

Master of Arts in Labour Studies (MLS)

Courses of Study



Labour Studies Subject Committee
Faculty of Humanities and Social Sciences
Tribhuvan University

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2081 (2025)



Labour Studies Subject Committee
Faculty of Humanities and Social Sciences
Tribhuvan University

Master of Arts in Labour Studies

Course of Study

1. The Background

The population of all ages and sexes are the consumers of produced goods and services, but only a segment of the population produces them, hence the producers of such goods and services are called the labour. Labour is not confined to producing economic goods and services; it is equally responsible for generating social capital and activities that have no economic price tag. Thus, labour is a dynamic field of study, distinguished by its focus on work and labour relations. Work affects everyone and everything and determines how working people spend many of their working hours and shapes position in society, it determines one's health and economic well-being, and her/his self-image. It determines the structure of a society and economy.

Dean's Office of the Faculty of Humanities and Social Science in Tribhuvan University introduced a master's degree in 'Labour Studies' as an interdisciplinary academic program and was endorsed by the faculty board and academic council in July 2019. The subject is established drawing on history, sociology, economics, population and demography, political economy, women's studies, industrial relations, labour migration and human security, the relationship between human rights and labour right; labour justice and labour law; food, nutrition, and labour productivity; labour statistics and research methodology; and other fields in assessing the place of labour and working people in society. The course is needed to make students to know more about the position of labour and working people in society. Further, the course will be of particular interest to trade unionists at the leadership, activist, and general membership levels.

The Master's programme in labour studies and the nature of its course deal with conceptual, theoretical, and practical issues concerning the functioning and dynamics of work, labour, and livelihood. The nature of employment patterns and employment relations are changing with time. Employment is characterized by growing informality and various forms of work-related insecurities in developed as well as developing nations. Workers in developing countries are facing the effects of globalization and international restructuring of the global labour market in the forms of sub-contraction, casualization, and contractualization and emerging contemporary issues of the world of work. Models of social protection make work and employment vulnerable or secure with the market fluctuation across the globe. Therefore, it is imperative to understand how the working class—both in the formal and informal sectors is managing their


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social security needs including benefits from employers, work safety, wages, and state assured benefits need to be a prime focus of the labour study.

In this connection, the course highlights the conceptual/theoretical and practical issues such as globalization and its impact on employment generation; social history and theoretical foundation and labour economics; the role of trade union and collective bargaining; labour movement, labour migration, and human security; the role of human capital formation (health, education) and social structure (caste/ethnicity) in demand and supply of labour; class and gender in labour market; the role of corporate governance in labour rights and security; occupational safety and health. The course further covers issues such as research methodology and labour statistics; human rights and labour rights; care economy and the informal sector; human resource projection and strategy; social dialogue and negotiation; labour diplomacy and human security; labour movements and social transformation in Nepal; poverty, inequality, and employment in Nepal; food, nutrition, and labour productivity; labour demography, and labour mapping and GIS. The course has also an intense debate surrounding the impact of labour laws and bilateral labour agreements on employment generation in the country.

2. MLS PROGRAM

The two-year Master of Labour Studies with a Major (specialization) provides solid and balanced academic and professional teaching/training in theory and methods relevant to labour studies. The programme in general and its Majors (specialization) courses, in particular, are designed to provide students with theoretical and methodological capabilities to conduct policy analysis and academic research. Applied theories, techniques, and tools are situated within a deeper understanding of their theoretical and methodological settings. Therefore, the Master of Labour Studies balances between the teaching of academic depth and professional relevance.

Salient Features of the MLS Program

Total credits = 63

Thesis writing is compulsory, which carries a weight of Six (6) credits
English as the medium of instruction



Admission Process and Number of Students

Admission for each batch of the MLS programme opens once a year. A candidate shall apply in the prescribed form obtained from the office of the Programme Coordinator or Dean's Office, following payment of necessary fees. To take admission, the Dean's office will run an eligibility test/qualifying test as an entrance examination. Name list of students to be admitted will be published based on the merit of the entrance test. Marks obtained by the student at the bachelor level could also be another basis for framing merit for admission. There will be a scope of admission of 50 students in one batch. Prospective students of MA in Labour Studies should have passed the bachelor's level in any discipline recognized by Tribhuvan University.

