

CURRICULUM

Technical School Leaving Certificate

Social Mobilization

(18 months program)



Council for Technical Education and Vocational Training

Curriculum Development Division

Sanothimi, Bhaktapur

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Abbreviations:

AI:	Appreciative Inquiry
APA:	Appreciative Planning Action
BEP:	Break Even Point
CBOs:	Community Based Organizations
CFLG:	Child Friendly Local Governance
CTEVT:	Council for Technical Education and Vocational Training
DDC:	District Development Committee
GAD:	Gender And Development
GBA:	Gender Based Auditing
GESI:	Gender and Social Inclusion
GRB:	Gender Responsive Budget
HRD:	Human Resource Development
LGCDP:	Local Governance and community Development Programme
MSMEs:	Micro, Small and Medium Enterprises
NFE:	Nom-Formal Education
NRM:	Natural Resource Management
OJT:	On-the-job-training
PEST:	Political, Economical, Social and Technology
PRA:	Participatory Rural Appraisal
RBA:	Right Bassed Approach
ROI:	Return on Investment
RRA:	Rapid Rural Appraisal
SDG:	Sustainable Development Goals
SWOT:	Strength, Weakness, Oppourtunities and Threats
TNA:	Training Need Assessment
TSLC:	Tehnickal School Leaving Certificate
VAW:	Violence Against Women
VDC:	Village Development Committee
WAD:	Women And Development
WID:	Women In Development

Introduction:

Nepal Government, Ministry of Education implemented the Letter grading system in SLC. The door of TSLC program is open for those who have appeared 10th grade exam and achieved any GPA and any grade in any subject. Focusing on such students the curriculum of TSLC of 29 months and 15 months has been converted into 18 months.

This curriculum is designed to produce competent workforce in the field of social mobilization. The graduates will be equipped with required knowledge, skills and attitude necessary for social mobilization to meet the demand of community development. This course is based on practical exposure in different areas as required. In every subject, topical explanations will be followed by demonstrations by instructors and in all tasks, trainees will be asked to practice by themselves through do-it-yourself/hands-on skills so that they can internalize what they learn in the classroom.

Title:

The title of the programme is TSLC in Social Mobilization

Aim:

The aim of this programme is to produce competent workforce equipped with basic skills, knowledge and attitude in the field of social Mobilization and they will be able to work efficiently and effectively in all the sector of community development.

Objectives:

After the completion of the training program the graduates will be able to:

- Involve in different community development activities.
- Empower the people with the tools of different community development practices.
- Apply various tools, techniques, methods and process of social mobilization.
- Familiarize with concept of local governance and its practice in Nepal.
- Familiarize with concept and practices of project cycle management
- Apply coordinating skills in various development activities in cooperation with different stakeholders.
- Demonstrate communication skills to ensure efficient and effective delivery of the message of development.
- Generate awareness to people in different issues related to community
- Facilitate the community to recognize and prepare of local resources for the community development.

Program Description:

This course is designed for the people, who are interested to work in the society as a community development worker. Since social mobilization is a key for Community development. This course covers all the essential knowledge and skills required for social mobilization. There are nine subjects followed by relevant units and sub units in this course. Some of them are; Social mobilization, project management, community development, community empowerment, training & facilitation and local economic development. There are also some subjects for communication skills and entrepreneurship development,

Course Duration

This course will be completed within 18 months (40 hrs/week X 39 weeks a year = 1560 hrs.) class plus 6 months (40 hrs/week X 24 weeks= 960 hrs. on the job training (OJT).

Entry criteria:

Individuals with following criteria will be eligible for this program:

- SLC with any grade and any GPA (Since 2072 SLC).
- SLC appeared (Before 2072 SLC)
- Pass entrance examination administered by CTEVT

Group size:

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

Medium of Instruction:

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

Pattern of Attendance:

The students should have minimum 90% attendance in theory classes and practical/performance to be eligible for internal assessments and final examinations.

Instructors' Qualification:

- Instructors should have bachelor degree in related field.
- Good communicative/instructional skills

Teacher and Student Ratio:

- Overall at institutional level: 1:10
- Theory: 1:40
- Practical: 1:10
- Minimum 75% of the teachers must be fulltime

Instructional Media and Materials:

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

- Printed media materials (assignment sheets, handouts, information sheets, procedure sheets, performance check lists, textbooks, newspaper etc.).
- Non-projected media materials (display, photographs, flip chart, writing board etc.).
- Projected media materials (multimedia/overhead transparencies, slides etc.).
- Audio-visual materials (films, videodiscs, videotapes etc.).
- Computer-based instructional materials (computer-based training, interactive video etc.)

Teaching Learning Methodologies:

The methods of teaching for this curricular program will be a combination of several approaches such as;

- Theory: lecture, discussion, assignment, group work, question-answer.
- Practical: demonstration, observation, guided practice and self-practice.

Evaluation Details:

- The marks distribution for theory and practical tests will be as per the marks given in the course structure of this curriculum for each subject. Ratio of internal and final evaluation is as follows:

S.N.	Particulars	Internal Assessment	Final Exam	Pass %
1.	Theory	50%	50%	40%
2.	Practical	50%	50%	60%

- There will be three internal assessments and one final examination in each subject. Moreover, the mode of assessment and examination includes both theory and practical or as per the nature of instruction as mentioned in the course structure.
- Every student must pass in each internal assessment to appear the final exam.
- Continuous evaluation of the students' performance is to be done by the related instructor/ trainer to ensure the proficiency over each competency under each area of a subject specified in the curriculum.
- The on-the-job training is evaluated in 500 full marks. The evaluation of the performance of the student is to be carried out by the three agencies; the concerned institute, OJT provider industry/organization and the CTEVT Office of the Controller of Examinations. The student has to score minimum 60% for successful completion of the OJT.

Grading System:

The grading system will be as follows:

Grading

Distinction

First division

Second division

Third division

Overall marks

80% or above

75% to below 80%

65% to below 75%

Pass aggregate to below 65%

Certificate Awarded:

The council for technical education and vocational training will award certificate in “**Technical School Leaving Certificate in Social Mobilization**” to those graduates who successfully complete the requirements as prescribed by the curriculum.

Job Opportunity:

The graduate will be eligible for the position equivalent to Non-gazetted 2nd class/level 4 (technical) as Social Mobilizer in government, semi government organization, I/NGO, private sector or as prescribed by the Public Service Commission of Nepal.

Course Structure of TSLC in Social Mobilization

S. N.	Subjects	Nature	Hours / Week	Hours Allocation			Full Marks		
				Th.	Pr.	Total	Th.	Pr.	Total
1.	Applied Nepali	T	2	78	0	78	0	50	50
2.	Applied English	T	3	117	0	117	80	0	80
3.	Social Mobilization	T+P	8	78	234	312	50	150	200
4.	Community Development	T+P	4	78	78	156	50	50	100
5.	Community Empowerment	T+P	4	39	117	156	20	80	100
6.	Training & Facilitation	T+P	5	78	117	195	50	70	120
7.	Local Economic Development	T+P	5	78	117	195	50	70	120
8.	Project Management	T+P	4	39	117	156	20	80	100
9.	Entrepreneurship Development	T+P	5	78	117	195	50	80	130
10.			40	663	897	1560	370	630	1000

On the Job Training

Subject	Nature of Instruction	Duration (Hrs.)	Full marks
On -the -Job Training (OJT)	Practical	960 (6months)	500
Grand total		2520	1500

