; GOs, I/NGOs; Development Partners; Task and responsibility management; different organizational structure, values and culture; Role and responsibility of project manager	<b>3</b>
<b>7 Development Project Implementation</b>	Procedure of project implementation Implementation Planning: Procurement (works, goods and services) planning; contract strategy; Contract management; commensurate organizational models with specific contracting models	<b>6</b>
<b>8 Cost, quality, time and resource management</b>	Project cost estimation, project budgeting Quality plan and total quality management Techniques of time management Resource management	<b>3</b>
<b>9 Project Control</b>	Monitoring and control: Budgetary control, Standard costing control, financial control and time control	<b>3</b>
<b>10 Introduction to computer aided PM and Project management Information System</b>	Introduction; MIS; MS Project and its applications; other available software's	<b>3</b>
<b>11 Development Project Management in Nepal and Project Donor's interests.</b>	Development project management in developing countries with special reference to Nepal, historical overview of project management in developing countries and in Nepal, Project management: its benefits and limitations in Nepal, project management in Nepal, Practical difficulties in project implementations in Nepal. Project donor's interests, Donor's interest versus local needs.	<b>3</b>
<b>12. Presentation of Field Exercise on Project Management and Analysis</b>	(The students will be exposed to field situations and will conduct field survey and prepare a project and will also develop monitoring system to some small development project/ programs being implemented by GOs/NGOs, incorporating all the skills/steps learnt during the theory classes).	<b>3</b>
<b>Total Lecture Hours</b>		<b>48</b>

**Required References:**

1. Dr Jibgar Joshi, "Planning Approaches in Nepal" 1<sup>st</sup> Edition.

2. Handbook on Planning, Monitoring and Evaluating of Development Projects.  
<http://web.undp.org/evaluation/handbook/documents/english/pme-handbook.pdf>
3. S Chaudhary, " Project Management," 4th edition
4. Meridith and Mantle, "Project Management, 6th edition

**Recommended References:**

1. J.P. Giffinger - Economics Analysis of Agriculture and Rural Development.
2. Prasanna Chandra. Project: Preparation, Appraisal, Budgeting and Implementation. Tata McGraw Hill Publishing Company Ltd. N.D.
3. NPC. Development Plans of Nepal (Tenth Plan and Three-Year Interim Plan)

**Lumbini Buddhist University**  
**Bachelor of Arts in Rural Development**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>BARD 372</b>	<b>Project Monitoring &amp; Evaluation</b>	<b>3</b>

**Objective**

Upon completion of the course, students will be able to

- Explain the fundamental principles of project evaluation;
- Use the logical framework for project evaluation;
- Use appropriate techniques for project evaluation;
- Explain international approaches in project evaluation;
- Identify issues pertinent to project evaluation;
- Utilize the results of evaluation; and
- Present on the field exercise on project management and analysis.

**Content**

<b>Unit and Title</b>	<b>Topics</b>	<b>Lecture Hours</b>
1. Introduction to Monitoring and Evaluation	Basic concept and need; Types of evaluation (ex-ante, ongoing, ex-post); Definition of the Key Concepts of M & E; Reliability, Validity and Sensitivity in Project Evaluation clients of a project evaluation;	6
2 Design for M & E	Scope, modality, procedure, level of data requirement and analysis, accuracy standard, organizational aspects; In-house, third party and independent;	3
3 Use of Logical Framework Approach in project evaluation	Project M & E indicators and their development Monitoring and Evaluation with Logical Framework Approach (LFA) approach using its OVI and MoV; analysis of objectives, problems, inputs, outputs; analysis of stakeholders' dynamics, assumptions, and vertical logic; Management for development result (MfDR)	9
4 Project Evaluation Techniques	PERT; CPM; Float time utilization; Earned Value Analysis; shadow pricing technology	3
5 International Approaches to project evaluation	UNIDO Approach, World Bank approach, UNDP, ADB approaches to project evaluation.	3
6 Monitoring	Concept and Technique, Efficiency, Presentation and Use of Monitoring Information, corrective measures; Present System of Monitoring of Development Programs; time monitoring against schedule; quality monitoring against specification; cost monitoring against budgeting; review of realism; data collection modalities; their reliability, sensitivity and validity	7.5
7 Evaluation	Concept of Evaluation in Development Programs, Effectiveness; project evaluation in developing countries, output, effect and impact evaluation	4.5

Unit and Title	Topics	Lecture Hours
8 Utilization of Evaluation Results	persuasive utilization, direct (instrumental) utilization, and conceptual utilization, Guidelines for Maximizing Utilization,	9 4.5
9 Current Issues and practices	Current Issues and practices	3
10 Presentation of Field Exercise on Project Management and Analysis	(The students will be exposed to field situations and will conduct field survey and prepare a project and will also develop monitoring system to some small project/programs being implemented by GOs/NGOs, incorporating all the skills/steps learnt during the theory classes).	4.5
	<b>Total Lecture Hours</b>	<b>48</b>