Teaching Hours

The total credit of the Master in Labour Studies course is 63. One credit equals 16 hours of teaching. Each paper will be of maximum 3 credits or 48 hours of teaching (including assignments, project works, and internal assessment). Thesis writing carries weights of six (6)



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credits. The first three semesters offer five papers of equally three (3) credits. Fourth semester offer four (4) papers of 3 credits each and a thesis writing of 6 credits. The teaching load of thesis supervision includes three student's equals three credits or 48 teaching hours in a semester. In this way the course offers 19 teaching papers including both compulsory and major streams (equally of 3 credits each = 57 credits) and a thesis of six credits.

The Evaluation Scheme

Evaluation schemes differ by the nature of the paper. Practical papers like labour mapping and GIS may give more weight to internal evaluation and less to external exams/evaluations. In general, there will be a 40:60 percentage ratio of evaluation scheme i.e. 40% to internal evaluation and 60% to external evaluation/exam.

Nature and Structure of Course

The teaching modules of the MLS programme comprise (a) compulsory/core courses, (b) specialization courses, and (c) options. The core courses are offered in the first and second semesters while the rest – core courses and specialization courses including options – are provided in the third and fourth semesters. The Master of Labour Studies is structured as follows:

MA in Labour Studies (MLS) – Course Structure

List of Courses by semester

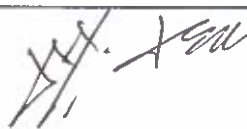
First Semester: 5 courses x 3 credits = 15 credits

Code No.	Subject Title	Credits
Compulsory/core subjects		
LS 501	Concepts and Theoretical Foundations of Labour Studies	3
LS 502	Society, Culture, and Labour	3
LS 503	Introduction to Labour Economics	3
LS 504	Labour standards and labour laws	3
LS 505	Contemporary Global Issues in the World of Work	3
	Total	15

Second Semester: 5 courses x 3 credits = 15 credit

Code No.	Subject Title	Credits
Compulsory/core subjects		
LS 551	Political Economy of Labour Markets	3
LS 552	Employment and Social Security	3
LS 553	Industrial and Employment Relations	3
LS 554	Research Methodology in Labour Studies	3
LS 555	Human Rights and Labour Rights	3
	Total	15


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Third Semester: 5 courses x 3 credits = 15 credits (3 compulsory and 2 optional papers)

Code No.	Subject Title	Credits
Compulsory/core subjects		
LS 601	Care Economy and Informal Sector	3
LS 602	Labour Statistics	3
LS 603	Occupational Health and Safety	3
Major /Optional Papers (one paper from each of 604 and 605)		
LS 604-1	Social Dialogue and Negotiation	3
LS 604-2	Labour Movements and Social Transformation in Nepal	
LS 604-3	Labour Demography	
LS 605-1	Human Resource Projection and Strategy	3
LS 605-2	International business and labour management	
LS 605-3	Gender and Labour	
LS 605-4	Planning, Monitoring & Evaluation (PM&E) of Employment	
	Total	15

Note:

Fourth Semester: 4 courses x 3 credits = 12 credits and Thesis 6 credits = 18 credits

Code No.	Subject Title	Credits
Compulsory/core subjects		
LS 651	Labour Diplomacy and Human Security	3
LS 652	Globalisation and Labour mobility/migration	3
Optional, any two of the following papers (one paper from each of 654 and 654)		
LS 653-1	Labour administration and governance	3
LS 653-2	Poverty, Inequality and Employment in Nepal	
LS 653-3	Entrepreneurship environment and industrial relation	
LS 654-1	Labour Mapping and GIS	3
LS 654-2	Labour Geography	
LS 654-3	Work efficiency and productivity	
LS 654-4	Food Nutrition and Labour Efficiency	
LS 654-5	Labour econometrics	
LS 655	Thesis	6
	Total	18