T = Theory, P = Practical

व्यावहारिक नेपाली

कूल पाठ्य घण्टा: ७८
सैद्धान्तिक: २ घण्टा प्रति हप्ता

पाठ्य विवरण:

यस पाठ्यवस्तुले प्रशिक्षार्थीलाई नेपाली भाषामा व्यावहारिक दक्षता प्रदान गर्दै नेपाली भाषाका साथै नेपालमा बोलिने अन्य भाषिकाका विषयमा समेत ज्ञान प्रदान गर्दछ। यस अतिरिक्त यस पाठ्यक्रममा राखिएका विषय वस्तुले नेपालमा सामाजिक विकासकालागि काम गर्न चाहिने भाषिक क्षमताका साथै सामाजिक सेवामा आवश्यक पर्ने शब्दावलीको समुचित प्रयोग गर्ने दिशामा प्रशिक्षार्थीलाई क्षमता प्रदान गर्दछ। नेपाली संचारमा आवश्यक पर्ने उपयुक्त वाक्य गठन, स्थानीय स्तरमा प्रयोग गरिने शब्द र तिनको प्रयोगबाट प्रशिक्षार्थीलाई समाज तथा समाजका लागि आवश्यक विविध ज्ञानका साथै चारै किसिमका भाषिक सीप (सुनाई, बोलाई, पढाई र लेखाई) को विकास गर्दछ।

पाठ्य उद्देश्य:

यो कोर्स पूरा गरेपछि प्रशिक्षार्थीहरू देहायका कार्य गर्न सक्षम हुनेछन्:

१. नेपाली भाषामा दिइएका निर्देशनहरू प्रष्टसंग बुझ्न।
२. नेपाली भाषाका नीति, नियम संग परिचित हुन।
३. नेपाली भाषामा प्रदान गरिएका विविध निर्देशनहरू पढेर बुझ्न।
४. नेपाली भाषामा देखिएका विभिन्न निर्देशन तथा लेवलहरू बुझ्न।
५. उपयुक्त शब्दहरूको प्रयोग गरी आफूले जानेका कुराहरू लेख्न।
६. नेपाली भाषामा विभिन्न किसिमका पत्राचार गर्न।
७. नेपालीमा योजना तयार गर्न, प्रश्नावली बनाउन, भाषणहरू लेख्न, संवाद तयार गर्न।
८. आफूले काम गर्ने समुदायको भाषिक स्तर अनुसार नेपालीमा बोल्न र समुदायका व्यक्तिहरूलाई आफूले जाने बुझेका कुराहरू स्पष्टसंग राख्न।
९. नेपाली भाषामा उचित किसिमले संचार गर्न।
१०. नेपाली भाषामा लेखिएका सामाजिक विकास सम्बन्धी किताब तथा पत्रपत्रिका पढेर बुझ्न।

सि.नं	इकाई	विषय वस्तु	पाठ्य घण्टा	अंकभार
१	भाषा र साहित्य		१५	५
	भाषा	१) भाषाको चिनारी		
		२) नेपाली भाषाको चिनारी र विकास		
		३) नेपाली भाषा र भाषिका		
		४) नेपालमा बोलिने अन्य भाषाको चिनारी		
	साहित्य	१) साहित्यको परिचय		
		२) साहित्यको वर्गीकरण		
		३) यात्रा साहित्यको चिनारी		
		४) नियत्रा लेखन		
	व्याकरण		२५	१५
		१) वर्ण र पदवर्गको चिनारी र वर्ग विभाजन		
		२) नाम		

		३) सर्वनाम		
		४) विशेषण		
		५) क्रिया		
		६) अव्यय शब्द (क्रिया विशेषण, नामयोगी, विस्मयादिबोधक, निपात, संयोजक, अनुकरणात्मक शब्द)		
		७) वचन		
		८) लिङ्ग		
		९) पुरुष		
		१०) काल		
		११) पक्ष		
		१२) भाव		
		१३) वाच्य		
		१४) वाक्य		
		१५) करण, अकरण		
		१६) उक्ति परिवर्तन		
		१७) हिज्जे तथा शूद्धाशूद्धी		
		१८) श्रुतिसम भिन्नार्थक शब्द, पर्यायवाची शब्द, विपरीतार्थक शब्द		
		१९) शब्द बनोट प्रक्रिया (प्रकृति प्रत्यय, उपसर्ग, द्वित्व र समास)		
		२०) पदसंगति (पदयोग तथा पदवियोग)		
		२१) चिन्ह परिचय र प्रयोगको अभ्यास		
	बोध तथा स्वतन्त्र रचना		३८	६०
		१) पत्र रचना		१०
		अ) व्यक्तिगत		
		आ) व्यापारिक		
		इ) कार्यालय		
		ई) संस्मरण पत्र (Memo)		
		२) टिप्पणी लेखन		
		अ) टिप्पणीको चिनारी		
		आ) टिप्पणी लेखनमा ध्यान दिने कुरा र अभ्यास		
		३) व्यक्तिगत विवरण		५
		अ) व्यक्तिगत विवरणको चिनारी		
		आ) आव्यक्तिगत विवरण लेखनमा अभ्यास		
		४) वक्तृता		५
		अ) वक्तृताको चिनारी		
		आ) वक्तृतामा ध्यान दिने कुरा र अभ्यास		
		५) कार्य विवरण		५
		अ) कार्य विवरणको चिनारी		
		आ) कार्य विवरण लेखन अभ्यास		
		६) कार्य तालिका		
		अ) कार्य तालिकाको चिनारी		

		आ) कार्य तालिका लेखन अभ्यास	
		७) वादविवाद	
		अ) वादविवादको चिनारी	
		आ) वादविवादमा ध्यानदिने कुरा र अभ्यास	
		८) संवाद	
		अ) संवादको परिचय	
		आ) संवादमा ध्यान दिने कुरा र प्रयोग	
		९) बुंदा टिपोट	
		अ) बुंदा टिपोटको चिनारी	
		आ) बुंदा टिपोटमा ध्यान दिने कुरा र अभ्यास	
		१०) प्रतिवेदन लेखन	१०
		अ) प्रतिवेदनको चिनारी	
		आ) प्रतिवेदनमा ध्यानदिने कुरा र अभ्यास	
		११) उद्घोषण	१०
		अ) उद्घोषणको चिनारी	
		आ) उद्घोषणमा ध्यानदिने कुरा र अभ्यास	
		१२) बोध	
		अ) बोधको चिनारी	
		आ) बोधमा ध्यान दिने कुराहरु र अभ्यास	
		१३) अनुच्छेद लेखन	
		अ) अनुच्छेदको चिनारी	
		आ) अनुच्छेद लेखनको अभ्यास	
		१४) संक्षेपीकरण	५
		अ) संक्षेपीकरणको चिनारी	
		आ) संक्षेपीकरणमा ध्यान दिने कुरा र अभ्यास	
		१५) बैठक संचालन प्रक्रिया (निमन्त्रणा, प्रस्तावतयारी बैठकको निर्णय लेखन र प्रेषण)	
		१६) सम्पादन	५
		अ) सम्पादनको चिनारी	
		आ) सम्पादनमा ध्यान दिने कुरा र अभ्यास	
		१७) कार्यशाला गोष्ठी	
		अ) कार्यशाला योजना	
		आ) कार्यशाला व्यवस्थापन	
		इ) कार्यशाला संचालन प्रक्रिया अभ्यास	

सन्दर्भ सामग्री:

Applied English

Total: 117 hours
Theory: 117 hours
Practical: hours

Course description:

This course provides the English language skills to the trainees. Mainly the course gives emphasis to use correct English in the field of social mobilization. Communication is the backbone of this course, which is only possible when language is used correctly. Most of the books of social mobilization are published in English; the course makes the trainees able to use reference printed materials in English. Moreover, preparing sentence structure in writing and speaking, careful listening, composing the ideas, developing questionnaires, preparing reports, corresponding & other documents, developing speaking skills and reading technical publications are emphasized

Course objectives

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

1. Listen instructions given in English languages.
2. Understand the rules, regulations and instructions given in English language.
3. Read instructions given in English languages and follow them.
4. Read labels in English.
5. Write descriptions using appropriate words and punctuation.
6. Correspond in English to related institutions.
7. Write reports, memos, instructions, and work procedures, essays.
8. Prepare plans, questionnaire, speeches, and dialogues.
9. Develop reading and speaking skills.
10. Communicate their feelings and knowledge to other.

