

**PURBANCHAL UNIVERSITY**  
**COURSE OUTLINE AND OTHER DETAILS**

Level : Master in Development Studies (MDevS), Revised version  
Duration of Course : 2 Years 4 Semesters  
Eligibility for Admission : Bachelor Degree from Any Discipline

SEMESTER (S)	COURSE CODE	COURSE TITLE	CR. HRS
I	DEVS 511	Development Theories and Approaches	3
	DEVS 512	Public Policy and Planning	3
	DEVS 513	Development Economics	3
	DEVS 514	Development Management	3
	DEVS 515	Community Actions and Governance	3
		Total Credits	15
II	DEVS 521	Global Environmental Change	3
	DEVS 522	Land, Agriculture and Food Security	3
	DEVS 523	Development Project Design	3
	DEVS 524	Poverty, Livelihoods and Sustainable Development	3
	DEVS 525	Research Methods and Statistical Procedures	3
		Total Credits	15
III	DEVS 611	Research Methods – Tools and Practices	3
	DEVS 612	Gender Issues in Development	3
	DEVS 613	Migration and Development	3
	DEVS 614	Case Reviews and Seminars	3
	DEVS 615	Conflicts, Human Rights and Peace Building	3
	DEVS 616	Development Politics of South Asia and Beyond	3
		Total Credits	18
IV	DEVS 621	Thesis Research	12
		Total Credit Hours	12
All Total Credit Hours for the Course			60

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 511) Development Theories and Approaches</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Develop broader outlook of the students on the concept and issues of the development in its historical processes; cater a perspective on the interrelationship and contradictions of the 'development theories' and the 'faculties of the knowledge'- development with law, public administration, political science, economics, sociology, anthropology, human geography and technology etc., and, impart knowledge in contemporary debate of sustainable development goals and on development critique – includes the growing discourse on the 'project' of development or the 'political economy of development' and the political economy of 'theorizing development'.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	<b>KEY CONCEPTS IN DEVELOPMENT</b> Development And Why Development; Key Concepts and Terms - Development Growth, Justice/ Equity, Social Inclusion, Indicators/Measurement, Livelihoods, Assets/Capitals, Human Rights;	6
2	<b>DEVELOPMENT HISTORY</b> Classical Development; Pre-Modern and Modern Period and Post Development Phase: Various Approaches to development, Technology Transfer Model, Participatory Development, Rights Based Approaches to Development; Inclusive Development, The West and Rest in Development	6
3	<b>CONTEMPORARY DEVELOPMENT: THEORY AND APPROACHES</b> Why Theory? Theorizing development, Interface between Theory and Policy Classical Theories; Structuralism, neo-Marxism and Socialism; Environment and development: sustainable development; Participation and development; Neo-liberalism, Privatization and globalization; post-modernism, post development and globalization; Gender and development; Sustainable livelihoods; Eastern philosophy of human prosperity and happiness (Buddhism, Hinduism etc.); State and Non state in Development	12
4	<b>SUSTAINABLE DEVELOPMENT GOALS (SDGs)</b> Perspectives, Pathways of SDGs and Commitments, Thematic Area, SDGs Action Framework	12
5	<b>REVIEWS ON CONTEMPORARY DEVELOPMENT ISSUES: WRITING AND SEMINAR</b> Social Policy; Development administration and planning; Civil society; Governance; Social movement; Class and other identities; Sectoral issues – Natural resources, health, roads, agriculture, tourism, education etc; Micro enterprises and credits; Development professionalism; Inter sectoral coordination; Decentralization and devolution; Foreign aid and development; public-private partnership; Three Pillar Economic Policy for Development. (4 seminars)	12
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
1. Cook B. and U Kothari (2001). <u>Participation: The New Tyranny</u> . London and New York, Zed: 1-15. 2. Escobar, A. (1995). <u>Encountering Development: the Making and Unmaking of the Third World</u> . Princeton: NJ, Princeton University Press. 3. Kothari, U; Ed. (2005). <u>A Radical History of Development Studies: Individuals, Institutions and Ideologies</u> . New York, Zed Books. 4. Long, N (2001). <u>Development sociology: actor perspectives</u> . London and New York, Routledge. 5. Mosse, D (2001). <u>Cultivating development: An Ethnography of Aid Policy and Practice</u> . New Delhi, Vistaar Publication 6. Peet, R. N. (200). <u>Liberation Ecologies: Environment, Development, social Movements</u> . New York, Routledge. 7. Rankin, K.N. (2004) <u>The Cultural Politics of Markets: Economic Liberalization and Social Change in Nepal</u> . London, Pluto Press. 8. Timmons R.J. and A. B. Hite (eds.) (2007). <u>Globalization and Development Reader: Perspectives on Development and Global Change</u> (Malden MA, Blackwell). 9. Sachs, W. (1997). <u>Development as Dictionary: A Guide to Knowledge abd Power</u> . New Delhi, Orient Longman 10. Sen, A. (1999). <u>Development as Freedom</u> , Oxford University Press. 11. Sen, A. (2006). <u>Identity and Violence: The Illusion of Destiny</u> . London, Penguin. 12. Shiva, B. (2005). <u>Earth Democracy: Justice, Sustainability and Peace</u> . London, Zed Books. 13. FINE, B (2001) <u>Social Capital vs Social Theory: Political Economy and Social Science as the Turn of the Millennium</u> . NY, Routlage. 14. Polyani, Karl, <u>The Great Transformation: Political and Economic Origins of our Time</u> , Beacon Press; 20th Printing edition (June 1, 1971). 15. Joseph, Stiglitz, <u>The Price of Inequality: How Today's Divided Society Endangers Our Future</u> , 2012. W W. Norton and Company. 16. Picketty, Thomas, <u>Capital in the 21<sup>st</sup> Century</u> , Harvard University Press, 2013 17. Sachs, Jeffery. <u>The Age of Sustainable Development</u> , Columbia University Press, 2015		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 512) Public Policy And Planning</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Introduce to various frameworks and approaches that may be employed to understand and analyze public policy, problems and processes and, address the theoretical knowledge on project planning concepts and approaches; understand development plans of Nepal and the region.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	<b>PUBLIC POLICY</b> Concept on Public and Policy; Why public policy? Social Policy, Sector Based Policy – Land, Agriculture, Forest, Natural Resources, Health, Education, Tourism, Micro financing, Infrastructure, Gender, Water, Industry, Human Resources, Communication, Energy including Hydropower	6
2	<b>POLICY MAKING AND IMPLEMENTATION PROCESS</b> Meaning of Policy Making, Processes In Policy Making, Who Make The Policies – Involvement of Stakeholders, Aspects of Policy Formulation – Act, Bylaws, Directives, Guidelines, Policy Implementation – Responsibilities of Different Stakeholders; Gap Between Policy Making And Implementation, Why Policy Implementation Fails?	6
3	<b>DEVELOPMENT PLANNING</b> Planning Concept, Purposes – Planning and Socioeconomic Growth, Planning Types –Sectoral and Regional Planning, Linkages between Policy And Planning, Plan, Programs and Projects, Problems in Planning, Rural Development Planning Modules – VDC Plans, DDC Plans, National Plans, integrated Vs Sectoral Plans	12
4	<b>DEVELOPMENT PLANNING REVIEW IN NEPAL</b> Review of Annual Plans, Expenditure Plans, Perspective Plans Periodic Development Plans In Nepal; Present Policies And Priorities In Planning	12
