

Institutional Profile of

COLLEGE OF
DEVELOPMENT STUDIES
In Affiliation with Purbanchal University

2009

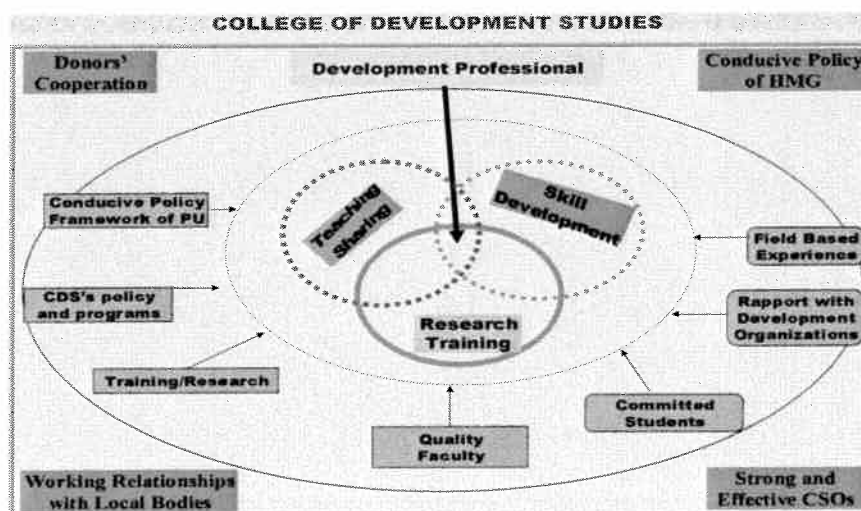
overview

Planned development efforts in Nepal began from the 50s and, currently the tenth five year plan is on implementation with overriding objective of development efforts on poverty alleviation. The reduction of poverty to 30 percent by the end of the plan (2002-2007) is itself a daunting task. Policies on education prior to seventh plan were not adopted to develop as a fundamental means for alleviating poverty and achieve national progress through proper development of human resources. Even today, human power are not produced as per the need and based on coordination and co-operation of different sectors. Importantly, there is acute lack of research oriented education and weak harmonization in the production of basic, medium and higher level human power in accordance with pace of economic development. The HMG/N has signed the Millennium Declaration and is moving towards attaining the goals dominantly of reducing extreme poverty and hunger as development manifesto to achieve by 2015. With all these committed goals, the current Tenth Plan has been prepared with strategy built on broad based economic growth, human resources development, targeted programs with social inclusion and good governance. Among others, the plan has targeted to (a) prepare human resource capable of utilizing the natural resources in optimum level (b) develop human resource in accordance with national needs (c) make them capable of international standards and with skills and efficiency to cope with changing technology and economic structures. Equally, the sustainable developments need to be ensured by involving the local bodies directly in development works in accordance with the Local Self Governance Act, 1999 through delegation of necessary authority and resources for enhancing the quality of service delivery. This situation thus need to be created in such a way to establish links by educational institutions also with local bodies in order to ensure benefits of human resources development programs.

Despite the target set and efforts made on educational sector, the current productions of the human resources from the educational institutes in rural development or other social science sector seem to be more conventional and the products in general have limited capacity to cope with contemporary national and international issues on development without any additional training. They have on the other hand, very limited exposures to the development activities at the ground level. Therefore, there is an acute shortage of the development professionals who in prevailing situation can independently arrest the contemporary issues of development both in terms of planning and policy analysis and ground realities of the development activities.

rationale of the courses on development studies

Development studies are about understanding the world development and change – the social, political, economical and environmental. Such studies are on demand everywhere and particularly in developing countries. The CDS propose to launch courses to address development as the major issues and analyzing its relationship and impact on the key areas of socio-economic transformation and natural resources mobilization. In fact, development studies in country like Nepal have been envisaged to tailor to facilitate in meeting the civil society's responsibility on the strategies and the targets set by the development with the current issues, the plans and



the Millennium Development Goals. It will be customized to the needs of the government, civil society, NGOs and the local governance system in meeting targets of poverty alleviation and eliminating its factors. It is assumed that after the completion of the course, the students will be able to understand the core issues related to poverty alleviation, development paradigm and ways and means to mitigate and the main thought that a sense of their own responsibilities in becoming a change agent within their society.

overall goal and objectives

Overall development goal of operating the academic programs of development studies will be to assist the government by producing gradually in a desirable quantity the creative, innovative, competent mid and high level professionals oriented and trained on development focused policy, planning, implementation, monitoring and evaluation and who are able to perform independently of the policy analysis, applied research studies and all about development project activities through participatory processes. Primary mission of the teaching of the development studies need to be to:

- (i) enhance the capacity to analyze widespread and persistent social problems as well as efforts to solve/reduce them and to design and implement strategies/policies aiming at their solutions/reduction
- (ii) facilitate through comparative studies and dialogue their ability to make more explicit the general direction as well as process by which societies could develop in sustainable ways; and
- (iii) contribute to the awareness in any specific context, be it spatially defined or as network, requires insight into, as well as public control over, global processes of negotiation about, and exchange of, goods, services including information services, capital, people and technologies.

academic course composition

The CDS conducts the masters and bachelors in Development Studies. The courses anticipated and designed are with combination of different subjects and sectors that enable students to (i) explore contemporary understanding of the problems confronting developing countries in the modern world and the efforts that are made to resolve these (ii) develop specialist knowledge in both key themes in the study of development and in relation to a particular region of the developing world (iii) facilitate an ability for independent criticism and enquiry which can be applied to policy analysis and practical problem solving and, (iv) prepare potential research students theoretically and methodologically for subsequent field work and thesis submission

The masters' course is 60 credit hours, four semester course to be completed within the period of two years whilst 116 hours is total credit hours for bachelor level (4 years and 8 semesters full residential course). It has been divided into the following main areas: (i) Fundamental knowledge (ii) Studies on thematic subjects (iii) Planning, implementation and management tools (iv) Thesis. Each of these areas has to be discussed and focused on the following cross-cutting issues, where ever appropriate:

- Social inclusion and conflict management,
- Gender roles,
- Sustainable livelihood and enterprise,
- Good governance,
- Partnership/stakeholder participation,
- Focused groups/areas,
- Institutional Development, and
- Environment.