S. N.	Main Topics	Sub Topics	Credit hrs.	Marks
1	Language		4	
		1. Introduction of language		
		2. A glimpse of English language		
		3. Use and importance of English		
2	Grammar		23	15
		1. Parts of speech		
		2. Adjectives		
		3. Noun/pronoun		
		4. Verb		
		5. Adverb		
		6. Number / Gender		
		7. Tense		
		8. Voice		
		9. Reported speech		
		10. Causative verb		
		11. Formation of words		
		12. Punctuation		

3	Composition		90	60
		1. Introduction		
		2. Paragraph writing	14	5
		• Introduction		
		• Types		
		• Writing practices		
		○ Description		
		○ Process		
		○ Summary		
		○ Note making		
		3. Letter writing	24	10
		• Introduction		
		• Types		
		• Personal letter practice		
		• Official letter practice		
		• Job application practice		
		• Business letter practice		
		• Condolence letter practice		
		• Invitation /greeting practice		
		• Complaint letter practice		
		• Memo writing practice		
		• Notice writing practice		
		4. Essay writing	10	10
		• Introduction		
		• Types and components		
		• Essay writing practice		
		5. Dialogue writing	3	10
		• Introduction		
		• Dialogue writing practice		
		6. Speaking	10	10
		• Introduction and importance		
		• Speaking practice		
		7. Comprehension	7	15
		• Introduction		
		• Comprehension practices		
		8 Curriculum Vitae (CV)	3	5
		• Introduction		
		• CV writing practices		
		9 Job description (JD)		5
		• Introduction		
		• JD writing practices		

		8. Report writing	19	15
		• Introduction		
		• Contents of report		
		• Daily diary writing practice		
		• Memory writing practice		
		• Field visit report writing		
		• Training report writing		
		• Activities report writing		

References:

Social Mobilization

Total: 8 hours/week

Theory: 2 hours/week

Practical: 6 hours/week

Course description:

This course intends to deliver the skills and knowledge for creating environment to work in the community. The trainees will get fundamental knowledge and skills on basic concept, methodologies, tools and technique for effective social mobilization. Besides, the trainees will have opportunities to understand the basic concept of decentralization, local governance and different cross cutting issues.

Course objectives:

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

- Describe basic concept & objectives of social mobilization
- Explain the types of social mobilization
- Explain simply the concept of decentralization and it's practices in Nepal
- Enlist at least five basic features of Local Governance
- Demonstrate at least five qualities and skills of social mobilizes
- Explain simply the concept of GESI, CFLG & EFLG
- Prepare practical action plan for community works
- Enlist main stages for entering in to communities and tell major skill areas

Course Contents:

Unit 1: Concept of Social Mobilization

12 hrs

- 1.1. Historical Background & Objectives of Social Mobilization
- 1.2. Scope & Process of Social Mobilization
- 1.3. Types of Social Mobilization
 - Targeted Vs Holistic,
 - Sectoral Vs General, and
 - Transformational Vs Transactional

Unit 2: Agencies & Stakeholders of Social Mobilization

6 hrs.

- 2.1. Introduction to main stakeholders of social mobilization in Nepal
(.Government organizations - Central, Regional & Local Level)
- 2.2. Different between Multilateral & Bilateral Agencies, INGO/NGO &COs/CBOs.

Unit 3: Social mobilizers as a key change agent

16 hrs.

- 3.1 Basic Qualities and Skills for Social Mobilizer
- 3.2 Role and responsibilities-Expected Functions of Social Mobilizer
- 3.3 Working with communities (Pre-requisite aspects, identifying entry point, rapport building, clarifying objectives, developing community selection indicators, drafting agreement, forming group and commencing field work)
- 3.4. Use &Importance of Information, Education & Communication (IEC) materials
- 3.5. Concept & process for community/home visit (Why, What, How, When, Whom & Where)

Unit 4: Decentralization & Local Governance Initiatives in Nepal	24 hrs.
4.1 Brief overview of Decentralization in Nepal	
4.2 Types of Decentralization	
4.3 Historical perspectives of Local Governance in Nepal	
4.4 Concept, main features & importance of local governance	
4.5 Main features of Local Self Governance Act 2055 and regulation 2056	
4.6 Local Governance Strengthening initiatives in Nepal	
• Demand Side-Citizen Empowerment	
• Supply Side - Service delivery and Capacity Development	
4.7 Cross Cutting Issues	
• Introduction Gender Equity & Social inclusion (GESI-GRB & GBA)	
• Introduction to Child Friendly Local Governance (CFLG) & it's indicators	
• Introduction to Environment Friendly Local Governance& it's indicators	
Unit -5: Social Accountability	9 hrs.
5.1 An introduction to social accountability	
5.2 Public Audit, Social Audit & Public Hearing , Process, Tools & Techniques	
5.3 An introduction to Right to Information (RTI)	
Unit 6: Sustainable Development Goals (SDG)	6 hrs.
6.1 Background	
6.2 Introduction to MDG& Major achievements	
6.3 Introduction to SDG	
6.4 SDG Indicators (applicable to community development sector)	
6.5 Role of Social Mobilizers to localize the SDGs	
Unit 7: Overview of Social works	5 hrs.
7.1 Historical background of Social work in Nepal	
7.2 Introduction, objective & Types of Social work (Self Initiative, Designed Volunteer, Paid Volunteer)	
Practical: (List of Tasks/Skills/exercises)	234 hrs.
1. Prepare field activity plan	
2. Prepare check list for field work	
3. Coordinate with stakeholders.	
4. Identify Stakeholders.	
5. Analyze stakeholder.	
6. Build report with community people	
7. Form and mobilize community group.	
8. Get an agreement with community	
9. Organize community meeting.	
10. Facilitate community mass gathering.	
11. Design, draft & sign agreement.	
12. Ensure benefit sharing on equitable basis	
13. Organize & Facilitate Community Level meeting as well as gathering (whatever applicable)	
14. Design methodologies tolls & techniques for data collection (Structured Interview, SSI, Focus Group Discussion, Interview etc)	

15. Design recording format, maintain, tabulate and analyze data& text for community profile (Whatever required)
16. Prepare and share best cases and success case stories
17. Facilitate for problem solving, conflict resolution
18. Conduct evaluation, prepare, share& validate report
19. Practice AI technique (4D- Discover, Dream, Design & Deliver)
20. Conduct listening survey.
21. Prepare problem posing code.
22. Facilitate for group formation.
23. Facilitate for active participation
24. Facilitate for action plan preparation.
25. Facilitate for program implementation
26. Facilitate for benefit sharing
27. Facilitate for experience sharing
28. Maintain record
29. Coordinate for technology transfer
30. Facilitate to apply AI approach
31. Facilitate for APA approach
32. Facilitate for Spider model
33. Prepare SSI checklist
34. Prepare interview checklist
35. Prepare format for data collection
36. Prepare FGD checklist
37. Develop questioning skills
38. Handle questioning techniques
39. Tabulate community interaction analysis
40. Analyze data for community profile
41. Perform role play
42. Prepare success case story
43. Share success story
44. Perform Paraphrasing
45. Facilitate for problem solving.
46. Facilitate for conflict resolution.
47. Facilitate for evaluation
48. Prepare report

