

CURRICULUM

DIPLOMA

Entrepreneurship Development

(Three Years Program - Semester System)



Council for Technical Education and Vocational Training

Curriculum Development Division

Sanothimi, Bhaktapur

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Introduction:

This curriculum is designed with the purpose of producing middle level workforce equipped with knowledge, skills and attitudes related to the field of enterprise sector so as to meet the demand of such workforce in the country and abroad which contribute to streamline of poverty reduction of our country, Nepal. Graduates of this course will be capable to perform the functions of enterprise development facilitator as per the need of government, semi-government, non-government and private organizations. Some essential theoretical inputs have been included, yet the focus is given on the enhancement of the required skills, enabling techniques and competency building.

The Diploma in Entrepreneurship Development program extends over three years. Each year is divided into two semesters. There are six semesters within the period of three years including one semester (5months) internship. The first year course includes both foundational and disciplinary subjects specially focus on enterprise development, community development and social mobilization as a core, theoretical, demonstration and practical; the second year course focuses on disciplinary and auxiliary subjects both theoretical and practical. Similarly, the third year comprises of the disciplinary subjects and application of learned skills and knowledge in the internship setting.

Course Title:

Diploma in Entrepreneurship Development

Aim:

The program aims at preparing competent middle level Enterprise Development Facilitators in the field of entrepreneurship development.

Objectives:

After the completion of this curricular program, the graduates will be able to:

- Apply the professional knowledge and skills in the respected field of enterprise development
- Develop the positive attitudes towards the professions with greater initiative and self-confidence
- Apply critical thinking for problem-solving and decision making during the service procedures
- Follow the quality standards set by the organization for quality assurance of the services offered to the customers
- Get employment in governmental, semi-governmental, non-governmental organization as well as other projects and programs
- Start their own enterprise and create employment

Target Group:

The target group for this program will be all the interested youths who have passed SLC or equivalent.

Target Location:

The target location of this program will be all over Nepal.

Group Size:

The group size will be maximum of 40 (Forty) in a batch.

Entry Criteria:

- SLC pass or equivalent
- Should pass entrance examination as administered by CTEVT.
- Recruitment will be made on the basis of merit list

Medium of Instruction:

The medium of instruction will be in English and/or Nepali

Course Duration:

The total duration of this curricular program is three years. Each year consists of two semesters of six months each. Moreover, one semester consist of 19.5 academic weeks including evaluation period. Actual teaching learning hours will be not less than 15 weeks in each semester.

Pattern of Attendance:

80% attendance in each subject is required to appear in the respective final examination.

Teacher and Student Ratio:

1. For theory: As per the nature of the course.
2. For practical/demonstration: 1:10
3. Minimum 75 % of the teachers must be full timer.

Qualification of Teachers and Instructors:

- The teachers must be a master's degree holder in their respective subjects.
- The instructor must be bachelor's degree holder in the related areas.

Instructional Media and Materials:

The following instructional media and materials are suggested for the effective instruction and demonstration.

- **Printed Media Materials** (Assignment sheets, Hand-outs, Information sheets, Individual training packets, Procedure sheets, Performance Check lists, Textbooks etc.).
- **Non-projected Media Materials** (Display, Flip chart, Poster, Writing board etc.).
- **Projected Media Materials** (Opaque projections, Overhead transparencies, Slides etc.).
- **Audio-Visual Materials** (Audiotapes, Films, Slide-tape programs, Videodiscs, Videotapes etc.).
- **Computer-Based Instructional Materials** (Computer-based training, Interactive video etc.)

Teaching Learning Methodologies:

The methods of teachings for this curricular program will be a combination of several approaches. Such as Illustrated Lecture, Tutorial, Group Discussion, Demonstration, Simulation, Guided practice, Practical experiences, Fieldwork, Internship, Report writing, Term paper presentation, Case analysis, Role-playing, Heuristic and Other Independent learning exercises.

Theory: Lecture, Discussion, Assignment, Interaction, Seminar, Group work.

Practical: Demonstration, Observation, Guided practice, Self-practice and project work

Mode of Education:

There will be inductive and deductive mode of education

Examination and Marking Scheme:

a. Internal assessment

- There will be a transparent evaluation system for each subject both in theory and practical exposure.
- Each subject will have internal assessment at regular intervals and students must get the feedback about it.
- Weightage of theory and practical marks will be 20% and 40% respectively.
- Continuous assessment format will be developed and applied by the evaluators for evaluating student's performance in the subjects related to the practical experience.

b. Final examination

- Weightage of theory and practical marks will be 80% and 60% respectively.
- Students must pass in all subjects both in theory and practical to qualify for certification. If a student becomes unable to succeed in any subject s/he will appear in the re-examination administered by CTEVT.
- Students will be allowed to appear in the final examination only after completing the internal assessment requirements.

c. Requirement for final practical examination

- Professional of entrepreneurship development and relevant subject instructor must evaluate final practical examinations.
- One evaluator in one setting can evaluate not more than 20 students.
- Practical examination should be administered in actual situation on relevant subject with the provision of at least one internal evaluator from the concerned or affiliating institute led by external evaluator nominated by CTEVT.
- Provision of re-examination will be as per CTEVT policy.

d. Pass marks:

The students must secure minimum 40% marks both in theory and practical. Moreover, the students must secure minimum 40% marks in the internal assessment and 40% in the semester final examination of each subject to pass the subject.

Note: The evaluation and marking schemes for the internship programme is mentioned separately in the respective sections of the curriculum.

Provision of Back Paper:

There will be the provision of submitting backpaper exam but one must pass all the subjects of all six semesters within six years from the date of enrolment.

Disciplinary and Ethical Requirements:

- Intoxication, insubordination or rudeness to peers will result in immediate suspension followed by the disciplinary review committee of the polytechnic.
- Dishonesty in academic or practice activities will result in immediate suspension followed by administrative review, with possible expel.
- Illicit drug use, bearing arms on polytechnic, threats or assaults to peers, faculty or staff will result in immediate suspension, followed by administrative review with possible expel.

Grading System:

The overall achievement of each student will be measured by a final aggregate percentage of all final semester examinations and graded as follow: -

Marks division:

- Distinction : 80 % and above
- First division : 65 % to 80 %
- Second division : 50 % to 65 %
- Pass : 40 % to 50 %

Certification and Degree Awards:

- Students who have passed all the components of all the subjects of all semesters are considered to have successfully completed the course.
- Students who have successfully completed the course will be awarded by a degree of "**Diploma in Entrepreneurship Development**"

Career Path:

The graduates will be eligible for the position equivalent to Non-gazetted 1st class/level 5 (technical) as "Senior Enterprise Development Facilitator" or as prescribed by the Public Service Commission of Nepal. The graduate will be eligible for registration with the related licensing organization of the country (if any).

Course Structure

Year: I		Part: I			Semester I						
S.N	Subject	Modes			Distribution of Marks						Total Marks
					Theory			Practical			
		Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours				
		Th	Pr	Total							
1	Nepali I	5		5	20	80	3				100
2	English I	5		5	20	80	3				100
3	Business Studies	6		6	20	80	3				100
4	Rural Development	5		5	20	80	3				100
5	Enterprise Development and Dimensions of Poverty	5		5	20	80	3				100
6	Computer Application I	2	2	4	10	40	2	20	30	2	100
7	Entrepreneurship Development I	4	6	10	20	80	3	40	60	4	200
Total		32	8	40	130	520		60	90		800

Year: I		Part: II			Semester II						
S.N	Subject	Modes			Distribution of Marks						Total Marks
					Theory			Practical			
		Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours				
		Th	Pr	Total							
1	Nepali II	5		5	20	80	3				100
2	English II	5		5	20	80	3				100
3	Principles of Accounting	6		6	20	80	3				100
4	Computer Application II		2	2				20	30	2	50
5	Entrepreneurship Development II	2	4	6	10	40	2	40	60	4	150
6	Social Mobilization	4	6	10	20	80	3	40	60	4	200
7	Natural Resource Management	3		3	10	40	2				50
8	Community Development	3		3	10	40	2				50
Total		28	12	40	110	440		100	150		800

Note:
Th: Theory, Pr: Practical

Year: II**Part: I****Semester III**

S.N	Subject	Time Per Week			Distribution of Marks						Total Marks
					Theory			Practical			
		Th	Pr	Total	Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours	
1	Principles of Economics	6		6	20	80	3				100
2	Business Mathematics	5		5	20	80	3				100
3	Financial Inclusion	4	1	5	20	80	3				100
4	Technical Skills& Appropriate Technology	4	2	6	20	80	3	20	30	2	150
5	Cooperative Management	4	1	5	20	80	3				100
6	Rural Entrepreneurship	4	1	5	20	80	3				100
7	Gender Equality and Social Inclusion	3	2	5	10	40	2	20	30	2	100
8	Corporate Social Responsibility and Social Entrepreneurship	3		3	10	40	2				50
Total		33	7	40	140	560		40	60		800

Year: II**Part: II****Semester IV**

S.N	Subject	Time per Week			Distribution of Marks						Total Marks
					Theory			Practical			
		Th	Pr	Total	Assessment Marks	Final Marks	Time Hours	Assessment Marks	Final Marks	Time Hours	
1	Marketing	4	2	6	20	80	3	20	30	2	150
2	Business Counselling	2	4	6	10	40	2	40	60	4	150
3	Public Policy and Enterprise Development	4		4	20	80	3				100
4	Value Chain System	3	2	5	10	40	2	20	30	2	100
5	Training Techniques	3	3	6	10	40	2	20	30	2	100
6	Quality Management and Environment	5		5	20	80	3				100
7	Livelihood Analysis	4	4	8	20	80	3	40	60	4	200
Total		25	15	40	110	440		140	210		900

Note:*Th: Theory, Pr: Practical*

Year: III**Part: I****Semester V**

S.N	Subject	Modes			Distribution of Marks						Total Marks
					Theory			Practical			
		Th	Pr	Total	Assessment	Final	Time	Assessment	Final	Time	
					Marks	Marks	Hours	Marks	Marks	Hours	
1	Production Management	4	2	6	20	80	3	20	30	2	150
2	Proposal and Report Writing	2	4	6	10	40	2	40	60	4	150
3	Monitoring and Evaluation	4	6	10	20	80	3	40	60	4	200
4	Institutional Development	3	2	5	10	40	2	20	30	2	100
5	Communication and Networking	2	1	3	10	40	2				50
6	Planning and Resource Mobilization	5	4	9	20	80	2	40	60	4	200
Total		20	19	39	90	360		160	240		850

Year: III**Part: II (Internship)****Semester VI**

S.N	Subject	Modes			Distribution of Marks						Total Marks
					Theory			Practical			
		Th	Pr	Total	Assessment	Final	Time	Assessment	Final	Time	
					Marks	Marks	Hours	Marks	Marks	Hours	
1	Internship		40	40					500		500
Total			40	40					500		500

Note:*Th: Theory, Pr: Practical*

First Year

Year: I

Part: I

Semester I

1. Nepali I
2. English I
3. Business Studies
4. Rural Development
5. Enterprise Development and Dimensions of Poverty
6. Computer Application I
7. Entrepreneurship Development I

नेपाली प्रथम

वर्ष : प्रथम
भाग:प्रथम
सेमेष्टर : प्रथम

कक्षा भार : ५ घण्टा/प्रति हप्ता
सैद्धान्तिक: ५ घण्टा/प्रति हप्ता
प्रयोगात्मक : ० घण्टा/प्रति हप्ता

पाठ्यांश परिचय :

यस पाठ्यांश अन्तर्गत विद्यार्थीहरूलाई ज्ञानविज्ञान, प्रविधि संचार, साहित्य आदि विविध विषय क्षेत्रका नेपाली भाषाका प्रयोगसंग परिचित गराउनका साथै विभिन्न भाषिक पृष्ठभूमि भएका विद्यार्थीहरूमा स्तरीय कथ्य र लेख्य नेपाली भाषाका दृष्टिले देखिन सक्ने त्रुटिहरूको निराकरण गर्ने र नेपाली भाषाका प्रयोगलाई शुद्ध एवं परिष्कृत तुल्याई व्यवहारिक र मौलिक अभिव्यक्तिको विकास गर्ने तर्फ जोड दिइनेछ । यिनै कुरालाई दृष्टिगत गरी यस पाठ्यांश मुख्यतः पठन र बोध, व्याकरण तथा त्यसको प्रयोगको अभ्यासका साथै लिखित अभिव्यक्ति र रचनाशिल्प सम्बन्धी पाठ्यवस्तुहरू समावेश गरिएका छन् ।

उद्देश्यहरू :

यो पाठ्यांश पूरा गरेपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् :

- स्तर अनुरूप विभिन्न क्षेत्रमा प्रयोग हुने कथ्य र लेख्य नेपाली भाषा सम्बन्धी बोध र अभिव्यक्ति क्षमता बढाउन,
- नेपाली भाषाका पुस्तक पत्रिका, लेख आदि सामग्री पढी स्तरीय भाषामा बुँदाटिपोट, संक्षेपीकरण, विवेचना र समीक्षा गर्ने क्षमता बृद्धि गर्न,
- व्यवहारिक सन्दर्भका अनुच्छेद, चिठी, सूचना, विज्ञापन, निबन्ध, टिप्पणी, प्रतिवेदन आदि प्रयोगमा देखिएका भाषिक त्रुटिहरूप्रति सचेत भई तिनको निराकरण तर्फ उत्तुम्ह हुन,
- वर्णविन्यास, शब्दभण्डार, व्याकरण र वाक्यतत्व सम्बन्धी स्तरीय भाषामा भाव अभिव्यक्ति गर्ने सुभक्त प्राप्त गर्न,

एकाइ १ : वर्ण र अक्षरको संरचनाको पहिचान

१५ घण्टा

- नेपाली स्वर र व्यञ्जन वर्णहरूको परिचय र वर्गीकरण (उच्चारण स्थान, प्रयत्न, घोषत्व र प्राणत्वका आधारमा)
- देवनागरी लिपि र कथ्य नेपाली वर्णहरू
- नेपाली उच्चरित अक्षरहरूको संरचना (स्वर-व्यञ्जन, व्यञ्जन-स्वर, व्यञ्जन-स्वर-व्यञ्जन, व्यञ्जन-व्यञ्जन-स्वर, व्यञ्जन-व्यञ्जन-स्वर-व्यञ्जन) आदिको शब्दगत अक्षर संरचना र अक्षर संख्या)

एकाइ २ : वर्णविन्यास चिन्ह परिचय

१५ घण्टा

- तत्सम, तद्भव र आगन्तुक शब्दका सन्दर्भमा नेपाली वर्णविन्यासको ज्ञान र अभ्यास
- ह्रस्व र दीर्घ (इ ई, उ ऊ) सम्बन्धी नियम र अपवादहरू
- श, ष, स
- व, व
- वा ओ, या ए, ऋ रि, क्ष छे, क्ष छ्य,
- ड, ञ, ण, न, म पञ्चम वर्ण तथा शिरबिन्दु र चन्द्रबिन्दु
- हलन्त सम्बन्धी नियम र अपवादहरू
- पदयोग र पदवियोग सम्बन्धी नियमहरू
- तत्सम शब्दको सन्दर्भमा उपसर्ग र प्रत्यय सम्बन्धी वर्णविन्यास

ख) लेख्यचिन्हहरूको प्रयोग :

पूर्णविराम, अल्पविराम, अर्धविराम, प्रश्नबोधक, विस्मयादिबोधक, कोष्ठ, निर्देशक र उद्धरण सम्बन्धी चिन्हहरूको ज्ञान र अभ्यास

एकाइ ३ : शब्दवर्ग र शब्दरूपायन

१२ घण्टा

क) स्रोत :

तत्सम, तद्भव आगन्तुक व्युत्पादन पूर्वसर्ग (उपसर्ग), परसर्ग विभिन्न शब्दवर्ग वा पदको स्रोत, बनोट र कार्यका आधारमा शब्दहरूको ज्ञान, पहिचान र अभ्यास

ख) नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजक, विस्मयादिबोधक र निपात जस्ता शब्दवर्ग वा पदकोटीहरूको सोदाहरण परिचय, पहिचान र अभ्यास

ग) रूपायन : नाम, सर्वनाम र विशेषणको लिंग, वचन, पुरुष र आदरका आधारमा रूपायन र रूपावलीको सोदाहरण परिचय र अभ्यास

घ) लिंग, वचन, पुरुष, आदर, काल, पक्ष, भाव वाच्य र अकरणका आधारमा क्रियापदको रूपायनको सोदाहरण परिचय र अभ्यास

एकाइ ४: शब्दनिर्माण (सन्धि सहित)

१८ घण्टा

क) शब्द र शब्द व्युत्पादनको प्रक्रिया, मूल शब्द र व्युत्पन्न शब्द (पूर्वसर्ग, परसर्ग, समास र द्वित्व प्रक्रिया) व्युत्पादन र रूपायनको भिन्नताको ज्ञान र अभ्यास

२ घण्टा

ख) उपसर्ग (पूर्वसर्ग) द्वारा शब्दनिर्माण :

३ घण्टा

निम्नलिखित उपसर्गहरू मात्र

अ, अन, कु, वे, वि, पद्

प्र, अप, सम्, अनु, वि, अधि, अति, उत्, उद्, प्रति, परि, उप, सु, निर, दुस्, दुर्

ग) परसर्गद्वारा शब्दनिर्माण :

५ घण्टा

निम्नलिखित कृत् प्रत्ययको ज्ञान र अभ्यास

नु, ने, एको, तो, दो, एर, इ, न, आइ, ओट, आवट, अत, ओ, आउ, आहा, अक्कड, अन्त, उवा, इलो, अक, अन, इत, त, ता, ति, य, त, अनीय,

निम्नलिखित तद्धित प्रत्ययको ज्ञान र अभ्यास

ली, आली, आलु, आहा, इया, इयार, इलो, औली, यौली, ए, एली, ले, आइ, आई, याई, पन्, पना

इक, इत, ई, ईय, ईन, ईण, क, तम, ता, त्व, मय, मान्, वान्, य

घ) समासद्वारा शब्दनिर्माण :

४ घण्टा

समासको परिचय, समास र विग्रहको प्रक्रिया एवम् समस्त शब्दहरूको पहिचानको अभ्यास । समासका प्रमुख प्रकारहरू (तत्पुरुष कर्मधारय, द्विगु अव्ययीभाव, बहुव्रीहि, द्वन्द्व समास) र तिनका आधारमा समस्त शब्दहरूको निर्माण र विग्रह गर्ने एवम् समासको नामको पहिचान गर्ने अभ्यास ।

ड.) द्वित्वद्वारा शब्दनिर्माण :

२ घण्टा

द्वित्व र अन्य व्युत्पादन प्रक्रियामा फरक, पूर्ण, आंशिक र अपरिवर्तित द्वित्व प्रक्रियाद्वारा शब्दनिर्माण गर्ने अभ्यास

च) सन्धि नियम :

२ घण्टा

नेपाली तत्सम र तद्भव शब्दमा प्रयोग हुने प्रमुख सन्धि नियमको परिचय र अभ्यास

एकाइ ५ : कृतिसमीक्षा

१५ घण्टा

निर्धारित साहित्यिक कृति तथा पाठहरूको विभिन्न आकार (विषयवस्तु, कथानक, पात्र, परिवेश, सन्देश, मुलभाव, शीर्षक) मा सामान्य समीक्षा गर्ने अभ्यासको विकास गराउने ।

क) कविता :		१२ घण्टा
क)	लेखनाथ पौड्याल	(नैतिक दृष्टान्त)
ख)	लक्ष्मीप्रसाद देवकोटा	(वन)
ग)	गोपालप्रसाद रिमाल	(परिवर्तन)
घ)	भूपि शेरचन	(मेरो देश)
ख) उपन्यास :		३ घण्टा
क)	लीलबहादुर क्षेत्री	(बसाई)

सहायक पुस्तिका (सम्बद्ध अंशमात्र)

- क) शर्मा सोमनाथ, **मध्यचन्द्रिका**, साझा प्रकाशन, काठमाडौं
- ख) शर्मा मोहनराज, **शब्दरचना र वर्णविन्यास, वाक्यतत्त्व र अभिव्यक्ति** काठमाडौं बुक सेन्टर, काठमाडौं
- ग) पराजुली कृष्णप्रसाद, **राम्रो रचना मीठो नेपाली**, नेपाली सहयोगी प्रकाशन, काठमाडौं
- घ) अधिकारी हेमाङ्गराज, **समसामयिक नेपाली व्याकरण** दोस्रो संस्करण : विद्यार्थी पुस्तक भण्डार

English I

Year: I
Part: I
Semester: I

Total:5 hrs/w
Theory:5 hrs/w
Practical: 0 hrs/w

Course Description

This course is designed to provide knowledge to the students in the use of English language to have better competency in language skills ie listening speaking reading and writing,. It also imparts knowledge and skills about reading, comprehending, communication and creative writing to meet the current and future language needs of the students.

Course Objectives

After the completion of this course, the student will be able to:

- a. Familiarize with the basic skills of English language and grammar.
- b. Communicate in English in practical life.
- c. Explore the potential of learning language through literature.
- d. Write literary critics or other extensive text independently.

Course Contents

Unit 1	Grammar Section	40 hrs
	1.1 Tense aspects: general aspects of the present, past and future tense and their uses	
	1.2 Auxiliary verbs and the specific uses of the modal auxiliary verbs	
	1.3 Voice: change of an active voice into passive	
	1.4 Reported speech: reporting sentences into indirect speech	
	1.5 Relative pronouns and relative clauses	
	1.6 Concord –	
	1.7 Hypothesizing – Conditional clauses, and the use of I wish / If only, you'd better, I'd rather, it is time.....	
	1.8 Infinitive: to infinitive and bare infinitive	
	1.9 Present participle and past participle	
	1.10 Homonyms and homophones	
	1.11 Use of conjunctions of contrast, reason and result, time, and conditions	
	1.12 Use of prepositions of time and place	
Unit 2	Creative Writing	15 hrs
	2.1 Describing people and places	
	2.2 Comprehension, note taking and summary writing	
	2.3 Writing on historical events / biography	
	2.4 Essay writing	
Unit 3	Joys of reading	20 hrs
	Reading of story and writing related to human being, nature and other aspects of life	
	3.1 Poems	5 hrs

	<ul style="list-style-type: none"> • The Poplar Field – William Cowper • My Heart Leaps up when I Behold - William Wordsworth 	
3.2	Biography	3 hrs
	<ul style="list-style-type: none"> • The Letter ‘A’, Christy Brown 	
3.3	Essay	4 hrs
	<ul style="list-style-type: none"> • The Rule of the Road, A.G. Gardiner 	
3.4	Story	8 hrs
	<ul style="list-style-type: none"> • The Surgeon, Ronald Dahl • The Gardener - Rudyard Kipling 	

Reference Books:

1. *The Magic of words*, S.P. Lohani and R. Adhikari, M.K. Publishers, 1997
2. *Academic Encounter*, Bernard Seal, Foundation Books Pvt, New Delhi, 2006
3. *Academic Encounter*, Kristine Brown and Sushan Hood , Cambridge University Press, Foundation Books, 2005
4. *Chinar I/II An anthology of Prose and poems*, Neena Kaul and Renu Anand; Foundation Books, New Delhi
5. *New Headway (Intermediate and Upper Intermediate)*, Liz and John Soars, Oxford University Press.
6. *Model Business Letters*, L Gartside, Pitman Publishing 1981
7. *Meaning into the Words (Upper Intermediate)* Adrian Doff, Christopher Jones and Keith Mitchell Cambridge University Press, 1997.