Course details

The following courses have been offered this year:

Course Title	C.H.
First Year: First Semester	
Development Perspectives -----	3
Economics -I -----	3
Statistics and Application of Tools -----	3
Studies of Management Principles -----	3
Participatory Community Development-----	3
First Year: Second Semester	
Economics II-----	3
Natural Resources Systems -----	3
Agriculture and Rural Development -----	3
Project Preparation and Appraisal -----	3
Gender and Development -----	3
Poverty Dimensions and Policies-----	3
Second Year: First Semester	
Methods and Tools for Research -----	3
Project Management Techniques -----	3
Development Experiences of SAARC Region	3
Social Inclusion and Conflict Management	3
Decentralization and Good Governance-----	3
Second Year: Second Semester	
Thesis -----	12
Total credit hours -----	60

Linkage establishments

Poverty alleviation and its factors are the core areas focused by the government, multi and bilateral agencies, I/NGOs and VDCs/DDCs, development studies will place its efforts to develop relationship and agreement with them in order to help them in meeting their programs' targets by providing the right types of change agent in the development paradigm and interventions.

academic courses blended with research studies and training

In order to make the students to (a) explore understanding of the contemporary problems confronting by the developing countries in the modern world and the efforts that are made to resolve (b) develop specialist knowledge in both key themes in the study of development and in relation to a particular region of the developing world (c) facilitate an ability for independent criticism and enquiry which can be applied to policy analysis and practical problem solving and (d) prepare potential research students theoretically and methodologically for subsequent field work and thesis/project writing, the academic courses essentially requires to be blended with the applied research studies, consultancies and regular training programs.

The blending of different activities such as the applied research and professional training programs with regular academic courses will bear an important role to play for the students to learn simultaneously the aspects and methods to be applied in the real work situation. They will learn by practice the research

studies processes and mechanisms, training modules and methods of organization as the learning laboratory together with what they learn in the classroom.

methods of teaching learning

The courses being offered by the CDS will have its impact only if the teaching and learning exercises go hand in hand; otherwise they become rhetoric. The College of Development Studies so encourages the faculty and the students to have participatory approaches as is possible and follow the following methods of teaching learning processes:

1. Participatory lecture methods
2. Learning through Term Papers and Case Studies
3. Knowledge based assignments for continuous activation
4. Subject based workshops & presentation simultaneously to orient on research and training for confidence building
5. Terms of Reference based fieldwork, observations and report preparation for primary research exposures. Purpose of field visits will be for theory vs practice methods based on BOPPS (Beneficiaries Oriented Problem Solving & Planning Strategy) and research.
6. Subject-based Seminars, lectures, talk programs

financial assistant to students

The institution has target to obtain scholarships from different aid agencies and organizations and provide full scholarship to at least one student from remote areas but belonging to marginalized groups; support through tuition fees to at least one student from poor and excluded castes from urban/rural areas; support partial financial compensation to brilliant students from poor families from urban areas; full tuition scholarship to toppers in each semester; help arrange financial support for dissertation or project work on areas and themes requested by the concerning organizations; investigate donor's funding to develop a complete VDC or DDC profiles as a project work and update it regularly thus giving the students a first hand practical knowledge of practical tools and methodologies based on traditional concept as well as modern concepts of participatory development paradigm and methodologies and, obtain donor's support, particularly financial, in engaging the students to help DDC/VDC in developing long-term plans and programs.

Faculty/resource person

SN	Name	Degree	Specialization	Years of Experience
1	Bharat Shrestha	Ph.D	Poverty and Livelihoods, Land	24
2	Prof. Pitamber Chhetri	Ph.D	Micro policies	26
3	Lokendra Poudyal	Ph.D	Rural Development	28
4	Keshav Kanel	Ph.D	Natural Resources Systems	25
5	Krishna Prasad Pant	Ph.D	Agriculture and Land Issues	22
6	Dilli Bahadur KC	Ph.D	Agriculture Economics	22
7	Kamal Poudel	Ph.D	Agriculture Economics	24
8	Gopal Shrestha	Ph.D	Development Management	22
9	Rajan Bahadur Poudel	Ph.D	Financial Analysis	20
10	Hemant Ojha	Ph.D	Development and Governance	15
11	Ganesh Gurung	MA	Sociology	24
12	Nara Hari Dhakal	MS	Micro finance	18
13	Rajendra Bhari	MSc	Planning	15

SN	Name	Degree	Specialization	Years of Experience
14	Nikila Shrestha	MA	Gender and Development	13
15	Lok Raj Bhattarai	MA	Development Sociology	16
16	Pravin Lal Shrestha	MSc	Demography	15
17	Pabitra Subba	MS	Natural resources	14
18	Bishnu Sharma	MS	Macro Policies	22
19	Balram Kandel	MS	Community forestry	22
20	Govinda Sharma	MSc	Agriculture and Forestry	13
21	Jagannath Adhikari	Ph.D	Land Issues	22
22	Ramji Neupane	Ph.D	Conflict Studies	15
23	Ms.Prabha Thacker	MS	Gender Planning, Social Inclusions	25
24	Ms. Jaya Sharma	MS	Social Inclusions	12

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