References:

- १ सामाजिक परिचालकहरुका लागि सहयोगी हाते पुस्तिका, संघिय मामिला तथा स्थानीय विकास मन्त्रालय, स्थानीय विकास प्रशिक्षण प्रतिष्ठान, २०७२
- २ सामाजिक परिचालन कार्यविधि, २०७१, संघिय मामिला तथा स्थानीय विकास मन्त्रालय, स्थानीय शासन तथा सामुदायिक विकास कार्यक्रम
- ३ स्थानीय निकाय लैंगिक उत्तरदायी तथा सामाजिक समावेशी बजेट तर्जुमा एवं परीक्षण कार्यविधि, २०६९
- ४ बाल मैत्री स्थानीय शासन राष्ट्रिय रणनीति २०६८, संघिय मामिला तथा स्थानीय विकास मन्त्रालय
- ५ सामाजिक परीक्षण, सार्वजनिक लेखा परीक्षण तथा सार्वजनिक सुनुवाई कार्यविधि २०६८, संघिय मामिला तथा स्थानीय विकास मन्त्रालय
- ६ सूचनाको हक संवन्धी ऐन २०६४
- ७ दिगो विकासका लक्षहरु, राष्ट्रिय योजना आयोग

Community Development

Total: 4 hrs. /week

Theory: 3 hrs. /week

Practical: 1 hr. /week

Course description:

This course intends to deliver hands on practice on community development. This course is intended to provide basic knowledge on social structure& composition, social culture, tradition, economic and educational status and other fundamental aspect of the communities like justice, equality and mutual respect.

Course objectives

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

1. Describe concept of development, components of development
2. Find out the felt needs and expectations of the community
3. Explore the composition of community and their organization
4. Examine the ways of community awareness and motivation techniques
5. Prepare practical action plan for community works
6. Design community programs &community action assessment

Contents:

Theory

Unit 1: Concept of community 8 hrs.

- 1.1 Definition and characteristics
 - community
 - Society
 - Community groups
- 1.2 Introduction to Nepalese society
 - Geographical
 - Cultural
 - Religious

Unit 2: Overview of Poverty 4 hrs.

- 2.1 Definition
- 2.2 Types
- 2.3 Poverty analysis

Unit 3: Concept of Development 5 hrs.

- 3.1 Definition
- 3.2 Objectives
- 3.3 History and trends(Paradigm shift)
- 3.4 Sustainable development

Unit 4: Concept of Community Development 10 hrs.

- 4.1 Introduction

- 4.2 objectives
- 4.3 Approaches (introductory only)
 - Top/trickle down
 - Bottom up
 - Integrated
 - Relief
 - Reform
 - People centered
 - Right based
 - Social inclusion
- 4.4 Importance and advantages of Social capital in community development

Unit 5: Approaches and methods of Community Development **12 hrs.**

- 5.1 Community development as a spontaneous process
- 5.2 David Croton's People participation
- 5.3 Paulo Freire's work on critical awareness
- 5.4 Robert Chamber's Putting the Last First
- 5.5 Appreciative Inquiry/Appreciative Planning and Action (APA)
- 5.6 Issues & challenges of community development program in Nepal.
- 5.7 Present policy and plan of poverty alleviation in Nepal

Practical: (List of Major Tasks/Skills/exercises) **117 hrs.**

1. Prepare plan for community survey
2. Prepare check list for field work
3. List down all possible Requirements (Stationeries and logistics)
4. Perform communication skills
5. Develop tools for community survey.
6. Prepare action plan for community work.
7. Observe community applying bird's eye view.
8. Identify/visit key persons in the community.
9. Build rapport with community
10. Conduct listening survey
11. Record information
12. Extract generative theme.
13. Prepare problem posing code
14. Present problem posing code
15. Prepare plan applying AI/APA
16. Prepare checklists for semi structured interview
17. Organize meeting in community
18. Prepare report.

References:

- १ सामाजिक परिचालकहरुका लागि सहयोगी हाते पुस्तिका, संघिय मामिला तथा स्थानीय विकास मन्त्रालय, स्थानीय विकास प्रशिक्षण प्रतिष्ठान, २०७२
- २ सामाजिक परिचालन कार्यबिधि, २०७१, संघिय मामिला तथा स्थानीय विकास मन्त्रालय, स्थानीय शासन तथा सामुदायिक विकास कार्यक्रम
- ३ स्थानीय निकाय लैगिक उत्तरदायी तथा सामाजिक समावेशी बजेट तर्जुमा एवं परीक्षण कार्यबिधि, २०६९
- ४ बाल मैत्री स्थानीय शासन राष्ट्रिय रणनीति २०६८, संघिय मामिला तथा स्थानीय विकास मन्त्रालय
- ५ सामाजिक परीक्षण, सार्वजनिक लेखा परीक्षण तथा सार्वजनिक सुनुवाई कार्यबिधि २०६८, संघिय मामिला तथा स्थानीय विकास मन्त्रालय

Community Empowerment

Total: 4 hrs. /week
Theory:2 hrs./week
Practical: 2 hrs./week

Course description:

This course deals with basic concept and key features of the community empowerment and Legal Advocacy especially on the Rights Based Approach to Development. The course deals with empowering communities to secure their rights through the advocacy of community development in Nepal.

Course objectives

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

1. Identify current development issues and define these issues.
2. Provides a sound legal and moral basis for addressing those issues in their working areas.
3. Promotes self-reliance and dignity of people- instead of being passive recipients of services; but does not exclude the possibility of emergency response when necessary
4. Describe rights based approach attempts to address poverty, marginalized, injustice, denial and violation of rights.
5. Define migration and foreign employment migration and identify safer and beneficial process of migration.
6. Manage personal stress and shows controlled and balanced behavior.

Course Contents:

Theory

Unit 1:Overview of empowerment

[4 Hours]

- 1.1 Definition
- 1.2 Importance
- 1.3 Dimensions of empowerment
- 1.4 Methods of empowerment

Unit 2:Overview of Advocacy

[20 Hours]

- 2.1 Advocacy
 - Definition
 - Importance
 - Purpose
 - Types: (People, Policy and Political centric)
- 2.2 Right based Approach
 - Individual Rights
 - Human Rights
 - Sources of Right
 - Development approach (Relief, Reform and Right based Approach)
 - Overview of Right to Information (RTI) Act

- 2.3 Power balance
 - Social Structure
 - Power Structure
 - State
 - Market
 - Civil Society
 - Role of different structure
- 2.4 Organizing People
- 2.5 Advocacy framework
 - Policy analysis
 - Strategies outline
 - Strategies refine
 - Action plan
- 2.6 Media Advocacy
 - Definition
 - Importance
 - Types
- 2.7 Overview of globalization and its effects in Nepal

Unit 3: Gender Equity and Social Inclusion (GESI)

[16 Hours]