### Required References:

Gudda Patrick, "Project Monitoring and Evaluation" Publication date: November 2011.  
 Publisher: Authorhouse UK  
 Meridith and Mantle, "Project Management, 6th edition  
 S Chaudhary, " Project Management," 4th edition  
 ICIMOD "Approaches and Process for Effective Planning, Monitoring and Evaluation.  
[https://www.google.com/search?q=project+evaluation+and+monitoring+book+nepali+author&sxsr=APwXEde6UCBQzo92Rwbe0VgUWKNTqmqXrw%3A1686226950985&ei=BsiBZNPhO9\\_e4-EP9IWXiAM&ved=0ahUKEwjT\\_LHz1LP\\_AhVf7zgGHfTCBTEQ4dUDCA8&uact=5&oq=project+evaluation+and+monitoring+book+nepali+author&gs\\_lcp=Cgxnd3Mtd2l6LXNlcuAQAzIFCCEQoAEyBQghEKABOgoIABBHENYEELADogYIABAWEB46CAgAEloFEIYDSgQIQRgAUMsIWL0aYPweaAFwAHgBgAGFBgBgiSSAQswLjIuNy4zLjIuMZgBAKABAcABAcgBCA&scient=gws-wiz-serp](https://www.google.com/search?q=project+evaluation+and+monitoring+book+nepali+author&sxsr=APwXEde6UCBQzo92Rwbe0VgUWKNTqmqXrw%3A1686226950985&ei=BsiBZNPhO9_e4-EP9IWXiAM&ved=0ahUKEwjT_LHz1LP_AhVf7zgGHfTCBTEQ4dUDCA8&uact=5&oq=project+evaluation+and+monitoring+book+nepali+author&gs_lcp=Cgxnd3Mtd2l6LXNlcuAQAzIFCCEQoAEyBQghEKABOgoIABBHENYEELADogYIABAWEB46CAgAEloFEIYDSgQIQRgAUMsIWL0aYPweaAFwAHgBgAGFBgBgiSSAQswLjIuNy4zLjIuMZgBAKABAcABAcgBCA&scient=gws-wiz-serp)

### Recommended References:

J.P. Giffinger - Economics Analysis of Agriculture and Rural Development.  
 NPC. Development Plans of Nepal (Tenth Plan and Three-Year Interim Plan)  
 Prasanna Chandra. Project: Preparation, Appraisal, Budgeting and Implementation. Tata McGraw Hill Publishing Company Ltd. N.D.  
 Prof. Govind Agrawal "Project Management in Nepal" 2008  
 Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). Evaluation: A systematic approach (7th ed.). Thousand Oaks: Sage

Course Number	Course Title	Credit Hours
BARD 373	Fund Raising and Management	3

### 1. Course Description

To expose social and economic institutions responsible for managing funds in various aspects of rural livelihood is the main aim of this course. It aware student about the importance of funds and its management for the effective operation of rural development efforts. It empowers students to analyze the process of financial management. It imparts knowledge, attitude and

practices of budget formulation in national and local levels of governments. After the completion of this course, students will be able to raise funds from various sources to implement different nature of work in rural areas.

## **2. Purpose**

The main purpose of this course is to aware concerned students about financial management of rural development. This course will empower its reader to raise required fund for operating rural development effort.

## **3. General Objective**

Students will gather knowledge, attitude and practices about fund, fund raising procedures and strategies in global, national and local perspectives.

## **4. Specific Objectives**

Upon the successful completion of this course, students will be able to:

- Gain knowledge about various strategies of fund raising for rural development;
- Learn various skills of budget formulation for sustainable development in the rural communities;
- Understand the nature and importance of cooperatives in rural setting; and
- Understand the role of indigenous and exogenous practices of fund management.
- Understand resources collection and management.

## **5. Module**

- In total there will be 16 weeks of sessions covering conceptual and practical learning opportunities for the students in various aspects of organizations working in rural development;
- Within the given duration of the semester, guest lectures up to three may be arranged to give first-hand experience and information of the representatives of organizations working in rural development;
- Visits may be arranged for the students to get real-life exposure on the rural development activities implemented by various organizations;
- For assignments, a student may choose an organization of his/her convenience with consent of the course coordinator or campus chief; and
- At the end of the semester, it is suggested that students organize a seminar on their learning in roles and contributions of organizations for rural development.

## **6. Course Contents**

The Units 1 to 5 have been designed to cover 50% of the lecture hours to be devoted to the conceptual and theoretical components of organizations engaged in rural development. In the Unit 6, the remaining 50% has been designed to study the cases of organizations at the global, regional and national levels. A teaching faculty may invite guest speakers and arrange for a visit to an organization for giving students first-hand knowledge and gain experience.