5	<b>REVIEW STUDIES, WRITING AND SEMINAR PRESENTATION</b> Assign to review on contemporary sector based policies, its success and failure in Nepal and the region, policy consideration in achieving sustainable development goals At least 4 seminars in groups and or individuals	12
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a)Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
<ol style="list-style-type: none"> <li>Wayne Parsons, Public Policy – Introduction To The Theory And Practices Of Policy Analysis, 1995</li> <li>Prasanna Chandra, "Projects: Planning, Analysis, Selection, Implementation and Review" Forth Edition, TATA McGraw Hill, 12th Edition 2000.</li> <li>NPC Development Plans of Nepal (Periodic plans from the first to the eleventh),GoN</li> <li>Gittinger, J Price 91982) Economic Analysis of Agricultural Projects, EDI Series in Economic Development, IBRD, The World Bank</li> <li>Thirwall, AP Growth and Development</li> </ol>		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 513) Development Economics</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Gain knowledge about most important economic approaches to analyze economic transformation of developing world; make them able to identify and analyze the hypotheses and processes of economic growth and development and, make able to relate economic theory and concept in real life situations.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	OVERVIEW OF MICRO AND MACRO ECONOMICS: <b>Micro:</b> Consumption Theory, Production Theory, Markets And Welfare Economics; <b>Macro:</b> National Income Determination, Fiscal Policy, Monetary Policy, Exchange Rate Policy, Financial Liberalization, Trade Liberalization, Consumption, Investment, Demand For Money And Supply Of Money	9
2	ECONOMIC GROWTH, POVERTY AND INEQUALITY Relationship Between Economic Growth, Poverty and Inequality; Absolute and Relative Poverty, Pro-Poor Growth, Growth-Poverty Nexus, Growth-Inequality Nexus, Broad Based Economic Growth And Investment In Agriculture Sector	7
3	PRO POOR MACRO POLICY	3
4	GLOBALIZATION AND DEVELOPMENT Economics of Globalization , WTO and Multilateral Trade Regimes; Political Economics of Development - Incentives, Subsidies And Taxes Policy And Their Implications, Financing Social Protection, Trade Policy	8
5	LABOUR MARKET, PRICE AND EMPLOYMENT Labour Market - Demand and Supply, Inflation And Unemployment, Challenges and Employment Generation	6
6	FOREIGN AID AND DEVELOPMENT External Borrowing, Grants and TA, Direct Foreign Investment, Aid Effectiveness & Challenges	6
7	POLITICAL ECONOMY OF DEVELOPMENT Privatization and development	3
7	POLICY REVIEW AND SEMINAR PRESENTATION – at least 2 seminars in groups and individual	6
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
<ol style="list-style-type: none"> <li>Chenery, H and TN Srinivasan (Ed), 1996, Handbook of Development Economics, Volume I and II, 3<sup>rd</sup> Edition, Elsevier Science B.V.,</li> <li>Todaro M.P. And S.C. Smith (2007), Economic Development. 8<sup>th</sup> Edition, Pearson: Essex.</li> <li>Salvatore, D (2003), Microeconomics – Theory and Applications, 4<sup>th</sup> edition, Oxford University Press</li> <li>Layard, PRG and Walters, AA (198), Microeconomic Theory, International Edition, McGraw Hill Book, NY</li> <li>Miller RL and Fishe, RPH (1995) Microeconomics –Price Theory in Practice, Harper Collins College</li> <li>Branson, WH (2005) Macroeconomic Theory and Policy, 2<sup>nd</sup> edition, AITBS Publishers, India</li> <li>Dornbusch, R, Fischer, S and Startz, R (2005) Macroeconomics, 9<sup>th</sup> edition, Tata MacGraw Hill Publishing Co.</li> <li>Basu K. (1997), Analytical Development Economics, Cambridge: MIT Press.</li> <li>Mankiw N.G. (2003), Macroeconomics, 5<sup>th</sup> Edition, Worth Publishers: New York.</li> <li>Ray D. (1998), Development Economics. Princeton University Press: Princeton.</li> <li>Sachs J. And F. Larrain (1993) Macroeconomics In The Global Economy, Harvester/ Wheat Sheaf, New York</li> <li>Tarp F. (1993) Stabilization And Structural Adjustment, Macroeconomic Frameworks For Analyzing The Crisis In Sub-Saharan Africa, Routledge, London.</li> <li>Publication Of Ministry Of Finance, Economic Survey And Budget Speech The World Bank Annual Report – WB; Human Development Report – UNDP</li> <li>Shrestha, B (2002) Agricultural Transformation: (Subsistence Farming, Natural Resources Conservation and Industrialization with reference to Developing Countries), memo</li> <li>UNDP (2004), "Macroeconomics of Poverty Reduction in Nepal" published under Asia-Pacific Regional Program on Macroeconomics of Poverty Reduction.</li> <li>Thirwal, AP Growth and Development</li> </ol>		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code: (DEVS 514) Development Management</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Orient student in the principles of management, the organizational theories and understanding the one's own role in view of management efficiency while working with the development agencies; Provide the theoretical knowledge of the project management and develop the skills and techniques for efficient management of the development projects and, make familiar with project management tools for reporting and evaluation.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	DEVELOPMENT MANAGEMENT - CONCEPT AND APPROACHES MANAGEMENT: THEORY, PRINCIPLES AND PROCESSES Fundamental Principles, Theories, Management Process – Planning, Organizing, Staffing, Directing, Controlling and Their Application in Development Organization	15
2	DIMENSIONS OF PROJECT MANAGEMENT -Concepts, Relevance to Project Design and Planning, Communication, Human Resource, Procurement (goods and services), Conflict, Service Delivery, Progress Reporting CONCERNS ON PROJECT MANAGEMENT Leadership on Project Management, Building Local Ownership And Sustainability, Process Based versus Result Based Management, LFA Based Reporting And Project Management	9
3	DEVELOPMENT ORGANIZATIONS IN NEPAL Financial and Non-Financial Organizations Government Organizations, I/NGOs, Development Organizations, Multilateral and Bilateral Organizations, Private and Corporations; Grassroots Organizations For Development	6
4	ACCOUNTING AND FINANCIAL MANAGEMENT Accounting Systems of Development Organizations; Preparing Financial Statements and Reports; Financial Planning and Analysis; Analyzing Capital Investments	9
5	CASE PREPARATION, WRITING AND SEMINAR PRESENTATION At least 2 seminars in groups on issues related to project management in development organizations and accounting systems	9
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