- 3.1 Definition
- 3.2 Difference between sex and gender/third sex
- 3.3 Discrimination of Gender and its effect in society
- 3.4 Gender Role
 - Reproductive, Productive and Social/Community Role
 - Access and control, Equity and Equality, Positive Discrimination
- 3.5 Approaches
 - Women in Development (WID)
 - Woman and Development (WAD)
 - Gender and Development (GAD)
- 3.6 Women Empowerment & Women Rights
- 3.7 Conventions and Policies related to Women
- 3.8 Current Situations of Gender Issue in Nepal
- 3.9 Gender Mainstreaming
- 3.10 Concept of Social Inclusion
 - Definition and Objectives
 - Method and way of Social Inclusion
 - Threats and Challenges
 - Govt. Policy in Social Inclusion

Unit 4: Violence Against Women (VAW)

[4 Hours]

- 4.1 Definition
- 4.2 Legal Provisions against VAW
- 4.3 Current Situations of VAW in Nepal
- 4.4 Linkages with Rights Based Approach

Unit 5: Human Trafficking [4 Hours]

- 5.1 Definition
- 5.2 Legal Provisions
- 5.3 Current Situations of Nepal
- 5.4 Linkages with Rights based Approach

Unit 6: Emergency and Disaster Management [8 Hours]

- 6.1 Definition
- 6.2 Causes of Disaster
- 6.3 Type of Disaster
- 6.4 Natural: Geological, Environmental, Technological, Chemical, Climatic (Flood/Landslides/river cutting, Earthquake, Tsunami, Volcano, Thunderbolt/Lighting Epidemic, Fire
- 6.5 Social: Political Conflict and insurgencies, Refugee/ Internal Displacement:
- 6.6 Effects of Disaster
- 6.7 Situation of Emergency and Disaster Management in Nepal
- 6.8 Disaster Response Functions in Nepal:
- 6.9 National Action Plan on Disaster Preparedness, Response, Mitigation, Reconstruction and Rehabilitation
- 6.10 Impact and Challenges

Unit 7: Food Rights/ Security [4 Hours]

- 7.1 Definition
- 7.2 Food Rights as Human Rights
- 7.3 National Scenario on Food Security
- 7.4 Existing Policies and Acts Related to Food and Agriculture in Nepal

Unit 8: Disability/Differently able people [3Hours]

- 8.1 Definition
- 8.2 Classification
- 8.3 Legislative Provisions with respect to Nepal
- 8.4 Issues in Disabilities

Unit 9: Issues and Provision in constitution 2073 [10 hours]

- 9.1 Children
- 9.2 Senior Citizenship
- 9.3 Women
- 9.4 Dalits
- 9.5 indigenous nationality
- 9.6 endanger caste
- 9.7 Highly/marginalized community
- 9.8 Remote area/geographical disadvantages
- 9.9 Religious minority people of Nepal

Unit 10: Foreign Employment and Migration**[5 Hours]**

- 10.1 Introduction
- 10.2 Trends
- 10.3 Act and policies
- 10.4 Opportunities and Challenges
- 10.5 Safer and Beneficial process of migration

Practical: List of Tasks/Skills**78 hrs.**

1. Prepare plan for daily activities.
2. Enlist the target audience in different issues.
3. Conduct different awareness campaigns for
 - Human rights.
 - Child Rights
 - Women Rights
 - Senior citizenship
 - Minority people
 - Dalits
 - Madheshi
 - Kamayha
 - HIV/AIDS affected people
 - Endanger people
 - Ethnic community
 - Marginalized people
 - Differently able people
4. Identify the advocacy issue
5. Visit different organization involved in different advocacy issues.
6. Identify the Media for Advocacy
7. Organize media campaign.
8. Identify the Gender Issue in Community
9. Enlist representation of targeted groups in different organization.
10. Find out the role of women in decision making
11. Identify victim/s in different issues in community
12. Conceal victim/s for legal advocacy
13. Analyze the causes and effect of Disaster
14. Organize pre and post disaster awareness in community
15. Orient community for Disaster Management
16. Orient community about Human Trafficking
17. Orient community about Food Rights/Security
18. Classify differently able people in community
19. Orient in different advocacy issues.
20. Orient for safer migration.

References:

1. ICIMOD (2008), Advocacy Strategies and Approaches, A training of Trainer's Manual, Author, Kathmandu, Nepal

Training & Facilitation

Total: 5 hrs. /week
Theory: 2 hrs. /week
Practical: 3 hrs. /week

Course Description:

This course provides overall management of training and facilitation while working with the community. They learn the methods and process of training and facilitation to be organized in the community.

Course Objectives:

After completion of this course students will be able to:

1. Describe importance, components, and principles of training and facilitation.
2. Explain methods of Training Needs Assessment (TNA)
3. Design short training course to be conducted in the community.
4. Prepare the plan of training and community events.
5. Conduct training and facilitation programs in the community.

Course Contents

Theory

Unit 1: Overview of training

10 hrs.

- 1.1 Definition
- 1.2 Objectives
- 1.3 Types of training
- 1.4 Qualities/traits of good trainer
- 1.5 Training cycle
- 1.6 Training design (Before, during and after)
- 1.7 Adult learning principles
- 1.8 Training evaluation

Unit 2: Training course design

21 hrs.

- 2.1 Overview of Training Need Assessment (TNA)
 - Concept
 - purpose
 - Methods
- 2.2 Training design
 - training objectives
 - Lesson plan
 - Training schedule
- 2.3 training Materials
 - Use and importance
 - Materials used (Meta card, Flip chart, pin board, white board)

2.4 Training Delivery	
▪ Platform skill	
▪ Communication skill	
▪ Questioning skill	
▪ Training methods	
▪ Overview of Social artistry	
2.5 Training evaluation	
▪ Concept	
▪ Importance	
▪ Feedback	
▪ Monitoring	
▪ Evaluation	
▪ Follow up	
Unit 3: Inner capacity development tools	12 hrs.
3.1 One minute praise	
3.2 Time line – one meter scale	
3.3 levels of awareness	
3.4 Seven brother's story	
3.5 Trim trap project	
Unit 4: Facilitation	18 hrs.
4.1 Definition	
4.2 Importance	
4.3 Differentiate between training and facilitation	
4.4 Role of facilitator in	
▪ Meeting	
▪ Workshop	
▪ Training	
▪ Coordination and networking	
▪ Conflict resolution	
▪ Negotiation	
▪ Mediation	
4.5 Qualities/traits of good facilitator	
Unit 5: Training and facilitation in Social Mobilization	5 hrs.
5.1 Roles of training	
5.2 Roles of facilitation	
5.3 Difference between training, teaching and facilitation	
Unit 6: Non formal Education	3 hrs.
6.1 Concepts	
6.2 Importance	
6.3 Techniques	

Unit 7: Stress Management	3 hrs.
7.1 Definition	
7.2 Importance	
7.3 Methods	
Unit 8: Overview of counseling	3 hrs.
8.1 Definition	
8.2 Importance	
8.3 Types	
8.4 Methods	
Unit 9: Training/facilitation Report	3 hrs.
9.1 Importance	
9.2 Component	
9.3 Process	
Practical: List of tasks /skills	117 hrs.
1. Conduct training needs assessment	
• Prepare tools/format for TNA	
• Conduct field exercise	
• Prepare TNA report	
2. Coordinate with the resource person for training facilitation	
3. Develop training objectives	
4. Develop lesson plan/Session plan	
5. prepare training schedule	
6. Apply/demonstrate training methods	
7. Perform platform skills	
8. Develop questionnaire	
9. Conduct pre and post test	
10. Prepare flip chart	
11. Use pin board	
12. Use meta card	
13. Use brainstorming	
14. Use white board	
15. Use markers	
16. Perform questioning skills	
17. Perform meeting facilitation	
18. Perform workshop facilitation	
19. Perform mass meeting	
20. Perform group work	
21. Demonstrate role play	
22. Perform Illustrated talk	
23. Share success story	
24. Use energizer	
25. Give and receive feedback	
26. Develop evaluation plan	

27. Procure training materials
28. Prepare training materials
29. Arrange training venue
30. Manage training opening and closing events
31. Prepare training certificates.
32. Keep attendance record
33. Monitor the training
34. Provide feedback to the participants
35. Estimate budget for training
36. Evaluate the training
37. Prepare training Report
38. Prepare action plan for follow up
39. Assist to sell training bi products.