<b>Table 1. Course Contents, Study Hours and References</b>		
<b>Unit and Title</b>	<b>Topics</b>	<b>Lecture Hours</b>
1.Introduction	<ul style="list-style-type: none"> <li>• Meaning of funds.</li> <li>• Nature and types of funds.</li> <li>• Policy and Strategy of fund raising.</li> <li>• Traditional ways of fund collection (Sangh and collective fund generation and management)</li> <li>• Roles of funds in Rural Development.</li> </ul>	9
2.Financial Management for Rural Development	<ul style="list-style-type: none"> <li>• Meaning of finance.</li> <li>• Function of finance.</li> <li>• Stages of financial management</li> <li>• Function of financial management</li> <li>• Interrelationship between financial management and rural development</li> </ul>	9
3.Financial Practices in Rural Municipalities in Nepal	<ul style="list-style-type: none"> <li>• Sources of rural finance.</li> <li>• Prospects of Rural finance.</li> <li>• Challenges of rural finance.</li> <li>• Financial practices in rural municipalities.</li> </ul>	6
4.Budget formulation process in rural Municipalities.	<ul style="list-style-type: none"> <li>• Meaning and feature of budget</li> <li>• Type of budget.</li> <li>• Aims of Budget.</li> <li>• Budget formulation process in rural municipalities</li> <li>• Challenges of budget formulation in rural municipalities.</li> </ul>	7
5.Cooperative for fund management	<ul style="list-style-type: none"> <li>• Concept of cooperative</li> <li>• Features and of cooperative</li> <li>• Types of cooperative</li> <li>• Challenges of cooperative.</li> <li>• Role of cooperative for fund management</li> </ul>	7
6. international cooperation for fund management	<ul style="list-style-type: none"> <li>• Concept and types of foreign aid</li> <li>• Role of foreign aid for rural development</li> <li>• Concept of foreign direct investment</li> <li>• Prospects and constraints of FDI for rural development.</li> </ul>	7
7.Seminar	<ul style="list-style-type: none"> <li>• Large amount from small donors.</li> <li>• Small amount from large donors. Students to organize a seminar</li> </ul>	3
	<b>Total Lecture Hours</b>	<b>48</b>

\* Note: Each session will be of 90 minutes, and there will be 2 sessions per week totaling 32 sessions in 16 weeks to cover 48 hours.

## 7. References

- Adamu, P. A. (2013). The impact of foreign aid on economic growth in ECOWAS countries: A simultaneous-equation model (No. 2013/143). WIDER Working Paper.
- Bandow, Doug. "Foreign Aid, Or Foreign Hindrance". Forbes. Retrieved 2019-04-05.
- Foreign aid. (2019, May 22). Wikipedia, The Free Encyclopedia. Retrieved 15:00, July 13, 2020.
- Freedom Forum Nepal. 2014. Open Budget: Helpful Guide: Nepal Printing Support: Thapathali. Accessed August 30, 2014. <http://freedomforum.org.np/content/publications/books>
- Galiani, S., Knack, S., Xu, L. C., & Zou, B. (2017). The effect of aid on growth: Evidence from a quasi-experiment. *Journal of Economic Growth*, 22(1), 1-33.
- Keown, AJ, Scot, Jr. D.F., Martin, J.D., and Petty, S.W (1985) Basic Financial Management 3rd Edition. (Study Guide) Prentice-Hall, Inc, Engle Wood Cliffs, New-Jersey.
- Martinez, Pablo, 2015. "The impact of foreign aid on economic growth," MPRA Paper 66588, University Library of Munich, Germany. Environmentally and Socially Sustainable Rural Development Series). Washington, DC: The World Bank <https://web.worldbank.org/archive/website00504/WEB/PDF/RURALDEV.PDF>
- Pandy, I, M. (1995) Financial Management Vikas Publishing House PVT. Ltd. Delhi
- Paudel G. P. (2019). Credit Risk Management in Nepalese Cooperative Societies; Aashish Paudel, ISBN: 978-9937-0-5200-9, Kathmandu.
- Ramkishen, Y. (2009). Management of Cooperatives (second ed.). JAICO Publishing House. ISBN 81-7992-213-8, Mumbai.
- Shakya, S.R. (2011). Sahakari Bikash Ko Pachasa Barsiya Grantha. National Cooprative Federation, Nepal. (NCF/N). Kathmandu.
- The Government of Nepal. 2007. Budget Formulation Guidelines, 2064. Kathmandu: Ministry of Finance.
- World Bank. 2014. "Nepal - Budget transparency Initiative: empowering citizens through budget transparency and enhanced school governance in the Kaski, Dolakha, and Nawalparasi districts." Washington DC: World Bank Group. [http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/2443621193949504055/43480351352736698664/Empowering\\_Citizens\\_BT\\_School\\_Governance\\_Nepal.pdf](http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/2443621193949504055/43480351352736698664/Empowering_Citizens_BT_School_Governance_Nepal.pdf)

## 8. Pedagogy:

The following pedagogical approaches are suggestive only, and the teaching faculty may opt for his/her tailor-made approaches as appropriate.