Business Studies

Year: 1
Part: I
Semester: I

Total: 6 hrs/ w
Theory: 6 hrs/ w
Practical: 0 hrs/ w

Course Description

Modern business organizations are dynamic institutions. Proper understanding of such institutions requires formal study and instruction. To get exposed to the realities of the business world, the business students need to be acquainted with the operations of business along with the office management systems. In view of this, this course is designed to introduce the students with the foundational knowledge regarding the principles and practices of business organizations. The course also aims to develop necessary skills that are needed to carry out major office activities including familiar business support agencies in Nepal. This is a theoretical course which consists of seven units.

Course Objectives

On the completion of the course students will be enabled to:

- a. Develop skills in carrying the business office works.
- b. Familiarize them on the practices of business organizations;
- c. Introduce about office management focused on major office systems;
- d. Take-up the operations of small business.

Course Contents

Unit 1: Introduction of Business

5 hrs

- 1.1. Concept of business
- 1.2. Characteristics of business
- 1.3. Components of business
- 1.4. Functions and objectives of business
- 1.5. Importance of Business
- 1.6. Social responsibilities of business (Investors, Consumers, Employees, Community and Government)

Unit 2: Evolution and Foundation of Business

5 hrs

- 2.1. Evolution of business
- 2.2. Considerations before starting a new business
- 2.3. Requisites of business success
- 2.4. Business environment: Concept and Components (Internal and External)

Unit 3: Forms of Business Organizations

- 3.1. Sole Trading Concern **5 hrs**
 - Concept of sole trading concern
 - Characteristics of sole trading concern
 - Merits and demerits of sole trading Concern
 - Registration and renewal of Sole trading concern in Nepal

3.2. Partnership Firm	10 hrs
<ul style="list-style-type: none"> • Concept of partnership firm and partners • Characteristics of partnership firm • Difference between Sole trading and partnership • Merits and demerits of partnership firm • Types of Partners • Rights and duties of partners • Partnership deed: meaning and contents • Registration and renewal of partnership firm in Nepal. • Dissolution of partnership firm in Nepal 	
3.3. Joint Stock Company	20 hrs
<ul style="list-style-type: none"> • Concept of joint stock company • Characteristics of joint stock company • Merits and demerits of joint stock company • Types of company • Difference between private and public limited company • Main documents for the incorporation of Joint Stock Company: Memorandum of Association, Articles of Association and Prospectus • Incorporation of joint stock Company in Nepal • Company meeting; Preliminary General Meeting, Annual General Meeting and Extra- Ordinary General Meeting • Agenda and resolution • Winding-up of Joint Stock Company 	
Unit 4: Office Management	10 hrs
4.1. Concept of an office	
4.2. Functions of an office	
4.3. Importance of office	
4.4. Concept of office management	
4.5. Importance of office management	
4.6. Office accommodation and layout	
Unit 5: Filing and Indexing	15 hrs
5.1. Concept and purpose of filing	
5.2. Importance of filing	
5.3. Types of filing system: traditional and modern	
5.4. Bases of classification of files: Alphabetical, Numerical, Geographical, Chronological and Subject wise.	
5.5. Qualities of good filing system	
5.6. Concept and purpose of indexing	
5.7. Types of indexing	

5.8. Qualities of good indexing

Unit 6: Records Management

5 hrs

- 6.1. Concept of records management
- 6.2. Importance of records management
- 6.3. Types of records
- 6.4. Principles of records management
- 6.5. Retention and disposal of records

Unit 7: Business Communication

15 hrs

- 7.1. Concept of business communication
- 7.2. Importance of communication
- 7.3. Sources of office information: Internal and External
- 7.4. Types and means of communication
- 7.5. Meaning of business letters
- 7.6. Structure of business letter
- 7.7. Qualities of good business letter
- 7.8. Drafting of business letters in English: enquiry, order, complaint and application letters.

Reference Books:

1. K.C., Fatta Bahadur (2008), *Introduction to Business Studies*, Kathmandu: Vidhyarthi Pustak Bhandar.
2. Shrestha, Bisheswor Man (2007), *Business Organization and Office Management*, Kathmandu: Global Education Bhotahity.
3. Pant, Prem R., et.al. (2007), *Business Organization and Office Management*, Kathmandu: Buddha Academic Publishers and Distributors Pvt. Ltd.
4. Poudyal, Santosh R., et.al. (2008), *Business Organization and Office Management*, Kathmandu: Asmita Publication.
5. Agrawal, GR (2007), *Business Organization and Office Management*, Kathmandu: M.K. Publishers and Distributors.
6. Pokharel, Bihari and Gautam, Dhruva (2004), *Business Organization and Office Management*, Kathmandu: Atharai Publication

Rural Development

Year: I
Part: I
Semester: I

Total: 5 hrs/w
Theory: 5 hrs/w
Practical: 0 hrs/w

Course description

Rural development enjoys serious academic thrust with changing dimensions of social transformations. This course of study is designed to familiarize students with basic concepts and insights of Rural Development and the working pattern of rural economic systems to facilitate them to prominence in entrepreneurship in rural context.

Course Objectives

On completion of the course the students will be able to:

- a) Introduce concept, methods and assets of Rural Development
- b) Develop understanding of management and governance of rural development pattern
- c) Familiarise the role of Cooperatives, NGOs, INGOs, Private organisations in RD.
- d) Anecdote the overview of Rural Development in Different Periodic Plans.
- e) Describe policy and programs of rural development in Nepal.

Course Contents

Unit 1: Introduction to Rural Development

5 hrs

- 1.1 Concept and Definitions
- 1.2 Goals, Approaches and Methodology
- 1.3 Rural Development and Sustainable Development
- 1.4 Importance of Rural Development
- 1.5 Determinants of Rural Development

Unit 2: Capital Assets for Rural Development

5 hrs

- 2.1 Natural Asset: Concept, forms and Importance
- 2.2 Physical Asset: Concept and Importance
- 2.3 Financial Asset: Concept and Importance
- 2.4 Technology and Human Asset: Concept and Importance
- 2.5 Social Asset: Concept and Importance

Unit 3: Awareness and Development Program

5 hrs

- 3.1 Civic Awareness for Change
- 3.2 Livelihood Pattern and Change
- 3.3 Development Program: Introduction and Relevancy (Needs, Priorities and Formulation)
- 3.4 Participation and Intervention on Priority and Program Formulation
- 3.5 Socialization of Development Programs and Sustainability

Unit 4: Managing Rural Development	5 hrs
1.1 Local Groups and Professionalism	
1.2 Interest Alliances and Inclusiveness	
1.3 Local Institutions	
1.4 Local Governance	
1.5 Interlinking Local to National Governance	
Unit 5: Rural Development and Governance	6 hrs
5.1 Local Government Agency	
5.2 Structure and Accountability	
5.3 Decentralized Bottom up Planning Process	
5.4 Village Council and Annual Work Plan	
5.5 Government Policy and Programs	
5.6 Local Development Budget	
Unit 6: Rural Development and Cooperatives	6 hrs
6.1 Concept and Working Pattern	
6.2 Goals, Objectives and Types	
6.3 Rural Cooperatives and its Importance	
6.4 Planning through Cooperatives and Roles	
6.5 Problems, Mediations and Adjudications	
Unit 7: Rural Development and I/NGOs/POs	8 hrs
7.1 NGOs/INGOs as development partner-rationale and importance	
7.2 Role of I/NGOs/POs in Rural Development	
7.3 NGOs: governance, working pattern and participatory rural entrepreneurship	
7.4 NGOs and Rural Development issues	
7.5 NGOs and local Government	
Unit 8: Finance for Rural Development: Resource Mobilization	10 hrs
8.1 Rural Finance: Concept and Sources	
8.2 Internal Sources: a) Government Finance b) Banks and Financial Institutions	
8.3 External Sources: a) NGOs/INGOs b) Foreign Grants and Projects	
8.4 Trusts and Religious/Voluntary Contributions	
8.5 Prospects and Challenges of Rural Resource Mobilization	
Unit 9: Finance for Rural Development: Budget and Accounts	15 hrs
9.1 Budget: Concept, System and Objectives	
9.2 Budget Formulation and Program setting	
9.3 Transparency and Accountability	
9.4 Fiduciary Risk Management	
Unit 10: Policy Instruments for Rural Development	15 hrs
10.1 Government's Policy and programs under agriculture, local development and forest	

- 10.2 Rural Infrastructures for Rapid Rural Transformations
- 10.3 Money, Banking and Credit functions in Rural Setting
- 10.4 Rural Saving and Investment
- 10.5 Role of Finance in Rural Entrepreneurship Development
- 10.6 Rural Enterprise Proposal formulation

Unit 11: Rural Development in Nepal **10 hrs**

- 11.1 History and Present Status
- 11.2 Overview of Rural Development in Different Periodic Plans
- 11.3 Rural Development: achievements upto last Plan and objectives and programs in current Plan
- 11.4 Integrated Rural Development Program(IRDP): need and present status in Nepal
- 11.5 IRDP and Rural Entrepreneurship development
- 11.6 Role of micro enterprise, cottage and small industry for Rural Development in Nepal

Unit 12: Rural Development and Governance in Nepal **10 hrs**

- 12.1 Rural Development in Governance Structure of Nepal
- 12.2 Local Development Ministry and Rural Development
- 12.3 District Development Committee: structure and functions
- 12.4 Village Development Committee(VDC): Program formulation, Finance, Local Tax and Budgeting
- 12.5 VDC: Program execution, Financial Administration, Users Group and accountability.

References

1. Chambers, R (1982), Putting Last Thing First
2. Chambers, R (1997), Putting First Thing Last
3. Moseley, M. J. (2003), Rural development: Principles and Practice, SAGE, London
4. Van Assche, Kristof. & Hornidge, A-K (2015) Rural Development: Knowledge and Expertise in Governance, Wageningen Academic Publishers, Wageningen
5. Lipton, Michael P, (2002) Why Rural areas Remain Poor, Sage Publication
6. Luetel, Chakrapani (2012) *Gramin Bikas*, Pradhan Book House, Kathmandu
7. Hada, Gambhir B., (2013) *Gramin Bikas ko Sidhant*, MK Publishers, Kathmandu
8. UNDP (2015), Human Development Report Nepal, UN HQ, Lalitpur, Kathmandu
9. National Planning Commission, Nepal, Current Plan and Overviews

Enterprise Development and Dimension of Poverty

Year: I
Part: I
Semester: I

Total: 5 hrs/ w
Theory: 5 hrs/ w
Practical: 0 hrs/ w

Course Description

The course is designed to provide basic and comprehensive knowledge of enterprises development of all categories as per Government of Nepal policy and programme and its relationships with poverty alleviation. It imparts knowledge on concepts and kinds of enterprises and dimensions of poverty in international and national perspectives

Course Objectives

After completion of this programme, the students will be able:

- a. To gain comprehensive knowledge and skills in the field of enterprise development and poverty alleviation
- b. To develop understanding of different categories of enterprises in Nepal and elsewhere
- c. To develop clear concept towards dimensions of poverty
- d. To develop understanding of relationships between poverty and enterprise development
- e. To become a successful development catalyst in Enterprise Development and Poverty alleviation.

Course Contents

Unit 1 Introduction to Enterprise Development

10 hrs

- 1.1 Concept of enterprises
- 1.2 Definitions of enterprises (micro, cottage, small, medium and large)
- 1.3 Similarities and differences between income generation activity and enterprise
- 1.4 Nature and types of enterprises (agro, forest, handicraft, service, tourism, information technology, construction based enterprises)
- 1.5 Public sector and private sector enterprises including public private partnership
- 1.6 Enterprise classification as per government of Nepal and elsewhere

Unit 2 Micro-Enterprise Development

20 hrs

- 2.1 History of micro-enterprise development in Nepal
- 2.2 Importance of micro-enterprises (SAARC context including China)
- 2.3 Micro-enterprise development (MED) models in Nepal
- 2.4 Potentialities of micro-enterprise development in Nepal
- 2.5 Different kinds and categories of micro-enterprises in Nepal
- 2.6 Government plans and programmes on micro-enterprise development focusing on poverty alleviation with some examples such as Micro-Enterprise Development Programme (MEDEP) Micro-Enterprise Development for Poverty Alleviation (MEDPA) of Government.

Unit 3 Poverty and its Dimension**20 hrs**

- 3.1 Concept and definitions of poverty (based on national and international standards)
- 3.2 Changing dimensions of poverty (absolute poverty & relative poverty, income poverty & human poverty, functional and capability, ultra-poverty & severity, incidence of poverty, depth & spread of poverty, transient and chronic poverty, vulnerability)
- 3.3 Poverty Lines: national poverty lines, poverty lines for international comparisons,
- 3.4 Poverty in national and international perspectives
- 3.5 Methods of calculations of national and international poverty lines: cost of basic needs method, food energy method, food share method
- 3.6 Concepts of Human Development: human development index, human poverty index, gender related development index, gender empowerment measures.
- 3.7 Computing the poverty indices: human development index, human poverty index, gender related development index, and gender empowerment index.

Unit 4 Poverty and Micro-Enterprise Development in Nepal**10 hrs**

- 4.1. Micro-Enterprises as the engine of local economic development
- 4.2. Relationships between micro-enterprise development and poverty alleviation
- 4.3. Contribution of micro-enterprise for poverty alleviation
- 4.4. Contribution of micro-enterprises in import substitution and export promotion
- 4.5. Sub-contracting mechanism among micro, cottage, small and large enterprises

Unit 5 Millennium Development Goals and Sustainable Development Goals**15 hrs**

- 5.1 Concept and review of Millennium Development Goals (MDGs)
- 5.2 Formulation of Sustainable Development Goals (SDGs), objectives and indicators
- 5.3 Government policies and programmes to achieve SDGs with reference to graduation from Least Developed Country (LDC)

References:

1. **Human Development Report 1997: United Nations Development Programme (UNDP), New York, USA. Oxford University Press**
2. **Review of the Ninth Five Year Plan, National Planning Commission (NPC), Government of Nepal, GoN**
3. **The Tenth Five Year Plan NPC, GoN**
4. **Three Year Interim Plan, NPC, GoN**
5. **Three Years Interim Plan, NPC, GoN**
6. **Micro-Enterprise Development for Poverty Alleviation (MEDPA) Strategic Plan 2013/14 – 2017/18. Ministry of Industry (MoI), GoN**
7. **MEDPA Operational Guidelines 2013, MoI, GoN**
8. **Altimir, Oscar. 1996. Poverty Trends in Selected Latin American Countries.**
9. **Ananda Sudhir and Amartya K. Sen. 1997. Concepts of Human Development and Poverty. A Multidimensional Perspectives**
10. **Berry, Albert, Susan Horton and Dipak Majumdar. 1997. Globalisation, Adjustment, Inequality and Poverty**
11. **Desa, Meghnad. 1997. Poverty and Social Exclusion in Advanced/OECD Countries**

Computer Application I

Year: I
Part: I
Semester: I

Total: 4 hrs/ w
Theory: 2 hrs/ w
Practical: 2 hrs/ w

Course Description

This course is intended to provide students with the knowledge and skills on basic computer system and Information Technology.

Course Objectives

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

- a. Identify computer system, computer hardware and software
- b. Install and use required Operating System, Application Software and utilities
- c. Perform binary, octal and hexa-decimal calculations and conversions
- d. Identify System Development Life Cycle (SDLC)
- e. Configure IP addresses on computers on network
- f. Use internet and e-commerce

Theory

Course Contents

Unit 1: Introduction to Computer

4 hrs

- 1.1. History of computer
- 1.2. Definition
- 1.3. Advantages and disadvantages of computer
 - 1.3.1. Characteristics
 - 1.3.2. Accuracy
 - 1.3.3. Speed
 - 1.3.4. Vast Storage
 - 1.3.5. Reliability
 - 1.3.6. Diligence
 - 1.3.7. Automatic,
 - 1.3.8. Non-intelligent
 - 1.3.9. Versatile
- 1.4. Categories of computers on the basis of size:
 - 1.4.1. The Large Super Computers,
 - 1.4.2. Mainframes,
 - 1.4.3. Minicomputers,
 - 1.4.4. Workstations,
 - 1.4.5. Microcomputers,
 - 1.4.6. Laptops and Palmtops
- 1.5. Applications of computer

Unit2: Computer System

8 hrs

- 2.1. Various components of computers:
 - 2.1.1. Input Devices: Keyboard, Mouse, Microphone

- 2.1.2. Output Devices: Monitors, Printers: Impact (Dot Matrix); Non-Impact (Ink-jet and laser printer), Speaker
- 2.2. The Central Processing Unit (CPU)
 - 2.2.1. CU, ALU and Registers
- 2.3. Storage
 - 2.3.1. Primary Storage: Cache Memory, RAM and ROM and their types
 - 2.3.2. Auxiliary Storage: Magnetic Tape; Magnetic Disks: Hard Disk, Pen Drive, Memory Card; Optical Disk: CD, DVD, Magneto-Optical (MO) devices, The Blue-Ray Technology
- 2.4. Computer Software
 - 2.4.1. Introduction
 - 2.4.2. System Software: Operating System, Utility Software
 - 2.4.3. Application Software: Word Processor, Spread Sheet, Presentation Tool

Unit 3: Number System, Boolean Operations and Logic Gates **3 hrs**

- 3.1. Decimal, Binary Octal and Hexa-decimal Number System
- 3.2. Binary-to-Decimal and Decimal-to-Binary Conversion
- 3.3. Binary Addition and Subtraction
- 3.4. Logic Gates with description of AND, OR and NOT gates
- 3.5. Combinational Circuit.

Unit 4: Problem Solving Using Computers **3 hrs**

- 4.1. Algorithm and Flowchart as one of the steps in problem solving
- 4.2. Problem – Solving using computers and Programming Techniques
- 4.3. Machine Language, Assembly Language, High-Level and Low-Level Language
- 4.4. Assemblers, Compilers and Interpreters

Unit 5: Computer System Analysis and Development **2 hrs**

- 5.1. Case Study the steps in System Development life cycle
 - 5.1.1 Investigation
 - 5.1.2 Analysis
 - 5.1.3 Design
 - 5.1.4 Implementation
 - 5.1.5 Documentation

Unit 6: Multimedia **2 hrs**

- 6.1. Multimedia and its various uses
- 6.2. Various image file formats: PNG, JPEG, GIF, TIF etc.
- 6.3. Animation, audio and video

Unit 7: Computer Network **2 hrs**

- 7.1. Overview of the computer network
- 7.2. Various network topologies with their advantages and disadvantages
- 7.3. TCP/IP protocol stack
- 7.4. Various types of network: LAN, MAN and WAN
- 7.5. Categories of networks in terms of Internet and Intranet

Unit 8: Introduction to the Internet **2 hrs**
8.1. Client-Server Architecture of computer networks
8.2. World Wide Web (www)
8.3. Static Vs. Dynamic Contents on the Web
8.4. Electronic Mail (e-mail) and its importance

Unit 9: Introduction to Electronic Commerce **2 hrs**
9.1. Basic concept of e-Commerce with its various aspects
9.2. Various types of e-Commerce

Unit 10: Societal Issues of Computer **2 hrs**
10.1. Computer Crime in context of various ethical issues in Computing
10.2. Cyber Law

Practical

Unit 1: Hardware **4 hrs**
1.1. The lab session should introduce various components of computer and give knowledge of basic computer parts
1.2. Perform computer assembling with device related issues

Unit 2: Software **5 hrs**
2.1. The Operating System Installation
2.2. Introduction to Device Drivers
2.3. Files (File Names/ Formats/ Extensions) and Folders

Unit 3: MS-DOS **6 hrs**
3.1. Lab work consisting of several DOS commands to accomplish various tasks
Create, Move, Rename, Copy, Delete Files/Folders

Unit 4: MS-Office **10 hrs**
4.1. Lab work consisting of standard features to perform related tasks on various office element software: MS-Word and MS-Excel
4.2. Lab work consisting of standard features to perform related tasks on multimedia presentation (Format slide and presentation, graphics, charts and media clips, animation effect, slide shows, view and print presentation).

Unit 5: Computer Network and Internet **5 hrs**
5.1. Visibility of computers inside a network, sharing of resources, browsing through the Internet, the fundamentals of e-commerce etc.