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SEMESTER I

First Semester: 5 courses x 3 credits = 15 credits

Code No.	Subject Title	Credits
Compulsory/core subjects		
LS 501	Concepts and Theoretical Foundations of Labour Studies	3
LS 502	Society, Culture, and Labour	3
LS 503	Introduction to Labour Economics	3
LS 504	Labour standards and labour laws	3
LS 505	Contemporary Global Issues in the World of Work	3
	Total	15

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Concepts and Theoretical Foundations of Labour Studies

Course Code: LS 501

Nature of the Course: Theory and Practice

Semester: First

Credits: 3
Total teaching hours: 48

The purpose of this paper is to familiarize students with the concepts and theoretical standings of labour as the main agents of production and social-cultural fabrication. Four institutional domains that have labour implications to intermediate development outcomes are 1) households, family, and kinship; 2) the community 3) the market, and 4) the state. Population processes i.e., fertility, Mortality, and migration, and its age-sex composition determine the supply of labour force. The structure of the labour market and the nature of work determine its demand. Employment is the source of social justice/injustice and the level of well-being. This paper begins with an introductory survey of conceptual approaches to labour followed by a treatment of central topics which include classification of the population by participation status; composition of the workforce; labour and social justice/social protection; labour/employment and poverty/ development.

The objectives and learning outcomes

By the end of this course, students will be able to command and demonstrate the following knowledge and skills in conceptualizing and theorizing labour relations in the contemporary world.

- Build familiarity with key concepts and theoretical debates in the field of labour and development
- Develop an ability to relate these debates to development theory, policy, and practice
- Gain the ability to evaluate the impact of development interventions (policies, projects, and institutional reform) on issues of labour justice.

Detail Course Contents

Unit 1: Meaning/concepts and contemporary practices of Labour

12hrs

- Meaning of Labour – (economic and Labour force concepts)
 - Meaning of Labour – (Historical, Social/cultural, Economic, and labour as integrating activity)
 - Division of labour – sociological and economic concepts
 - Tour to ILOSTAT: The leading source of labour statistics
- Internal Assessment: Group presentation in class by subunits*

Unit 2: Labour: The Prime agent of production and its determinants

9hrs

- The agents of production – Human resources and natural capital
- Population growth and determinants of labour composition (Marriage, fertility and population growth)
- Labour as source of demographic dividend
- Health and labour strengths
- Industrial training

Internal Assessment: Class test and project work



Unit 3: Theoretical Foundation of Labour

12hrs

- The eastern philosophy of labour
- The pre-classical philosophy of labour and division of labour (before Adam Smith)
- Adam Smith, Ricardo and Malthus in conceptualization of Labour
- Marxian philosophy of labour value
- Durkheim & Max Weber on Division of labour
- The Dynamics of contemporary Global Labour Division

Internal Assessment: Class test and project work

Unit 4: Labour, market inclusion and livelihood

9hrs

- Labour, poverty, and social inclusion/exclusion
- Labour endowment and entitlement
- Labour market and social justice

Internal Assessment: Class test and project work

Unit 5: Composition and characteristics of Nepalese and Global labour force

6hrs

- Reading guided teaching and project work.

(In this section students are assigned to prepare a project work/term paper either individually or in group).

Required Readings

Unit 1

Adam Smith (nd.). *Chapter I: Of the Division of Labour*. In *The Wealth of Nations: Book 1*. *Adam Smith ElecBook Classics* (pp.17-28).

Franz Baermann Steiner. (1957). Towards a Classification of Labour. *Sociologus, Neue Folge / New Series*, Vol. 7(2), pp. 112-130. <https://www.jstor.org/stable/43643911>. Accessed: 21-07-2019.

ILOSTAT - <https://ilostat.ilo.org/data/>

UNDESA. (2025). *2025 System of National Accounts (Draft for Global Consultation)* Chapter 16: Labour (Chapter 19 in the 2008 SNA, moved upwards, revised title and revised content). https://unstats.un.org/unsd/nationalaccount/SNAUpdate/2025/Draft_2025SNA.pdf. Department of Economic and Social Affairs.

Unit 2

Amick, B.C; McLeod, C.B, & Bültmann, U. (2016). Labor markets and health: An integrated life course perspective. *Scandinavian Journal of Work, Environment & Health*, Vol. 42, No. 4, pp. 346-353.