### 8.1 Lecture/Practical Sessions

- lecture sessions will be conducted for unit 1-6 to be followed by questions-answers and discussions.
- The Unit 4 and Unit 5 will focus more on reviewing the publications, articles and debates.
- The Unit 6 will be primarily conducted on a symposium style along with the presentation, case study discussions and critical analysis should be presented.
- The Unit 5 will be a field study by students



- The Unit 7 will be an event (seminar) to be organized and participated in by students by coordinating with the organizations that came in contact during study and visits

## 8.2 Lecture Session

<b>Technique</b> (Select two or three as applicable)	<b>Units and Topics</b>
a. Case study analysis	Unit 4. Budget formulation process in ward office.
b. Discussion on contemporary issues	Unit 6. Foreign Aid & FDI
c. Lectures on theories	Unit 1 -6
d. Questions-Answers on experiences	Unit 1 -6
e. Group work or team work; peer work; presentation and getting feedback	Unit 6.

## 8.3 Practical Session

<b>Field Technique</b>	<b>Units and Topics</b>	<b>Field Location Characteristics</b>
a. Key informant's interview	Unit 5	Visit to any one cooperative of rural area.
b. Presentation	Unit 7 Seminar	Students to organize an on-campus seminar in cooperation with college.

## 9. Evaluation (100%): pass marks 50%

### 9.1 Internal Marks (50%)

<b>Type</b>	<b>Marks (%)</b>	<b>Remarks (Suggested)</b>
a. Class participation	5	Punctuality, regularity, attentiveness
b. Literature Review and Reports	10	Review of 5 Chapters/Articles; Report of 1,000 to 1,500 words per chapter/article
c. Field Work Report	25	Report covering introduction, location, dates, objectives, findings, conclusion, and acknowledgements etc with 1,500 to 2,000 words, and pictures & graphics
d. Seminar Presentation	10	A brief presentation on a specific topic as relevant to the course amidst the colleagues and stakeholders,

<b>Table 4. Scores for Evaluation</b>		
<b>Type</b>	<b>Marks (%)</b>	<b>Remarks (Suggested)</b>
		PowerPoint slides (title, introduction, method, findings, conclusion, and acknowledgements etc).

## **9.2 End-Semester Examination (50%)**

- Group A. Long Comprehensive Answer: 2 out of 3 options @ 2x10 marks = 20 marks
- Group B. Short Condensed Answer: 6 out of 9 options @ 6x5 marks = 30 marks
- Group C. Multiple Objective Questions: 10@ 1 mark = 10 marks

**Lumbini Buddhist University**  
**Bachelor of Arts in Rural Development**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>BARD 374</b>	<b>Proposal/ Report Writing and Presentation</b>	<b>3</b>

### **Objective**

Upon completion of the course, students will be able to

- Have better understandings on proposal and report writing concepts, skill and knowledge.
- Explain the basic concepts of proposal/report writing;
- Prepare a proposal by incorporating the essential basic elements;
- Use the tool of logical framework and incorporate essential methodologies in proposals
- Analyze problems, participants, beneficiaries of projects;
- Prepare a report by incorporating the basic components; and
- Present on the proposal/report.

### **Content**

<b>Unit and Title</b>	<b>Topics</b>	<b>Lecture Hours</b>
1. Introduction to proposal writing	Meaning, types of proposal, what is a professional proposal writing skill? Project Cycle Management (PCM) and its purpose, Project cycle, proposal format of different organizations	<b>4.5</b>

Unit and Title	Topics	Lecture Hours
2. Development concept and participatory processes of change	Understanding development concept, process of change in logical framework approach, sustainability issues to be addressed in logical framework, identification and selection of problems	4.5
3. Effective proposal writing	Vision, mission, goal and determining the objectives and hypothesis, marketing creative ideas, concept paper preparation, components of the proposal, explanation of all components in detail	6
4. Logical framework	Meaning, conceptualizing the future project by developing a log-frame, problems, objectives, assumptions, time and cost, problem analysis, analysis of participants, consideration of the beneficiaries, up scaling and uptake pathways, testing the vertical logic of the proposal, development of the Gantt chart, review of realism, practicality and collaboration	9
5. Report writing	Meaning, necessity, types, components, note taking and forming thesis sentence, Acronyms and footnotes, Abstract, summary and conclusion, Citation, referencing, appendices and handling reference materials, Presentation and visual display of data	9
6. Skills to write proposal and report in a systematic order.	Abstract Introduction Statement of Problems and Research Questions Objectives (General and Specific) Methodology (adopting appropriate methodology techniques) Literature Reviews Findings Analysis Conclusion Recommendation/Suggestions Referencing (APA / MLA formats)	12
6. Practical	Each student is assigned to write at least one development or research or evaluation proposal. Research committee of the college will evaluate the proposal and the student will present and defend the proposal in a seminar before submission to the concerned	3

Unit and Title	Topics	Lecture Hours
	organization. Each student has to write one of the review or survey types of report and present in a seminar. Evaluation of both activities will be done by the panel of experts on the basis of the ideas incorporated and scientific and systematic presentation of the activities with logical analysis.	
	<b>Total Lecture Hours</b>	<b>48</b>