References:

1. Norton, Peter, *Introduction to Computers*, Tata McGraw-Hill
2. Sinha, P.K., *Computer Fundamentals*, BPB Publication
3. Kahate, Atul, *Foundation of IT*, Tata McGraw-Hill

Entrepreneurship Development I

Year: I

Part: I

Semester: I

Total: 10 hrs/w

Theory: 4 hrs/w

Practical: 6 hrs/w

Course description

The course is designed to provide basic and comprehensive knowledge of entrepreneurship development, theories role and approaches of entrepreneurship, entrepreneurial competencies and its development and developing Innovation and Creativity in the students. It imparts knowledge on status of entrepreneurship development in national perspectives

Course Objectives

After completion of this programme, the students will be able:

- To define Entrepreneurship.
- Differentiate enterprise and business.
- List out the issues of enterprise development in Nepal.
- Assess the Entrepreneurial competencies
- To innovate the appropriate enterprise

Course Contents

Unit 1 Introduction to Entrepreneurship

10 hrs

- 1.1. Definition of entrepreneurship
- 1.2. Importance of entrepreneurship
- 1.3. Causes of success and failure of business/enterprise
 - Success/Failure symptoms
 - Causes of failure
 - Success/Failure trend of enterprise in Nepal

Unit 2 Overview of Entrepreneurship

10 hrs

- 2.1. Concept, Features, Function and types of entrepreneur
- 2.2. Importance of Entrepreneurship in economic development
- 2.3. Importance of entrepreneurship for micro enterprise, cottage and small industry in Nepal
- 2.4. Women Entrepreneurship concept and prospects
- 2.5. Growth of Entrepreneurship Development in Nepal
- 2.6. Issues of Entrepreneurship Development in Nepal
- 2.7. Best practices of entrepreneurship in Nepal

Unit 3 Approaches to Entrepreneurship

5 hrs

- 3.1. Theories of entrepreneurship
- 3.2. Entrepreneurial Motivation

Unit 4 Entrepreneurship Competency Development (ECD)	20 hrs
4.1. Concept of Entrepreneurship competency	
4.2. Competencies of successful entrepreneurs	
4.3. Assessing Entrepreneurial competencies	
4.4. Concept of Entrepreneurship competency development	
4.5. Subjects of ECD programs	
4.6. Development of ECD programs	
4.7. Phases of ECD programs	
4.8. Need for Entrepreneurship competency Development	
4.9. Objective of Entrepreneurship competency Development	
4.10. Issues of Entrepreneurship competency Development programs in Nepal	

Unit 5 Creativity and Innovation	15 hrs
5.1. Concept of Creativity	
5.2. Phases of Creativity	
5.3. Barriers to Creativity	
5.4. Developing Creativity	
5.5. Concept of Innovation	
5.6. Types of Innovation	
5.7. Sources of Innovation	

Practical

Unit 1 SIYB TOT (SIYB Game Modules/Simulation and Group Exercises)	60 hrs
Unit 2 CEFE based EDP TOT (Simulation and Group Exercise)	30 hrs

References:

1. Khanka S. S. *Entrepreneurial Development*, S. Chand and co. New Delhi.
2. Kuratko F. and R. M. Hodgetts, *Entrepreneurship: A Contemporary Approach*. The Dryden Press, Forth Worth, Texas.
3. Englemann, R(ed), *Small Business*, Stellagraphic.
4. Manandhar, Devendra. *Entrepreneurship Development*. Published by CTEVT
5. MEDEP reports and publications.
6. *Entrepreneurship development Training manual* IEDI
7. Dr Shym Joshi, *Entrepreneurship development*, Taleju Prakashan
8. Dr Govind Ram Agrawal, *Entrepreneurship development*, M K Publishers
9. *MEDPA guideline 2070* (Annex 5)
10. Thomas, Zimmerer, Norman M. Scarborough, *Essentials of Entrepreneurship and small business management*, Prentice Hall.
11. Hridyabir singh, *Entrepreneurship development*, Asmita Books and Publishers

Year: I

Part: II

Semester II

1. Nepali II
2. English II
3. Principles of Accounting
4. Computer Application II
5. Entrepreneurship Development II
6. Social Mobilization
7. Natural Resource Management
8. Community Development

नेपाली दोश्रो

वर्ष : प्रथम
भाग : दोश्रो
सेमेष्टर: दोश्रो

कक्षा भार : ५ घण्टा/प्रति हप्ता
सैद्धान्तिक: ५ घण्टा/प्रति हप्ता
प्रयोगात्मक : ० घण्टा/प्रति हप्ता

पाठ्यांश परिचय :

यस पाठ्यांश अन्तर्गत विद्यार्थीहरूलाई ज्ञानविज्ञान, प्रविधि संचार, साहित्य आदि विविध विषय र क्षेत्रका नेपाली भाषाका प्रयोगसंग परिचित गराउनाका साथै विभिन्न भाषिक पृष्ठभूमि भएका विद्यार्थीहरूमा स्तरीय कथ्य र लेख्य नेपाली भाषाका दृष्टिले देखिन सक्ने त्रुटिहरूको निराकरण गर्ने र नेपाली भाषाका प्रयोगलाई शुद्ध एवं परिष्कृत तुल्याई व्यावहारिक र मौलिक अभिव्यक्तिको विकास गर्ने तर्फ जोड दिइनेछ । यिनै कुरालाई दृष्टिगत गरी यस पाठ्यांश मुख्यतः पठन र बोध, व्याकरण तथा त्यसको प्रयोगको अभ्यासका साथै लिखित अभिव्यक्ति र रचनाशिल्प सम्बन्धी पाठ्यवस्तुहरू समावेश गरिएका छन् ।

उद्देश्यहरू :

यो पाठ्यांश पूरा गरेपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् :

- स्तर अनुरूप विभिन्न क्षेत्रमा प्रयोग हुने कथ्य र लेख्य नेपाली भाषा सम्बन्धी बोध र अभिव्यक्ति गर्न,
- नेपाली भाषाका पुस्तक पत्रिका, लेख आदि सामग्री पढी स्तरीय भाषामा बुँदाटिपोट, संक्षेपीकरण, विवेचना र समीक्षा गर्ने,
- व्यावहारिक सन्दर्भका अनुच्छेद, चिठी, सूचना, विज्ञापन, निबन्ध, टिप्पणी, प्रतिवेदन आदि प्रयोगमा देखिएका भाषिक त्रुटिहरूप्रति सचेत भई तिनको निराकरण गर्न,
- वर्णविन्यास, शब्दभण्डार, व्याकरण र वाक्यतत्व सम्बन्धी स्तरीय भाषामा भाव अभिव्यक्ति गर्न ।

एकाइ १ : वाक्यतत्व

क) उद्देश्य र विधेय :

- उद्देश्य र विधेयको परिचय
- उद्देश्य र विधेयको विस्तारको परिचयात्मक ज्ञान र अभ्यास

ख) क्रियाको परिचय :

- अकर्मक, सकर्मक, द्विकर्मक, पूरकापेक्षी तथा मुख्य र सहायक क्रियाको पहिचान
- प्रेरणार्थक क्रिया इ) नामधातु ई) सरल र संयुक्त क्रियामा फरक

ग) काल :

- कालको परिचय
- कालका प्रकार अन्तर्गत भूत र अभूत कालको परिचय र त्यस सम्बन्धी अभ्यास

घ) पक्ष :

- पक्षको परिचय
- काल र पक्षमा फरक
- पक्षका प्रकार अन्तर्गत सामान्य, पूर्ण, अपूर्ण, अभ्यस्त अज्ञात सम्बन्धी ज्ञान र अभ्यास

ङ) भाव।अर्थ: :

- भाव वा अर्थको परिचय
- भावका प्रकार अन्तर्गत सामान्यार्थ, विध्यर्थ (आज्ञार्थ, इच्छार्थ), अनिश्चयार्थ (सम्भावनार्थ, संकेतार्थ) सम्बन्धी परिचय, ज्ञान र अभ्यास

२० घण्टा

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- च) वाच्य : २ घण्टा
 अ) वाच्यको परिचय
 आ) वाच्यको प्रकार सम्बन्धी ज्ञान
 इ) कर्तृवाच्य, कर्मवाच्य र भाववाच्यमा फरक
- छ) संगति : ३ घण्टा
 अ) संगतिको परिचय
 आ) लिंग, वचन, पुरुष, आदर आदिका आधारमा कर्ता र समापिका क्रिया बीच संगति
 इ) वाच्य परिवर्तन र संगति
 ई) विशेषण विशेष्य तथा भेदक भेद्यका बीच संगति
 उ) नाम र सर्वनाम बीचको संगति
- ज) कारक र विभक्ति : ३ घण्टा
 अ) कारकको परिचय, कारक र विभक्तिको सम्बन्ध, कारकका भेद
 आ) कर्ता, कर्म, करण, सम्प्रदान, अपादान र अधिकारणका साथै सम्बन्ध र पूरकको परिचय सम्बन्धी ज्ञान
 इ) प्रत्यक्ष र अप्रत्यक्ष कर्ममा फरक
 ई) सरल र तिर्यक कारक सम्बन्धी ज्ञान
 उ) विभक्तिको परिचय
 ऊ) विभक्तिको प्रयोग सम्बन्धी नियम अन्तर्गत (प्रथमा, द्वितीया, तृतीया, चतुर्थी, पञ्चमी, षष्ठी, सप्तमी विभक्तिको ज्ञान)
- झ) पदक्रम : २ घण्टा
 अ) पदक्रमको परिचय
 आ) विशेषण विशेष्यको पदक्रम : (भेदक, विशेषण र नाम, क्रियायोगी र क्रियाका बीच)
 इ) कर्ता र क्रिया : कर्ता र कर्म (अप्रत्यक्ष र प्रत्यक्ष कर्म) र क्रिया : कर्ता, कर्म र क्रियायोगीको पदक्रम सम्बन्धी ज्ञान
 ई) व्याकरणात्मक र आलंकारिक (साहित्यिक) पदक्रम सम्बन्धी परिचय
- एकाई २: वाक्यका प्रकार र वाक्यान्तरण १५ घण्टा
- क) वाक्यका प्रकार : ३ घण्टा
 अ) सरल, संयुक्त र मिश्र वाक्यको पहिचान र अभ्यास
 आ) सरल सामान्य वाक्यको उद्देश्य र विधेय तथा तिनको विस्तार चिन्ने अभ्यास
- ख) वाक्यान्तरण : ४ घण्टा
 अ) वाक्यमा लिंग, वचन, पुरुष, आदरार्थी परिवर्तन
 आ) वाच्य परिवर्तन : कर्तृ, कर्म वा भाव मध्ये एक वाच्यबाट अर्को वाच्यमा परिवर्तन
 इ) अप्रेरणार्थकबाट प्रेरणार्थकमा परिवर्तन
 ई) करणबाट अकरण, अकरण बाट करण र युगल अकरणमा परिवर्तन
 उ) सामान्यार्थबाट आज्ञार्थक, इच्छार्थक, सम्भावनार्थक, प्रश्नार्थकमा परिवर्तन
- ग) वाक्य विश्लेषण : ३ घण्टा
 अ) सरल, संयुक्त र मिश्र वाक्यको पहिचान
 आ) सरल वाक्यको उद्देश्य र विधेय चिन्ने अभ्यास
 इ) मुख्य र आश्रित उपवाक्यहरू चिन्ने अभ्यास
 ई) करणबाट अकरण, अकरण बाट करण र युगल अकरणमा परिवर्तन

घ) वाक्य संश्लेषण :

३ घण्टा

- अ) सरल वाक्यबाट संयुक्त र मिश्र वाक्यमा वाक्यसंश्लेषण
आ) वाक्य संश्लेषण गर्दा कुनै संयोजक, सर्वनाम र असमापिका क्रियाको प्रयोग र विभिन्न पद पदावलीको लोप ।
इ) सरल वाक्यको नामीकरण, विशेषणीकरण र क्रियायोगीकरण

ङ) उक्ति परिवर्तन :

२ घण्टा

- अ) प्रत्यक्ष कथन र अप्रत्यक्ष कथनको पहिचान
आ) विभिन्न प्रत्यक्ष कथनका वाक्यहरूलाई अप्रत्यक्ष कथनमा परिवर्तन गर्ने अभ्यास

एकाइ ३ : बोध तथा प्रयोजनपरक नेपाली

२५ घण्टा

नेपाली भाषामा बोध क्षमता बढाउने दृष्टिले ज्ञान विज्ञानका विभिन्न क्षेत्रबाट संकलित पाठ्यसामग्रीहरू बाट पठनबोधको अभ्यासका साथै शब्दभण्डार र व्याकरणको समेत अभ्यास गराउने । यस्तो अभ्यास गराउंदा संकायगत विशिष्टता अनुसारका पाठ्यसामग्रीहरूमा जोड दिनु पर्दछ ।

क) बुंदाटिपोट, संक्षेपीकरण र अनुच्छेदलेखन :

६ घण्टा

- अ) सुनेका, सोचेका र पढेका विषयवस्तुहरूका मुख्य मुख्य बुंदाहरू ठम्याउने र टिप्ने अभ्यास ।
आ) विस्तारित र संक्षेपीकृत अभिव्यक्ति पाइने भिन्नताको पहिचानका साथै गद्यांशमा व्यक्त विचारका संक्षेपीकरण गर्ने अभ्यास ।
इ) विभिन्न किसिमका अनुच्छेदहरूको पहिचान र अभ्यास गराउने ।

ख) पत्र रचना :

५ घण्टा

- अ) चिठी, निवेदन, निमन्त्रणा र विज्ञापनको अङ्ग प्रत्यङ्ग सम्बन्धि पहिचान दिने ।
आ) पत्र लेखनका विभिन्न ढाँचा एवम् तरिकाको ज्ञान र अभ्यास : कार्यालयीय निवेदन, सूचना, निमन्त्रणा पत्र र विज्ञापनको रचना सम्बन्धी ज्ञान र लेखनको अभ्यास

ग) निबन्ध लेखन :

६ घण्टा

- अ) निबन्धका प्रकारहरूको परिचय दिने ।
आ) निबन्ध लेखनको लागि बुंदाहरूको निर्माण गर्न सिकाउने र उक्त बुंदाहरूलाई विभिन्न अनुच्छेदमा प्रस्तुत गर्ने र निबन्ध लेखनका लागि अभ्यास गराउने ।

घ) प्रतिवेदन लेखन :

८ घण्टा

- अ) प्रतिवेदन लेखनको परिचय दिने ।
आ) आफुले देखेसुनेको, भोगेको, अनुभव गरेको र अध्ययन गरेको कुनै सन्दर्भ (घटना, सभा समारोह, चाडपर्व, यात्रा, समस्या वा अन्य विषयका कुरा) र तत्सम्बन्धी आफ्ना अनुभव, विचार आदिको समावेश गरी लेखिने गद्यात्मक लामो अभिव्यक्ति स्वरूप प्रतिवेदन (वर्णन, विवरण वा रिपोर्टाज) लेख्ने तरिकाको ज्ञान र अभ्यास ।

एकाइ ४ : कृति समीक्षा

१५ घण्टा

क) नाटक :

३ घण्टा

- अ) विजय मल्ल (बहुलाकाजीको सपना)

ख) निबन्ध :

४ घण्टा

- अ) लक्ष्मीप्रसाद देवकोटा (वीरहरू)
आ) श्यामप्रसाद शर्मा (आइमाई साथी)

ग) कथा/आत्म कथा :		६ घण्टा
अ) गुरुप्रसाद मैनाली	(छिमेकी)	
आ) विश्वेश्वरप्रसाद कोइराला	(सिपाही)	
इ) रमेश विकल	(मधुमालतीको कथा)	
घ) आत्म बृतान्त :		२ घण्टा
अ) कर्ण शाक्य	(म सक्छु)	

पाठ्यपुस्तक तथा सहायक पुस्तकहरू :

- क) लीलबहादुर क्षेत्री, बसाई, साभा प्रकाशन, काठमाडौं
 ख) गोरखापत्र (सम्पादकीय, टिप्पणी, लेखहरू) गोरखापत्र संस्थान काठमाडौं
 ग) अनिवार्य नेपाली सम्बन्धी अन्य प्रकाशित पाठ्यपुस्तकहरू
 घ) कर्ण शाक्य, म सक्छु

English II

Year: I
Part: II
Semester: II

Total:5 hrs/ w
Theory:5 hrs/ w
Practical: 0 hrs/ w

Course Description

This course is a continuation of English I. It is designed to provide knowledge on the use of English grammar in the English language so as to have better competency in writing, understanding a text and correct use of English so as to meet the current and future language needs of the students.

Course Objectives

After the completion of this course, the student will be able to:

- a. Familiarize with the basic skills of English language and grammar.
- b. Communicate in English in practical life.
- c. Explore the potential of learning language through literature.
- d. Write literary critics or other extensive text independently.

Course Contents

Unit 1 Communication	15 hrs
1.1 Verbal and nonverbal communication	
1.2 Different forms of non-verbal communication	
1.3 Effective communication	
1.4 Barriers to effective communication	
Unit 2 Creative Writing	15 hrs
2.1 Writing essays:	
• Practice on different forms of essay writing	
• Article writing on current issues	
• Book reviews	
• Formal report and informal reports: reports in the form of memo and letter	
• Report writing on an event/excursion, newspaper reporting	
• Writing for giving a talk, and speech	
2.2 Writing stories / memorable events	
2.3 Talking and writing on pros and cons of having / not having a thing	
Unit 3 Letter Writing	10 hrs
3.1 Letter of complaints and letters to the editor on social issues	
3.2 Sales letters: essence of a sales letter	
3.3 Practice on sales letter writing	
3.4 Letter of application for a job	
3.5 Writing Resume and Curriculum Vitae	
3.6 Making requests, asking for permission and offer, and giving suggestions/advice	
3.7 Reply to the requests, permission and offer	
3.8 Dialogue writing/ telephone conversation	

3.9	Memo writing	
3.10	Report writing	
3.11	Proposal Writing	
Unit 4	Grammar	10 hrs
4.1	Indirect questions	
4.2	Idioms and phrases	
4.3	Use of when, after, while, as soon as etc	
4.4	Making negatives : use of un/dis	
4.5	Use of be + used to + v5	
4.6	Use of used to + v1	
4.7	Structures for expressing probability in predictions :	
4.8	Adverbs and modals: certainly/ definitely/ probably, may/might/could, I should think....., I expect..... , I doubt if.....	
Unit 5	Joy of Reading	25 hrs
5.1	Stress	5 hrs
	<ul style="list-style-type: none"> • Stress and illness • Coping with stress • Psychology and cancer 	
5.2	Global Issues	4 hrs
	<ul style="list-style-type: none"> • Population change • Flight to the cities • The environment • Into the future 	
5.3	Poems	5 hrs
	<ul style="list-style-type: none"> • The Daffodil – William Wordsworth • On the Vanity of Earthly Greatness – Arthur Guiterman 	
5.4	Speech	4 hrs
	<ul style="list-style-type: none"> • I Have a Dream – Martin Luther King • The Future is now: A Zest for living – Dr Walter F, Stromer 	
5.5	Play	3 hrs
	<ul style="list-style-type: none"> • The Rising of the Moon – Lady Gregory 	
5.6	Essay	4 hrs
	<ul style="list-style-type: none"> • Machines and Emotions – Bernard Russell 	

References:

1. S.P. Lohani and R. Adhikari(1997), **The Magic of words**, , M.K. Publishers,
2. Bernard Seal, (2006), **Academic Encounter**, , Foundation Books Pvt, New Delhi,
3. Kristine Brown and Sushan Hood, (2005), **Academic Encounter**, , Cambridge University Press, Foundation Books,
4. Neena Kaul and Renu Anand, **Chinar I/II An anthology of Pros and poems**, Foundation Books, New Delhi
5. Liz and John Soars, **New Headway (Intermediate and Upper Intermediate)**, Oxford University Press.
6. L Gartside, (1981) **Model Business Letters**, Pitman Publishing
7. Adrian Doff, Christopher Jones and Keith Mitchell, (1997), **Meaning into the Words (Upper Intermediate)** Cambridge University Press,
8. Lesikar, R. V., Pettit, J. D. & et al (2001). **Lesikar's basic business**
9. **Communication** (8th ed.), Tata McGraw-Hill New Delhi
10. Asha Kaul, **Business Communication**, Modern Economy Edition

Principles of Accounting

Year: I
Part: II

Total: 6 hrs/w
Theory: 6 hrs/w
Practical: 0 hrs/w

Course Description

This course provides fundamental knowledge about book keeping accounting, Basic principles book keeping and accounting, preparation of journal entries, preparation ledger account, preparation of cash books, and preparation of trading account, profit and loss account and balance sheet.

Course Objectives

After the completion of this course, the student will be able to:

- a. Perform book keeping and basic accounting
- b. Record of transaction.
- c. Handle cash and banking transactions
- d. Handle trial balance and accounting errors
- e. Handle the final accounts
- f. Learn to prepare cost sheet
- g. Use the government accounting system format

Course Contents

Unit 1 Book Keeping and Accounting Concept

5 hrs

- 1.1 Meaning, definition and objectives of book keeping
- 1.2 Meaning, Definition, Objectives, Importance, Functions, Advantages and Limitations of Accounting
- 1.3 Methods of Accounting (Single Entry and Double Entry)
- 1.4 Double entry System:
 - Steps involve in double entry system
 - Advantages of double entry system
 - Meaning of Debit and Credit
 - Types of Accounts and its rule
 - Show the accounting equations
- 1.5 Accounting concepts and conventions
- 1.6 Bases of accounting

Unit 2 Recording of Transactions

10 hrs

- 2.1 Accounting terminologies- Capital; Liabilities (Long-term and short-term liabilities); Assets (Fixed assets, current assets, investment, tangible and intangible assets, inventory); Revenue (sales, other income, sales of assets) and Expenses (purchase, salaries, rent).
- 2.2 Book of Original Entry: Journalize the following transactions: Make journal entries of capital, liabilities, assets, purchase, sales, credit transactions for purchase and sales,

loss and gains, revenues and expenses and expenses, return outward and inward, compound transactions including acceptance, discounting, and dishonor of bills of exchange.

2.3 Ledger Account:

- State the concept, objectives, importance and utility of Ledger account
- Prepare ledger accounts in the form of "T" shape and continuous balance form
- Post into ledger accounts with and without journal entries
- Costing and balancing of ledger accounts.

Unit 3 Subsidiary Books and its Types:

8 hrs

3.1. Purchase book:

- Explain the concept of purchase book, purchase invoice, trade discount and cash discount
- Prepare purchase book and posting to purchase account

3.2. Sales book:

- Explain the concept of sales book, sales invoice
- Prepare sales book and posting to sales account

3.3. Purchase Return Book:

- Explain the concept of purchase return book, debit note
- Prepare purchase return book and posting to purchase return account

3.4. Sales return book:

- Explain the concept sales return book, credit note
- Prepare sales return book and posting to sales return account

Unit: 4 Cash and Banking Transactions

14 hrs

4.1. Concept of cash and banking transactions: Banking concepts:

- State the meaning of cheque
- Explain the types cheque
- Explain the parties involved in a cheque
- Define the endorsement of cheque
- Define dishonor of cheque
- Give the meaning of bank statement (pass book)
- Give the meaning of Cash book:
- Prepare single column cash book, double column cash book and triple column cash book
- Prepare petty cash book- simple and analytical

4.2. Bank Reconciliation statement:

- State the meaning of bank reconciliation statement, reasons for disagreement between cash book and bank statement from cash book and pass book balances and overdrafts
- Prepare bank reconciliation statement

Unit 5: Trial Balance and Accounting Errors**6 hrs**

- 5.1 Trial balance:
- State the meaning and definition of trial balance
 - Explain the objectives of preparing trial balance
 - Methods of preparing trial balance
 - Prepare unadjusted trial balance
- 5.2 Accounting errors:
- State meaning and types of accounting errors
 - Explain the errors disclosed and not disclosed by trial balance
 - Rectify the errors before and after preparation of trial balance
- 5.3 Suspense account:
- Give the meaning, utility, and preparation of suspense account

Unit: 6 Final Accounts**25 hrs**

- 6.1 Capital and revenue concept:
- State meaning and concept capital and revenue concept
 - Differentiate between capital and revenue receipts, expenditure, losses, profit and reserves
- 6.2 Trading Account:
- State the meaning of trading account
 - Preparation of trading account
 - closing entries relating to trading account
- 6.3 Profit and loss account:
- State the meaning of profit and loss account
 - Preparation of profit and loss account
 - Give the closing entries for profit and loss account
- 6.4 Balance Sheet:
- State the meaning of balance sheet
 - Classification of assets and liabilities
 - Proforma of balance sheet
- 6.5 Preparation of final accounts:
- Prepare with or without following adjustments: outstanding expenses, prepaid expenses, advance income, accrued income, depreciation, appreciation, closing stock, bad debts, loss of goods, provision for bad debts, provision for discount on debtors, drawing in cash and in kinds, interest on loans, and investments.

Unit 7: Depreciation**6 hrs**

- 7.1 Give the concept and causes of depreciation
- 7.2 Advantages of providing depreciation
- 7.3 Factors affecting the amount of depreciation
- 7.4 Fixed instalment method:
State meaning, advantages and disadvantages, accounting treatment for purchase of assets, charging yearly depreciation, addition and disposal of assets
- 7.5 Reducing Balance method:

State meaning, advantages and disadvantages, accounting treatment of purchase of assets, additional and disposal of assets, preparation of ledger accounts

Unit 8: Cost Accounting **10 hrs**

- 8.1. Definition of cost, costing and cost accounting
- 8.2. Objectives of cost accounting
- 8.3. Function of cost accounting
- 8.4. Preparation of Cost sheet
- 8.5. Treatment of stocks

Unit 9: Accounting for Non-Profit Organization **2 hrs**

Unit 10: Government Accounting and its Forms Format. **4 hrs**

Basic Books:

1. *Shrestha Narayan Prasad (2014), A Text Book of Accounting, M.K. publishers & Distributors, Bhotahity, Katkmandu*

References:

1. *Dr Chandra Kishor Singh, Principle of Accounting, Jupiter Publishers & Distributors. Teku Kathmandu*
2. *Ratna Man Dangol, Basic Course in Accountancy, Taleju prakashan, Bhotahity, Katkmandu*
3. *S.P. Jain and K.L.Narang, Advance accountancy Principle of Accounting, (Volume-I), Kalyani Publishers, New Delhi*

Computer Application II

Year: I
Part: II
Semester: II

Total: 2 hrs/w
Theory: 0 hrs/w
Practical: 2 hrs/w

Course Description

This course is intended to provide students with the knowledge and skills on multimedia presentation, database program, and Integration of gender equity & social inclusion and management information system (GESIMIS) for monitoring and evaluation system.