Bloom, D.E. & Mathew J. McKenna (2015). Population, Labour Force and Unemployment: Implications for the Creation of (Decent) Jobs, 1990-2030. (2015 UNDP Human Development Report Office Background paper).

David E. Bloom, David Canning and Jaypee Sevilla (2003). *The Demographic Dividend (A New Perspective on the Economic Consequences of Population Change)*. A RAND Program of Policy-Relevant Research Communication.

Marshall, A. (1890 Reprint 2013). Book IV: The agents of production land, labour, capital and organization (Chapters I, IV, V & VI). In *Principles of Economics, Eighth Edition*, pp. 115-182. Palgrave Macmillan.

Sydney H. Coontz. (1998 Reprint). Population theories and economic interpretation (Chapter-8: The demand for labour). London: Routledge & Kegan Paul Ltd.

Unit 3

Emile Durkheim, (1984). *The division of labour in society*, Macmillan Society, UK.

J. A. Schumpeter, (1954). *History of Economic Analysis*. London: Allen & Unwin.

R. J. Littman, (1974). *The Greek experiment: Imperialism and social conflict 800-400BC*
London: Thames & Hudson,

V. Foley, (1974). *The Division of labour in Plato and Smith', History of political economy*,
vol. 6.

Weber, M. (1978). *Economy and society: An outline of interpretive sociology*. University of California Press.

Richard Munch (2016). *The Global Division of Labour Development and Inequality in World Society*. Palgrave Macmillan

Unit 4

Rodger, G., Charles, G., Gore, & Figueiredo, J.B. (1995). *Social Exclusion: Rhetoric Reality Responses*. International Institute of Labour Studies (IILS), United Nations Development Programme.

Michael Kitson, Ron Martin and Frank Wilkinson. (2000). Labour markets, social justice and economic efficiency. *Cambridge Journal of Economics*, 24(6), pp. 631-641. Stable URL: <https://www.jstor.org/stable/23600417> Accessed: 26-07-2019.

Sen, A. (2000). *Social exclusion: Concept, application, and security*. Asian Development Bank, Social Development Papers No. 1.

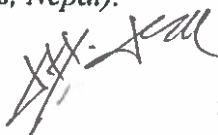
Sen, A. (1981). *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford University Press.

Unit 5

CBS. (2019). Report on the Nepal Labour Force Survey (I, II & III), 2017/18. Kathmandu: Central Bureau of Statistics (CBS).

ILO. (2024). *World Employment and Social Outlook*. ILO Web page.

Suwal R., & Kafle, R. (2024). Thematic Report on Labour force (upcoming - based on 2021 Population and housing census, Nepal).



Society, Culture and Labour

Course Code: LS 502

Total credit: 3

Nature of the Course: Theory and Practice

Total teaching hours: 48

Semester: First

This course provides an in-depth exploration of the key concepts and dynamics that shape human society, with a particular focus on the intersection of culture, labour, and societal transformations. The study of human society is central to understanding how individuals, communities, and institutions function and evolve. Throughout the course, students will engage with foundational sociological perspectives, examining the historical and contemporary factors that influence societal structures and processes. The course is divided into five thematic units, each designed to explore the intricate relationship between culture, labour, and social change, with a focus on both global and Nepali contexts.

In the first part of the course, students will explore the concept of human society, including the foundational principles that define it and the different perspectives that sociologists use to analyze society. The course will then delve into the evolution of societal structures and social change, examining the forces that drive transformation, such as technological advancements, globalization, and economic shifts. Key theoretical frameworks and case studies will be employed to highlight the complex interactions between societal institutions, culture, and labour.