### References:

Upriy, S. R. (2008). *Guidelines for improving your skills in project proposal writing, report writing & report presentation*. Lalitpur: S.R. Upriy Kathmandu

Kothari, C.R., *Research Methodology Methods and Technique*, Revised Second Edition, New Delhi, New Age International Pvt Ltd, 2008

Subedi, P.K., *Research Methodology in Social Science*, Kathmandu, Sangam Institute, 2009

Course Number	Course Title	Credit Hours
BARD 375	Volunteering for Rural Development	3

### Course Description:

This practical course is designed to provide students with hands-on experience in community engagement and volunteering within the context of rural development. Through active participation in development-related works and socio-cultural events, students will develop practical skills in project management, teamwork, and cultural sensitivity. This course aims to foster a deep understanding of the challenges and opportunities in rural development while connecting the principles of Buddhist teachings to the students' service to the community.

### Course Objectives:

By the end of the course, students should be able to:

- Understand the significance of volunteering in rural development and community empowerment connecting the principles and values of Buddhist teachings related to compassionate service and ethical conduct.
- Apply theoretical knowledge to real-world scenarios and adapt to the needs of the community.



<p><b>8. Rural Development Challenges</b></p>	<p>Rural Development Challenges:</p> <ul style="list-style-type: none"> <li>- Poverty and limited access to basic services</li> <li>- Lack of quality education and educational infrastructure</li> <li>- Unemployment and limited livelihood opportunities</li> <li>- Inadequate healthcare facilities and services</li> <li>- Limited access to clean water and sanitation</li> <li>- Insufficient infrastructure development, including roads and electricity</li> <li>- Environmental degradation and natural resource management issues</li> <li>- Gender inequalities and limited women's empowerment</li> <li>- Limited access to financial services and credit for rural communities</li> <li>- Dependence on traditional and unsustainable farming practices</li> <li>- Connecting rural development principles with Buddhist teachings on interconnectedness</li> </ul>	<p>5</p>	<p>(Acharya 181-192) (Adhikari 240-265)</p>
<p><b>9. Rural Development Opportunities</b></p>	<ul style="list-style-type: none"> <li>- Potential for agricultural and agro-based industries</li> <li>- Rich natural resources and biodiversity</li> <li>- Growing interest in sustainable and organic farming practices</li> <li>- Community-based tourism and cultural heritage preservation</li> <li>- Renewable energy and clean technology initiatives</li> <li>- Microfinance and entrepreneurship support for rural enterprises</li> <li>- Collaborative partnerships between government, NGOs, and communities</li> <li>- Use of Information and Communication Technology (ICT) for rural development</li> </ul>	<p>5</p>	<p>(Acharya 181-192) (Adhikari 240-265)</p>

	<ul style="list-style-type: none"> <li>- Empowerment of marginalized groups, including women and indigenous communities</li> <li>- Integration of traditional knowledge and practices for sustainable development</li> </ul>		
<b>10. Project Management for Community Development</b>	<ul style="list-style-type: none"> <li>- Introduction to project management principles and tools</li> <li>- Developing project proposals and implementation plans</li> <li>- Applying Buddhist teachings on mindfulness and skillful action to project management</li> </ul>	4	(Larson and John A. Drexler 551-573)
<b>11. Volunteering in Development Sectors</b>	<p>The Volunteers may learn about community organizing, sustainable agriculture, rural infrastructure, healthcare access, education, and other relevant topics.</p> <p><b>1. Sustainable Agriculture and Food Security:</b> Volunteers interested in rural development can participate in programs that promote sustainable agricultural practices, enhance food security, and support rural farmers. These initiatives often involve activities like organic farming, agroforestry, livestock management, and promoting local markets.</p> <p><b>2. Rural Education and Empowerment:</b> Education plays a crucial role in rural development. Volunteers can contribute by teaching in rural schools, organizing literacy programs, providing vocational training, and supporting initiatives that empower individuals in rural areas.</p> <p><b>3. Environmental Conservation and Natural Resource Management:</b> Rural areas are often rich in natural resources, and conserving these resources is essential for sustainable development. Volunteers can participate in projects</p>	2	(Adhikari 240-265)