Course Objectives

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

- Prepare multimedia presentation
- Operate database management system program
- Apply GESI/MIS for monitoring and evaluation system

Course Contents

PRACTICAL

Unit 1: Database Program

10 hrs

Lab work consisting of standard features to perform related tasks on various database management system software (MS Access, MS SQL)

Unit 2: GESIMIS for Monitoring and Evaluation System

20 hrs

Lab works consisting of maintain and Keep records of different nature of data and information in GESIMIS database system, generate reports based on prescribed M&E Software (A, B, C, D, E, F, G forms, PRA reports)

Entrepreneurship Development II

Year: I
Part: II
Semester: II

Total: 6 hrs/w
Theory: 2 hrs/w
Practical: 4 hrs/w

Course Description

The course is designed to provide basic and comprehensive knowledge of entrepreneurship growth, factors affecting Entrepreneurship growth and know the existing situation of institutional support to entrepreneurship in Nepal. It imparts knowledge and skill on preparation of viable business plan and importance to develop entrepreneurial leadership.

Course Objectives

After completion of this programme, the students will be able:

- a. To describe the factors affecting Entrepreneurship growth.
- b. To identify the role of leadership in entrepreneurship.
- c. To identify the methods of generating new ideas.
- d. To prepare business plan.

Course Contents

Unit 1 Factors Affecting Entrepreneurship Growth	2 hrs
1.1. Environmental condition Affecting Entrepreneurship	
1.2. Economic Factors Affecting Entrepreneurship	
1.3. Non-Economic Factors Affecting Entrepreneurship	
Unit 2 Institutional Support to Entrepreneurship	3 hrs
2.1. Concept and need for Institutional support	
2.2. Institutional Support required for Entrepreneurship development in Nepal	
2.3. Introduction to Entrepreneurship Development programs in Nepal	
Unit 3 Entrepreneurial Leadership	1 hr
3.1. Concepts and Definition	
3.2. Leadership Qualities	
3.3. Role of Leadership	
Unit 4 New Venture Identification and Selection	4 hrs
4.1. Business Opportunity Identification	
4.2. Sources of Generating New Ideas	
4.3. Methods of Generating New Ideas	
4.4. Selection of Best Idea	

Unit 5 Business Plan**20 hrs**

- 5.1. Concept and advantages of business Plan
- 5.2. Factors to be considered in preparation of business plan
- 5.3. Elements of Business Plan
- 5.4. Market Plan
- 5.5. Production Plan
- 5.6. Expenses Plan
- 5.7. Financial Plan(BEP,PBP,NPV/IRR,ROI and BCR)
- 5.8. Multiple Product Business Plan
- 5.9. Projected Business Plan

Practical**Unit 1 Preparation of Single Product Business Plan****10 hrs**

- 1.1. Collect required information for business plan
- 1.2. Prepare market plan
- 1.3. Prepare production plan
- 1.4. Prepare expenses plan
- 1.5. Prepare financial plan(BEP,PBP,NPV/IRR,ROI and BCR)
- 1.6. Prepare business appraisal

Unit 2 Preparation of Multi Product Business Plan**20 hrs**

- 2.1. Collect required information for business plan
- 2.2. Prepare market plan
- 2.3. Prepare production plan
- 2.4. Prepare expenses plan
- 2.5. Prepare financial plan(BEP,PBP,NPV/IRR,ROI and BCR)
- 2.6. Prepare business appraisal

Unit 3 Preparation of Projected Multi year Business Plan**30 hrs**

- 3.1. Collect required information for business plan
- 3.2. Prepare market plan
- 3.3. Prepare production plan
- 3.4. Prepare expenses plan
- 3.5. Prepare financial plan (BEP,PBP,NPV/IRR,ROI and BCR)
- 3.6. Prepare business appraisal

References:

1. Khanka S. S. **Entrepreneurial Development**, S. Chand and co. New Delhi.
2. Kuratko F. and R. M. Hodgetts, **Entrepreneurship: A Contemporary Approach**. The Dryden Press, Forth Worth, Texas.
3. Englemann, R (ed), **Small Business**, Stellagraphic.
4. Manandhar, Devendra. **Entrepreneurship Development**. Published by CTEVT
5. MEDEP reports and publications.
6. IEDI, **Entrepreneurship Development Training Manual**, IEDI, Tripureshwo, Kathmandu
7. Dr Shym Joshi, **Entrepreneurship development**, Taleju Prakashan
8. Dr Govind Ram Agrawal, **Entrepreneurship development**, M. K. Publishers
9. Thomas, Zimmerer, Norman M. Scarborough, **Essentials of Entrepreneurship and small business management**, Prentice Hall.
10. Hridyabir singh, **Entrepreneurship development**, Asmita Books and Publishers
11. IEDI, **Plan your own business**, IEDI, Tripureshwo, Kathmandu

Social Mobilization

Year: I
Part: II
Semester: II

Total: 10 hrs/w
Theory: 4 hrs/w
Practical: 6 hrs/w

Course Description

This course basically deals with the social mobilization and its' processes, approaches and method, process of VDC selection, beneficiaries selection, natural resource analysis, process of conduct PRA, tools of PRA and its process, household survey and its' analysis, calculating PCI and selection of potential micro entrepreneurs.

Course Objectives

After the completion of this course, the student will be able to:

- a. Identify the process, approaches and methods of social mobilization for entrepreneurship development.
- b. Conduct VDC level orientation independently.
- c. Develop the tools of PRA.
- d. Transfer skill to calculate PCI through household survey
- e. Select potential candidates for micro enterprise development.

Unit 1: Social Mobilization

15 hrs

- 1.1 Introduction and concept
- 1.2 Objectives, importance and process of Social mobilization for enterprise development.
- 1.3 Role and responsibility of facilitator in social mobilization
 - VDC/Municipality selection for program implementation (Process, criteria, indicators)
 - Arrangement of VDC/Municipality level orientation program (Concept, importance, process)
 - Coordination and network development in local level stakeholders (Concept, importance, process)
 - Counselling and linkage strengthen with VDC/Municipality/RMC level stakeholders (Concept, importance, process)
 - Selection of Potential settlement for program implementation (Concept, importance, process)

Unit 2: Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA)

20 hrs

- 2.1 PRA and RRA
 - Introduction
 - Needs
 - Importance and its uses in rural context
 - Process and method of carrying out PRA/RRA
- 2.2 Concept, importance and use of different tools of PRA/RRA

- 2.2.1 Social Map
- 2.2.2 Resource map
- 2.2.3 Transect Map/Transect Walk
- 2.2.4 Market Mapping
- 2.2.5 Mobility Map
- 2.2.6 Seasonal Calendar
- 2.2.7 Well-being Ranking
- 2.2.8 Circle/Venn Diagram
- 2.2.9 Analysis of Access to and Control over Resources
- 2.3 PRA completion report preparation
 - 2.3.1 Introduction
 - 2.3.2 Importance
 - 2.3.3 Major elements of PRA completion report
 - 2.3.4 Process of preparing PRA report

Unit 3: Resource Potentiality Survey **5 hrs**

- 3.1 Concept
- 3.2 Objectives
- 3.3 Importance
- 3.4 Process of conducting Resource Potentiality Survey
- 3.5 Introduction and use of form F (Resource Potential Survey)

Unit 4: Market Potentiality Survey **5 hrs**

- 4.1 Concept
- 4.2 Objectives
- 4.3 Importance
- 4.4 Process of conducting Market Potentiality Survey
- 4.5 Introduction and use of form D (Market Potential Survey)

Unit 5: Household Survey **10 hrs**

- 5.1 Concept
- 5.2 Objectives
- 5.3 Importance of HH survey
- 5.4 Process of conducting HH survey
- 5.6 Brief on Forms and formats of HH survey
 - 5.6.1 Form A (find out socio economic condition of HH, PCI calculation)
 - 5.6.2 Form B (find out entrepreneurship competency)
 - 5.6.3 Form C (existing traditional skill)
 - 5.6.4 Form E (existing traditional technologies and operational skill)
 - 5.6.5 Form G1 and G2 (Environment Survey)
- 5.7 Process of calculating PCI from Form A
- 5.8 Process of analysing the entrepreneurship competency of people from Form B.
- 5.9 Process of selecting the potential micro entrepreneurs.

Unit 6: Group Formation and Mobilization

5 hrs

- 6.1 Concept
- 6.2 Objectives
- 6.3 Importance of group
- 6.4 Process of group formation
- 6.5 Regular meeting, saving and mobilization
- 6.6 Group management and good governance

Practical

Practical 1

15 hrs

Divide class in several groups containing at least five students in a group and assign them (each group) to do "**VDC level orientation covering all direct and indirect related beneficiaries and stakeholders**" and submit the event report.

Practical 2

15 hrs

Divide class in several groups containing at least five students in a group and assign them (each group) to do "**conduct PRA in one settlement**" and submit PRA completion report.

Practical 3

30 hrs

Prepare required tools for enterprise development potentialities analysis, visit nearby market centre/community and perform the following activities to identify the enterprise development potentiality, prepare a report and submit to the trainer

- Identify potential areas of resources
- Assess utilization of the local resources
- Assess quantity/quality of specific resource
- Prepare resource map
- Conduct existing skills, knowledge and technology survey
- Conduct market potentiality survey
- Assess needs of the potential entrepreneurs
- Estimate the number of potential entrepreneurs/enterprises can be created based on the assessed resources
- Develop action plan based on the above information

Practical 4

10 hrs

Divide class in several groups containing at least five students in a group and assign them (each group) to do "**Household Survey of at least 21 houses**" and suggest them submit filled data collection forms (A - 7; B-7 and C-7).

Practical 5**10 hrs**

Divide class in several groups containing at least five students in a group and assign them (each group) to do "**Selection of potential Micro Entrepreneurs and calculate the PCI of each Household**" and suggest them to submit final selection report.

Practical 6**10 hrs**

Divide class in several groups containing at least five students in a group and assign them (each group) to do "**Group formation, arrange meeting and generate saving**" and suggest them to submit report.

References:

1. *MEDEP(2010), MEDEP Operation Guideline, Micro Enterprise Development Program*
2. *RUPP/UNDP, (2004) Urban Community Mobilization directives, Rural Urban Partnership Program/UNDP*
3. *UNOPS/UNDP, (2007), Social Mobilization Manual, Social Mobilization Learning Center*
4. *MOI/GoN (2010), Micro-Enterprise Development for Poverty Alleviation Implementation guideline, Ministry of Industry/ Nepal Government*
5. *MEDEP/UNDP/MOI, (2008), Training Manual on Appreciative PRA for social Mobilization and Gender Sensitisation. MEDEP/UNDP/MOI*
6. *Uttam Shrestha, (2010), Training Manual on social Mobilization for enterprise development, MEDEP/UNDP/MOI*
7. *MEDEP/UNDP/MOI, (2010), Micro Enterprise Development for Poverty Alleviation- Volume -I,*
8. *Santosh Kumar Bista, Ph. D., (2000), Rural Development in Nepal - An alternative Strategy, Udaya Books,*
9. *LGCDP, (2009), Social Mobilization Guideline,*
10. *Social Mobilization and Institutional Development (Operational Guideline), National Urban Livelihoods Mission, Government of India, 2013*
11. *CRT, (2014), Social Mobilization Guideline for Rural Community Electrification with Improve water mill and Micro Enterprise Development in Nepal Project,*
12. *Gender Issue in Entrepreneurial development in Benue state (Nigeria) and counselling Implications, Bulgarian Journal of Science and Education Policy (BJSEP), Volume 6, Number 2, 2012*

Natural Resource Management

Year: I
Part: II
Semester: II

Total: 3 hrs/w
Theory: 3 hrs/w
Practical: 0 hrs/w

Course Description

This course introduces the importance and significances of natural resource management in relation to enterprise development. Land, forest, water, soil, minerals, plants and agriculture have been the major precursor of enterprise development and an appropriate management and utilization of natural resources is the driver for enterprises development particularly micro-enterprises. The progress and prosperity depends on how the resources at local level are mobilized and utilized.

Course Objectives:

After the completion of this programme, the students will be able:

- a. To define of Natural Resource Management.
- b. To identify the potential areas of enterprise development.
- c. To determine the extent of availability of natural resources for overall economic development of Nepal
- d. To utilize waste forest resources in enterprise development in Nepalese context.
- e. To become a successful enterprise development catalyst in NRM field.

Course Contents

Unit 1: Introduction to Natural Resource Management (NRM)

4 hrs

- 1.1. History and Definition of Natural Resource Management (NRM) and enterprise development
- 1.2. Present status of land, forests, soil, plant, water, agriculture and minerals resources available in Nepal

Unit 2 Ownership Regimes

10 hrs

- 2.1 State property regime
- 2.2 Private property regime
- 2.3 Common property regimes
- 2.4 Non-property regimes (open access)
- 2.5 Hybrid regimes

Unit 3 Policies and Programmes in NRM

4 hrs

- 3.1 Existing policies, acts and programmes in NRM in Nepal
- 3.2 Linking natural resource management policies and enterprise development policies
- 3.3 Potentialities of natural resources based enterprise development in Nepal

Unit 4 Management Approaches

10 hrs

- 4.1 Community-based natural resource management
- 4.2 Adaptive management

- 4.3 Integrated natural resource management
- 4.4 Community Based Organisations (CBOs) in Natural resource management e.g. Community Forest Users Groups (CFUG), Water Users Groups (WUGs), Buffer Zone Management Groups (BZMGs), etc.
- 4.5 Case studies in Community Based Natural Resource Management (CBNRM)

Unit 5 Natural Resource based Enterprise Development in Nepal

20 hrs

- 5.1 Natural resource management to combat poverty
- 5.2 Stakeholders analysis
- 5.3 Economics of natural resources
- 5.4 Indigenous knowledge and relations to natural resources (water, land, forests)
- 5.5 Models of enterprises- Public, Private, Cooperative/Community, public-private partnership
- 5.6 Trade for commodities - exploration of market value chain
- 5.7 Role of technology, marketing and operational plans in NRM
- 5.8 Forest based enterprises e.g. natural fibre extraction and processing, timber based enterprises, non-timber based enterprises, hunting resorts, birds and wild life watching, essential oil extraction, medicinal plants cultivation, harvesting and processing, etc.
- 5.9 Agro based enterprises e.g. high value crop farming, riverbed farming, vegetable and fruit production, processing and marketing, poultry, milk and dairy based enterprises, meat and fish production, processing and marketing.
- 5.10 Water based enterprises e.g. improved water mills, micro, mini, small and large hydropower, irrigation, low cost irrigations such as treadle pump, drip irrigation, water harvesting technology.
- 5.11 Soil based enterprises e.g. chemical fertiliser, organic fertilisers, bio fertilizer, controlling soil erosion, green manure for increasing soil fertility, vermiculture.
- 5.12 Mineral based enterprises e.g. mining, precious stone cutting, cement, other metallic and non-metallic products
- 5.13 Renewable energy based enterprises, e.g. solar, wind, biogas

References:

1. MEDEP/UNDP (2010), *Resource Analysis of Allo (Girardinia diversifolia) in Nepal. Micro-Enterprise development Programme (MEDEP), UNDP and Ministry of Industry, government of Nepal.*
2. MEDEP/UNDP (2013), *Allo products diversification, supply (value) chain and future potentiality of expansion. 2013. Ibid.*
3. MEDEP/UNDP (2013), *Allo Production, Processing, Marketing and Financial Analysis. 2013. Ibid.*
4. MEDEP/UNDP (n.d.), *Micro-Enterprise Development for Poverty Alleviation. Vol. I, II and III. Ibid.*
5. MEDEP/UNDP (2014), *Allo yarn demand and supply in Nepal. 2014. Ibid.*
6. MEDEP/UNDP (2010), *Resource Analysis of Chyuri (Aesandra butyracea) in Nepal. 2010. Ibid.*

7. "Resilient landscapes and communities managing natural resources in New South Wales" (PDF). *Nrc.nsw.gov.au*. Retrieved on 27 October 2014.
8. Thakadu, O. T. (2005). "Success factors in community based natural resources management in northern Botswana: Lessons from practice". *Natural Resources Forum* **29**(3): 199–212. doi:10.1111/j.1477-8947.2005.00130.x.
9. NSW Government 2005, *Standard for Quality Natural Resource Management*, NSW Natural Resources Commission, Sydney
10. Billgrena, C., Holme, H. (2008) 'Approaching reality: Comparing stakeholder analysis and cultural theory in the context of natural resource management,' *Land Use Policy*, vol. 25, pp. 550–562
11. ODA. (1995) *Guidance note on how to do stakeholder analysis of aid projects and programmes*. Overseas Development Administration, Social Development Department. [Online] [Accessed on 9th November 2011] /www.euforic.org/gb/stake1.html
12. Grimble, R (1998). *Stakeholder methodologies in natural resource management, Socioeconomic Methodologies (PDF)*. Chatham: Natural Resources Institute. pp. 1–12. Retrieved 27 October 2014.
13. Ostrom, E, Schroeder, L and Wynne, S 1993. *Institutional incentives and sustainable development: infrastructure policies in perspective*. Westview Press. Oxford, UK. 266 pp.

Community Development

Year: I
Part: II
Semester: II

Total: 3 hrs/ w
Theory: 3 hrs/ w
Practical: 0 hrs/ w

Course Description

This course deals with community and development planning, participation and community development, community mobilization for empowerment, methods and techniques of community development, community development for the excluded, and brief background about the community development and mobilization in Nepal.

Course Objectives

After the completion of this course, the student will be able to:

- a. Describe historical background of community Development in Nepal
- b. Define the rural community and urban community
- c. Enlist the types of community mobilization process
- d. Enlist the characteristics of community development.

Unit 1:Introduction

15 hrs

- 1.1. Historical background of community development in Nepal
- 1.2. Community mobilization in Nepal
 - 1.2.1. Rural Community Mobilization
 - 1.2.2. Urban community mobilization
- 1.3. Characteristics of a self-governing community
- 1.4. Types of community mobilization
 - 1.4.1. Based on beneficiaries
 - 1.4.2. Based on Sectoral
 - 1.4.3. Based in implementation strategy
 - 1.4.4. Based on Time frame
 - 1.4.5. Based on Geographical location
 - 1.4.6. Based on cultural and indigenous
- 1.5. Characteristics of community mobilization

Unit 2:Community Organizations

15 hrs

- 2.1. Concept
- 2.2. Types Community
 - 2.2.1. Geographical Community
 - 2.2.2. Virtual Community
 - 2.2.3. Community of circumstances
 - 2.2.4. Community of interest
- 2.3. Importance
- 2.4. Indicators
- 2.5. Types of Community Organizations
 - 2.5.1. Cooperatives
 - 2.5.2. Self-help groups

- 2.5.3. Grass Root Organization
- 2.5.4. Community Based Organizations
- 2.5.5. Non- government Organizations

Unit 3: Community Development Approaches and Methods

15 hrs

- 3.1. Community development planning
 - 3.1.1. Bottom up planning process
 - 3.1.2. Top down planning process
- 3.2. Participation and community development
 - 3.2.1. Pattern of participation
 - 3.2.2. Favourable environment for participation
- 3.3. Need based community development
- 3.4. Community development for excluded
 - 3.4.1. Minorities/excluded (Dalit, religious)
 - 3.4.2. Indigenous/tribal people
 - 3.4.3. Disabled/physically handicapped.
- 3.5. Right based approach
- 3.6. Potential and barriers of community development
- 3.7. Community development and social capital

References:

1. RUPP/UNDP (2004), *Urban Community Mobilization Guidelines Rural Urban Partnership Program/UNDP*
2. *Social Mobilization Manual, Social Mobilization Learning Centre*
3. UNV/UNDP/MLD, (2001), *Social Mobilization Manual, Rural Area Development Committee, UNV/UNDP/MLD*
4. Joshi J, (2006), *Regional Planning and Development, published by Author*
5. *Regional Disparity in Nepal: Contributory Factors and Implication for Development, Lambert Academic Publication, Germany- 2010*
6. UNV/RADC, (2001), *Community Mobilization in Nepal, Learning from experience (Report), UNV/RADC*
7. *Lifelong Action Learning for Community Development, Global University of lifelong Learning, California, USA, 2013*
8. *DFID, SDC, (2009, Citizen Mobilization in Nepal, DFID, SDC,*

Second Year

Semester III

1. Principles of Economics
2. Business Math
3. Financial Inclusion
4. Technical Skills & Appropriate Technology
5. Cooperative Management
6. Rural Entrepreneurship
7. Gender Equality and Social Inclusion
8. Corporate Social Responsibility and Social Entrepreneurship

Principles of Economics

Year: II
Part: I
Semester: III

Total: 6 hrs/w
Theory: 6 hrs/w
Practical: 0 hrs/w

Course Description

Economics is a systematic study of society in relation to its available economic resources and their utilizing forces for better livelihood pattern and national prosperity. This course of study is designed to familiarize students with basic concepts and theories of Economics and the working pattern of economic systems to facilitate them to prominence in entrepreneurship development.