Objectives:

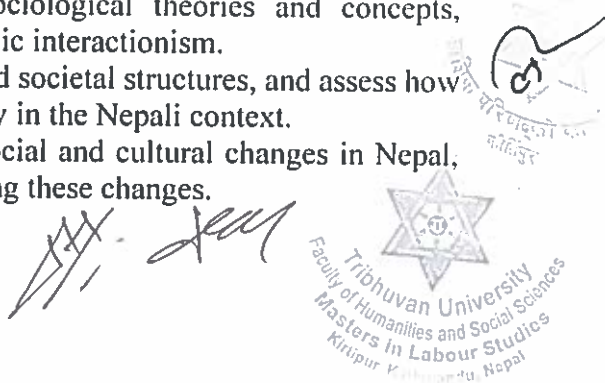
The objective of this course is to provide students with a comprehensive understanding of key sociological concepts and theories, with a focus on societal structures, labour systems, and social change. The specific objectives are as follows:

1. To introduce foundational sociological concepts and theories, emphasizing the relationship between individuals, culture, and society.
2. To examine the evolution of societies, focusing on the role of culture, labour systems, and social change in shaping societal structures.
3. To critically assess Nepali society, including caste, gender, and labour relations, and the role of socio-political movements in driving social and cultural transformation.

Learning Outcomes:

By the end of this course, students will be able to achieve the following outcomes:

1. Understand and critically engage with major sociological theories and concepts, including functionalism, conflict theory, and symbolic interactionism.
2. Analyze the relationship between culture, labour, and societal structures, and assess how cultural influences shape labour systems, particularly in the Nepali context.
3. Critically assess the historical and contemporary social and cultural changes in Nepal, including the role of key social movements in shaping these changes.



Detail Course Contents

Unit 1: Concepts of Human Society

12 hrs

- a. Foundations of human society
 - i. Defining human society: Characteristics and key elements.
 - ii. The relationship between individuals and society.
 - iii. Introduction to major sociological perspectives (functionalism, conflict theory, symbolic interactionism)
- b. Production of human society
 - i. Creation and evolution of societal structures
 - ii. Key milestones in societal production from hunter-gatherers to industrial and post-industrial societies
 - iii. Role of cultural, technological, and environmental factors in shaping societies
- c. Social Change and Transformation
 - i. Theories of social change (e.g., evolutionary, revolutionary, and cyclical).
 - ii. Factors driving transformation: Technological innovation, economic shifts, and globalisation.
 - iii. Case studies of societal change (e.g., the Industrial Revolution, digital transformation).

Unit 2: Interface of Culture, Cultural Change and Labour

12 hrs

- a. Definition and characteristics of culture
 - i. Definition: Culture as a system of shared beliefs, values, norms, and practices.
 - ii. Key characteristics: Learned, shared, symbolic, adaptive, and dynamic nature of culture.
- b. Evolution, change and transformation of culture
 - i. Historical evolution of culture (prehistoric, agrarian, industrial, digital).
 - ii. Mechanisms of cultural change: Diffusion, invention, and innovation.
 - iii. Cultural transformation in the context of globalisation.
- c. Culture and labour
 - i. Cultural influences on labour systems and work ethics.
 - ii. Gendered division of labour and its cultural underpinnings.
- d. Theoretical perspectives on labour
 - i. Marxist perspective: Labor as a key component of cultural production.
 - ii. Functionalist view: Labor's role in maintaining societal equilibrium.
 - iii. Postmodernist critiques of labour and culture in the era of globalisation.

Unit 3: Nepali Society, Culture and Labour

9 hrs

- a. Structure of Nepali society and culture
 - i. Caste-based structure
 - ii. Ethnolinguistic structure
 - iii. Geo-regional structure
- b. Caste as a mode of production and division of labour



- i. Historical foundation of the caste system in Nepal
- ii. The role of caste in economic organisation and production
- iii. Caste-based division of labour and its sociocultural implications
- c. Gender and Labour in Nepali Society
 - i. Gender-based division of labour in Nepal
 - ii. Impact of patriarchy on women's participation in economic and cultural spheres
 - iii. Feminist perspectives on labour and social change in Nepal