<ol style="list-style-type: none"> <li>1. Stephen P. Robbins &amp; Marry Coulter, Management, Pearson Education, Inc.</li> <li>2. Harold Koontz &amp; Heinz Weihrich, Essentials of Management, Mc Graw- Hill, Inc</li> <li>3. Stephan P. Robbins, Essentials of Organizational Behavior, Prentice-hall, Inc.</li> <li>4. Duncan W. J Essentials of Management</li> <li>5. Gupta, CB Management, Concepts and Practices</li> <li>6. Van Horne JC Fundamentals of Financial Management</li> <li>7. Decenzo, DA and SP Robbins Personnel/ Human Resources Management</li> <li>8. Flippo, EB Principles of Personnel Management</li> <li>9. Argyris, Chris (2000), Flawed Advice and the Management Trap: How Managers Can Know When They're Getting Good Advice and When They're Not Oxford, England: Oxford University Press.</li> <li>10. Cooper, Cary L. &amp; Argyris, Chris (Eds) (1998) Concise Blackwell Encyclopedia Of Management. Cambridge, MA: Blackwell Publishers</li> <li>11. _____ (1997) Learning And Teaching: A Theory Of Action Perspective. Journal of Management Education, 21(1), 9-27.</li> <li>12. Schon, D.(1996) Organizational learning II: Theory, Method, and Practice. Reading, MA: Addison-Wesley Longman</li> <li>13. ADB (2001) Procurement Management of the Development Projects</li> <li>14. DFID (2002) Guidelines for Aid Management</li> <li>15. USAID (2002) Tools for Aid and development Project Management</li> <li>16. Gittenger J. P. (1990) Economic Analysis of Agricultural Projects" John Hopkin Press, Baltimore and Landon</li> <li>17. Chandra, P (2006) Projects – Planning, Analysis, Selection, Financing, Implementation and Review, 6<sup>th</sup> and 5<sup>th</sup> Edition, Tata McGraw Hill Publishing Co., India</li> <li>18. Goel, BB (2004) Project Management – Principles and Techniques, Deep And Deep Publications, India</li> <li>19. EC (2004) Project Cycle Management Guidelines, Vol I, Aid Delivery Methods, Brussels</li> <li>20. AusAID (2003) The Logical Framework Approach, Australian Government</li> </ol>		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 515) Community Actions And Governance</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Enables students to understand and appreciate overall community led approaches to development and their governance; understand the dynamics of environmental analysis of forces affecting republic democratic decentralization in local government; conceptualize social movements, environmental issues and dynamics of empowerment and exercise of rights over resources; impart relevant theoretical knowledge, skills and methods of local plan, action based governance and; make them able to analyze the grassroots situation, people in groups and their institutions through the design of the community programs.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	<b>KEY CONCEPTS</b> (a) Community, Social Capital, Local Governance, Decentralization, Devolution, Social Movement, Empowerment, Civic Engagement (b) Perspectives on Civic Participation - Liberal, Social and Deliberative Democracy, Federalism And Local Governance, Communitarianism Vs Libertarianism	9
2	<b>PRINCIPLES AND PRACTICES OF COMMUNITY LED GOVERNANCE</b> (a) Community Actions in Development – Traditional to Contemporary Intuitions (b) Community in Democratic Governance – Devolution of Local Development Initiatives, General Provisions Relating to Local Body (c) Community led Governance Innovations - Modalities of Community Governance, Community Actions in Multi-Scale Governance, Community Federations, Community led Environmental Movements, Community Based NRM, Social Entrepreneurships (d) Challenges and Opportunities of Local Democracy - Resource Management, Economic Innovation, Social Equity, Environmental Sustainability, Poverty Reduction	9
3	<b>SOCIO ECONOMIC ANALYSIS AND TRANSFORMATION</b> (a) Framework For Situation Analysis for Community Actions (b) Methods (PRA) and Tools (Survey) for Exploring Avenues for Change (Problem Identification , Need Assessment and Prioritizations)	9
4	<b>GUIDELINES FOR FORMULATION OF PROGRAMS FOR CHANGE – Proposal Design</b>	9
5	<b>FIELD VISITS, PROGRAM STUDIES AND PRESENTATION IN A WORKSHOP</b> (Field work for information collection and preparation of the program proposal is mandatory – 2 group based presentation and 2 individual presentation)	12
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
1. Buller, H and Wright, S (1990) Rural Development: Problems and Practices, Gower Publishing Company Ltd. 2. Chambers, R (2004) Rural Development: Putting the Last First, Pearson education Ltd., 2 <sup>nd</sup> Indian Reprint, India 3. Dasgupta, P and Serageldin, I (Eds) (2000) Social Capital- A Multifaceted Perspective, IBRD, The World Bank 4. Fuyal, K (1999), Participatory Rural Appraisal – Training Manual, Kathmandu (Nepali Version) 5. IPPF/WHR Tools (2002) Guide for Designing Result Oriented Projects and Writing Successful Proposals 6. Frank, F and Smith, A (1999) The Community Development Handbook – A Tool to Build Community Capacity, HRDC, Canada 7. LFP (2008) Poverty Oriented And Social Inclusions Strategies (Draft), Livelihood Forestry Program, (Nepali Version), Kathmandu 8. Local Self Governance Act and Regulations (1999), GoN 9. Elinor Ostrom (1990): Governing the Commons: The Evolution of institutions in collective actions. Cambridge University Press. 10. Hemant Ojha et al eds. (2008): Communities, Forest and Governance: Policy and Institutional Innovations in Nepal. Adroit, India. 11. Robert Putnam (2000): Bowling Alone: The Collapse and the Revival American Community. Simon & Schuster, New York 12. Amitai Etzioni (2004). The Communitarian Reader. Rowman & Littlefield Publishers, Inc. 13. Anna Leon-Guerrero (2008): Social Problems: Community, Policy, and Social Action. Pine Forge Press. 14. False B and M.A Rahaman (1991): Action And Knowledge: Breaking the Monopoly with Participatory Action Research. Apex Press, NY 15. Gary M. Nelson (2000): Self-Governance in Communities and Families. Berrett-Koehler Publishers Inc. 16. Gerry Patnode (2009): Leadership for Community Action: Implementing the Politics of Change. AuthorHouse.		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code: (DEVS 521) Global Environmental Change</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Familiarize with the natural resources, their importance to livelihood, types, and conservation management; global environmental problems and development implications, management practices and legal regimes for the environment protection; Gain an understanding of environment, climate change and their implications in relation to development, issues and debates surrounding adaptation and mitigation and, build the knowledge base in the integration of environment and climate change management into development planning, projects and policy.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	<b>NATURAL RESOURCES AND ENVIRONMENT</b> Introduction to Natural Resources, Forest and biodiversity, NTFPs and MAPs, Conservation management, Water resources	12
2	<b>ENVIRONMENTAL ISSUES</b> Global environmental issues; Economic development and environment; Environment and sustainable development; Green governance, green economy Environmental laws	12
3	<b>CLIMATE CHANGE</b> Climate and climate change; Impacts of climate change; Climate change vulnerability; Climate change adaptation and mitigation; National and International Policies, Legislation and Treaties	12
4	<b>REVIEWS AND CASES PRESENTATION ON ENVIRONMENTAL ISSUES BUILDING THROUGH NATURAL RESOURCES AND CLIMATE CHANGE- INNOVATIVE RESPONSES FOR DEVELOPMENT</b> (a) Environmental Management; Preservation of Environmental Quality; Mitigation Measures; Initial Environmental Examinations, Environmental Impact Assessment (b) Climate Change Mitigation and Adaptation for Development Pathways, Carbon Finance and Developing Countries (c) International and National Policy and Implementation Mechanisms - Environmental Policy, Climate Change and Public Policy (d) Politics of Environment and development Four seminar presentation including assigned topic lectures – 1 group seminar and 3 individual lectures or group debates	12
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