Course Objectives

The objective of the course is to familiarize foundations of Economics, principles, laws and functions. It focuses on

- a. Define Economics.
- b. Describe basic economic Laws and Elasticity.
- c. Acquaint demand and supply functions, production and its factors and their pricing
- d. Familiarise the cost and revenue curves and their role in product pricing.
- e. Acquaint different economic systems, market economy, money and banking and public finance

Course Contents

Unit 1: Introduction

5 hrs

- 1.1 Definition of Economics: Adam Smith, Alfred Marshall, Lionel Robbins and P Samuelson
- 1.2 Subject matter of Economics
- 1.3 Concept of Micro and Macro Economics
- 1.4 Concept of Utility, Human Wants and its Characteristics

Unit 2: Basic Economic Laws and Elasticity

15 hrs

- 2.1. Law of Diminishing Marginal Utility
- 2.2. Law of Substitution
- 2.3. Consumer's Surplus—Concept and importance
- 2.4. Law of Demand—Derivation, Movement and shift in Demand Curves
- 2.5. Law of Supply—Derivation, Movement and shift in Supply Curves
- 2.6. Elasticity of Demand—Concept and Types: Price, income & cross elasticity; Degrees and Measurement of Elasticity (Total outlay method only)

Unit 3: Factors of Production

8 hrs

- 3.1. Land-Concept and Characteristics
- 3.2. Labour-Concept and Characteristics; Division and Efficiency of Labour

3.3.	Capital-Concept, Characteristics and Capital formation process	
3.4.	Organization-Forms and Characteristics of Sole owner, Partnership & Joint Stock Company	
3.5.	Entrepreneur-Concept & Characteristics, Qualities of a successful C.E O	
Unit 4: Theory of Production		10 hrs
4.1.	Concept of Production function (short and long run)	
4.2.	Concept of Total, Average & Marginal Products and their derivations	
4.3.	Concept of Law of Variable Proportion	
4.4.	Concept of Returns to Scale	
Unit 5: Revenue and Cost Curves		10 hrs
5.1.	Concept of Total, Average & Marginal Revenue and their Derivations	
5.2.	Concept of Fixed, Variable and Total cost	
5.3.	Derivation of Total, Average & Marginal cost curves	
5.4.	Concept of Short and along Run costs and their Derivations	
Unit 6: Theory of Price and Output Determination		15 hrs
1.1	Equilibrium of Firm (MR—MC approach)	
1.2	Concept, Features and price and output determination under Perfect Competition	
1.3	Concept, Features and price and output determination under Monopoly	
1.4	Concept, Features and price and output determination under Imperfect competition	
Unit 7: Theory of Factor Pricing		9 hrs
7.1.	Rent-Concept, Economic and Contract rent; Rent seeking behaviour	
7.2.	Wage-Concept, Money and Real wages, Minimum wage fixation & competitive wage	
7.3.	Interest-Concept, Gross and net interest, Modern Theory of Interest	
7.4.	Profit-Concept, Gross and net Profit, Risk & uncertainty theory of Profit	
7.5.	Concept of Corporate Social Responsibility	
Unit 8: Money and Banking		10 hrs
8.1	Meaning, Functions and Forms of Money	
8.2	Concept of value of Money, Inflation and Deflation	
8.3	Bank and Banking system and its role in Economy	
8.4	Central Bank and its Functions	
8.5	Commercial Banking—kinds, Functions and importance	
8.6	Cooperatives, Micro-Credits and Finance Corporations with special reference to Nepal	

- Unit 9: Government Finance** **5 hrs**
- 9.1 Concept, Characteristics and Importance of Government (Public) Finance
 - 9.2 Functions of Modern Government and Expenditure Heads (development emphasized)
 - 9.3 Government Revenue: Sources (Tax, Non-Tax & Borrowing, etc);
 - 9.4 Direct and Indirect Tax—Concept and Characteristics; A good tax system—definition and characteristics
 - 9.5 Government Budget, Fiscal and Monetary Policy
- Unit 10: Basic Economic Issues** **4 hrs**
- 10.1 Scarcity, Choices and Allocation of Resources
 - 10.2 Development—Concept; Characteristics of Developing Economies with special reference to Nepal; Development Planning in Nepal with reference to Current, Plan Role of Entrepreneurs in development process
- Unit 11: Economic Systems** **4 hrs**
- 11.1 Concept and Characteristics of Capitalist, Socialist and Mixed Economies
 - 11.2 Nature and Role of Entrepreneurs in each Economy
- Unit 12: Market Economy and Business Enterprises** **5 hrs**
- 12.1 Concept of Business cycle and Market Fluctuations
 - 12.2 Aggregate Demand and Aggregate Supply and state policy
 - 12.3 Enterprising in Market Complicacies: Competition, Coordination & Integration

References

- 1) Lipsey, R. G. and Chrystal, K A (2005) **Principles of Economics**, Oxford University Press, London-Delhi-Tokyo
- 2) Sloman, John, (2003) **Economics**, Prentice Hall India, EEE series, New Delhi
- 3) Todaro, M P (2010) **Development Economics**
- 4) Kandel, N., Khadka, K., et al (2012) **Textbook on Principles of Economics**, Buddha Publications, Kathmandu
- 5) Dangal, Dilnath, *Arthasastra ko Siddhanta*
- 6) Sharma, Nilam Kumar, *Arthasastra ko Siddhanta*
- 7) Joshi, M M and Pande, Kiran B. (2010) **Sarbajanik Vitta, Vittiya Pranali ra Antarrastriya Byapar**, Sukunda Publication, Kathmandu

Business Mathematics

Year: II

Part: I

Semester: III

Total: 5 hrs/ w

Theory: 5 hrs/ w

Practical: 0 hrs/ w

Course Description

This course is designed to equip the students with the knowledge and skills on basic mathematical and statistical concepts in business economics and other vocational life.

Course Objectives

After the completion of this course, the student will be able to:

- a. Explain the number system and set theory.
- b. Explain the function, limit & continuity.
- c. Define derivative of a function
- d. Discuss the various types of matrices
- e. Use the derivatives to commerce & economics
- f. Determine the profit and loss

Course Contents

Unit 1 Number System and Set Theory:

12 hrs

- 1.1. Explain in brief the system of natural numbers, integers, rational and irrational numbers
- 1.2. Discuss about the concept of inequalities and their properties
- 1.3. Verify the properties of absolute value
- 1.4. Review the sets, Euler's-Venn diagram and operation on sets
- 1.5. Verify the Properties of set algebra. (Without the theoretical proof)
- 1.6. Use cardinality formulae to the problems relating to three sets

Unit 2 Function, Limit & Continuity:

15 hrs

- 2.1. Discuss about constant & variables.
- 2.2. Define function with notation.
- 2.3. Explain the types of functions (linear, quadratic, polynomial, exponential, and logarithmic) (simple cases)
- 2.4. Compute the functional values and apply it to business and economics
- 2.5. Compute the limit of functions (algebraic only) and distinguish it from functional value.
- 2.6. Discuss the basic rules of limits, limit at infinity
- 2.7. Test the continuity and discontinuity of algebraic function

Unit 3 Differentiation:

12 hrs

- 3.1. Define derivative of a function with notation
- 3.2. Give the geometrical meaning of derivatives
- 3.3. Calculate the derivative of a function by first principles (of algebraic functions only)
- 3.4. Use the rules (or apply formulae) to find differential coefficients of algebraic, logarithmic & exponential, implicit and parametric functions

Unit 4 Application of Derivatives:**9 hrs**

- 4.1. Use the derivatives to commerce & economics.
- 4.2. Examine the nature of the function. (Increasing and decreasing functions, point of inflection in terms of derivative)
- 4.3. Determine the maxima and minima of functions and its applications (algebraic functions only)

Unit 5 Matrices & Determinants:**10 hrs**

- 5.1. Discuss the various types of matrices
- 5.2. Perform the basic algebraic operations on matrices
- 5.3. Evaluate the value of determinant. (Up to 3rd order)
- 5.4. Verify and use the properties of determinant (without proof)
- 5.5. Solve the simultaneous equations. (Up to variables only)

Unit 6 Applied Mathematics:**7 hrs**

- 6.1. Determine the profit and loss. (Gross profit, net profit, commission, and discount).
- 6.2. Calculate the compound interest and compound depreciations

Unit 7 Measure of Dispersion:**10 hrs**

- 7.1. Review the measure of central tendency
- 7.2. Compute the range, quartile deviation, mean deviation & standard deviation (with their relative measures)

References:

1. *Bhattari, H.N; Upreti, K.N; Pahari, N.P & Khatakho, N.B. (2007), Higher secondary level Business Mathematics, Vidyarathi Prakashan, Kamal Pokhari, Kathmandu.*
2. *Tan, S.T, Applied Mathematics for the Manageral, life and social sciences, 5th edition,; Brooks/Cole; Thomson Learning, Singapore.*

Financial Inclusion

Year: II
Part: I
Semester: III

Total: 5 hrs/w
Theory: 4 hrs/w
Practical: 1 hrs/w

Course Description

The course is designed to provide basic and comprehensive knowledge on microfinance services from financial inclusion point of view. It imparts knowledge on different fields of financial inclusion including savings, credit, insurance, remittance and concept of credit plus non-financial activities. It highlights on the inclusive financial services for poverty alleviation.

Course Objectives:

After completion of this programme, the students will be able:

- a. To define microfinance.
- b. To explain the role and importance of microfinance in Poverty Reduction
- c. To explain the Bank and Financial Institution Act 2006 (2063)
- d. To follow the quality standards set for quality assurance of microfinance services offered to target people
- e. To identify the Issues and Challenges of Microfinance.
- f. To network the microfinance/ its association.
- g. To become a successful development catalyst in the field of microfinance services.

Course Contents

Unit 1: Understanding Financial Inclusion

6 hrs

- 1.1. Introduction of financial inclusion
- 1.2. Concept and definition of microfinance
- 1.3. Historical background of microfinance
 - International context
 - National context
- 1.4. Importance of microfinance
- 1.5. Importance of micro finance for micro enterprise development
- 1.6. Philosophy of microfinance
- 1.7. Linkage between mainstream financial services and microfinance services

Unit 2: Microfinance Targeting and Poverty

6 hrs

- 2.1. Poverty Dynamism in the context of access to finance
- 2.2. Poverty Scenario in Nepal in the context of access to fianance
- 2.3. Role and importance of microfinance in Poverty Reduction
- 2.4. Rationale of selecting poor as microfinance clients (Financial Portfolios of the Poor, Active Money Managers)
- 2.5. Tools of Targeting

Unit 3: Microfinance Products and Services **6 hrs**

- 3.1. Micro Savings
- 3.2. Micro Credits
 - Project and Group Loan
 - Micro Enterprise
 - General
 - Other Credits
- 3.3. Micro Insurances
- 3.4. Remittance (Money Transfer)
 - Domestic
 - International
- 3.5. Wholesale Loan
 - Commercial
 - Subsidised
 - International lending

Unit 4: Introduction to Microfinance Models **6 hrs**

- 4.1. Grameen Bank Model
- 4.2. Priority Sector Lending Model
- 4.3. Deprived Sector Lending Model
- 4.4. Intensive Banking Model
- 4.5. Small Farmer Agriculture Cooperative Model
- 4.6. Financial NGO Model
- 4.7. Savings & Credit Cooperative Model
- 4.8. Wholesale Microfinance Model
- 4.9. Self Reliant Group Model

Unit 5: Missing Middle **3 hrs**

- 5.1. Concept of Missing Middle
- 5.2. Limitations of microfinance to address missing middle
- 5.3. Financial products vs Loan provision under microfinance
- 5.4. Needs of new products to address missing middle gap

Unit 6: Microfinance Policy Environment **5 hrs**

- 6.1. Legal Framework
- 6.2. Role of Government and Central Bank in microfinance sector
- 6.3. Bank and Financial Institution Act 2006 (2063)
 - Bank Category (A,B,C,D)
 - Deprived Sector Lending

Unit 7: Performance Management

7 hrs

- 7.1. Repayment Rate (Repayment Calculation)
- 7.2. Delinquency Management - Arrears Control (Chasing Arrears)
- 7.3. Loan Utilization – Loan productivity
- 7.4. Loan Loss Provision and Reserve
- 7.5. Fund Management
 - Asset, Liabilities Management
 - Cash flow Management
- 7.6. Portfolio quality (Portfolio At Risk – PAR)
- 7.7. Financial Viability and Sustainability (OSS, FSS, RoA, RoE, PY act)
- 7.8. Outreach and Growth Indicators
- 7.9. Ratios
 - PEARLS
 - CAMEL
 - GIRREF
 - GEMANI
 - BASEL

Unit 8: Pricing of Products

3hrs

- 8.1. Structuring Sustainable Interest Rate
- 8.2. Interest Setting for the Products
 - Loan
 - Savings
- 8.3. Spread Rate Monitoring and Management

Unit 9: Sources of Fund for Microfinance Service Providers

6hrs

- 9.1. Internal Fund
 - Savings
 - Equity
 - Retain Earnings
- 9.2. External Fund
 - Borrowing from
 - Deprived sector lending
 - Subsidiary Windows of A,B and C Class Bank
- 9.3. Wholesale Credit Providers
 - RSRF
 - RMDC
 - SKBBL
 - NCBL
 - FMDBL

- RSDC MFDBL
- Clean Energy Development Bank Ltd.
- NEFSCUN
- District Credit Unions
- AEPC
- International Findings

Unit 10: Monitoring and Supervision

4 hrs

10.1. Internal

- Internal audit
- Management Information System (MIS)
- Regular/ periodic review

10.2. External

- Social Rating
- Client Protection Principles Assessment
- External audit
- Role of Central Bank
- Role of Wholesale loan providers (apex organization)
- Role of Cooperative Unions
- Role of Department of Cooperative
- BASEL
- Network level Reporting and Monitoring

Unit 11: Microfinance Network and Association

4 hrs

11.1. International

- Small Enterprise Education Promotion (SEEP), Network
- Mix Market
- Banking with Poor Network
- South Asia Microenterprise Network
- CGAP Members
- Social Performance Task Force (SPTF)
- Smart Campaign
- International Cooperative Association (ICA)
- World Council of Credit Unions (WOCCU)
- Association of *Asian Confederation of Credit Unions* (AACCU)

11.2. National

- Organization outreach (Organogram)
- Centre for Microfinance (CMF), Nepal National Network of Nepal
- Microfinance Association Nepal (MIFAN)
- Grameen Trust Network Nepal
- Nepal Microfinance Banker Association (NMBA)
- National Cooperative Federation (NCF)
- Central Level Federation
- District Federations

Unit 12: Issues and Challenges of Microfinance

3 hrs

- 12.1. Policy Issues
- 12.2. Operational Issues
- 12.3. Human Resource Issues
- 12.4. Geographical Issues
- 12.5. Opportunities

Unit 13: Credit Plus Activities

4 hrs

- 13.1. Development Partners
- 13.2. Development package
- 13.3. Integrated Approach
- 13.4. Different Models
 - MEDEP Model
 - SFACL Model
 - Multipurpose Model
 - Other Models
- 13.5. Only microfinance is not the panacea of poverty alleviation
- 13.6. Value Chain Finance

Practical:

15 hrs

- Identify Microfinance Institution for one day observation of field/ branch activities
- Give assignment to the students with checklist (focusing members outreach from GESI perspective, loan and savings portfolio, human resource, loan/ savings products, repayment status and other relevant aspects) to observe, study during field visit
- Prepare field report, present in the class and submit to the teacher

References:

1. *Joanna Ledgerwood with Julie Earne Candace Nelson (2012), The New Microfinance Handbook, The World Bank*
2. *Indian Institute of Banking and Finance (2009), Micro-Finance Perspectives and Operations, Indian Institute of Banking and Finance*
3. *Vijaya Ram Mathema, Microfinance in Nepal, Published by Ms. Padma Mathema,*
4. *Devendra Raut), Microfinance Strategy, Challenge & Adoption in Nepal, Social Development Research Support Action Pvt.*
5. *Prabin Kumar Lama), Laghubittaya Babesthapan.*
6. *CMF (1998), Principles of Microfinance Module I, Centre for Microfinance (CMF), Nepal*
7. *CMF (1998), Management of MFIs Module II, Centre for Microfinance (CMF), Nepal*

Technical Skills and Appropriate Technology

Year: II
Part: I
Semester: III

Total: 6 hrs/w
Theory: 4 hrs/w
Practical: 2 hrs/w

Course Description

This course imparts the knowledge of managing Skill training and appropriate Technology essential for micro entrepreneurs.

Course Objectives

After the completion of this course, the student will be able to:

- a. Analyz skill training and appropriate technology.
- b. Identify the skill training to the targeted beneficiaries
- c. Manage skill training
- d. Conduct rapid market appraisal (RMA)
- e. Identify appropriate technology for micro entrepreneurs

Course Contents

Unit 1: Introduction

4 hrs

- 1.1. Concept of skill training and appropriate technology
- 1.2. Importance of skill training for micro entrepreneurs
- 1.3. Demand analysis of skill training
- 1.4. Identification of skill training

Unit 2 Skill Training Curriculum

5 hrs

- 2.1. Concept and importance of skill training curriculum.
- 2.2. Skill training curriculum development institutions in Nepal
- 2.3. Role of CTEVT on curriculum development
- 2.4. Types of curriculum on skill training
- 2.5. Provision of skill training required for MEDPA

Unit 3 Roaster of Trainer and Training Institutions

2 hrs

- 3.1. Concept and importance of roaster
- 3.2. Roaster of trainer and training institutions

Unit 4 Skill Training Management

13 hrs

- 4.1 Overview of training cycle
- 4.2 Training proposal
- 4.3 Develop Terms of Reference (ToR) of skill trainer

4.4	Training plan	
4.5	Process of identify and selection of training providers	
4.6	Agreement with skill trainer/training organization	
4.7	Training implementation	
4.8	Pre-test & post-test of skill training	
4.9	Provision and process of skill test	
4.10	Costing of training products	
4.11	Monitoring of training	
4.12	Training completion report	
Unit 5	Appropriate Technology in Micro and Small Enterprise Sector	6 hrs
5.1	Concept of appropriate technology and its importance	
5.2	Appropriate technology used in different types	
5.3	Source of appropriate technology and developed linkages with entrepreneurs	
5.4	Adopt, adapt and dissemination of technology	
5.5	Cost benefit analysis of appropriate technology	
5.6	Change measurement of appropriate technology	
Unit 6	Selection of Appropriate Technology	5 hrs
6.1	Concept on selection of appropriate technology	
6.2	Factors effecting on selection of appropriate technology	
6.3	Things to be consider on selecting technology	
6.4	Analysis of previous technology	
6.5	Repair and maintenance of technology	
Unit 7	Roaster of Appropriate Technology	3 hrs
7.1	Concept, importance and application of Appropriate technology roaster	
7.2	Process of roaster preparation	
7.3	Source of information for appropriate technology	
Unit 8	Common Facility Centre	6 hrs
8.1	Concept and importance	
8.2	Feasibility study	
8.3	Users group formation	
8.4	Plan preparation	
8.5	Implementation	
8.6	Operation & handover	
8.7	Follow up and monitoring	
Unit 9	Participatory Action Research (PAR)	10 hrs
9.1	Concept, importance and application of action research	
9.2	Objective of PAR	
9.3	Data collection, analysis, report preparation and testing	
9.4	Dissemination or re-testing or dropping out of the PAR	
9.5	Case study of PAR used in micro entrepreneurs	

Practical

30 hrs

A. Technical Skills Training

1. Conduct rapid market appraisal (RMA)
2. Perform mapping of skill training providing institutions
3. Identify potential skills training providing institutions
4. Prepare roster of skilled trainers
5. Prepare training proposal
6. Manage the training
7. Prepare training completion report

B. Appropriate Technology

1. Perform mapping of appropriate technology service providers
2. Conduct survey to identify trade/sector for appropriate technology development/improvement/introduction
3. Prepare roster of experts related to appropriate technology
4. Facilitate to select appropriate technologies
5. Facilitate to acquire skills of appropriate technologies
6. Facilitate to use the appropriate technologies
7. Facilitate to analyse the status difference (before and after)
8. Facilitate to generate fund for repair and maintenance

References:

1. *Employment fund, Rapid market Appraisal, A Handbook for RMA practitioner*
2. *MEDEP, Training manual on skill training, Micro Enterprise Development Programme*
3. *MEDEP Reports*
4. *Skill Development reports*
5. *MEDEP, Training manual on Appropriate Technology, Micro Enterprise Development Programme*
6. *MEDEP, Cleaner production manual, Micro Enterprise Development Programme*

Cooperative Management

Year: II

Part: I

Semester: III

Total: 5 hrs/w

Theory: 4 hrs/w

Practical: 1 hrs/w

Course Description

The course is designed to provide knowledge on cooperative management including the formation process, prudential standard, forms or types, membership, governance in the cooperative. The course also includes the magnitude of cooperative from the perspectives of enterprise and productivity in the cooperative.

Course Objectives

After the completion of this course, the participants will be able to:

- a. Explain the cooperative
- b. Identify the forms of cooperative at national and international level
- c. Understand well how to manage cooperative properly
- d. Analyze the magnitude of cooperatives from economic/ business perspective
- e. Explain the prudential standard of cooperative
- f. Explain the poverty dynamism and the importance of cooperative

Course Contents

Unit 1: Understanding of Cooperative System

17hrs

- 1.1 General Concept of Cooperative
 - Understanding Cooperative
 - Philosophical Origins and Historical Evolution of Co-operative
 - Principles, Types, Values, Norms and Importance of Cooperative
 - Governance and Business Practice
 - Overview of cooperative accounts (*Sahakari ka char Khata*)
- 1.2 Global Economic System
 - Role of cooperative in Global Economy
 - Overview of globalization and its effect on the world economy.
 - Role of cooperative for micro enterprise development in Nepal
- 1.3 Cooperative Types
 - Consumer,
 - Producer,
 - Housing,
 - Financial
 - Worker and multi-stakeholder co-operatives.
 - Micro enterprises
- 1.4 Co-operative Financial Analysis and Management
 - Basic understanding of Managerial and Financial accounting.
 - Trading account statement
 - Income statement
 - Balance statement

- Equity statement
- Cash flow analysis
- Financial analysis
- Financial Plan and Budgeting

Unit 2: Prudential Standard of Cooperative **6 hrs**

- 2.1. Governance in Cooperative
- 2.2. Membership in cooperative
- 2.3. Leadership in cooperative
- 2.4. Personnel management in cooperative
- 2.5. Transparency in cooperative
- 2.6. Savings and savings mobilization in cooperative
- 2.7. Eligibility criteria of cooperative to access fund from wholesalers

Unit 3: Cooperative as business entity **12hrs**

- 3.1. Business Entity
 - Purpose of cooperative
 - Entrepreneurship capacity of members
 - Enterprise activities in cooperative
 - Access to resources (internal as savings and external as allocated by state and development partners)
 - Investment of fund in productive sector (earn more , savings more, investment more, scale of enterprises)
 - Product marketing (individual and collective)
 - Role of equity in cooperative
 - 3.2 Linkage development of entrepreneurs with cooperataive

Unit 4: Global and Nepali Cooperative Movement **16 hrs**

- 4.1 Histological Cooperative Movement
 - Cooperative Movement in Japan, India, China
- 4.2 Cooperative Movement in Nepal
 - History of Cooperative and Cooperative Practices in Nepal
 - Cooperative in Different Periodic Plan
 - Cooperative Acts, Rules, By-Laws, Standard and National Cooperative Policy
 - Role of different organization for cooperative development
 - Ministry of Cooperative and Poverty Alleviation
 - Department of Cooperative
 - Nepal Rastra Bank (NRB)
 - Cooperative Training Centre
 - National Cooperative Development Board
 - National Cooperative Federation (NCF)
 - National Cooperative Banks
 - Support Service Providers
- 4.3 Different operational modalities of cooperative
 - Quail Model

- Two Tier Model
- Three Tier Model
- Microfinance Model

Unit 5: Cooperative Network

9 hrs

- 5.1. National level network
- Structure of Cooperative Movement of Nepal
 - National Cooperative Federation
 - Central Cooperative Unions
 - District Cooperative Union
 - Subjective District Cooperative Union
- 5.2. International level network
- International Cooperative Alliance
 - World Confederation of Credit Unions
 - Asia Confederation of Credit Unions

Practical:

15 hrs

- Select four different types of cooperatives (i.e. any multipurpose cooperative, any single purpose, any consumer cooperative, Micro-entrepreneurs promoted multipurpose cooperative)
- Let students observe cooperative and with assignment based on the given indicators (Total members from GESI perspective, Total share, savings, loan, loan default status, Entrepreneurs ratio out of total members, Types of loan, types of savings, total income and expenses, profit status, MIS in cooperative, Governance and other relevant aspects)
- Develop report, present report in the class and submit to teacher

References:

1. *Surya Ratna Shakaya, Sahakari Bikasko 50 Barseaya Grantha, National Cooperative Federation (NCF)*
2. *Kimberly A. Zeuli and Robert Cropp, Cooperatives: Principles and Practices in the 21st Century*
3. *Sambriddha Arthatentrako Lagi Sahakari, Sajha Prakasan 2012*
4. *ICA (1999), Review of International Co-operation,*
5. *Deepak Prakash Baskota, Sahakari Andolan Yak Awalokan National Cooperative Federation (NCF)*
6. *yam Bahadur BC, Sahakari Sikshya Adahayan, District Savings and Credit Cooperative Union, Achham*
7. *Department of Cooperative, Sahakari Sachtana Pustika 2062*
8. *Surya Ratna Shakaya, Sahakari Kanun, CDCAN*

Rural Entrepreneurship

Year: II

Part: I

Semester: III

Total: 5 hrs/w

Theory: 4 hrs/w

Practical: 1 hrs/w

Course Description

The course is designed to familiarize students with basic concepts and insights of Rural Entrepreneurship and the working pattern of rural enterprise systems to facilitate them into rural transformations in the context of rapid changes ongoing.