Unit 4: Social Forms and Organizations of Labor in Nepal

9 hrs

- a. Traditional Labour Organizations in Nepal
 - i. Social history and functions (guthi, parma, jajamani, bista, etc)
 - ii. Evolution and modern relevance of traditional systems
- b. Modern Labour Categories and Processes
 - i. Formal labour and labour rights
 - ii. Informal labour and its socio-economic role
 - iii. Substantive labour and subsistence economy
- c. Exploitative Labor Systems in Nepal
 - i. Historical forms of bonded labor (kamaiya, haliya, haruwa-charuwa, jhara)
 - ii. Government interventions and social justice movement
 - iii. Contemporary forms of labour exploitation

Unit 5: Social and Cultural Change in Nepal

6 hrs

- a. Historical context of social and cultural change in Nepal
 - i. Evolution of Nepalese society: Pre-unification, Rana regime, and post-democracy eras
 - ii. Influence of monarchy, democracy, and federalism on socio-cultural organization
 - iii. Challenges and progress in women's empowerment
 - iv. Challenges and progress in the inclusion of marginalized communities in socio-political processes
- b. The role of socio-political movements in social and cultural change
 - i. The role of kisan andolan (peasants' movement)
 - ii. The role of Jana andolan (people's movement)
 - iii. The role of human rights and gender justice movements

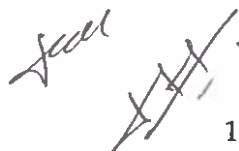


Required Readings

Unit 1

- Haralambos, Michael, and Robin M. Heald. 2014. *Sociology: Themes and Perspectives* (8th ed.). Collins Educational.
- Giddens, Anthony, Mitchell Duneier, Richard Appelbaum, and Beborab Carr 2017. *Introduction to Sociology* (10th ed.). W.W. Norton & Company.
- Polanyi, Karl (1944). *The Great Transformation: The Political and Economic Origins of Our Time*. Beacon Press.
- Lenski, Gerhard. 2005. *Ecological-Evolutionary Theory: Principles and Applications*. Paradigm Publishers.

Unit 2



- Kottak, Conrad Phillip. (2018). *Cultural Anthropology*. Pp 17-33
- Guest, Kenneth J. (2016). *Cultural anthropology: A toolkit for a global age*. WW Norton & Company.
- Swindler, Ann. (1986). Culture in Action: Symbols and Strategies. *American Sociological Review*, 51 (2), pp. 273-286
- Vallas, Steven Peter. (2012). *Work*. Polity (Chapter 1)

Unit 3

- Höfer, A. 2004. *The Caste Hierarchy and the State in Nepal: A Study of the Muluki Ain of 1854*. Himal Books.
- Gellner, D. N., Pfaff-Czarnecka, J., & Whelpton, J. 1997. *Nationalism and Ethnicity in a Hindu Kingdom: The Politics of Culture in Contemporary Nepal*. Routledge.
- Sharma, Prayag Raj. 2004. *The State and Society in Nepal: Historical Foundations and Contemporary Trends*. Himal Books
- Tamang, Siera. 2009. *The Politics of Conflict and Difference or the Difference of Conflict in Politics: The Women's Movement in Nepal*. *Feminist Review*, 91(1), 61-80.

Unit 4

- Bista, D. B. 1991. *People of Nepal*. Ratna Pustak Bhandar.
- Robertson, Adam, and Shisham Mishra. 1997. *Forced to plough: Bonded labour in Nepal's Agricultural economy*. Anti-Slavery International and INSEC
- Upadhyaya, Krishna Prasad. 2004. *Bonded Labour in South Asia: India, Nepal and Pakistan*. In *The Political Economy of New Slavery* (pp. 118-136). Palgrave Macmillan, UK

Unit 5

- Gellner, David, Joanna Pfaff-Czarnecka, and John Whelpton. (2012). *Nationalism and ethnicity in a Hindu Kingdom: The politics and culture of contemporary Nepal*. Routledge
- Karki, A. (2001) 'The Politics of Poverty and Movements from below in Nepal', PhD Thesis, University of East Anglia, Norwich, UK

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Introduction to Labour Economics

Course Code: LS 503

Nature of the Course: *Theory and Practice*

Semester: *First*

Total credit: 3

Total teaching hours: 48

Overall course objective: This course provides an in-depth understanding of economic principles with a focus on labour markets. It introduces fundamental economic concepts, market mechanisms, and macroeconomic frameworks that shape employment, wage determination, and labour policies. Through theoretical discussions and practical applications, students will develop analytical skills to evaluate labour market outcomes, the role of institutions, and the impact of government interventions. The course aims to equip students with the necessary tools to analyze labour market dynamics in both microeconomic and macroeconomic contexts, fostering critical thinking about policy measures and real-world labour market issues.