1. Baral, JC, DR Bhujju, DB Shrestha and PY Shrestha. 2012. Institutional Responses to Local-Level Climate Change Adaptation in Nepal, Policy Research Brief No 4. Regional Resource Centre for Asia and the Pacific, Bangkok. 2. Bhujju, DR. 2012. Climate change science; impact and adaptation strategies in the nepalese context A Compendium of Reading Materials/Third Summer School in Climate Change Adaptation (17-22 July) HICAST-MWU-ISAS, Kathmandu. 3. IPCC reports on climate change, causes, impacts, adaptation, mitigation (website) 4. MoE/GoN. 2010. Climate change vulnerability mapping for Nepal. Ministry of Environment, Government of Nepal, Kathmandu. 5. MoE/GoN. 2010. National Adaptation Programme of Action. Ministry of Environment, Government of Nepal, Kathmandu. 6. MoE/GoN. 2011. Climate change policy. Ministry of Environment, Government of Nepal, Kathmandu. 7. MoE/GoN. 2011. National Framework on Local Adaptation Plans for Action. Ministry of Environment, Government of Nepal, Kathmandu. 8. UNEP. 2015. UNEP Year Book: Emerging Issues in our Global Environment. UNEP, Nairobi. 9. WCED. 1987. Our common future. World Commission on Environment and Development. 10. Miller, GT. Living with Environment		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code And Title: (DEVS 522) Land, Agriculture And Food Security</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Provide the concept and theoretical knowledge of the land reform, agrarian structure, agriculture development and food security; introduce the practical skills and techniques for efficient management of the land and other resources for sustainable agricultural development and food security.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	IMPORTANCE OF LAND, AGRICULTURE AND FOOD SECURITY IN DEVELOPMENT Concept and rational of Land and Agrarian Reform, Food Security, Poverty. Global context and importance of Family Farms and Agriculture in Food and Nutrition Security, Poverty and Environment Conservation	6
2	AGRARIAN STRUCTURES, PERSPECTIVES AND AGRARIAN REFORMS (a) Agricultural Systems and Structure: Subsistence and Commercial Agriculture; Rainfed and Irrigated Agriculture, Tribal and Kinship Agriculture, Feudalistic Agriculture, Family Farming, Capitalistic Farming, Collectivistic Agriculture (b) Issues and Opportunities on Land and Productive Resources (c) Nepal- Retrospective Analysis on Agrarian and Land Reforms (d) Land – Availability and Potentials (e) Common Property Resources and Tenurial Rights (f) Objectives, Measures and Outcomes of Agrarian Reforms (g) Land related legislations and policies	9
3	SUSTAINABLE AGRICULTURE DEVELOPMENT AND FOOD SECURITY (a) Sustainable Agriculture- Role of Organic and Ecological Agriculture (b) Importance of Biodiversity for Food and nutrition security and climate change adaptation (c) Mechanization and modernization of agriculture for sustainable agriculture development (d) Policies and programs in sustainable agriculture and food security (e) Global context of Food security, Food Rights, Farmers' Rights and Food Sovereignty	9
4	CONTEMPORARY ISSUES ON LAND, AGRICULTURE AND FOOD SECURITY (a) Equity Issues - Ethnicity, Gender, Geographic Area (b) Land Utilization - Access to Land, Land Banking, Land Productivity, Migration and Land Utilization, Linkages to Land Use and Common Property Resources, Land Use and Environment (c) Emerging Issues – Globalization, Conflict, Commercial Pressures including FDI, Climate Change impact in agriculture and food security (d) Sustainable Development Goals (SDG) for Agriculture and Food security	9
6	CASE PREPARATION AND SEMINAR PRESENTATION Issues On Land Reforms, Agriculture Development And Food And Nutrition Security	15
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
<ol style="list-style-type: none"> <li>Shrestha, Bharat (Ed) (2008) Land and Tenure Systems in Nepal – Issues on Access, Use and Reforms, CDS/MODE/ILC, Kathmandu</li> <li>Mellor J. W. (ed.), "Agriculture on the Road of Industrialization" Baltimore, Md.: Johns Hopkins University Press, 1995</li> <li>MoAD (2015). Agricultural Development Strategy (ADS), Government of Nepal. Ministry of Agricultural Development (MoAD), Nepal</li> <li>FAO (2014). Agroecology for Food Security and Nutrition. Proceedings of the FAO International Symposium, 18-19 September 2014, Food and Agriculture Organization (FAO) of the United Nation, Rome, Italy</li> <li>IFPRI (2016). Global Food Policy Report. International Food Policy Research Institute (IFPRI), Washington, USA.</li> <li>Lenne J and D. Wood (2011) Agrobiodiversity Management for Food Security: A Critical Review. CABI, UK</li> <li>Pyakurel, Kailash Nath and Bishnu R. Upreti (Eds), (2011). Land, Agriculture and Agrarian Transformation, COLARP, Kathmandu.</li> <li>Kunwar, Krishna Bahadur (2000), "Poverty and Rural Development in Nepal" Meena Prakasan, Kathmandu, Nepal.</li> <li>Frithjof Kuhn "Man and Land: An Introduction into the Problems of Agrarian Structure and Agrarian Reform" Verlag breitenbach Publisher, Saarbrücken - Fort lauderdale, 1982</li> <li>Baland, Jean-Marie, and Jean-Philippe Platteau. 1996. Halting Degradation of Natural Resources: Is There a Role for Rural Communities? Cambridge: Cambridge University Press.</li> <li>Boserup, E 1965. Conditions of Agricultural Growth: Economics of Agrarian Change under Population Pressure. London: Allen and Unwin.</li> <li>de Janvry A., G. Gordillo, J-P. Platteau, and E. Sadoulet, eds., Access to Land, Rural Poverty, and Public Action. Oxford University Press.</li> <li>Otsuka K. and F. Place, Land Tenure and Natural Resource Management: A Comparative Study of Agrarian Communities in Asia and Africa. Baltimore: Johns Hopkins University Press.</li> <li>Impact of WTO in Agriculture and Food Security</li> </ol>		



<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 523) Project Design and Evaluation</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Address the theoretical knowledge on project and offer the methods and processes for the project preparation with exposures to the field based practitioners and impart skills, techniques and tools for the appraisal with detail analysis.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	INTRODUCTION Project Approaches; Community Vs Private Projects, Integrated Vs Sectoral Projects	3
2	PROJECT IDENTIFICATION Project Cycle - Problem Identification, Local Needs Assessment, Prioritization Critiques on Methods of Project Identification in Nepal	3
3	PROJECT PREPARATION (a) Dimensions of Development Projects – Socioeconomic, Environment, Institutions, Market, Finance, Human Resources (b) Design of Log Frame and Action Plans - Action plan preparation, Exercise on LFA preparation (c) Project Budgeting – Benefit and Cost Estimation (d) Financial Analysis (e) Economic Analysis	24
4	PROJECT APPRAISAL Fact Finding – Economic, Financial and Non Financial Consideration for Project Approval	6
5	IMPLEMENTATION, MONITORING AND EVALUATION Concept, Meaning and Significance, Types of Monitoring and Evaluation, Setting Monitoring Indicators	
6	PREPARATION OF DEVELOPMENT PROJECT (Field work is mandatory - Students will visit community, conduct field survey and prepare a project, following all the skills and using all the tools for project preparation and selection)	12
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