Course Objectives

The objective of the course is to

- Define Rural Entrepreneurship
- Identify the physical social conditions of Entrepreneurship development in rural areas
- Familiarize with women, youth and rural community aspects to facilitate Entrepreneurship development in rural societal milieu
- Prepare profile of VDCs on enterprises and entrepreneurs

Course Contents

Unit 1: Introduction to Rural Entrepreneurship

8 hrs

- 1.1. Concept and Definitions
- 1.2. Goals, approaches and Characteristics
- 1.3. Nature and types of Rural Entrepreneurship
- 1.4. Importance and Challenges of Rural Entrepreneurship
- 1.5. Best Practices as source of Rural Entrepreneurship

Unit 2. Overview of Rural Entrepreneurship

8 hrs

- 2.1. Rural Entrepreneurship and local small holders
- 2.2. Resource Innovation and Technology transfer
- 2.3. Finance and investment viability
- 2.4. Market and Returns
- 2.5. Achievement and Success environment

Unit3. Nurturing Rural Entrepreneurs

10 hrs

- 3.1. Infrastructures and access
- 3.2. Skill development and integrated training
- 3.3. Cooperatives and groups undertaking
- 3.4. Fostering favourable policy options and community environment
- 3.5. Entrepreneur-focused asset-based drive

Unit4. Harvesting Rural Entrepreneurs	6 hrs
4.1. Rural Communities and Potential entrepreneurs	
4.2. Rural lead-business holders	
4.3. Mobile opportunity seekers groups	
4.4. Serial Entrepreneurs	
4.5. State development policy for pipeline options	
Unit5. Women and Rural Entrepreneurship	6 hrs
5.1. Objectives, approaches and Methodology	
5.2. Gender balance and women leadership in business	
5.3. Multi-faceted role and women entrepreneurship	
5.4. Small & Micro enterprise and women potentials	
5.5. Bottom up approach and rural women entrepreneurship	
Unit6. Youth and Rural Entrepreneurship	6 hrs
6.1. Objectives, approaches and Methodology	
6.2. Rural youth and Entrepreneurship potentials	
6.3. Poverty incidence and target groups	
6.4. Alternative needs, youth groups and Entrepreneurship development	
6.5. Community and Policy supports	
6.6. Bottom up approach and rural youth entrepreneurship	
Unit7. Grass root Innovations and Knowledge management	8 hrs
7.1. Rural Entrepreneurship and Knowledge Management	
7.2. Local branding and community Knowledge	
7.3. Grading and Quality standardization	
7.4. Market interventions and Regional specialization	
7.5. Harvesting Innovations and Knowledge path	
Unit8. Growth path of Rural Entrepreneurship	8 hrs
8.1. The Production and Price	
8.2. Cost Structure, traps and investment possibilities	
8.3. Creativity, flexibility and rationalization	
8.4. Growth by 'new product' and value creation	
8.5. Horizontal and vertical Growth paths	

Practical

15 hrs

The practical course consists of following four portions:

- a) Field study-the students will go to a water shade or district area committee and prepare profile of VDCs focusing on enterprises and entrepreneurs. It contains physical descriptions, resource assets, population and social structures, resource mobilization, economic activities and livelihood patterns. It concludes with entrepreneurship development survey potential and challenges.
- b) Case study on one of the successful enterprise in the area
- c) Viva voce on field learning of the student and skill development on entrepreneurship

References:

1. Gomez-Araujo, Eduardo J. (2012) Entrepreneurship as Tool for Rural Development, OUP, UK
2. Bryden, J. and Hart, K. (2005) Why Local Economies Differ: the dynamics of Rural areas, The Edwin Mellen Press: Aberdeen, Scotland
3. Chigunta, F. (2002) Youth Entrepreneurship, Oxford University Press, Oxford, UK
4. Byrd, W A (1987) Entrepreneurship, Capital and Ownership, the World Bank, Washington
5. Jones, L. and I. Sakong (1980) Government, Business and Entrepreneurship in Economic development: Korean Experience, Harvard University Press, Cambridge, MA
6. FAO 2002, Rural Development Through Entrepreneurship, Regional Office for Europe, Rome
7. MEDPA Materials

Gender Equality and Social Inclusion

Year: II Part: I Semester: III	Total: 5 hrs/ w Theory: 3 hrs/ w Tutorial: 2 hrs/w Practical: 0hrs/ w
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Course Description

The course is designed to provide knowledge on Gender and Development, Definition of Gender and Sex, Equity and Equality, need and importance of Social Inclusion, Hindrance for the Social Inclusion, Gender Responsive Budget, National and International Efforts on Gender and Development.

Course Objectives

After the completion of this course, the participants will be able to:

- a. Explain gender and development approach
- b. Analyse the role and status of men and women
- c. Explain gender based discrimination
- d. Differentiate social inclusion and exclusion
- e. Explain empowerment, equity and equality measure
- f. Familiarize with gender responsive budget
- g. Brief national and international provision and effort in gender and social inclusion
- h. Address the GESI in program

Course Contents

Unit 1: Gender and Development Approach	12 hrs
1.1. Concept, Delimitation of Gender and development	
1.2. Historical Background of Gender and Development	
1.3. Concept and Definition of Social Inclusion	
1.4. Importance of GESI in Entrepreneurship Development	
Unit 2: Role and Status Analysis of Men and Women	12 hrs
2.1. Role and responsibility of men and women	
2.2. Access to control over Resources (Household/Community/Market)	
2.3. Socialization	
2.4. Patriarchy	
Unit 3: Gender based Discrimination	8 hrs
3.1. Gender based Discrimination	
3.2. Sex and Gender based Violence	
3.3. Violence Against Women	
3.4. Types of Violence	

Unit 4: Social inclusion **12 hrs**

- 4.1. Concept of Social Inclusion and Exclusion
- 4.2. Basic Aspect of Social Inclusion
- 4.3. Barrier for social inclusion
- 4.4. Challenges for the participation of women, Dalits, ethnic groups in development

Unit 5: Empowerment Equity and Equality Measures **10 hrs**

- 5.1. Concept and definition of Equity, Equality and Empowerment
- 5.2. Practical Gender Needs and Strategic Gender Interests
- 5.3. Equity measures
- 5.4. Positive discrimination
- 5.5. Gender mainstreaming

Unit 6: Gender Responsive Budget **12 hrs**

- 6.1. Concept Gender Responsive Budget (GRB)
- 6.2. Concept of Gender/Social Audit
- 6.3. Tools and technique of gender auditing

Unit 7: National and International Effort **4 hrs**

- 7.1. National and International Efforts on Gender and Social Inclusion
- 7.2. Declaration - Convention on the Elimination of All Forms of Discrimination against Women (CEDAW),
- 7.3. Women commission
- 7.4. Dalit commission
- 7.5. Commission for Indigenous Nationalities

Unit 8: Addressing the GESI in Program **2 hrs**

- 8.1. Empowerment of Women, Dalit, Indigenous Nationality and other Hard-core poor through Enterprise Development

Practical:

- 1. Visit nearby enterprise and analyse the status of GESI, Prepare report and present in class.
- 2. Visit nearby different organization led by activist (Dalit, IN, Women, etc), analyse the status of GESI, Prepare report and present in class based on the given outlines.

References:

1. आखिर यो जेण्डर के हो त ? प्रकाशक स्त्री शक्ति, www.striishakti.org.np
2. *Training manual on Gender and social; InclusionMicro Enterprise Development Programme (MEDEP) NEP/08/006*
3. बैयक्तिक विकास र समूहमा महिला पुरुष सम विकास, तालिम निर्देशिका - १, क्यानडा नेपाल महिला पुरुष समानताको लागि संस्थागत विकास परियोजना
4. लघु उद्यमीहरुको लागि लैगिंक समानता तालिम निर्देशिका, लघु उद्यम विकास कार्यक्रम (MEDEP/UNDP)
5. अन्तर्राष्ट्रिय शान्ति मामिला केन्द्र (ZIF) र अन्तर्राष्ट्रिय सहयोगको लागि जर्मन समाज (GIZ) तालिम पुस्तिका : शान्ति निर्माणका लागि लैगितमा मूल प्रवाहिकरण, तालिम निर्देशिका, २०६९
6. जेण्डर र दिगो विकासमा स्पष्ट अवधारणा तालिम निर्देशिका- स्त्री शक्ति, www.striishakti.org.np
7. लैङ्गिक उत्तरदायी बजेट तर्जुमा दिग्दर्शन २०६९, नेपाल सरकार अर्थमन्त्रालय
8. लैङ्गिकता, सामाजिक समावेसीकरण र संयुक्त राष्ट्र संघ सुरक्षा परिषद्को प्रस्ताव नं १३२५ र १८२० प्रशिक्षण पुस्तिका, महिला, कानुन विकास मञ्च (FWLD)
9. जेण्डर र सुशासन, प्रशिक्षक प्रशिक्षण निर्देशिका : प्रकाशक स्त्री शक्ति
10. लैङ्गिक संवेदनशीलता स्रोत सामाग्री संगालो : नेपालमा सामूदायिक सुरक्षा तालिम, पहुँच र पैरवी, SAFERWORLD जनवरी, २०१४
11. www.worecnepal.org.np
12. www.nwc.gov.np
13. www.striishakti.org.np
14. www.ndc.gov.np
15. www.nfdin.gov.np

Corporate Social Responsibility and Social Entrepreneurship

Year: II

Part: I

Semester: III

Total: 3 hrs/w

Theory: 3 hrs/w

Practical: 0 hrs/w

Course Description

This course familiarizes students with the corporate self-regulation integrated into a business model. CSR policy functions as a self-regulatory mechanism whereby a business monitors and ensures its active compliance with the spirit of the law, ethical standards and international norms. Upon completing this course, students will be able to embrace responsibility for corporate actions and to encourage a positive impact on the environment and stakeholders including consumers, employees, investors, communities, and others stakeholders. Students will also undertake an assignment on social entrepreneurship which is the process of pursuing innovative solutions to social problems. More specifically, students as social entrepreneurs adopt a mission to create and sustain social value. They draw upon appropriate thinking in both the business and non-profit worlds and operate in a variety of organizations: large and small; new and old; religious and secular; non-profit, for-profit, and hybrid.

The course is designed to provide basic and comprehensive knowledge of **Corporate Social Responsibility and Social Entrepreneurship**. It imparts knowledge on different departments along with their function and institutional activities

Course Objectives:

After completion of this programme, the students will be able:

- a. To define the Corporate Social Responsibility.
- b. To implement CSR as the obligation of corporate organisation.
- c. To develop strategies and programme on CSR relevant to Nepalese context.
- d. To follow the CSR policy set by the organization for quality assurance of the services offered to CSR target people.
- e. To become a successful development catalyst in CSR field.

Course Contents

Unit 1 Introduction of CSR

4 hrs

- 1.1. Historical background of CSR policy.
- 1.2. Definitions
- 1.3. Consumer perspectives and Approaches.
- 1.4. Cost-benefit analysis

Unit 2 Theories of CSR	4 hrs
2.1. Theories of globalization,	
2.2. Neoliberalism and late capitalism	
2.3. Concept of organization and institution	
Unit 3 Scope of CSR	4hrs
3.1. Scope and supply chain	
3.2. Implementation	
3.3. Engagement plan	
3.4. Accounting, auditing and reporting.	
Unit 4 Ethics of CSR	4 hrs
4.1. Ethics training	
4.2. Common actions	
4.3. Social license	
Unit 5 Potential Business Benefits of CSR	8 hrs
5.1. Potential business benefits	
5.2. Triple bottom line	
5.3. Human resources	
5.4. Risk management	
5.5. Brand differentiation	
5.6. Reduced scrutiny	
5.7. Supplier relations	
Unit 6 Criticism and Concerns of CSR	5 hrs
6.1. Criticisms and concerns	
6.2. Nature of business	
6.3. Motives	
6.4. Misdirection	
6.5. Controversial industries	
Unit 7 Impacts of CSR	6 hrs
7.1. Enterprise development through CSR	
7.2. Negative impact of corporate psychopath	
7.3. Stakeholder influence	
7.4. Ethical consumerism	
7.5. Socially responsible investing	
7.6. Creating shared value	
7.7. Public policies	
7.8. Crises and their consequences	
Unit 8 Social Entrepreneurship	10 hrs
8.1. Modern definition	
8.2. History	
8.3. Current practice	

- 8.4. Major organizations
- 8.5. Types of social entrepreneurship
- 8.6. Importance of social entrepreneurship
- 8.7. International presence
- 8.8. Role of technology. Public opinion and controversy

References:

1. *Bhattacharya, CB et al. (2011). Leveraging Corporate Social Responsibility: The Stakeholder Route to Business and Social Value. Cambridge: UK: Cambridge University Press*
2. *Wood, D. (1991). Corporate Social Performance. Revisited.16(4)*
3. *McWilliams, A. and Siegel, D. (2001). "Corporate social responsibility: A theory of the firm perspective". Academy of Management Review 26: 117–127*
4. *McWilliams, A. et al (March 2006). "Corporate Social Responsibility: International Perspectives" (PDF). Working Papers (0604). Troy, New York: Department of Economics, Rensselaer Polytechnic Institute.*
5. *Kytle, B. and Singh, P. (2005). "Corporate Social Responsibility as Risk Management: A Model for Multinationals" (PDF). Social Responsibility Initiative Working Paper No. 10. Cambridge, MA: John F. Kennedy School of Government, Harvard University. Retrieved 2008-03-07*
6. *Henderson, D. (2001). Misguided Virtue: False Notions of Corporate Social Responsibility. Institute of Economic Affairs. p. 171. ISBN 0-255-365101*
7. *Albareda, L. et al (2007). "Public Policies on Corporate Social Responsibility: The Role of Governments in Europe". Journal of Business Ethics 74 (4): 391*
8. *Armstrong, J. and Green, K. C. (2012). "Effects of corporate social responsibility and irresponsibility policies". Journal of Business Research. Retrieved 28 October 2014.*
9. *Abu-Saifan, S. (2012). Social Entrepreneurship: Definition and Boundaries. Technology Innovation Management Review. February 2012: 22-27.*
10. *David, B (). How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press (and others) ISBN 0-19-513805-8*
11. *Charles, L. (1996). The Rise of the Social Entrepreneur, Demos.*
12. *Mair, J et al (2006). Social Entrepreneurship, Palgrave Macmillan. ISBN 1-4039-9664-4*
13. *Peredo, A. M., & McLean, M. (2006). Social Entrepreneurship: A Critical Review of the Concept. Journal of World Business, 41(1): 56-65*
14. *The New Heroes (2005). What is Social Entrepreneurship? Oregon Public Broadcasting.*

Year: II

Part: II

Semester IV

1. Marketing
2. Business Counselling
3. Public Policy and Enterprise Development
4. Value Chain System
5. Training Techniques
6. Quality Management and Environment
7. Livelihood Analysis

Marketing

Year: II
Part: II
Semester: IV

Total: 6 hrs/w
Theory: 4 hrs/w
Practical: 2 hrs/w

Course Description

This course aims to impart the fundamental concept on marketing and enable students to deliver the concept to the micro entrepreneurs.

Course Objectives

After the completion of this course, the student will be able to:

- a. Introduce the students to the modern marketing concept
- b. Explain the Key elements of marketing
- c. Identify target markets
- d. Explain the components of market promotion
- e. Identify the issues of modern marketing

Course Contents

Unit 1 Introduction

5 hrs

- 1.1. Meaning, Evolution and importance of marketing
- 1.2. Various concept of Marketing
 - Production concept
 - Product concept
 - Selling concept
 - Modern marketing concept
 - Social marketing concept
- 1.3. Marketing Mix:- concept, Major and supportive components and importance

Unit 2 Component of Marketing

5 hrs

- 2.1. Concepts and Types
- 2.2. Feature of Nepalese market
- 2.3. Customers (concept and classification :- Individual customers and institutional buyers
- 2.4. Buying motives:- Buying process- Individual and institutional process
- 2.5. Factors effecting individual and institutional buying decision

Unit 3 Marketing functions

3 hrs

- 3.1. Merchandizing function i) Buying- Nature and elements, methods of buying ii) Selling- Nature and elements of selling
- 3.2. Physical distribution function

- Transportation:- Feature and function of transportation- Strength and weakness of land , water, air transportation
 - Factors effecting mode of transportations
- 3.3. Facilitating functions
- Grading and standardization, financing, risk bearing and market information

Unit 4 Marketing Environment 3 hrs

- 4.1. Meaning and feature of marketing environment
- 4.2. Components of marketing environments;- Internal and External environment
- Managing a marketing system:- Impacts of marketing environment on a Farm's marketing activities

Unit 5 Products 10 hrs.

- 5.1. Concept of Products
- 5.2. Types of customer and Industrial products
- 5.3. Branding;_ Meaning of brand and trademark, Importance of branding, Types of brands, Reason for not branding products and qualities of good branding
- 5.4. Packaging:- Meaning, function and importance of packaging, types of packaging, features of good packaging
- 5.5. Labelling: - Meaning, types and function of Labelling

Unit 6 Pricing 10 hrs

- 6.1. Meaning of pricing and types of pricing
- 6.2. Objective and Importance of pricing
- 6.3. Pricing allowance and discounts
- 6.4. Types of cost:- fixed cost variable cost
- 6.5. Factors affecting pricing:- Internal and external pricing

Unit 7 Distribution 10 hrs

- 7.1 Meaning and elements of distributions
- 7.2 Channel of distribution for consumers and industrial products
- 7.3 Channel of members: A brief introduction of agents, whole sellers and retailers
- 7.4 Roles of departmental store, super market, multi shops/chain stores and consumer's cooperative

Unit 8 Market networking and Market promotion 10 hrs

- 8.1. Meaning,importance and components of market networking
- 8.2. Types of market networking and process
- 8.3. Advantages of market networking
- 8.4. Meaning,importance and components of promotion
- 8.5. Meaning,importance and components of market promotion
- 8.6. Types of market promotion

- 8.7. Advertising:- Meaning, feature and importance and types of advertising
- 8.8. Personal selling:- Meaning and importance, types of sales person, qualities of good sales person,
- 8.9. Sales promotion:- Meaning and process of sales promotion Method of consumer promotion and trade promotion.
- 8.10. Publicity and public relation:-Meaning, feature and importance,

Unit 9 Issues of Modern Marketing

4 hrs.

- 9.1. Agriculture marketing:- Meaning and feature, Prospects and problem of agriculture marketing in Nepal
- 9.2. Industrial marketing:- Meaning and features, prospects and problem of Industrial marketing in Nepal
- 9.3. E-Commerce;- Concept and method of e-commerce, meaning and feature of internet marketing, use of internet
- 9.4. Net work marketing; Concept and importance
- 9.5. Marketing of micro enterprises in Nepal

Practical

1. Survey the market of different products in different levels
2. Facilitate to organize interaction programs
3. Facilitate to ensure sales of the products (goods and services)
4. Facilitate to design products
5. Facilitate to grade products
6. Facilitate to brand product
7. Facilitate to pricing the product
8. Facilitate to establish distribution channel
9. Facilitate to conduct B2B (business to business) linkage
10. Facilitate to package product
11. Facilitate to perform promotional activities
12. Facilitate to establish sales/market outlets
13. Facilitate to apply sub-contracting mechanism among micro, small, medium and large enterprise
14. Facilitate to organize exposure visits
15. Facilitate to organize and participate exhibition /trade fair
16. Facilitate to aware product and market policy of Nepal

References:-

1. Shekhar S.A Modern Marketing Himalaya Publishing house
2. Armstrong and Kotler Principal of Marketing
3. Shrestha Shyam Fundamental of Marketing (5th edition), Asmita Publication
4. Thapa Surendra Introduction to Marketing, Ratna Pustak Bhandar
5. Koirala K.D. Elements of Marketing Buddha Academy of Enterprises
6. K.C Bahadur Fatte, Introduction to Marketing,

Business Counselling

Year: II
Part: II
Semester: IV

Total: 6 hrs/w
Theory: 2 hrs/w
Practical: 4 hrs/w

Course Description

This course deals with Entrepreneurship development, business counselling its objectives, stages and importance, tools and technique of business counselling and role of the business counselling in entrepreneurship development and enterprise expansion.

Course Objectives

After the completion of this course, the student will be able to:

- a. Learn idea about the entrepreneurship development
- b. Define Business counselling
- c. Explain the stages of business counselling
- d. Identify the tools and technique of business counselling
- e. Explain the importance of business counselling in entrepreneurship development and enterprise expansion.

Course Contents

Unit 1: Business Counselling

13 hrs

- 1.1. Concept
- 1.2. Importance
- 1.3. Objectives of Business counselling
- 1.4. Types and methods of business counselling
- 1.5. Role of counsellor in different stages of counselling
 - Stage I - Consultancy
 - Stage II - Coaching
 - Stage III - Counselling
 - Stage IV - Termination
- 1.6. Selection of enterprise for counselling
- 1.7. Benefits of Business Counselling

Unit 2: Characteristics and Process of Business Counselling

12 hrs

- 2.1. Characteristics of business counselling
- 2.2. Major required skill for counselling
- 2.3. Process of counselling
 - Identification
 - Prepare for counselling
 - Conduct counselling
 - Follow up
- 2.4. Major areas of counselling
- 2.5. Issue and challenges of counselling

Unit 3: Results of Business Counselling

5 hrs

- 3.1. Concept of outputs
- 3.2. Concept of outcome
- 3.3. Concept of impact
- 3.4. Concept of result chain

Practical

Practical 1

30 hrs

Divide class in several groups containing maximum 5 students in a group and assign them (each group) to select one Micro Entrepreneurs Group (MEG) and "access the need of the micro entrepreneurs for business counselling to expand their enterprise" and submit the assessment report and make presentation by each group in class.

Practical 2

30 hrs

Assign same groups to provide business counselling to the MEG and prepare the outputs and expected result of business counselling. Each group presents their report and learning of business counselling in class.

References:

1. *MEDEP Operation Guideline, Micro Enterprise Development Program, 2010*
2. *Micro-Enterprise Development for Poverty Alleviation Implementation guideline, Ministry of Industry/ Nepal Government, 2070*
3. *Training Manual on counselling Services. MEDEP/UNDP/MOI, 2010*
4. *Training Manual on social Mobilization for enterprise development, Uttam Shrestha, MEDEP/UNDP/MOI, 2010*
5. *Scaling up of Micro Entrepreneurs: Handbook for Facilitators, MEDEP/UNDP/MOI, 2010*
6. *Resilience micro entrepreneurs: problem shooter handbook for facilitators, MEDEP/UNDP/MOI, 2010*
7. *The relevance of Guidance and Counselling Entrepreneurial Empowerment, Olatunji Abdulganiy, Sokoto Journal of the Social Sciences Vol. 2: No.2 December 2012*
8. https://en.wikipedia.org/wiki/Rights-based_approach_to_development

Public Policy and Enterprise Development

Year: II	Total: 4 hrs/w
Part: II	Theory: 4 hrs/w
Semester: IV	Practical: 0 hrs/w

Course Description

The course is designed to provide basic and comprehensive knowledge of public policy and its role for enterprise development. This course imparts knowledge on policies related to enterprise development along with its implication in the field of micro-enterprise development.