Learning objectives: Students will gain a foundational understanding of economic principles relevant to labour studies, including scarcity, opportunity cost, and market structures. They will explore how demand and supply influence labour markets, examining individual and market labour supply, wage elasticity, and efficiency in employment allocation. Through discussions on market efficiency, government interventions, and market failures, students will analyze the conditions under which markets function optimally and when policy interventions are needed to correct inefficiencies. The course will also cover externalities, public goods, and equity considerations in labour markets, assessing the role of taxation, social safety nets, and job training programs. Finally, students will explore macroeconomic factors such as inflation, unemployment, and economic growth, evaluating the influence of fiscal and monetary policies on labour markets. Students will apply economic theories to labour market trends and policy challenges through case studies and data-driven analysis.

Detail Course Contents

Unit 1: Introduction to Economics and Labour Markets

- The importance of studying economics
- Scope and methodology of economic analysis
- Central economic problem of scarcity and choice (Key areas of focus include the fundamental questions of what to produce, how to produce, and how to distribute output)
- The role of labour in production function as a factor input (Introduction of labor-intensive technology and substitution between inputs particularly between labour and capital)
- The basic competitive model, the role of prices, property rights, and profits, as well as incentives, information, and rationing
- Opportunity sets, economic systems, and the use of graphs in economic analysis
- The use and importance of Economics to understand labour market issues.

Teaching method: lectures, workshops/presentations

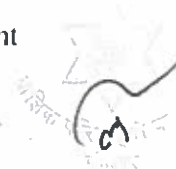
Unit 2: How Markets Works: Demand, Supply and Labour Markets

- Principles of markets and competition, focusing on labour markets and employment dynamics
- Demand and supply focusing on individual labour supply and demand



9 hrs

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- Shifting of labour demand and supply curves
- Concept of elasticity and its relevance to labour markets
- Evaluation of efficiency of market outcomes in employment and wage determination.

Teaching method: lectures, workshop/presentations

Unit 3: Market and Welfare

9 hrs

- The efficiency of resource allocation and the distribution of benefits among individuals and society.
- Consumer and producer surplus, market efficiency, and the role of prices in coordinating economic activity.
- Role of government interventions, including taxes, subsidies, and price controls, assessing their impact on market efficiency and social welfare.
- The role of policy in addressing inefficiencies and promoting economic well-being.

Teaching method: lectures, workshops/presentations

Unit 4: Topics for Further Understanding of Labour Markets

9 hrs

- Key economic concepts, public goods, externalities, market failures, equity, and efficiency—focusing on labour market outcomes.
- Market imperfection and inefficiencies in resources allocation
- Information asymmetry, monopsony power, and labour mobility constraints.
- The role of externalities in employment—such as the societal benefits of education and skill development, as well as negative externalities like workplace hazards— on labour market outcomes
- Provisioning of public goods such as job training programs and unemployment insurance, and its impact on labour market outcomes.
- Trade-offs between equity and efficiency in labour market policies, exploring minimum wages, taxation, and social safety nets.
- Government intervention in labour market to correct market failures

Teaching method: lectures, workshops/presentations



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Unit 5: Macroeconomic Foundations of the Labour Market

12 hrs

- Key macroeconomic concepts relevant to the labour market— employment, wage determination, and policy impacts.
- Macroeconomic indicators such as GDP, inflation, and unemployment, and their interconnections and the role of business cycles in labour market fluctuations.
- Theoretical perspectives on real wages and labour supply, employment and wage rigidity.
- Wage determination, inflation-unemployment trade-off.
- Monetary and fiscal policies and its impact on employment and labour market

Teaching method: lectures, workshops/presentations

Required Readings by Units

Unit-1:

Chapters 1 and 2 of Mankiw, N. G. (2016). *Principles of microeconomics* (8th ed.). CENGAGE Learning Custom Publishing.