	<p>related to biodiversity conservation, watershed management, renewable energy, and eco-tourism to promote environmental sustainability in rural communities. Waste management (composting, recycling, avoiding plastics)</p> <p><b>4. Healthcare Access and Public Health:</b> Volunteers can work towards improving healthcare access in rural areas by participating in medical missions, setting up health camps, organizing awareness campaigns, and supporting local healthcare facilities. Public health initiatives focusing on sanitation, hygiene, and disease prevention are also relevant in rural development.</p> <p><b>5. Water and Sanitation:</b></p> <p>Participate in initiatives to provide clean water access, such as building wells or water filtration systems. Educate communities about proper sanitation practices and the construction of latrines. Organize hygiene promotion campaigns to prevent waterborne diseases.</p> <p><b>6. Entrepreneurship and Economic Development:</b></p> <p>Mentor and support rural entrepreneurs in starting or expanding their businesses. Provide training and guidance on marketing, financial management, and business planning. Facilitate access to microfinance initiatives or connect entrepreneurs with resources and markets.</p> <p><b>7. Women's Empowerment and Gender Equality:</b></p>		
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	<p>Volunteer with organizations that empower women in rural areas through skill-building programs, entrepreneurship support, and access to microfinance. Conduct workshops or training sessions on gender equality, reproductive health, and women's rights. Advocate for women's participation and representation in decision-making processes within the community.</p> <p><b>8. Community Mobilization and Empowerment:</b></p> <p>Facilitate community meetings and discussions to promote active participation and decision-making. Support community-based organizations in planning and implementing development projects. Assist in organizing cultural events, festivals, or fairs to celebrate local traditions and promote community cohesion</p>		
<p><b>12. Volunteering in Socio-Cultural Events</b></p>	<p>When volunteering in mixed socio-cultural events where participants belong to different religions, such as Hinduism, Islam, and Buddhism, it's important to be respectful, sensitive, and inclusive. Here are some precautions to follow:</p> <p><b>Cultural Sensitivity:</b></p> <ol style="list-style-type: none"> <li>1. Educate yourself about the customs, traditions, and beliefs of each religion represented at the event. This will help you understand and respect their practices.</li> <li>2. Avoid making assumptions or generalizations based on religious or cultural stereotypes.</li> </ol>	<p>3</p>	<p>(Butler and Christian E. Molidor. pp. 29-31)</p>

	3. Be mindful of appropriate dress codes and attire that align with the cultural norms of the event.		
<b>13. Final presentation and Submission of a report on Volunteering</b>	<ul style="list-style-type: none"> <li>- Individual or group project focused on a specific volunteering initiative</li> <li>- Presentation of project outcomes and lessons learned</li> </ul>	21+4	
		48	

**Evaluation of Volunteering:** The maximum possible grade for the **Volunteering** would be 4.0 GPA (or total of 100 marks if evaluated in the number marking system).

Evaluation Criteria of the Internship					
Class Attendance	Supervisor's Evaluation	Report	Presentation	Viva	Total
20	20	40	10	10	100

### Recommended References

Acharya, Bala Ram. "Dimension of rural development in Nepal." *Dhaulagiri Journal of Sociology and Anthropology* 2 (2008): 181-192.

Adhikari, Shyam. "Dynamics of volunteering practices in Nepal." *Nepal Youth Journal* 3 (2020): 240-265.

Bhikkhu Amritananda, (translated by Keshavlal Karmacharya) 2020. *Grihi Vinaya* (5th Edition). Kathmandu, Srigha: Dharmakirti Prakashan, Dharmakirti Bouddha Adhayan Gosthi, Dharmakirti Vihar

Bond, George D. "AT Ariyaratne and the Sarvodaya Shramadana Movement in Sri Lanka." *Engaged Buddhism: Buddhist Liberation Movements in Asia* (1996): 121-146.

Butler, Linda S., and Christian E. Molidor. "Cultural sensitivity in social work practice and research with children and families." *Early Child Development and Care* 106.1 (1995): 27-33.

Chambers, Robert. *Rural development: Putting the last first*. Routledge, 2014.

Cnaan, Ram A., Femida Handy, and Margaret Wadsworth. "Defining who is a volunteer: Conceptual and empirical considerations." *Nonprofit and voluntary sector quarterly* 25.3 (1996): 364-383.

Dhungana, Basanta M., et al. "The Role of Volunteering in Sustainable Rural Development: Evidence from a Case Study in Nepal." *Journal of Rural and Community Development*, vol. 14, no. 2, 2019, pp. 45-64.

Huang, C. Julia. *Charisma and Compassion: Cheng Yen and the Buddhist Tzu Chi Movement*. Harvard University Press, 2009.

Larson, Erik, and John A. Drexler Jr. "Project management in real time: A service-learning project." *Journal of Management Education* 34.4 (2010): 551-573.

Mohapatra, Umakanta. *Voluntary Organisations and Rural Development in South Asia*. Springer Singapore, 2021.

Pyles, Loretta. "Understanding the engaged Buddhist movement: Implications for social development practice." *Critical Social Work* 6.1 (2005): 1-12.

Sanskritayan, Rahul. *Vinaya Pitaka*. Gautam Book Centre, 2010.

Tsomo, Karma Lekshe. "Compassion & Social Justice: 14th Sakyadhita International Conference on Buddhist Women." (2015).

<b>Eighth</b>	<b>9</b>
BARD 421 (381)NGOs and International Organization	3
BARD 422 (382) Program and Project Design (thesis)	6
Total Credits 128	

Course Number	Course Title	Credit Hours
BARD 381	NGOs and International Organizations	3

### 10. Course Description

This course aims to give students exposure to the nongovernmental and international organizations dedicated to various aspects of rural development. It will enrich students' knowledge, skill and attitude on organizational efforts at the global, national and local levels towards rural development. It will boost their spiritual viewpoints of rural development especially based on Buddhist philosophy and the indigenous systems of Nepal. It will enrich their confidence level for working in those organizations and mobilizing their resources for effective rural development programs. Upon successful completion of this course, students will be able to create innovative ideas of rural development by linking with organizational priorities.