References:

1. **ICA Nepal (2015), social artistry: Developing your inner capacities, A printing press Koteshwor, Kathmandu**

Local Economic Development

Total: 5hrs./week
Theory: 2 hrs./week
Practical: 3 hrs./week

Course description:

The course is designed to provide basic and comprehensive knowledge of local economic development as per different scenarios and context of Nepal and its relationships with poverty alleviation through social mobilization. It imparts knowledge on concepts and all the dimensions of local economic development in different perspectives.

Course objectives:

After completion of this course students will be able to:

1. Familiar the students with the basic of local economic development.
2. Get more exposure to the economic development.
3. Explore the potential in learning through local economic development.

Course Contents:

Theory

Unit 1: Introduction to Local Economic Development **5 hrs.**

- 1.1 Concept
- 1.2 Objectives and importance
- 1.3 Relation of Local Economic Development with overall development

Unit 2: Provisions of GoN and I/NGOs resources for Local Economic Development **20 hrs.**

Priority sectors of:

- 2.1 MOFALD (DDC/Municipalities/VDCs) and process to utilize the fund
- 2.2 MoI and process to utilize the fund
- 2.3 MOAD and process to utilize the fund
- 2.4 Ministry of Livestock and process to utilize the fund
- 2.5 Ministry of Forest and Soil Conservation and process to utilize the fund
- 2.6 Ministry of Women and Child welfare and process to utilize the fund
- 2.7 Ministry of Poverty Alleviation and process to utilize the fund
- 2.8 Poverty Alleviation Fund and process to utilize the fund
- 2.9 UNDP and I/NGOs at local level

Unit 3: Enterprise Development for Local Economic Development **15 hrs.**

- 3.1 Concept of enterprises
- 3.2 Definitions of enterprises (micro, cottage, small, medium and large)
- 3.3 Similarities and differences between income generation activity and enterprise
- 3.4 Nature and types of enterprises (agro, forest, handicraft, service, tourism, information technology, construction based enterprises)
- 3.5 Public sector and private sector enterprises including public private partnership

- 3.6 Enterprise classification as per government of Nepal
- 3.7 Importance of micro enterprise and cottage and small industry
- 3.8 Micro Enterprise Development Model and MEDPA
- 3.9 Micro Enterprise Development Fund as an instrument for Local Economic Development
- 3.10 Micro-Enterprises as the engine of local economic development
- 3.11 Relationships between micro-enterprise development and poverty alleviation
- 3.12 Contribution of micro-enterprises in import substitution and export promotion

Unit 4: Natural Resource Management for Local Economic Development 15 hrs.

- 4.1 Natural resource management to combat poverty
- 4.2 Indigenous knowledge and relations to natural resources (water, land, forests)
- 4.3 Models of enterprises- Public, Private, Cooperative/Community, public-private partnership
- 4.4 Role of technology, marketing and operational plans in NRM
- 4.5 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.
- 4.6 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.
- 4.7 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.
- 4.8 Soil based enterprises e.g. chemical fertilizer, organic fertilizers, bio fertilizer, controlling soil erosion, green manure for increasing soil fertility, vermiculture.
- 4.9 Mineral based enterprises e.g. mining, precious stone cutting, cement, other metallic and non-metallic products
- 4.10 Renewable energy based enterprises, e.g. solar, wind, biogas

Unit 5: Capital Assets for Rural Development 5 hrs.

- 5.1 Natural Asset: Concept, forms and Importance
- 5.2 Physical Asset: Concept and Importance
- 5.3 Financial Asset: Concept and Importance
- 5.4 Technology and Human Asset: Concept and Importance
- 5.5 Social Asset: Concept and Importance

Unit 6: Access to Finance 18 hrs.

- 6.1 Introduction of access to finance
- 6.2 Concept and definition of microfinance
- 6.3 Importance of microfinance
- 6.4 Importance of micro finance for enterprise development
- 6.5 Poverty Scenario in Nepal in the context of access to finance
- 6.6 Role and importance of microfinance for Local Economic Development
- 6.7 Introduction on Financial Service Providing Organizations in Nepal
- 6.8 Introduction of Cooperatives and its importance

Practical

117 hrs.

1. Conduct field visit and observe the process of fund utilization as well as prepare report
 - MoFALD
 - MoI
 - MoAD
 - PAF
 - MoFSC
 - MoL
2. Conduct field visit of MEDEP/MEDPA implemented area and observe the MED process
3. Prepare the report on MED model, market center and its importance for local economic development
4. Analyze the capital assets and prepare a field report.
5. Identify Microfinance Institution for one day observation of field/ branch activities
6. 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
7. Prepare report on micro finance activities

Reference Books:

1. Micro-Enterprise Development for Poverty Alleviation (MEDPA) Strategic Plan 2013/14 – 2017/18. Ministry of Industry (MoI), GoN
2. MEDPA Operational Guidelines 2013, MoI, GoN
3. Berry, Albert, Susan Horton and Dipak Majumdar. 1997. Globalization, Adjustment, Inequality and Poverty
Desa, Meghnad. 1997. Poverty and Social Exclusion in Advanced/OECD Countries
4. MEDEP/UNDP (2010), Resource Analysis of Allo (*Girardinadiversifolia*) in Nepal. Micro-Enterprise development Programme (MEDEP), UNDP and Ministry of Industry, government of Nepal.
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11. Ostrom, E, Schroeder, L and Wynne, S 1993. Institutional incentives and sustainable development: infrastructure policies in perspective. West view Press. Oxford, UK. 266 pp.
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13. Indian Institute of Banking and Finance (2009), Micro-Finance Perspectives and Operations, Indian Institute of Banking and Finance
14. Vijaya Ram Mathema, Microfinance in Nepal, Published by Ms. Padma Mathema,
15. Devendra Raut), Microfinance Strategy, Challenge & Adoption in Nepal, Social Development Research Support Action Pvt.
16. Prabin Kumar Lama), Laghubittaya Babesthapan.
17. CMF (1998), Principles of Microfinance Module I, Centre for Microfinance (CMF), Nepal
18. CMF (1998), Management of MFIs Module II, Centre for Microfinance (CMF), Nepal

Project Management

Total: 4 hours /week
Theory: 3 hours/week
Practical: 1 hours/week

Course description:

This course aims to provide the basic concept of management to the trainees to accomplish the development activities in the community. This course covers management of project, groups, conflicting situations, and relevant community development activities through participatory approach.