1. Gittenger J. P. (1999) Economic Analysis of Agricultural Projects, John Hopkins Press, Baltimore and Landon 2. APROSC (1989) Planning Training Manual, Edition 3, Kathmandu 3. Project Appraisal Documents of the Funding Agencies (World bank, ADB, Bilateral Agencies or the Projects) 4. FAO/World Bank/ADB Project Funding Documents 6. ADB (2001) Procurement Management of the Development Projects 7. DFID (2002) Guidelines for Aid Management 8. USAID (2002) Tools for Aid and development Project Management 9. Gittenger J. P. (1990) Economic Analysis of Agricultural Projects" John Hopkin Press, Baltimore and Landon 10. Chandra, P (2006) Projects – Planning, Analysis, Selection, Financing, Implementation and Review, 6 <sup>th</sup> and 5 <sup>th</sup> Edition, Tata McGraw Hill Publishing Co., India 11. Goel, BB (2004) Project Management – Principles and Techniques, Deep And Deep Publications, India 12. EC (2004) Project Cycle Management Guidelines, Vol I, Aid Delivery Methods, Brussels 13. AusAID (2003) The Logical Framework Approach, Australian Government		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code And Title: (DEVS 524) Poverty, Livelihoods And Sustainable Development</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Provide students with the solid theoretical foundations of the concepts of poverty, its critical processes and need individual and social welfare, poverty and access to the productive resources etc with their participation for development.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	POVERTY AND DIMENSIONS Dimensions of Poverty and Its Measurement	3
2	POVERTY PROCESSES Induced Processes, Dualism, Population Growth, Natural Resources, Marginalization, Cultural and Ethnic Factor, Exploitative Intermediation; Growth, Inequality and Poverty (What Drives Economic Growth, Why Are Similar Rates of Growth Associated With Different Rates of Poverty Reduction, Economic Growth And Non-Income Poverty)	6
3	POOR'S ACCESS TO RESOURCES AND IMPROVED LIVELIHHOD Access to Land , Infrastructure - Transport, Irrigation; Communication; Technology; Social Services; Labour and Capital Markets - labour market; employment opportunities (Have market reforms delivered growth and benefits to poor people; Making markets do more for poor people)	6
4	GOVERNMENT POLICIES AND INSTITUTIONS (a) Agricultural Policy - Pricing, Interest and Credit (b) Institutions- Institutional Reforms and Market (c) Natural Resources and Livelihoods of Poor - Who Gets More Environmental Benefit – Rich or Poor?; (d) Strategies for Specific Groups – Access to Resources, Roles, Social Conflict, Social Institutions (e) Women – Roles and Resources Access (f) Policies on Partnership and Participation - Decentralization, Participation (Choice, Monitoring and Accountability) (g) I/NGOs and Participatory Development (h) Micro Enterprises (ME) Policies and Policy Reforms, Nonfarm Activities, State of ME Sector, Business Development services for ME Development	15
7	SUSTAINABLE DEVELOPMENT GOALS AND INTERNATIONAL ACTION ON POVERTY REDUCTION Sustainable Development Goals over Millennium Development Goals, Producing pro-poor international public goods, making aid more effective in reducing poverty and reliving debt burden of poor countries	6
8	SCIENTIFIC TERM PAPER WRITING AND PRESENTATION At least 2 group assigned topic lectures, 1 group debate, 1 individual surprise lectures and 1 individual based term paper writing and formal presentation	12
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
1. Jazairy, I, Alamgir, M, and Panuccio, T (1992) The State of World Rural Poverty: An Inquiry into Causes and Consequences, IFAD, New York University Press		
2. Sen, A. (1999) Resources, Values and Development, Oxford University Press		
3. UNDP/WB (2005) The Wealth of The Poor – Managing Ecosystems to Fight Poverty, World Resources		
4. SAARC (2003) Report of Independent South Asian Commission on Poverty Alleviation: Our Future Our Responsibility.		
5. SAARC (2005) SAARC Regional Poverty Profile 2003, Kathmandu		
6. UNDP (2009) Human Development Report, 1998 onwards		
7. UN/ESCAP (2003) Promoting the Millennium Development Goal in Asia and the Pacific		
8. ANGOC (2009) Securing the Rights to Land - A CSO Overview on Land Access to Land in Asia		
9. Shrestha, B. Ed. (2009) Land and Tenure Systems In Nepal, CDS/MODE Nepal and ILC		
10. ADB (2002) Poverty Reduction In Nepal – Issues, Findings and Approaches, Kathmandu		
11. IFAD/ILC/UNRISD (20010) Whose Land? Civil Society Perspectives on Land Reform and Rural Poverty Reduction, Rome		
12. Babu, S (2008) Poverty Measurement and Analysis, International Food Policy Research Institute, Washington		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 525) Research Methods and Statistical Procedures</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Enhance capacity to properly identify, formulate and develop a research problem, develop and implement design, seek answers to the research questions, apply the tools techniques for drawing qualitative and quantitative inferences, generate clear and coherent write-up of research results.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	SCIENTIFIC SOCIAL RESEARCH Scientific research- concept and approaches; Research modes/types: Basic and Applied; Research methods: Case study, Panel Technique/Discussion Research (FGD), Historical Research, Experimental Research, Survey Research.	6
2	RESEARCH DESIGN Problems Identification: Techniques, Considerations, Problem tree analysis, Objective tree analysis; Literature Review- Rationale, Sources, Categories; Hypothesis Formulation and Testing: Concept and meaning, Statistical errors, Types of hypothesis, Hypothesis tests (one tail and two tail), Normal distribution, Major steps of hypothesis testing, Statistical Tables; Research design: Concept, Perspectives, Research parameters; Sample Design: Concept, Steps, Sampling methods (Non-probabilistic and Probabilistic methods), Sample Size Determination; Theoretical and Conceptual Framework, Triangulation of Information	9
3	METHODS OF DATA COLLECTION – QUANTITATIVE AND QUALITATIVE Data classification/types: Primary and Secondary; Data Collection Methods: (i) Primary Data Collection– Observation, Interview and guidelines for interview, Questionnaire and general consideration of questionnaire preparation, Schedule, Focus Group Discussion, Key Informant Survey, Other-PRA, Case Studies; (ii) Secondary Data Collection	9
4	DATA MEASUREMENT AND SCALING TECHNIQUES: Measurement scales, Rating scales, Sources of error in data measurement	3
5	DATA PROCESSING AND ANALYSIS Data processing: Editing, Coding, Classification and Tabulation; Analytical procedures- Conceptual Framework, Theoretical Framework, Analytical Framework, and Empirical Models; Data Analysis: (i) Descriptive (Frequency, Central Tendency, Dispersion, simple statistics), (ii) Association (Correlation and Regression), (iii) Inferential (Estimation and Hypothesis testing); Major Statistical tests: Parametric (Z, t, F) and Non-parametric tests (Chi-square, Spearman Rank correlation etc.	9
6	INTERPRETATION AND REPORT WRITING Report Writing, Report Format, Oral and Visual Presentation.	3
7	EXERCISES AND PREPARATION Computer based exercises; Reviews and presentation of scientific articles, Facilitate for research outline and thesis topic	9
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