Course Objectives

After completion of this programme, the students will be able:

- a. To define Policy Advocacy
- b. To discuss the issues on enterprise development related Acts and Policies.
- c. To familiarize with Bank and Financial Institution Act 2005 and Industrial Policy
- d. To become a successful facilitator
- e. To describe the MED and Promotion modalities in Nepal.

Course Contents

Unit 1 Introduction to Policy Advocacy	6 hrs
1.1. Concept	
1.2. Policy Advocacy and types	
1.3. Models of Development focussing to Right base approach	
1.4. Tools and Strategy development of advocacy	
1.5. Planning steps to develop advocacy strategy	
1.6. Issue collection, prioritisation and Dialogue	
1.7. Developing capacity on policy advocacy	
1.8. Role of actors for policy advocacy (Pubic,PVT,MEAs)	
Unit 2 Public Private Partnership	5 hrs
2.1. Concept of public, private partnership	
2.2. Five Ps Model (pro-poor public private partnership)	
2.3. Business Ethics	
Unit 3 Micro Enterprise Policy 2007	8 hrs
3.1 Definition of Micro Enterprise	
3.2 Strategies	
3.3 Micro-enterprise areas covered	
Unit 4 Industrial Policy 2010	8 hrs
4.1 Categories of enterprises (Meaning and definition)	
4.2 Micro-Enterprise Development Strategies	
4.3 Sectors of Enterprises	

Unit 5 Bank and Financial Institution Act 2005	8 hrs
5.1 Category of Bank (definition)	
5.2 Deprived sector lending	
5.3 Types of financial services providers under D Class Bank	
5.4 Micro-finance services under D Class Bank	
5.5 Target people of D Class Banks	
Unit 6 Industrial Development Act 2049 (with amendment)	6 hrs
6.1 Category of enterprises (definition)	
6.2 Registration process	
6.3 Provision of exemption and benefits for enterprises	
6.4 Provision for enterprise promotion	
6.5 Cluster of enterprises	
Unit 7 Guidelines for Public Office to use Domestic Products	6 hrs
7.1 Commodities/ goods under different cluster to be purchased by public offices for domestic use	
7.2 Importance of BDSPs for enterprise development	
7.3 Purchasing Process of domestic products	
7.4 Conditions for direct purchasing	
7.5 Price, Quality, incentive, follow up mechanism	
7.6 Follow up committee and its functions	
Unit 8: Overview of Policies, Acts and Guidelines related to Enterprise Development	13 hrs
8.1 MEDPA Operational Guidelines 2070	
8.2 Poverty Alleviation Fund Establishment and operation Act	
8.3 Rural Self Reliance Fund Operational Guidelines 2069	
8.4 National Cooperative Policies 2069	
8.5 National Micro Finance Policy 2064	
8.6 Home stay operational Procedure 2067	
8.7 Agro Business Promotion Policy 2063	
8.8 Crop Insurance Policy 2070	
8.9 Non Timber Forest Product Policy 2064	
8.10 Guideline of CFUG	
8.11 Youth Agro Entrepreneurs Policy 2072	
8.12 Women Entrepreneurs Promotion Fund Operational Guidelines 2071	
8.13 Appropriate Technology Promotion Guidelines 2070	
8.14 Trade Policy 2009 and NTIS 2010	
8.15 Relevant other policies, Acts and Guidelines	
8.16 MEDPA Five Strategic Plan 2070/71- 2074/75	
8.17 जिल्ला उद्यम विकास रणनीतिक योजना तर्जुमा मार्गदर्शन कार्तिक, २०६९	
8.18 गाउँ उद्यम विकास योजना तर्जुमा कार्यविधि तथा कार्यान्वयन निर्देशिका, २०६६	

References:

1. *Micro Enterprise Policy 2007*
2. *Industrial Policy 2010*
3. *Bank and Financial Institution Act 2005*
4. *Industrial Development Act 2072 (औद्योगिक सम्बन्धित कानूनलाई संशोधन गर्न बनेको विधेयक २०७२)*
5. *Guidelines for Public Office to use domestic products 2071*
6. *MEDPA Operational Guidelines 2069*
7. *Poverty Alleviation Fund Establishment and operation Act*
8. *Rural Self Reliance Fund Operational Guidelines 2069*
9. *National Cooperative Policies 2069*
10. *National Micro Finance Policy 2064*
11. *Home-stay operational Procedure 2067*
12. *Agro Business Promotion Policy 2063*
13. *National Agriculture Policy 2061*
14. *Compilation of relevant sections of MED from different policies by MEDEP, 2015*
15. *Relevant other policies, Acts and Guidelines*

Value Chain System

Year: II	Total: 5 hrs/ w
Part: II	Theory: 3 hrs/ w
Semester: IV	Practical: 2 hrs/ w

Course Description

Value Chain in Rural development system has increasingly been popular in academic pursuits in conformity with changing dimensions of social and economic transformations of rural communities progressively to commercialization. This course of study is designed to familiarize students with basic concepts and insights of Value Chain in the working pattern of rural agro-economic systems to facilitate them to prominence in entrepreneurship in rural context

Course Objectives

On completion of the course the students will be enabled to

- a. Explain the Importance of value chain framework and value propositions
- b. Explain supply chain, competitive market and inclusive market
- c. Identify Fundamentals of agro-enterprise and rural integrated approach

Course Contents

Unit 1: Introduction	6 hrs
1.1 Concept and Definitions	
1.2 Goals, approaches and methodology	
1.3 Value Chain and inclusive Development	
1.4 Importance of Value Chain	
1.5 Best Practices and value chain system Development	
Unit 2: Value Chain Framework	8 hrs
2.1 Concept and meaning	
2.2 Levels of Value	
2.3 Components of Value Chain framework	
2.4 Value Chain framework in rural market system	
2.5 Specialization in rural products and Value Chain framework	
Unit 3: Value Proposition	5 hrs
3.1 Concept and meaning	
3.2 Product, Costumer and value proposition canvas	
3.3 Unique value proposition and boosters	
3.4 Value proposition and rural contexts	
3.5 How to make a wining value proposition	

Unit 4: Market **8 hrs**

- 4.1 Meaning, types and characteristics
- 4.2 Market System Analysis
- 4.3 Intervention Space: definition and design
- 4.4 Intervention under complex system
- 4.5 Creating Market favour and safe clientele

Unit 5: Supply Chain **8 hrs**

- 5.1 Concept and meaning
- 5.2 Supply Chain and Distribution Networks
- 5.3 Supply Chain Operations
- 5.4 SCOR Frameworks
- 5.5 Supply Chain in rural enterprises

Unit 6: Value Chain in Rural Agriculture Enterprise **5 hrs**

- 6.1 Agriculture as enterprise-specialization
- 6.2 Value Chain mapping for agro-product
- 6.3 Components of Value Chain and support services in Agriculture
- 6.4 Value Chain Analysis
- 6.5 Farmer centered Value Chain

Unit 7: Value Chain and Inclusive Market System **5 hrs**

- 7.1. Concept and meaning of inclusive market
- 7.2. Features of inclusive market system
- 7.3. Relations with other societal systems (health. Education, finance etc)
- 7.4. Soft Boundaries, households and communities
- 7.5. Self-organizing market system and Leveraging Economic Opportunities (LEO) approach
- 7.6. Concept of M4P (Market for poor)

Value Chain Practices (Practical Papers) **30 hrs**

The students shall have a field study and prepare a case study report of rural agro-enterprise. Based on this report they prepare two of the following practical works:

1. Specific value chain steps and linkages explained in visual aids
2. Value Chain framework and their rural linkages in visual aids
3. Value proposition modal canvases explained with short narratives
4. Supply Chain Modal with rural linkages explained in visual aids
5. Inclusive market designs and roles explained in visual aids

References:

1. Gurria, Angel (2012) The Emergence of Global Value-Chain, OECD, Paris
2. Ghemawat, Pankaj (2002) Competition and Business strategy in Historical Perspective, Harvard
3. Porter, Michael E (1985) Competitive advantage: Creating and Sustaining Super Performance, Simon and Schuster, New York
4. Cambridge (2013) Decision support Tools: Porter's Value Chain, Cambridge University: Institute for Manufacturing (IfM)
5. Pye-Smith, C (2010) Value Chain for Transforming Smallholder agriculture, Wageningen, Netherlands: CTA
6. Nagurney, Anna (2006) Supply Chain Network Economics, Cheltenham, U K: Edward Elgar
7. Blanchard, David (2010) Supply Chain Management Best Practices, 2nd Ed, John Wiley & Sons
8. Cindy Barnes; Helen Blake; David Pinder (2009). *Creating & delivering your value proposition*, Kogan Page Publishers, ISBN 978-0-7494-5512-5.
9. Kula, O., J. Downing & M. Field. (2006) *Globalization and the Small Firm: A Value Chain Approach to Economic Growth and Poverty Reduction* (USAID).

Training Techniques

Year: II	Total: 6 hrs/w
Part: II	Theory: 3 hrs/w
Semester: IV	Practical: 3 hrs/w

Course Description

The course is designed to provide basic and comprehensive knowledge of training techniques and its role for enterprise development. This course imparts knowledge on training techniques related to enterprise development.

Course Objectives

After completion of this programme, the students will be able:

- a. To define the Training techniques.
- b. To facilitate a training program
- c. To develop TNA tools.
- d. To Select Visual Aids in Training session delivery.
- e. To prepare Action plan and lesson plan
- f. To write training proposal.
- g. To prepare training report.

Course Contents

Unit 1: Introduction

... hrs

- 1.1. Concept of Training
- 1.2. Importance of Training for Entrepreneurship development
- 1.3. Scope and Process of Training, Training cycle

Unit 2: Training Need Assessment

- 2.1. Concept of TNA
- 2.2. Importance of TNA
- 2.3. Types of TNA

Unit 3: Theory of Learning

- 3.1. Concept of Theory of Learning
- 3.2. Conditions of Learning
- 3.3. Theory of Adult Learning
- 3.4. Individual Learning Styles
- 3.5. Theory of Teaching

Unit 4: Curriculum Development

- 4.1. Concept of Curriculum Development
- 4.2. Setting Training Objective
- 4.3. Process of Curriculum development

Unit 5: Training Promotion

- 5.1. Concept of training Promotion
- 5.2. Importance and Goal of Training Promotion
- 5.3. Types Training Promotion

Unit 6: Training Management

- 6.1. Concept of Training Management
- 6.2. Pre Training management
- 6.3. Training Management and
- 6.4. Post Training Management

Unit 7: Training Methodology

- 7.1. Lecture method
- 7.2. Discussion Method
- 7.3. Case Study
- 7.4. Role Play
- 7.5. Structured learning Exercise
- 7.6. Exercise

Unit 8: Use of Visual aids

- 8.1. Concept of Visual Aids
- 8.2. Importance of Visual Aids in training
- 8.3. Types of Visual Aids
- 8.4. Selecting Visual Aids in Training session delivery

Unit 9: Presentation Skill

- 9.1. Introduction to Presentation Skill
- 9.2. Delivering Effective Presentation
- 9.3. Planning Presentation

Unit 10: Lesson Plan Preparation

- 10.1. Concept of Session Plan
- 10.2. Preparing Lesson Plan (MIAC Model)

Unit 11: Training Evaluation

- 11.1. Concept of training Evaluation
- 11.2. Importance of Training Evaluation
- 11.3. Methods of Training Evaluation

Unit 12: Action Plan

- 12.1. Concept of Action plan
- 12.2. Importance of Action Plan
- 12.3. Action plan Preparation

Unit 13: Follow Up

- 13.1. Concept of Follow U
- 13.2. Importance of Follow Up
- 13.3. Types of Follow Up
- 13.4. Planning Follow Up

Unit 14: Proposal Writing

- 14.1. Concept of Proposal writing
- 14.2. Factors of Effective Proposal
- 14.3. Model of Effective Proposal

Unit 15: Report Writing

- 15.1. Concept of Report
- 15.2. Importance of Report Writing
- 15.3. Model of Report

Practical**Unit 1: Prepare Training Materials****15 hrs**

- 1.1. Flip chart
- 1.2. Wall chart
- 1.3. Meta card
- 1.4. Lesson plan
- 1.5. Session plan
- 1.6. Knowledge tree
- 1.7. Information board
- 1.8. Power point presentation

Unit 2: Practice Teaching**30 hrs**

- 2.1. Provide one topic to each student, allow them to prepare training materials and conduct practice teaching on provided topics.

Quality Management and Environment

Year: II	Total: 5 hrs/w
Part: II	Theory: 5 hrs/w
Semester: IV	Practical: 0 hrs/w

Course Description

This course deals the skills and knowledge related to quality control and environment issues and methods of quality control and environmental protection.

Course Objectives

After the completion of this course, the student will be able to

- a. Define quality management.
- b. Identify Nepal Standard Mark Act 2040
- c. Relate the industrialization and environment
- d. Identify the issues of environmental pollution and mitigation approach
- e. Identify disaster risk situation in Nepal.

Course Contents:

Unit 1 Total Quality Management (TQM)	6 hrs
1.1. Understanding Quality Management Systems	
1.2. Meaning of TQM	
1.3. Principal of TQM	
Unit 2 Introduction of Standard, Act and Guidelines related to Quality	8 hrs
2.1. Nepal Standard Mark Act 2040	
2.2. Joint Market monitoring guidelines 2069	
2.3. Food Act 2049 (third amendment)	
2.4. International Organization for Standardization (ISO)	
Unit 3 Environment and Industrial Development	6 hrs
3.1. Meaning and scope of environment	
3.2. Importance of Environment	
3.3. Elements of environment	
Unit 4 Conservation of Natural Resources	6 hrs
4.1 Concept and importance	
4.2 Methods of conservation of natural resources	
4.3 Types of natural resources	
Unit 5 Environmental Pollution	21 hrs
5.1 Introduction: Causes of environmental pollution, local, national, regional and global issues of environmental pollution.	
5.2 Air: Introduction to physical structure and function of the atmosphere, composition of natural atmosphere, source of air pollution, effects of air pollution on human	

health, animal health, plants, ecosystem, introduction to aerosol, green house effects, ozone layer depletion, phenomenon of acid rain and possible global environmental consequences

- 5.3 Water : Hydraulic cycle, source of water, drinking water quality standard, source of water pollution, qualitative indicators of water quality, common practice and methods of protect local water sources and to prevent from contamination
- 5.4 Soil pollution: Origin and nature of soil, soil profile, soil properties and classification, soil degradation, types of soil pollution, sources- heavy metals, inorganic pollutants, agrochemicals, in introduction to land pollution indicators and common practice of soil remediation.
- 5.5 Sound pollution: Nature of sound, difference between sound and noise, source of noise, noise criteria, common methods and practice for controlling noise.
- 5.6 Radiation: Basic introduction to radio activity and radioactive units, source of radioactive radiation, effects of radiation on environment and human health.
- 5.7 Causes of environmental pollution :- local, national, regional and global issues

Unit 6: Impact of Enterprise on Environment

5 hrs

- 6.1. Positive impact
- 6.2. Negative impact
- 6.3. Minimization of negative impact

Unit 7: Climate Change and Adaptation for Enterprise

8 hrs

- 7.1. Promotion of environmental and conservation awareness
- 7.2. Maintaining natural balance
- 7.3. Pollution control
- 7.4. Forestation
- 7.5. Soil conservation
- 7.6. Proper human settlement/planned urbanization/ industrialization
- 7.7. Environmental legislation

Unit 8 Disaster Risk Management in Micro Enterprises

15 hrs

- 8.1 Concept of disaster management
 - Terminology used in disaster management
 - Disaster management cycle
- 8.2 Disaster risk situation of Nepal
- 8.3 Natural disaster and its impact on micro enterprises and entrepreneurs in Nepal
- 8.4 Methods of disaster risk identification
 - Risk mapping
 - Identification and categorization of disaster
 - Disaster calendar
 - Historical trend analysis of disaster

- Venn diagram
 - Transit walk
- 8.5 Action plan for disaster management
- Community plan
 - Individual plan

References:

1. *<http://www.nbsm.gov.np/>*
2. *Environmental education, Ganesh Bahadur Bohara*
3. *Nepal Standard mark Act 2040*
4. *Joint Market Monitoring guidelines 2069*
5. *Food Act 2049 (third amendment)*
6. *Disaster Proof Your Business Training Module, prepared by CDRMP/MEDEP/UNDP 2014*

Livelihoods Analysis

Year: II	Total: 8 hrs/w Theory: 4 hrs/w Practical: 4 hrs/w
Part: II	
Semester: IV	

Course Description

The course is designed to provide knowledge on Livelihoods Analysis, Livelihoods framework, Livelihoods Assets, Community vulnerability Analysis, Livelihood Vulnerable Analysis, Develop community Level Development plan.

Course Objectives

After the completion of this course, the participants will be able to:

1. Familiarize with the concept and theory of livelihoods
2. Explain Livelihood Frameworks
3. Select the Community for Livelihoods Analysis
4. Analysis the Livelihood Assets.
5. AnalyzeCommunity Vulnerability.
6. Conduct SWOT analysis.
7. Develop Community Level Development Plan

Course Contents

Unit 1: Concept and Theory of Livelihoods	6 hrs
1.1. Concept, definition, importance and principle of Livelihoods	
1.2. Livelihoods objectives	
1.3. Livelihoods core concept	
Unit 2: Livelihoods Framework	6 hrs
2.1. Concept	
2.2. Policy Institution and Process	
2.3. Livelihoods Strategies	
2.4. Livelihoods Analysis Tools	
2.5. Importance of tools	
Unit 3: Selection of Community for Livelihoods Analysis	6 hrs
3.1. Concept	
3.2. Importance	
3.3. Process (criteria)	
Unit 4: Process of analysis of Livelihoods Assets	14 hrs
4.1. Analysis of Physical Assets	

- 4.2. Analysis of Natural Analysis
- 4.3. Analysis of Financial Assets
- 4.4. Analysis of Human Assets
- 4.5. Analysis Social Assets

Unit 5: Problem Analysis

6 hrs

- 5.1. Concept, Importance, Principles, Procedures, and Application
- 5.2. Major Community Level Problems
- 5.3. Effect of Problem
- 5.4. Methods of problem analysis
 - SWOT
 - Problem tree
 - Spider web

Unit 6: Community Vulnerability Analysis

7 hrs

- 6.1. Concept of Vulnerable Analysis
- 6.2. Types of Vulnerability
- 6.3. Risk and Response
- 6.4. Most Possible Events that Affect Community

Unit 7: Livelihoods Analysis Strategy Development

7 hrs

- 7.1. Concept of Livelihoods Analysis Strategy
- 7.2. Procedures, and Application of Livelihood Strategy Analysis

Unit 8: Develop Community Level Development Plan

7 hrs

- 8.1. Concept, Importance, Principles, Procedures, and Application
- 8.2. Objective and Scope
- 8.3. Time plan, Resource Generation Plan
- 8.4. Monitoring Plan

Practical

60 hrs

1. Select a community near by the training institution and make an agreement by the institution with the community for their support.
2. Visit the community by the trainees in a group and analyse the livelihoods of the community based on the following assets;
 - Physical assets
 - Natural assets
 - Financial assets
 - Human assets
 - Social assets
3. Analyse the community vulnerability and problems of the same community
4. Present the output of the analysis in spider web
5. Prepare livelihoods analysis report and submit to the trainer

6. Prepare community level development plan of the same community and submit the trainer

References:

1. *Training Manual on Livelihood Analysis- Micro Enterprise Development Program (MEDEP)*
2. *Sustainable Livelihoods Framework: IFAD*, <http://www.ifad.org/sla/framework/index.htm>
3. *The Sustainable Livelihoods Approach : IFAD*,
<http://www.ifad.org/sla/framework/index.htm>
4. *DFID Sustainable Livelihoods Guidance Sheets*.DFID, London,
U.K.www.livelihoods.org/info/info_guidancesheets.html#6
5. *AN IFAD SUSTAINABLE LIVELIHOODS FRAMEWORK*,
6. *By Julian Hamilton-Peach and Philip Townsley*, <http://www.ifad.org/sla/framework/sla.pdf>
7. *Improving the livelihoods of the poor and marginalized in Nepal through Leasehold Forestry: Final Technical Report, Local Initiatives for Biodiversity, Research and Development (LI-BIRD)*

Third Year

Semester V

1. Production Management
2. Proposal and Report Writing
3. Monitoring and Evaluation
4. Institutional Development
5. Communication and Networking
6. Planning and Resource Mobilization

Production Management

Year : III
Part : I
Semester : V

Total : 6 hrs/w
Theory : 4 hrs/w
Practical : 2 hrs/w

Course Description

This course imparts the knowledge on production management and enables the students to understand the production management of micro enterprise management.

Course Objectives

On completion of this course the students will be able to:

- a. Define production and management.
- b. Make an investment analysis for a business proposal.
- c. List out the factors affecting plant lay out and location.
- d. Discuss the factors involved in determining location of an enterprise
- e. Mention the stage involved in designing the product
- f. Identify the steps involved in product design of an enterprise.

Course Contents

Unit 1 Concept of Production and Operation Management

5 hrs.

- 1.1 Introduction and concept of production and operation management
- 1.2 Difference between manufacturing operation and service operation
- 1.3 Factors affecting plant location.
- 1.4 Similarities between manufacturing operation and Service operation
- 1.5 Function of operation and production management
- 1.6 Definition of operation and production management
- 1.7 Production and productivity

Unit 2 Investment Analysis

7 hrs

- 2.1. Concept and importance of investment analysis
- 2.2. Tools of Investment analysis:
 - Net worth analysis,
 - Returned on Capital employed,
 - Returned on total investment,
 - Payback period,
 - Average rate of return
 - Net profit
 - Breakeven point (BEP)

Unit 3 Plant Location

8 hrs

- 3.1. Concept and importance of plant location
- 3.2. Factors affecting plant location
- 3.3. Comparative advantage between urban and rural plant locations

3.4. Nepal Government policy on plant location

Unit 4 Plant Layout **8 hrs**

- 4.1 Concept of lay out
- 4.2 Principal of plant layout
- 4.3 Factors influencing plant layout
- 4.4 Types of layout

Unit 5 Product/Service Design **6 hrs**

- 5.1 Product life cycle
- 5.2 New product and design process
- 5.3 Manufacturing process technology/Types of conversion process

Unit 6 Production Planning **12 hrs**

- 6.1 Concept of production planning
- 6.2 Aggregate output planning process
- 6.3 Aggregate capacity planning
- 6.4 Master production schedule
- 6.5 Material requirement planning
- 6.6 Schedule and control process

Unit 7 Maintenance Management **6 hrs**

- 7.1. Concept of maintenance
- 7.2. Types of maintenance management
- 7.3. Choice of maintenance

Unit 8 Inventory Management **8 hrs**

- 8.1. Concept of inventory
- 8.2. Types of inventory
- 8.3. Inventory cost
- 8.4. Inventory system

Practical:

1. Prepare the ratio analysis of a particular enterprise :- net worth, return on capital employed, returned on investment, payback period, average rate of return, breakeven point, net profit
2. Facilitate to analyze enterprise how far that location is helpful for a particular enterprise
3. Preparation of a plant layout of a particular enterprises
4. Facilitate to analyze the life cycle of a given enterprise or product
5. Facilitate to prepare a layout of a given enterprise
6. Identify an enterprise which has made and not made for the provision for maintenance

References:

1. *Entrepreneurial Development, S.S. Khan*
2. *Financial Management, I.M Pandey*
3. *Production and Operation Management, Azaya Bahadur Sthapit, Rashindra P Yadav, Govinda Tamanag, Sushil Dhital and Prakash Adhikari*
4. *Shrestha Narasingh Kul, Prof Marketing Nabin Publication*

Proposal and Report Writing

Year: III
Part: I
Semester: V

Total: 6 hrs/w
Theory: 2 hrs/w
Practical: 4 hrs/w

Course Description

This course deals with concept of proposal, proposal writing for enterprise development; and event wise, monthly and quarterly report writing in development sector.