### 11. Purpose

The course will empower students in applying organizational efforts and strategies for rural development. This course will link with the other courses offered in the seventh semester, such as BARD 371 Development Project Planning, BARD 372 Monitoring and Evaluation and BARD 373 Fund Raising and Management, so that students will be able to connect organizational efforts and strategies for practical solutions to the issues of rural development.

### 12. General Objective

Students will gather knowledge, skill and attitude as derived from the activities and strategies adopted by the global, national and local organizations for professional advancement in rural development benefiting the larger community.

### 13. Specific Objectives

Upon the successful completion of this course, students will be able to:

5. Gain knowledge of priorities set by various organizations rural development;
6. Learn value based professional life skills for promoting sustainable development in the rural communities;
7. Bring behavioral & positive change at the personal level resulting in self-motivation and pride for serving the community through the profession of rural development; and
8. Give innovative ideas for enhancing and promoting rural development.

### 14. Module

- In total there will be 16 weeks of sessions covering conceptual and practical learning opportunities for the students in various aspects of organizations working in rural development;
- Within the given duration of the semester, guest lectures up to three may be arranged to give first-hand experience and information of the representatives of organizations working in rural development;

- Visits may be arranged for the students to get real-life exposure on the rural development activities implemented by various organizations;
- For assignments, a student may choose an organization of his/her convenience with consent of the course coordinator or campus chief; and
- At the end of the semester, it is suggested that students organize a seminar on their learning in roles and contributions of organizations for rural development.

## 15. Course Contents

The Units 1 through 5 have been designed to cover 50% of the lecture hours to be devoted to the conceptual and theoretical components of organizations engaged in rural development. In the Unit 6, the remaining 50% has been designed to study the cases of organizations at the global, regional and national levels. A teaching faculty may invite guest speakers and arrange for a visit to an organization for giving students first-hand knowledge and gain experience.

<b>Table 1. Course Contents, Study Hours and References</b>			
<b>Unit and Title</b>	<b>Topics</b>	<b>Lecture Hours*</b>	<b>References</b>
14. Introduction	<ul style="list-style-type: none"> <li>• Definitions and Etymology,</li> <li>• History of organizations in development sectors</li> <li>• Roles of Organizations in Rural Development</li> </ul>	9	<ul style="list-style-type: none"> <li>• Brown, 2007</li> <li>• Lewis, 2001: Chapter 2</li> </ul>
15. Types and Structures of Organizations	Legal and Technical Classifications and Their Priorities <ul style="list-style-type: none"> <li>• Community Development Organization (CDO), Community based Organizations -CBO (Mothers Groups, Users Groups etc), Non-Governmental Organizations (NGO and International NGO),</li> <li>• Private Voluntary Organizations - PVO (Rotary, Lions, Jaycees etc)</li> <li>• Non-profit, Charity, Trust</li> <li>• Cooperative</li> <li>• Buddhist Organizations: Sangha, Monastery, Vihara, Gumba</li> </ul>	9	<ul style="list-style-type: none"> <li>• Lewis, 2001: Chapter 2</li> </ul>
16. Indigenous community based development in Nepal	Overview of indigenous CBOs of Nepal <ul style="list-style-type: none"> <li>• Guthi of Newars</li> <li>• Bheja of Magars</li> <li>• Dhukor of Thakalis</li> <li>• Parma/ Nogar/ Pareli of Western Hill Matawalis, Sherpa and Lobas</li> <li>• Ro-Dhin of Gurungs</li> </ul>	6	<ul style="list-style-type: none"> <li>• Bhattachan and Mishra, 1997: Chapter 6</li> </ul>