Course objectives:

After completion of this course students will be able to:

1. Analyze the community needs
2. Design project in the community level
3. Make the action plan for community project implementation
4. Explore causes of conflict and analyzing techniques
5. Make the clear path of resolute the conflicting situation
6. Acquire basic knowledge and skills on different tools and techniques of PRA.
7. enhance the skills on proposal Writing

Course Contents:

Theory

Unit 1: Concept of Planning 4 Hours

- 1.1 Definition of plan and planning
- 1.2 Importance
- 1.3 Barriers
- 1.4 planning actors
- 1.5 Planning process

Unit 2: Concept of Project Management 10 Hours

- 2.1 Definition of program and project
- 2.2 Overview of Project Cycle
 - 2.2.1 Project Identification
 - Community need assessment
 - Capacity assessment
 - 2.2.2 Project design
 - Stake holder analysis
 - Resources analysis

- 2.2.3 Project Development
 - Activities
 - Action plan
 - Gant chart
 - Logical framework
 - Budgeting
- 2.2.4 Project Implementation
- 2.2.5 Monitoring and Evaluation
 - Monitoring framework
 - Spider model

Unit 3: Overview of Participatory Approaches

20 Hours

- 3.1 Participatory Rural Appraisal (PRA)
 - Introduction
 - History
 - Basic Principles
 - Limitations
 - Danger/challenges
 - Code of conduct
- 3.2 PRA Tools and techniques
 - 3.2.1 Mapping
 - Social
 - Resource
 - Mobility map
 - Transect Walk/map
 - Power map
 - 3.2.2 Ranking
 - Wellbeing
 - Preference
 - Matrix
 - Pairwise
 - 3.2.3 Diagram and chart
 - Venn diagram
 - Chapati/Roti
 - Time Line
 - Time Trend
 - Pie chart
 - 3.2.4 Tools for data collection
 - Observation
 - Semi-Structured Interview
 - Focused Group Discussion
 - 3.2.5 Seasonal Calendar
 - 3.2.6 Problem Tree
 - 3.2.7 Triangulation
 - 3.2.8 PRA report

Unit 4: Community Profile	2 hrs
4.1 Introduction	
4.2 Importance	
4.3 Components	
4.4 Process	

Unit 5: Office Management	3 hrs
5.1 Introduction	
5.2 Importance	
5.3 Provision of administrative works	
▪ Attendance	
▪ Letter Registration	
▪ Letter Dispatch	
▪ Demand/requisition form	
▪ Procumbent order	
▪ Store inventory	
▪ Job description	
▪ Leave	

Practical: List of Tasks/Skills **117 hours**

1. Apply Listening skills
2. Conduct semi structured interview.
3. Conduct Focus Group discussion
4. Prepare Social Map
5. Prepare Resource Map
6. Conduct Transect Walk/map
7. Prepare Preference Ranking
8. Prepare Venn diagram
9. Conduct Wellbeing Ranking
10. Prepare Time Line
11. Find out Time Trend
12. Prepare Mobility Map
13. Prepare Seasonal Calendar
14. Prepare Problem Tree
15. Prepare solution tree
16. Assess Capacity of community
17. Conduct public hearing program
18. Validate with the People (PRA date/Information)
19. Validate with related stakeholders
20. Prepare PRA report
21. Conduct meeting
22. Observe program/ongoing activities
23. Prepare project proposal
24. Prepare budget
25. Prepare Gant chart

26. Prepare log frame.
27. Prepare implementation plan
28. Conduct monitoring
29. Conduct evaluation
30. Apply spider model
31. Prepare community profile
32. Prepare job description
33. Perform basic administrative works.
34. Maintain store record system.

References:

- Adhikari, N.P. (2009). A Practical Handbook for Project Proposal and Report Writing, Pairavi Prakashan, Kathmandu, Nepal.
- Agrawal, G.R. (2005). Project Management in Nepal, MK Publishers and Distributors, Kathmandu, Nepal
- Kothari, C. R. (1995). Research Methodology (Methods and Techniques), V.S. John for Vishwa Prakashan, Delhi, India
- NPC/MLD/UNDP (2000). District Development Planning and Management Manual for District Development Planners, Nepal.
- Upreti, S. R. (2007). Fundamentals of Monitoring and Evaluation, Subash Printing Press, Lalitpur, Nepal.

Entrepreneurship Development

Total: 5 hrs. /week

Theory: 2 hrs. /week

Practical: 3 hrs. /week

Course description:

This course is designed to impart the knowledge and skills of entrepreneurship to the students formulating business plan and managing small business in general. This course intends to deal with exploring, acquiring and developing enterprising competencies, identification of suitable business idea and developing of business plan.

Course objectives:

After completion of this course students will be able to:

1. Understand the concept and importance of entrepreneurship
2. Explore entrepreneurial competencies
3. Analyze business ideas and viability
4. Formulate business plan
5. Learn to manage small business
6. Capable to facilitate the targeted people on how to start, manage and grow business

Course Contents:

Theory

Unit 1: Introduction to Entrepreneurship

6 hrs.

- 1.1 Definition of entrepreneur and entrepreneurship
- 1.2 Difference between entrepreneur, enterprise, entrepreneurship and employee
- 1.3 Classification of enterprise in general and as per Industrial policy 2067
- 1.4 Overview of MSMEs(Micro, Small and Medium Enterprises) in Nepal
- 1.5 Benefit of doing own business
- 1.6 Types and styles of entrepreneurs

Unit 2: Creativity and Assessment

6 hrs.

- 2.1 Concept of creativity and innovation
- 2.2 Barriers to creative thinking
- 2.3 SCAMPER (Substitute, Combine, Adapt, Modify, Eliminate, Reverse)
Method of innovation
- 2.4 Concept of transferring idea into action
- 2.5 Self-assessment of creative style
- 2.6 Assessing personal entrepreneurial competencies

Unit 3: Business Plan**16 hrs.**

3.1 Market plan

- Concept of business plan
- Concept of market plan
- Steps of market plan

3.2 Production plan:

- Concept of production plan
- Steps of production plan

3.3 Operation plan:

- Concept of operation plan
- Steps of business operation plan
- Cost price determination

3.4 Financial plan:

- Concept of financial plan
- Working capital estimation
- Source of Investment (Equity and loan)
- Pricing strategy
- Profit/loss calculation
- BEP, ROI analysis and payback period analysis
- Cash flow calculation

3.5 Conclusion whether the plan is recommended for business or not

Unit 4: Basic book keeping:**6 hrs**

- 4.1 Concept and need of book keeping
- 4.2 Methods and types of book keeping
- 4.3 Basic concept of ledgers and vouchers
- 4.4 Bank reconciliation
- 4.5 Concept of Trial balance and
- 4.6 Balance sheet

Unit 5: Enterprise awareness**8 hrs**

- 5.1 Concept and importance of Enterprise
- 5.2 Source of business ideas
- 5.3 Characteristics of successful entrepreneurs
- 5.4 Qualities of Entrepreneurs and capacity evaluation
- 5.5 Enterprise and Families relation
- 5.6 Strength, Weakness, Opportunities and threats (SWOT) and Political, Environmental, Social and Technology (PEST) analysis for enterprise/business
- 5.7 Identification of business opportunities
- 5.8 Micro and macro screening process

Unit 6: Startup of enterprises	6 hrs
6.1 Identification of enterprises and selection of potential enterprise	
6.2 Identification of Customer	
6.3 Salesmanship	
6.4 Market Survey	
6.5 Production and utilization of resources	
6.6 Costing and sales price determination	
Unit 7 Management of existing enterprise	15hrs
7.1 Enterprise management	
7.2 Means of distribution	
7.3 Product/Service promotion	
7.4 Sales strategy	
7.5 Working Layout	
7.6 Quality control	
7.7 Determination of production quantity'	
7.8 Cost control	
7.9 Work plan for managing business/enterprise	
Unit 8 Expansion of Enterprise	15 hrs
8.1 Concept of enterprise growth and expansion	
8.2 Market expansion	
8.3 Competitor analysis	
8.4 Productivity and worker/staff motivation	
8.5 Proper managed work layout and external relation	
8.6 Product development/diversification	
8.7 Sales and cost planning	
8.8 Cash flow planning	
8.9 Analysis of existing Business status and preparing new business plan	