<ol style="list-style-type: none"> <li>1. De Vaus (1996): <i>Surveys in Social Research</i>, London: UCL Press.</li> <li>2. May, T. (1997) <i>Social Research Issues, Methods and Process</i>. Open University Press, Milton Keynes.</li> <li>3. Morris J &amp; Copestake J (1993) <i>Qualitative Enquiry for Rural Development: A Review</i>, London: IT Publications</li> <li>4. Wilkinson and Bhandarkar (2001), <i>Methodology and Techniques of Social Research</i>, Himalaya Publishing House, India</li> <li>5. Kothari, C R (2002), <i>Research Methodology-Methods and Techniques</i>, Wishwa Prakashan, New Delhi, India</li> <li>6. Ritchie, J. (2003). <i>The Foundation of Qualitative Research Qualitative Research Practice: A Guide for Social Science Students</i></li> <li>7. Glesne, C. and A. Peshkin (1992). <i>Becoming Qualitative Researchers</i>. London, Longman.</li> <li>8. Snape, D. and L. Spencer (2003). <i>The Foundation of Qualitative Research Qualitative Research Practice: A Guide for Social Science</i></li> <li>9. Creswell, J. W. (1998). <i>Qualitative Inquiry and Research Design: Choosing Among Five Traditions</i>. Thousand Oaks, London and New Delhi, Sage Publications.</li> <li>10. De Vaus, D. (2001). <i>Research Design in Social Research</i>. London, Thousand Oaks, New Delhi, Sage.</li> <li>11. Denzin, N. K. and Y. Lincoln, Eds. (2000). <i>Handbook of Qualitative Research</i>. Thousands Oak, London and New Delhi, Sage Publications.</li> <li>12. V. Rajgopalan. <i>Selected Statistical tests</i> (2006). Hindustan Printers, New Delhi.</li> </ol>		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 611) Research Methods - Tools and Practicum</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Gain hands on practical knowledge of research methods by involving the students in each and every processes of social science research; able to state and assess the problems and setting objectives, designing methods, data collection, analyzing the data and methods to transform data into information and able to develop a full fledge research study proposals for their future independent research professional development and project studies.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	THE RESEARCH CONTEXT Defining The Statement of Problems, Setting The Research Topics, Setting Objectives Framing Research Questions and Hypothesis	9
3	DESIGNING A RESEARCH METHODOLOGY Analytical Procedures- Refined Conceptual Framework (showing relationship among all variables included in the study with intended outputs), Theoretical and Analytical Framework, Empirical Models, as applicable. Determination of Sources of Data, Sampling procedures, Determination of Data Collection Methods – Primary and Secondary	9
4	DATA COLLECTION Development of Research Tools - Questionnaires and Checklist for PRA, FGD	9
5	COMPUTER BASED STASTISTICS USE AND APPLICATION Determination of Statistical Tests and Use and Computer Based Application – Spread Sheet, Data Entry Techniques, Development of Cross Tables or Pivot Tables. Interpretation Techniques of Data into Information	12
6	DEVELOPMENT OF RESEARCH PROPOSAL AND PRESENTATION Individual basis presentation	9
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
<ol style="list-style-type: none"> <li>De Vaus (1996): <i>Surveys in Social Research</i>, London: UCL Press.</li> <li>De Vaus, D. (2001). <i>Research Design in Social Research</i>. London, Thousand Oaks, New Delhi, Sage.</li> <li>Thomas, A., Chataway, J., and Wuyts, M. (EDS.) (1998), <i>Finding Out Fast</i>, London: Sage.</li> <li>May, T. (1997) <i>Social Research Issues, Methods and Process</i>. Open University Press, Milton Keynes.</li> <li>Morris J &amp; Copestake J (1993) <i>Qualitative Enquiry for Rural Development: A Review</i>, London: IT Publications (especially the Introduction and Chapters 1-2).</li> <li>Wilkinson and Bhandarkar (2001), <i>Methodology and Techniques of Social Research</i>, Himalaya Publishing House, India</li> <li>Kothari, C R (2002), <i>Research Methodology-Methods and Techniques</i>, Wishwa Prakashan, New Delhi, India</li> <li>Ritchie, J. (2003). <i>The Foundation of Qualitative Research <u>Qualitative Research Practice: A Guide for Social Science Students</u></i></li> <li>Glesne, C. and A. Peshkin (1992). <i>Becoming Qualitative Researchers</i>. London, Longman.</li> <li>Snape, D. and L. Spencer (2003). <i>The Foundation of Qualitative Research <u>Qualitative Research Practice: A Guide for Social Science Students</u></i></li> <li>Creswell, J. W. (1998). <i>Qualitative Inquiry and Research Design: Choosing Among Five Traditions</i>. Thousand Oaks, London and New Delhi, Sage Publications.</li> <li>Denzin, N. K. and Y. Lincoln, Eds. (2000). <i>Handbook of Qualitative Research</i>. Thousands Oak, London and New Delhi, Sage Publications.</li> <li>Word, Excel and SPSS packages</li> </ol>		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 612) Gender Issues in Development</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Respond to the need for further specialization and professionalization in the field of women, gender relations and development; provide framework for new forms of analysis of social change, policy formulation and strategies towards women's empowerment within the context sustainable development.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	KEY CONCEPTS ON GENDER EQUALITY AND SOCIAL INCLUSION Women and Gender, Social Exclusion, Forms, Types and Causes	3
2	HISTORY OF FEMINIST THEORIES Liberal, Marxist, Radical, Socialist and Eco Feminisms, First and Second Wave Feminisms relating to Development Theories	3
3	CONTEMPORARY FEMINISM Third World and Black Feminism, Post-Structural and Post Modern Feminisms, Subalternity and Social Movements, Universalization of Women's Rights, WID, WAD, and GAD Approaches	6
4	ANALYTICAL APPROACHES - TOOLS AND TECHNIQUES Analyzing Gender/Social Roles and Relations (Empowerment and Inclusion Framework, Livelihood and Social Inclusion Framework, Socio-Economic and Gender Analysis), Social Change, Equity and Equality, Power Relations, Mainstreaming Gender in Programs/Projects Cycle	12
5	CONTEMPORARY ISSUES, POLICIES AND INITIATIVES - GLOBAL, NATIONAL AND LOCAL CONTEXTS Current Policies, Programs, Regional Initiatives (SAARC), International Commitments and UN Resolutions (CEDAW, B+5 + 10 And+ 15; 1325/1820, ILO 169, UN Commitments/Initiatives, National Policies and Programs in Plans, Institutional Mechanisms and Programs.	9
6	CONTEMPORARY DEVELOPMENT SECTORS Governance, Post Conflict Reconstruction and Climate Change	3
7	PAPER REVIEWS, ESSAY WRITING AND SEMINAR PRESENTATIONS ON ISSUES RELATED TO GENDER AND DEVELOPMENT Paper reviews and Essay writing (2) and Presentation in groups/individual; Group debates and assigned topic lectures (1)	12
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
<ol style="list-style-type: none"> <li>1. Naila Kabeer, 1994. Reversed Realities: Gender Hierarchies in development thought, London and New York: Verso</li> <li>2. Jane Parpart and Marianne Marchand, 1995. Feminism/Post Modernism/development, London and New York: Routledge.</li> <li>3. C. Jackson and R. Pearson (eds.) 1998. Feminist visions of Development: Gender Analysis and Policy, London and New York: Routledge.</li> <li>4. Caroline Moser, 1993. Gender, Planning and development: Theory, Practice and Training. London and New York: Routledge.</li> <li>5. Pamela Sparr, 1994. Feminist Critiques of Structural Adjustment, London and New Jersey: Zed Books.</li> <li>6. Chris Weedon, 1999, Feminism, Theory and the politics of Difference, Oxford: Blackwell Publishers</li> <li>7. Sandra Harding. Feminist Epistemologies</li> <li>8. Gender and nation, Nira Yuval Davies, 1997</li> <li>9. Jack Donnelly, 'The Social Construction of International Human Rights', in Tim Dunne and Nicholas J. Wheeler eds, Human Rights in Global politics, Cambridge; New York: Cambridge University press</li> <li>10. Julie Peters and Andrea Wolper (eds), Women's Rights, Human Rights: Interantional perspectives, London, NY: Routledge, 1995, pp 36-48</li> <li>11. O. Mendelsohn and Upendra Baxi, eds, The Rights of Subordinated peoples, delhi, new York, Oxford University Press.</li> <li>12. Gayatri Spivak. Can Subaltern Speak?</li> <li>13. Vandana Shiva and Maria Mies 1993. Ecofeminism. London: Zed Books.</li> <li>14. SEN, Amartya. Social Exclusion: Concept, Application and Scrutiny. Social Development Papers No. 1. ADB. 2000.</li> </ol>		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 613) Migration and Development</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Understand the theoretical knowledge of the migration and migratory status, the process, causes and the effect of migration in general and Nepal in particular. Acquaint the students with the migration in contemporary development challenges.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	MIGRATION AND SOCIAL THEORY Social Theory of Migration, History, Context and General Trend	3