**Table 1. Course Contents, Study Hours and References**

<b>Unit and Title</b>	<b>Topics</b>	<b>Lecture Hours*</b>	<b>References</b>
	<ul style="list-style-type: none"> <li>• Some modernized indigenous and caste based community organizations</li> </ul>		
17. Networking and Conferences	<ul style="list-style-type: none"> <li>• Conferences on Rural Development - Organization for Economic Cooperation and Development (OECD)</li> <li>• Agriculture and Rural Development Day and Global Landscapes Forum (GLF)</li> </ul>	3	<ul style="list-style-type: none"> <li>• OECD, 2022</li> <li>• GLF, 2020</li> <li>• GLF, 2022</li> </ul>
18. Concepts of 'Beyond Borders'	<ul style="list-style-type: none"> <li>• Concepts of 'Beyond Borders' in development services</li> </ul>	3	<ul style="list-style-type: none"> <li>• Galla, 2012</li> <li>• Ura and Chophel, 2012</li> </ul>
19. Case studies of selected organizations	Overview of organizations (Genesis, functions, contributions and future plan)	1.5	<ul style="list-style-type: none"> <li>• Brown, 2007</li> </ul>
6.1 World	<ul style="list-style-type: none"> <li>• Asian Development Bank</li> <li>• United Nations Development Programme (UNDP)</li> <li>• World Bank</li> </ul>	4.5	<ul style="list-style-type: none"> <li>• Browne, 2010</li> <li>• Csaki and Tuck, 2000</li> <li>• Ursu, Sam, 2022</li> <li>• Ursu, Sam, 2022b</li> <li>• World Bank, 2003</li> </ul>
6.2 South Asia	<ul style="list-style-type: none"> <li>• Bangladesh: Grameen Bank</li> <li>• India: Organizations initiated by Kailash Satyarthi</li> <li>• Sri Lanka: Sarvodaya</li> </ul>	4.5	<ul style="list-style-type: none"> <li>• Alam and Getubig, 2010</li> <li>• Clark, 2005</li> <li>• Fredriksson, and Naylor, 2015</li> <li>• Kumar et al, 2017</li> <li>• Sarvodaya, 2018</li> </ul>
6.3 Nepal	<ul style="list-style-type: none"> <li>• Social Welfare Council and affiliated NGOs and INGOs</li> <li>• National Trust for Nature Conservation, and Annapurna Conservation Area Project</li> <li>• Lumbini Development Trust</li> </ul>	4.5	<ul style="list-style-type: none"> <li>• Baral et al, 2020</li> <li>• López-Casero, and Bhujju, 2009</li> <li>• SWC, 1992</li> <li>• SWC, 2015</li> </ul>

<b>Table 1. Course Contents, Study Hours and References</b>			
<b>Unit and Title</b>	<b>Topics</b>	<b>Lecture Hours*</b>	<b>References</b>
20. Seminar	<ul style="list-style-type: none"> <li>Roles and contributions of organizations in rural development</li> </ul>	3	Students to organize a seminar
<b>Total Lecture Hours</b>		<b>48</b>	

\* Note: Each session will be of 90 minutes, and there will be 2 sessions per week totaling 32 sessions in 16 weeks to cover 48 hours.

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## 17. Pedagogy (examples):

The following pedagogical approaches are suggestive only, and the teaching faculty may opt for his/her tailor-made approaches as appropriate.

### 8.4 Lecture/Practical Sessions

- For the Units 1 through Unit 6 lecture sessions will be conducted to be followed by questions-answers and discussions.
- The Unit 4 and Unit 5 will focus more on reviewing the publications, articles and debates.
- The Unit 6 will be primarily conducted on a symposium style along with the presentation, case study discussions and critical analysis should be presented.
- The Unit 6.3 will be a field study by students
- The Unit 7 will be an event (seminar) to be organized and participated in by students by coordinating with the organizations that came in contact during study and visits

### 8.5 Lecture Session

<b>Table 2. Lecture Session (face-to-face or online) Activities</b>	
<b>Technique</b> (Select two or three as applicable)	<b>Units and Topics</b>
f. Case study analysis	Unit 6. Case studies of selected organizations
g. Discussion on contemporary issues	Unit 4. Networking and Conferences; and Unit 5. Concepts of 'Beyond Borders'
h. Lectures on theories	Unit 1 through 6
i. Questions-Answers on experiences	Unit 1 through 6

j. Group work or team work; peer work; presentation and getting feedback	Unit 6.3 Case studies of selected organizations – Nepal
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### 8.6 Practical Session

<b>Table 3. Practical Session (Field/Lab) Activities</b>		
<b>Field Technique</b>	<b>Units and Topics</b>	<b>Field Location Characteristics</b>
c. Consultation with key stakeholders in the field	Unit 6.3 Case studies of selected organizations – Nepal	Visit to the working sites of the selected organizations
d. Presentation	Unit 7 Seminar	Students to organize an on-campus seminar in cooperation with an organization that may also mark a special occasion such as Rural Women's Day (Oct 15)

## 18. Evaluation (100%): pass marks 50%

### 9.3 Internal Marks (50%)

<b>Table 4. Scores for Evaluation</b>		
<b>Type</b>	<b>Marks (%)</b>	<b>Remarks (Suggested)</b>
e. Class participation	5	Punctuality, regularity, attentiveness
f. Literature Review and Reports	10	Review of 5 Chapters/Articles; Report of 1,000 to 1,500 words per chapter/article
g. Field Work Report	25	Report covering introduction, location, dates, objectives, findings, conclusion, and acknowledgements etc with 1,500 to 2,000 words, and pictures & graphics
h. Seminar Presentation	10	A brief presentation on a specific topic as relevant to the course amidst the colleagues and stakeholders, PowerPoint slides (title, introduction, method, findings, conclusion, and acknowledgements etc).

### 9.4 End-Semester Examination (50%)

Group A. Long Comprehensive Answer: 2 out of 3 options @ 2x10 marks = 20 marks  
 Group B. Short Condensed Answer: 6 out of 9 options @ 6x5 marks = 30 marks  
 Group C. Multiple Objective Questions: 10@ 1 mark = 10 marks

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