Practical

117 hours

List of Tasks/Skills

1. Conduct market survey of selected products
 - Develop questionnaire for consumer survey of selected local products
 - Test the questionnaire in the field
 - Conduct survey based on developed questionnaire
 - Tabulation of information gathered from survey
 - Analyze data
 - Draw conclusion
 - Recommendation
 - Prepare survey report
2. Practice on basic business cycle Game model I (using SIYB model)
3. Practical game on Demand and supply –Game model II (using SIYB model)
4. Practical game on marketing mix, collaboration and negotiation – Game model III (using SIYB model)
5. Practice on market expansion – Game model IV (using SIYB model)
6. Visit a local micro/ small enterprise and analyze their productivity and recommend for productivity increment
 - 7 Visit a micro enterprise and observe the production process and find the detail cost of production
 - 8 Visit a local market and observe the salesmanship of the seller and prepare a note what s/he did well and how s/he could do better
 - 9 Select at least 5 types of enterprise at the local community and see their marketing strategy and suggest appropriate marketing strategy
 - 10 Ask the students to select any enterprise that is feasible in his/her location and prepare business plan of that enterprise

References:

1. IEDI, Entrepreneurship Development Training Manual , IEDI Tripureshor Kathmandu
2. SIYB Secretariat Nepal, Start and Improve Your Business (SIYB) publish by SIYB Secretariat Nepal, IEDI
3. Dr. Joshi Shyam Entrepreneurship Development, Talaju Publication
4. Manandhar, Devendra Entrepreneurship Development, CTEVT
5. IEDI, Plan your own Business, IEDI Tripureshor Kathmandu
6. Industrial Policy 2067

On the Job Training (OJT)

Full Marks: 500

Practical: 24 weeks/960 Hrs

Description:

On the Job Training (OJT) is a 6 months (24 weeks/144 working days) program that aims to provide trainees an opportunity for meaningful career related experiences by working fulltime in real organizational settings where they can practice and expand their classroom based knowledge and skills before graduating. It will also help trainees gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks. The trainee will be eligible for OJT only after attending the final exam. The institute will make arrangement for OJT. The institute will inform the CTEVT at least one month prior to the OJT placement date along with plan, schedule, the name of the students and their corresponding OJT site.

Objectives:

The overall objective of the On the Job Training (OJT) is to make trainees familiar with firsthand experience of the real work of world as well as to provide them an opportunity to enhance skills. The specific objectives of On the Job Training (OJT) are to;

- Apply knowledge and skills learnt in the classroom to actual work settings or conditions and develop practical experience before graduation
- Familiarize with working environment in which the work is done
- Work effectively with professional colleagues and share experiences of their activities and functions
- Strengthen portfolio or resume with practical experience and projects
- Develop professional/work culture
- Broaden professional contacts and network.
- Develop entrepreneurship skills on related occupation.

Activities:

In this program the trainees will be placed in the real work of world under the direct supervision of related organization's supervisors. The trainees will perform occupation related daily routine work as per the rules and regulations of the organization such as;

- Conduct PRA, TNA, SWOT analysis
- Organize different awareness program
- Empower women and needy people
- Apply various social mobilization tools and techniques
- Apply APA approach

Potential OJT Placement site:

The nature of work in OJT is practical and potential OJT placement site should be as follows;

- Ministry of Federal Affairs and Local Development and line agencies
- Municipalities/Village Development Committee (VDC),
- National Reconstruction Authority
- Ministry of women, children and welfare
- Ministry of peace and reconstruction
- NGOS/INGOs working in the area of social mobilization, community development and entrepreneurship development
- Local level program under the National planning commission

Requirements for Successful Completion of On the Job Training:

For the successful completion of the OJT, the trainees should;

- submit daily attendance record approved by the concerned supervisor and minimum 144 working days attendance is required
- maintain daily diary with detail activities performed in OJT and submit it with supervisor's signature
- prepare and submit comprehensive final OJT completion report with attendance record and diary
- secured minimum 60% marks in each evaluation

Complete OJT Plan:

SN	Activities	Duration	Remarks
1	Orientation	2 days	Before OJT placement
2	Communicate to the OJT site	1 day	Before OJT placement
3	Actual work at the OJT site	24 weeks/144 days	During OJT period
4	First-term evaluation	one week (for all sites)	After 6 to 7 weeks of OJT start date
5	Mid-term evaluation	one week (for all sites)	After 15 to 16 weeks of OJT start date
6	Report to the parental organization	1 day	After OJT placement
7	Final report preparation	5 days	After OJT completion

- First and mid-term evaluation should be conducted by the institute.
- After completion of 6 months OJT period, trainees will be provided with one week period to review all the works and prepare a comprehensive final report.
- Evaluation will be made according to the marks at the following evaluation scheme but first and mid-term evaluation record will also be considered.

Evaluation Scheme:

Evaluation and marks distribution are as follows:

S.N	Activities	Who/Responsibility	Marks
1	OJT Evaluation (should be three evaluation in six months –one evaluation in every two months)	Supervisor of OJT provider	300
2	First and mid- term evaluation	The Training Institute	100
	Total		500

Note:

- Trainees must secure 60 percent marks in each evaluation to pass the course.
- If OJT placement is done in more than one institution, separate evaluation is required from all institutions.

OJT Evaluation Criteria and Marks Distribution:

- OJT implementation guideline will be prepared by the CTEVT. The detail OJT evaluation criteria and marks distribution will be incorporated in the guidelines.
- Representative of CTEVT, Regional offices and CTEVT constituted technical schools will conduct the monitoring & evaluation of OJT at any time during the OJT period.

Competency of Social Mobilizer

- Apply AI/APA approach
- Apply Spider model
- Assess capacity of community
- Conduct Focus Group discussion
- Conduct listening survey.
- Conduct market survey
- Conduct program Monitoring
- Conduct public hearing program
- Conduct semi structured interview.
- Conduct Stakeholders analysis.
- Conduct SWOT analysis
- Conduct training needs assessment
- Conduct Transect Walk/map
- Conduct Wellbeing Ranking
- Coordinate for technology transfer
- Demonstrate role play
- Develop checklist for interview
- Develop employability skills
- Develop event management skills
- Develop lesson plan/session plan
- Develop marketing skills
- Develop paraphrasing skills
- Develop professional development skills
- Develop questioning skills
- Develop questioning technique
- Develop survey questionnaire
- Develop training objectives
- Facilitate for conflict resolution.
- Facilitate for problem solving.
- Facilitate for resource mapping
- Facilitate for resource mobilization
- Form community group.
- Give and receive feedback
- Maintain record
- Manage stress
- Perform basic administrative works.
- Perform filing system
- Perform Illustrated talk
- Perform platform skills
- Prepare (Field Activity) plan
- Prepare budget
- Prepare business plan

- Prepare community profile
- Prepare CV
- Prepare forms and format for training
- Prepare Gant chart
- Prepare job description
- Prepare log frame.
- Prepare Preference Ranking
- Prepare Problem tree
- Prepare project proposal
- Prepare report.
- Prepare Seasonal Calendar
- Prepare Social Map
 - Prepare solution tree
 - Prepare training materials
- Prepare Venn diagram
- Use brainstorming
- Use energizer