Course Objectives

After the completion of this course, the student will be able to:

- a. Define the proposal and its importance in development sector.
- b. List out the types of proposal used in enterprise development sector.
- c. Differentiate between TOR and proposal.
- d. Prepare event wise and periodic programme reports.

Unit 1: Overview of Proposal

10 hrs

- 1.1. Concept, objectives and importance of proposal
- 1.2. Concept, objectives and importance of proposal in enterprise development sector
- 1.3. Types of proposals
 - Training proposal
 - Event proposal
 - Programme proposal
 - Proposal for programme/project bidding

Unit 2: Developing Proposal

5 hrs

- 2.1. Concept and importance of developing proposal
- 2.2. Steps of developing proposal
- 2.3. Elements of a good proposal
- 2.4. Useful tips to develop proposal
- 2.5. Nexus between terms of references (ToR) and proposal

Unit 3: Overview of Report

10 hrs

- 3.1. Concept of report
- 3.2. The Reporting Cycle
- 3.3. Types of reports
 - Inception report
 - Training completion report
 - Events completion report
 - Field visit reports
 - Occasional report
 - Programme completion report
 - Progress report.

Unit 4: Developing Reports**5 hrs**

- 4.1 Concept and importance of report writing in enterprise development
- 4.2 Steps of report writing
- 4.3 Elements of a good report
- 4.4 Useful tips to develop reports

Practical**Practical 1****20 hrs**

Assign students to develop at least two types of proposals.

Practical 2**20 hrs**

Assign each student to visit a nearby village and interact with potential entrepreneurs to develop any five types of proposal from the curriculum and encourage them to share in class.

Practical 3**20 hrs**

Give assignment to each student to write report or progress report as per the proposals developed and make summary to present in class.

References:

1. *The Essential Guide for Writing an Earmark Grant Proposal, US department of Labour, 2008*
2. *Operation Guideline for Direct Support Program (Crisis Prevention and Recovery), MEDEP/UNDP/MOI, 2005*
3. *Training Manual on Documentation, MEDEP/UNDP/MOI, 2010 (Chapter 5 onward report writing)*
4. *A Guide for Proposal Writing, Directorate for education and human resources, Division of Undergraduate Education,*
5. *Guide for writing a funding proposal (<http://learnerassociates.net/proposal/>)*
6. *<http://www.wikihow.com/Write-a-Proposal>*
7. *http://www.readingwritinghotline.edu.au/wp-content/uploads/writing_reports.pdf - Support materials and exercise for Report Writing*

Monitoring and Evaluation

Year: III

Part: I

Semester: V

Total: 10 hrs/w

Theory: 4 hrs/w

Practical: 6 hrs/w

Course Description

The Monitoring & Evaluation (M&E) course is designed to provide basic and comprehensive knowledge of Monitoring & Evaluation. It imparts knowledge on different segments along with its functions and implication in the developed plan and programme.

Course Objectives

After completion of this programme, the students will be able:

- a. To define Monitoring & Evaluation.
- b. To assess the tools and process of monitoring & evaluation.
- c. To list out the indicators of programme activities.
- d. To prepare monitoring plan.
- e. To collect required data using the tools.
- f. Analyze the collected information.
- g. Develop and present the GESIMIS report.

Course Contents

Unit 1 Introduction of Monitoring & Evaluation

4 hrs

- 1.1 Development
- 1.2 Monitoring
- 1.3 Evaluation
- 1.4 Monitoring & Evaluation
- 1.5 Objectives of M&E
- 1.6 Process
- 1.7 Types of M&E
- 1.8 Difference between traditional M&E and participatory M&E
- 1.9 M&E tools and process
- 1.10 Practices M&E tools and process in Nepal by GoN

Unit 2 Development of Logical Framework for Programme Activities

4 hrs

- 2.1. Concept of Project Cycle and Log Framework
- 2.2. Objectives of Programme Activities
- 2.3. Indicators

Unit 3 Preparation of Monitoring Plan

5 hrs

- 3.1. Monitoring and Planning
- 3.2. Focus to monitor (what)
- 3.3. Time to monitor (when)
- 3.4. Quality of monitoring

3.5.	Result base monitoring	
3.6.	Matrix of Plan	
Unit 4	Data Collection	7 hrs
4.1	Concept of data, information and knowledge	
4.2	Importance of Data Collection	
4.3	Sources of Data	
4.4	Methods of data/information collection	
4.5	Checklists and Questionnaires	
Unit 5	Data Analyse	7 hrs
5.4	Data processing	
5.5	Data Tabulation	
5.6	Diagrammatical and Graphical Presentation	
5.7	Different statistical tools	
Unit 6:	Feedbacks	7 hrs
6.1.	Concept of Feedbacks	
6.2.	Importance of Feedbacks	
6.3.	Process of Feedbacks	
6.4.	Prudential standards of effective feedbacks	
Unit 7:	Performance Evaluation	7 hrs
7.1.	Introduction of Participatory performance appraisal	
7.2.	Importance of performance appraisal	
7.3.	Need of performance appraisal	
7.4.	Advantages of performance evaluation	
7.5.	Who does the performance evaluation	
7.6.	What and where to monitor	
7.7.	Results of monitoring and evaluation and its dissemination	
Unit 8	Results Measurement Framework (Aggregate Measurement Matrix)	7 hrs
8.1	Results levels	
8.2	Main indicators	
8.3	Main area	
8.4	Numbers of Indicators	
8.5	Responsibility	
8.6	Timing	
8.7	Baseline	
8.8	Target	
8.9	Level of monitoring	
8.10	Definition of Indicators	
Unit 9:	Risk and Issue Log	4 hrs
9.1	What is Risk Log Matrix	
9.2	Risk identification	
9.3	Risk analysis	

- 9.4 Risk mitigation
- 9.5 What is Issue Log Matrix
- 9.6 Type of Issue
- 9.7 Date of Issue identified
- 9.8 Description and Comments for Issues
- 9.9 Resolution measures recommended
- 9.10 Status of the issue
- 9.11 Status change date

Unit 10: Gender and Social Inclusion Management Information System (GESIMIS)

8 hrs

- 10.1. Concept of GESIMIS
- 10.2. Introduction of GESIMIS with software demo
- 10.3. Importance of GESIMIS
- 10.4. Process of Forms filling
- 10.5. Report generation

Practical

90hrs

Unit 1: Field Visit

30 hrs

- 1.1. Identify the programme location to visit
- 1.2. Visit the programme location
- 1.3. Collect required information from entrepreneurs by using the given 8 annex form

Unit 2: Data Analysis and Report Development

60 hrs

- 2.1. Process data in the computer software
- 2.2. Compile data
- 2.3. Generate report
- 2.4. Present and submit the report

References:

1. *UNDP, Evaluation Office, Handbook on monitoring and evaluating for results*
2. *Singha Raj Upreti, Fundamentals of Monitoring and Evaluation, June 2007*
3. *Bhanu Chandra Bajracharya, A Text Book of Business Statistics, 2060 B.S.*
4. *Poverty Alleviation Fund, Programme Operation Guidelines, www.pafnepal.org.np*
5. *Dipak Raj Chapa, Participatory Self Evaluation Handbook for Micro-Enterprise Development, Empowerment Centre, Baluwatar*

Institutional Development

Year: III

Part: I

Semester: V

Total: 5 hrs/w

Theory: 3 hrs/w

Practical: 2 hrs/w

Course Description

The course is designed to provide basic and comprehensive knowledge of Institutional Development. It imparts knowledge on different departments along with their function and institutional activities

Course Objectives

After completion of this programme, the students will be able:

1. To differentiate between organization and institution development.
2. Identify the roles & responsibilities of MEGA, DMEGA, and NMEFEN.
3. Form and manage the different groups.
4. Explain leadership qualities.
5. Perform the registration process of Cooperative, NGO, and Company.
6. Explain the role of Human Resource Development for Micro enterprise development in Nepal.
7. Formulate MED friendly Vision, Mission Goals and objectives.
8. Conduct SWOT for Micro Enterprise Development.

Course Contents

Unit 1 Introduction of Institutional Development

4 hrs

9. Concept of Institutional Development
10. Difference between organization and institution development
11. Institutional system of GoN for MEDPA implementation
12. Concept of Micro-Entrepreneurs Group Association (MEGA), District Micro-entrepreneurs Group Association (DMEGA), National Micro-Entrepreneurs Federation Nepal (NMEFEN)
13. Process of MEGA, DMEGA, NMEFEN formation
14. Roles & Responsibilities of MEGA, DMEGA, NMEFEN
15. Micro Enterprise Development Friendly Organization and Sustainability of organization.

Unit 2 Types of Institutions

5 hrs

- 2.1 Formal and Informal Groups
- 2.2 Practices of group/ organization (Federation of Community Forest Users Group Nepal - FECOFUN, Community Organizations, District Micro-Entrepreneurs Group at different levels, CFUG and others) in development field
- 2.3 Group management
- 2.4 Group Cohesion and liability
- 2.5 Types of group vs target beneficiaries

- Unit 3 Leadership in Organization** **5 hrs**
- 3.1 Concept, Meaning and definition
 - 3.2 Importance of leadership in organization (for its success and failure)
 - 3.3 Leadership styles or Types of Leadership (autocratic, democratic, paternalistic, laissez faire, charismatic, transformational)
 - 3.4 MED friendly Leadership
 - 3.5 Process of great leadership (challenge the process, inspired a shared vision, enable others to act, model the way, encourage the heart)
- Unit 4 Legitimacy of organization** **5 hrs**
- 4.1 Need of the legitimacy
 - 4.2 Process of the legitimacy
 - 4.3 Registration Process of Cooperative, NGO, Company (Private and public), Bank
 - 4.4 Features of the organization by nature of services (cooperative, NGO, company, bank)
 - 4.5 Sustainability of the organization
- Unit 5 Human Resource in Organization** **5 hrs**
- 5.1 General Assembly, Executive Board
 - 5.2 Personnel by nature and size of the organization
 - 5.3 Quality of human resource (Staff (KSA – knowledge, skills, attitude)
 - 5.4 Work relationship
 - 5.5 Role of staff in the organization
 - 5.6 Factors leading to the growth of organization (motivation, incentive, security, satisfaction, innovation)
 - 5.7 Role of Human Resource Development for Micro enterprise Development in Nepal
- Unit 6 Business Development Service Providers** **5 hrs**
- 6.1 Introduction of BDSPO
 - 6.2 Importance of BDSPs for enterprise development
 - 6.3 Service delivery process
 - 6.4 Intermediary roles
 - 6.5 Specialization
- Unit 7 Vision, Mission, Goals and Policies of an Organization** **6 hrs**
- 7.1. Concept, vision, Mission, Goals and Objectives of OD
 - 7.2. Formulation of MED friendly Vision, Mission Goal and Objectives
 - 7.3. Constitution
 - 7.4. Personnel management
 - 7.5. Operational management
 - 7.6. Financial management
- Unit 8 Organization Components** **10 hrs**
- 8.1 SWOT
 - 8.2 Organization strategy
 - 8.3 Organization structure
 - 8.4 Organization policy/guidelines

- 8.5 Organization system/ process
- 8.6 Resources (materials, money, infrastructure, technology)
- 8.7 Staff (KSA – knowledge, skills, attitude)
- 8.8 Leadership
- 8.9 Management and Governance
- 8.10 Culture and values
- 8.11 Motivation and incentives
- 8.12 Work relationship
- 8.13 Free space in organization (individual can make difference in organization development)
- 8.14 Database Management and Learning Management
- 8.15 Integration in Gender and Social Inclusion in Organizational Development.
- 8.16 Strength, Weakness, opportunity and Threats (SWOT) Analysis
- 8.17 SWOT for Micro Enterprise Development

Practical **30 hrs**

Unit 1: Field Visit **15 hrs**

- 1.1. Identify organization to visit (DMEGA, Cooperative, BDSPO)
- 1.2. Analyse the process from formation to registration of the organization
- 1.3. Observe human resource structure, working areas, implementation and overall financial status in organization

Unit 2: Report Preparation and Presentation **15 hrs**

- 2.1. Prepare Report
- 2.2. Present report in the class
- 2.3. Submit report to the teacher

References:

1. Bruce. Britton, *Creating the motive, means and opportunity*
2. Madan.Lal.Pradhan, *Organization Management Course*
3. George. Claude. S, Jr. Cole Kris. (1992) *Supervision in Action, The Art of Managing, Third Edition, Prentice Hall of Australia Pty Ltd*
4. *Cooperative Act 2048*
5. *NGO Registration Act 2034*
6. *Bank and Financial Institution Act 2005*

Communication and Networking

Year: III

Part: I

Semester: V

Total: 3 hrs/w

Theory: 2 hrs/w

Practical: 1 hrs/w

Course Description:

Communication covers the broad spectrum of communication activities ranging from intrapersonal to mass engagements. The course is designed to provide basic knowledge about communication and channels/tools for networking.

Course Objectives:

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

- a. Define communication
- b. Elaborate the elements of communication
- c. Identify the types and levels of communication
- d. Explain the importance of various communication channels
- e. Craft messages using various tools of communication
- f. Choose the best channel for the intended target audience
- g. Start own enterprise/ social media channels

Course Contents

Unit 1. Introduction to Communication

4 hrs

- 1.1. Origin, meaning and definition
- 1.2. Functions of communication
- 1.3. Elements of Communication: Sender, receiver, message, Channel
- 1.4. Process of Communication: Encoding and decoding
- 1.5. Communication barriers: Physical, psychological, semantic and environmental
- 1.6. Computer mediated communication

Unit 2. Types of Communication

4 hrs

- 2.1. Verbal: Oral and written
- 2.2. Non-verbal:
 - Kinesics or Body language,
 - Proxemics or space
 - Paralanguage or vocal characteristics
 - Time language
 - Physical Context

Unit 3. Levels of Communication

4 hrs

- 3.1. Intra-personal Communication
- 3.2. Inter-personal Communication
- 3.3. Group Communication
- 3.4. Organizational Communication
- 3.5. Mass communication

Unit 4. Channels of Communication	4 hrs
4.1. Books, newspapers and magazines,	
4.2. Radio	
4.3. Television	
4.4. Online	
Unit 5: Tools of Communication	4 hrs
5.1. Text	
5.2. Audio	
5.3. Photographs	
5.4. Visuals	
Unit 6: Basics of New Media	6 hrs
6.1. Concept, meaning and definition of New Media, Evolution of the internet, World Wide Web (Web1.0), Web 2.0 and social media	
6.2. Introduction to Blogging, evolution of blogging, blogging in Nepal, Major Blogging Platforms	
6.3. Concept and meaning of social media, evolution and other recent trends, introduction and major social media platforms (facebook, twitter, Wikipedia, LinkedIn)	
Unit 7: Networking	4 hrs
7.1. Concept	
7.2. Importance	
7.3. Types of networking (Vertical & horizontal)	
7.4. Process of developing networking	
7.5. Process of alliance formation	
Practical	15 hrs
• Letter writing (Business letter, Official letter)	
• Success story writing	
• Memo writing	
References:	
1. Corbett, Bill (2003) <i>A simple guide to digital photography</i> . Amphoto Books	
2. Kharel, P. (ed.). (2002). <i>Sight, Sound and Pulse</i> . Kathmandu: Nepal Press Institute.	
3. Mainali, Raghu (2009). <i>Radio Paddhati</i> . Kathmandu: NEFEJ.	
4. Onta, Pratyoush, Parajuli, Shekhar, Humagain, Devraj, Bhatta, Komal and Adhikary, Krishna (eds) (2005). <i>Radio Patrakarita: Efemma samachar ra sambad</i> . Kathmandu: Martin Chautari.	
5. Rai, Sharad (2004). <i>Photography Digdarshan</i> . Kathmandu: Photo Concern Pvt. Ltd.	
6. Upreti, Tanka (2069). <i>Nepalma Television</i> . Kathmandu: Bhrikuti Academic Publications.	
7. Wasti, Sharachchandra (2063 BS) <i>Hamro Bhasha</i> . Kathmandu: Ekta Publications.	

Planning and Resource Mobilization

Year: III	Total: 9 hrs/w
Part: I	Theory: 5 hrs/w
Semester: V	Practical: 4 hrs/w

Course Description

The course is designed to provide basic and comprehensive knowledge of Planning and Resource Mobilization as per different scenarios and context of Nepal and its relationships with poverty alleviation. It imparts knowledge on concepts and process of Planning and Resource Mobilization in different perspectives.

Course Objectives

After completion of this programme, the students will be able:

- a. To define planning and resource mobilization.
- b. To incorporate MED activities through the bottom up planning process
- c. Enlist the steps of planning.
- d. Conduct Stakeholder Analysis
- e. Prepare integrated Resource Mobilization Plan

Course Content

Unit 1: Introduction to Planning	5 hrs
1.1 Concept and Definition Planning	
1.2 Objectives, importance and Types of Planning.	
1.3 Methods of Planning (Bottom up, top down, need based)	
Unit 2: Planning Steps and Formulation of Plan	10 hrs
2.1 Steps of Planning	
2.2 Formulation of Plan	
2.3 Implementation of Planning	
2.4 Government planning process in Nepal	
Unit 3: Result Based Planning based on Nepalese Context	30 hrs
3.1 Concept and Definition of Result based Participatory Planning	
3.2 Frame work of Result based planning	
3.3 Basis of Participatory Planning	
• Access to decision making	
• Access to information	
• Access to Justice	
3.4 Area of participatory planning and Positive Approach to Planning	
3.5 Policy and institutional provision for planning in Nepal	
3.6 Provision in Local Governance Act and Regulation and MEDPA Operation Guideline	

- 3.7 Concept of Periodic District Development Plan(PDDP), District Strategic Periodic Plan(DEDSP) and Village Enterprise Development Plan(VEDP)
- 3.8 Process to prepare PDDP, DEDSP and VEDP
- 3.9 Relationship between Periodic District Development Plan, District Strategic Periodic Plan and Village Enterprise Development Plan
- 3.10 Decentralized Bottom up planning process (14 steps planning process)
- 3.11 Process to incorporate MED activities through bottom up planning process

Unit 4: Planning, Coordination and Collaboration **5 hrs**

- 4.1 Concept of coordination and collaboration
- 4.1 Identification of areas of joint collaboration
- 4.2 Process of planning with coordination and collaboration

Unit 5: Resource Mobilization: **10 hrs**

- 5.1. Concept of Resource Mobilization
- 5.2. Need and Importance of Resource Mobilization
- 5.3. Types of Resources
 - Human Resources
 - Financial Resources
 - Physical Resources
 - Natural Resources
- 5.4. Methods of Resource Mobilization
- 5.5. Mobilization of Human Resources
 - Objective of Human Resource Mobilization
 - Planning of Human Resource Management
 - Process of mobilizing human resources
- 5.6. Mobilization of Financial Resources
 - Objective of Financial Resource Mobilization
 - Planning of Financial Resource Management
 - Process of Financial Resource Mobilization
- 5.7. Mobilization of Physical Resources
 - Objective of Financial Resource Mobilization
 - Planning of Physical Resource Management
 - Process of Financial Resource Mobilization
- 5.8. Mobilization of Natural Resources
 - Objective of Financial Resource Mobilization
 - Planning of Natural Resource Management
 - Process of Financial Resource Mobilization
- 5.9. Component of Resource Mobilization
 - Resource Providers

- Resources
 - Mechanism
- 5.10. Factors affecting Resource Mobilization
- 5.11. Process to prepare a Integrated Resource Mobilization Action Plan

Practical

Unit 1: **30 hrs**

Divide class in several groups containing at least five students in a group and assign them (each group) to do "**Participatory Bottom up Planning Process (14 Steps Planning)**" and submit the event report.

Unit 2: **15 hrs**

Divide class in several groups containing at least five students in a group and assign them (each group) to do "**conduct Stakeholder Analysis**" and submit PRA completion report.

Unit 3: **15 hrs**

Divide class in several groups containing at least five students in a group and assign them (each group) to do "**prepare integrated Resource Mobilization Plan**" and suggest them to submit final report.

References:

1. *Principles of Management: Sher Jung Khadka*
2. *Introduction to Organizational Behaviour, Fatta Bahadur KC*
3. *Development Theories and Planning in Rural Perspective, Nil Kumar Sharma*
4. *Poverty and Community Development, Krishna Bahadur Kunwar*
5. *Local Self Governance Act and Regulation (GoN)*
6. *DEDSP Guideline and VEDP Guidelines approved by GoN*
7. *Review of the Plan, National Planning Commission (NPC), Government of Nepal (GoN).*
8. *Micro-Enterprise Development for Poverty Alleviation (MEDPA) Strategic Plan 2013/14 – 2017/18. Ministry of Industry (MoI), GoN*
9. *MEDPA Operational Guidelines 2013, MoI, GoN.*

Semester VI

1. Internship (any one or all of the following)
 - Agro Based Enterprise
 - Forest Based Enterprise
 - Tourism Based Enterprise
 - Construction based enterprise
 - Information and technology based enterprise
 - Artisan Based Enterprise
 - Service Based Enterprise

Internship

21 weeks @ 40 hours per week = 840 hrs

Description

After completing the final exam of fifth semester, students will be placed in BDSPO/DMEGA and other appropriate organization for internship for 5 months (21 weeks). Students will work in any on or all types of enterprise such as agro based, forest based, tourism based, artisanbased and service based enterprises during the internship. Related training institution will select the institutes/organization for internship and make agreement with them. Related training institute will assign the students in different organization for 21 weeks.

During the internship period student should perform the following tasks;

- Provide orientation in new programme location/VDC
- Conduct livelihoods analysis, resource analysis for enterprise development
- Perform social mobilization activities such as, PRA/RRA, Household survey, group formation, group mobilization, saving & saving mobilization
- Prepare training/event proposal
- Conduct entrepreneurship development (SIYB) training
- Prepare business plans of single product, multi product, sales outlet and CFC
- Manage/facilitate technical skills training
- Prepare training/event completion report
- Facilitate to link for access to financial services
- Facilitate to link for appropriate technology
- Prepare monthly M&E report/activity log
- Provide counselling services
- Facilitate for CFC construction and operation
- Conduct public audit
- Facilitate for market linkage and market development
- Facilitate for market outlet establishment and operation
- Facilitate for enterprise registration
- Facilitate for MEs institution establishment and registration
- Facilitate VDC and other stakeholders to mainstream of MED activities through bottom up planning.

Internship Evaluation Scheme

The evaluation of the internship will be done by three parties i.e., employers, training providers and CTEVT. Total 500 marks are allocated for internship and evaluation will be done as follows;

S.N.	Agencies	Allocated Marks	Remarks
1	Employers	300	
2	Training Institution	100	
3	Evaluator assigned by CTEVT	100	
	Total	500	

Details of internship placement and evaluation scheme will be prepared and provided to the employers by the concern training institute.