2	THE PROCESS AND CAUSES OF MIGRATION Structural Causes, Economic Theories of Migration, Transnational Theories	6
3	MIGRATION, GLOBALIZATION AND SOCIAL TRANSFORMATION	9
4	THE POLITICS OF MIGRATION AND IMPACTS ON NATION-STATE Relationship between international migration and diaspora politics, the rise of the far right, the international politics of refugees, the impact of migration on labour markets and welfare states, citizenship, public opinion, culture	9
5	MIGRATION IN NEPAL: BOON OR BANE Genesis of Migration, Migration Status, Push And Pull Factors of Migration, Social Justice Migration and Development Challenges - Socio Economic Cost and Benefit of Migration – Effect on Informal Economy, Remittances and Development, Harnessing Migration in Local Development	9
6	ISSUES REVIEWS, PAPER WRITING AND SEMINAR PRESENTATION Migration as an Industry -Interface between stakeholders and agency and network analysis	12
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
<ol style="list-style-type: none"> <li>1. <u>Skeldon</u> Ronald (2008) Migration and Development: A Global Perspective (Longman Development Studies) 1st Edition</li> <li>2. Anderson, B. (1983) Imagined Communities, London. Verso</li> <li>3. Castles, S., Mark J Miller (2003) The Age of Migration, International Population Movement in the Modern World, 3<sup>rd</sup> Edition, Palgrave Macmillan</li> <li>4. <u>Alperhan Babacan</u> (2010), Migration, Belonging and the Nation State Hardcover – Unabridged,</li> <li>5. Hansen <u>Randall</u>, <u>Jobst Koehler</u>, <u>Jeannette Money</u> (Ed) (2011) Migration, Nation States, and International Cooperation (Routledge Research in Transnationalism)</li> <li>6. Parreñas Rhace (2015) Servants of Globalization: Migration and Domestic Work, Second Edition Paperback</li> <li>7. Bacon <u>David</u>. (2009) Illegal People: How Globalization Creates Migration and Criminalizes Immigrants Paperback</li> <li>8. Rosenblum R. and Daniel J. Tichenor Oxford Handbook of the Politics of International Migration</li> <li>9. Reports and Working Papers of International Organization of Migration, Kathmandu, Nepal</li> <li>10. Reports and Working Papers of NPC and Ministry of Labour, GoN</li> </ol>		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: ( DEVS 614) Case Studies Review and Seminars</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Expose the students to the global change in development practices and innovations; review the issues of development in the regions.		
<b>Unit</b>	<b>Course Description</b>	<b>Working Hours</b>
1	Development Experiences and Reviews and Cases Presentation of Latin American Countries	3
2	Development Experiences and Reviews and Cases Presentation of African Nations	3
3	Development Experiences and Reviews and Cases Presentation of East and South Asia	3
4	Development Experiences and Reviews and Cases Presentation of Transitional Countries (Europe)	3
5	REVIEW OF CASE (S)	36
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
1. Kin, RK (2003) Case Study Research, Design And Methods, Third Edition, Sage Publications, India 2. Stake, RE (2004) The Art of Case Study Research, Sage Publications 3. Development Report of the World Bank, ADB, IFAD 4. Regional/Country Strategy papers of the Multilateral and Bilateral Development Organizations 5. Occasional Paper Series of The International Research Organizations		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 615) Conflicts, Human Rights and Peace Building</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Enhance ability to understand the inequality, social inclusions as a root cause of the conflict, the human rights perspectives and, obtain the theoretical knowledge of the techniques and aspects of conflicts and their management for sustainable peace building.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	CONCEPT OF CONFLICT AND ANALYSIS Understanding Conflict, Violence And Peace, Inter-Relationship Between Development And Conflict, Growth, Inequality and Conflict Causes of Conflict, Conflict Analysis Tools/Skills, And Genesis of Conflict (Structure, Stages, Actors and Dynamics); Exclusion And Discriminations; Conflict Analysis At Project; Strategic And Sectoral Levels And Finding Right Responses	9
2	CONFLICT-SENSITIVE APPROACHES TO DEVELOPMENT (a) Conflicts On Land Resources, Land Reform And Conflict Sensitivity (B) Comprehensive Approaches And Frameworks; Cross-Cutting Issues; Policy Instruments; Institutional Issues; Methodological Issues	6
3	BASIC UNDERSTANDING OF HUMAN RIGHTS Instruments And Institutions, Universalism, Cultural Relativism And Other Perspectives on Rights	3
4	HUMAN RIGHTS STANDARDS AND ENFORCEMENT Civil and Political Rights, Social and Economic Rights, UN Charter and Treaties	3
5	HUMAN RIGHTS ISSUES Climate Change, Migration, Minorities, National Human Rights Instruments and Institutions	3
6	PEACE BUILDING AND POST CONFLICT MANAGEMENT Reconstruction, Reconciliation and Reintegration; Post Conflict Economic Growth And Recovery; Security Sector Reform and Stability	9
7	REVIEW OF ARTICLES and CASES/ISSUES; CLASS/GROUP or INDIVIDUAL WORK; PAPER WRITING AND SEMINAR PRESENTATION (1 Seminar, 1 Debate And 1 Assigned Topic Discussion)	15
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a) Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
<ol style="list-style-type: none"> <li>1. Upreti, BR (2003) Principles and Management of Conflict Management, An Introductions, Kathmandu</li> <li>2. CECI (2007) Sustainable Development in Conflict Environment: Challenges and Opportunities, Proceedings of the International Conference, Centre for International Studies and Cooperation (CECI), January 16-18, 2007, Kathmandu, Nepal</li> <li>3. Rizal,D and Y. Yokota (2006) Understanding Development, Conflict And Violence – The Cases of Bhutan, Nepal, North East India and the Chittagong Hill Tracts of Bangladesh, Adroit Publishers, India</li> <li>4. Gaigals, C. and Leonhardt, M. Conflict-Sensitive Approaches to Development Practices, International Alert-International Development Research Centre, 2002</li> <li>5. Pyakureal, KN et al. (2008) Nepal: Transition To Transformation, KU,NCCR, Kathmandu</li> <li>6. Lederach, JP (2003) The Little Books of Conflict Transformation, Good Books</li> <li>7. SIDA, "How to Conduct a Conflict Analysis" 2004</li> <li>8. Anderson, MB. (2002): Book on "Do No Harm": How Aid Can Support Peace or War</li> <li>9. Thapa, D &amp; B. Sijapati (2003) A Kingdom Under Siege - Nepal's Maoist Insurgency, 1996 -2003, Printhouse, Kathmandu</li> <li>10. Papers and Reports of UN Convention and Charter</li> <li>11. INSEC Handbook Of Human Rights</li> </ol>		



<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 616) Development Politics in South Asia and Beyond</b>		<b>Credit Hours: 3</b>
<b>Course Objectives:</b> Expose the students in reviewing the context of development in the South Asian region and beyond with respect to the development issues and regionalism, the issues and practices in different development sectors and/or the countries and draw lessons for use of national development.		
<b>Unit</b>	<b>Course Description</b>	<b>Hours</b>
1	CONTEXT OF DEVELOPMENT IN SOUTH ASIA Initiatives on Development, Emergence of SAARC	3
2	THE REGIONALISM: SOUTH ASIAN REGION AND BEYOND History, Theory And Practices THE Interface Between International Relations , Regionalism And Development Political economy of Development Through Regional Integration Regional organization in Development Discourse – EU, ASEAN, NAFTA, BRICS, SAARC etc); BREXIT and future of Regionalism Regional Blocks in Development ; Emerging Powers and Development initiatives The Political and Economic history of South Asia; Regional Integration in South Asia China and South Asia	18
3	ISSUES OF DEVELOPMENT Socioeconomic, Environmental, Political in Major Development Sectors Countries in the region – Afghanistan, Bangladesh, Bhutan, , India, Maldives, Nepal, Pakistan, Sri Lanka Country Specific Efforts to Address the issues; SAARC Initiatives	12
4	REVIEWS, DEBATE AND SEMINAR PRESENTATION ON ISSUES AND PRACTICES FOR DEVELOPMENT IN THE REGION- DRAW LESSIONS FOR NEPAL Review of Cases of South Asian Countries and Beyond; Debate on Regionalism And Issues Connected Nepal's Contemporary Development; Paper Writing and Presentation	15
<b>Total</b>		<b>48</b>
<b>Methods of Teaching:</b> Lectures followed by group discussions, assigned topic lectures, case studies presentation and current situation analysis on related to course issues. Organize expert seminars wherever required in similar area to make a wide understanding.		
<b>Methods of Evaluation:</b> (a)Internal progress evaluation of 40 marks will be assessed through scientific term papers, short essays, assigned topic lectures, shorter field work and report, regular class attendance, participation and examinations and, (b) External evaluation through 3 hours exams of 60 marks.		
<b>Indicative/Reference Readings:</b>		
1. Payne, A 9Ed) (2004) New Regional Politics of Development 2. Baxter, C et al (2001) Government and Politics of South Asia 3. Website: Development Gateway .org - South Asia – Country Gateway - (Afghanistan, Bangladesh, Bhutan, , India, Maldives, Nepal, Pakistan, Sri Lanka) 4. SAARC Publications – Declarations, Occasional Papers 5. ADB (2007) Capacity Development in South Asia, South Asia Occasional Paper Series 6. World Bank (2009) End Poverty in South Asia – Blog to promote dialogues in SA 7. Human development Foundation (2007) Human Development in South Asia; www. yespakistan.com 8. Sen, A Development and Participation, Indian Perspectives 9. Roads to Regionalism: Genesis, Design, and Effects of Regional Organisation, (The International Political Economy of New Börzel (Editor), 2013. 10. Pandey, VC (2003) Sustainable Development In South Asia. 11. Fawcett, L & A. Hurrell eds. Regionalism in World Politics: Regional Organization and International Order. Oxford University Press, 2000. 12. Acharya, Amitav. Will Asia's Past Be Its Future? International Security, Volume 28, Number 3, Winter 2003/04, pp. 149-164. 13. The BRICS Report: A Study of Brazil, Russia, India, China, and South Africa with Special Focus on Synergies and Complementarities 1st Edition, Oxford University Press, 2012. 14. Rising Powers, Global Governance and Global Ethics (Global Institutions) by <u>Jamie Gaskarth</u> (Editor). Rutledge, 2015.		

<b>PURBANCHAL UNIVERSITY</b>		
<b>MASTER IN DEVELOPMENT STUDIES</b>		
<b>Course Code and Title: (DEVS 621) THESIS</b>		<b>Credit Hours: 12</b>
<b>Course Objectives:</b> Expose the students to the independent research activities that are multidisciplinary, comparative and pluralistic and focus on the policy issues. Purpose of such research is to prepare a rigorous analytical and methodological foundation geared towards theoretical innovations.		
<b>Unit</b>	<b>Course Description</b>	<b>Working Hours</b>
	<p>While attending MTHR 751 in the fourth semester, the students are required to undertake a master thesis research in their areas of interest as the partial fulfillment for the degree of the Master in Development Studies. The students are therefore, required to perform the following to complete the thesis research work.</p> <ol style="list-style-type: none"> <li>1. Select the topic and submit with full proposal to the College at the end of the third semester.</li> <li>2. Based on the topics selected in their area of interest, the College will assign best suited Advisor for the research work.</li> <li>3. Perform a professional presentation of the scientific proposal with research tools to the Research Committee of the College</li> <li>4. Present the progress as mid - term presentation of the thesis work upon completion of the field/data collection work</li> <li>5. Make a final presentation of research work to the Research Committee of the thesis</li> <li>6. Sit for the viva voce -the college/university will arrange for the external examiner of the thesis research work for final evaluation.</li> </ol>	Original Independent Research
<b>Methods:</b> Independent Research To Be Undertaken By The Students On A Given Topic Under The Supervision Of A Designated Faculty.		
<b>Evaluation Methods:</b> (a) Internal - Presentation of Thesis Proposal (15); Mid Term Presentation with Field Work Preliminary Results (10); Draft Presentation (15) (b) Viva Voce (University) (60)		