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Chapter 1 of Borjas, G.J. (2015). *Labour Economics*, 7th Edition. London: Irwin/McGraw-Hill.

Unit - 2

Chapters 4, 5 and 6 of Mankiw, N. G. (2016). *Principles of microeconomics* (8th ed.). CENGAGE Learning Custom Publishing.

Chapter 2, 3 and 4 of Borjas, G.J. (2015). *Labour Economics*, 7th Edition. London: Irwin/McGraw-Hill.

Unit-3

Chapters 7 and 8 of Mankiw, N. G. (2016). *Principles of microeconomics* (8th ed.). CENGAGE Learning Custom Publishing.

Unit - 4

Chapter 10, 14, 15 and 16 of Mankiw, N. G. (2016). *Principles of microeconomics* (8th ed.). CENGAGE Learning Custom Publishing.

Unit 5:

Chapters 1 to 5 of CORE-ECON Team (2024). *Economics 2.0*. (Macroeconomics) CORE Economics Education. <https://www.core-econ.org/>

Chapters 9 of Mankiw, N. G. (2016). *Principles of macroeconomics* (8th ed.). CENGAGE Learning Custom Publishing

Suggested textbooks:

Mankiw, N. G. (2016). *Principles of microeconomics* (8th ed.). CENGAGE Learning Custom Publishing.

Mankiw, N. G. (2016). *Principles of macroeconomics* (8th ed.). CENGAGE Learning Custom Publishing.

Borjas, G.J. (2015). *Labour Economics*, 7th Edition. London: Irwin/McGraw-Hill.

Ehrenberg, R.G., and R.S. Smith (2012). *Modern Labour Economics: Theory and Public Policy*. 12th Edition, Prentice Hall.

McConnell, S. Brue, and D. MacPherson (2009). *Contemporary Labour Economics*, 8th edition, McGraw-Hill.

CORE-ECON Team (2024). *Economics 2.0*. CORE Economics Education. <https://www.core-econ.org/>.

Reference books:

Perloff, J. (2018) *Microeconomics*. 6th Edition, Pearson Education Ltd., Harlow.

Boeri, T., and J. Van Ours (2013). *The economics of imperfect labour markets*. Princeton University Press.

Esping-Andersen, G., and M. Regini, eds. (2000). *Why deregulate labour markets?* Oxford University Press.

Schmid, G., and B. Gazier, eds. (2002). *The dynamics of full employment: Social integration through transitional labour markets*. Edward Elgar Publishing.

Boeri, T., M. Castanheira, R. Faini, and V. Galasso, (eds.) (2006) *Structural reforms without Prejudices*. Oxford University Press.

Layard, R., S. Nickell, and R. Jackman (2005) *Unemployment: macroeconomic performance and the labour market*. Oxford University Press.



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Labour Standards and Labour Law

Course Code: LS 504

Nature of the Course: Theory and Practice

Semester: Second

Total credit: 3

Total teaching hours: 48

The Objectives of the Course:

- To provide students with knowledge of international labour standards and their relevance in Nepalese labour regulations.
- Impart detailed information on the compliance by Nepalese Labour standards, and laws with International Labour Standards.
- Enable students to put the learned knowledge and skills to analyze the level of realization of international and national labour standards in the real life of laborers and their affiliated enterprises.

Detail Course Contents

Unit 1: Freedom of Association and Right to Organize

10hrs

- a. Right to organize
- b. Independence and non-interference by authorities
- c. Protection against acts of discrimination and non-interference
- d. Protection and facilities of worker representatives
- e. Rights of Association of Rural Worker's organizations
- f. Trade Union Right in Public Service
- g. Freedom of Association in Nepalese Labour Law

Unit 2: Collective Bargaining

10hrs

- a. Definition and Purpose of Collective Bargaining
- b. Subjects, Parties and Content of Collective Bargaining
- c. Principles of Force and Voluntary Negotiation
- d. Free Choice of Collective Bargaining
- e. Principle of Good Faith
- f. Collective Bargaining in Public Service
- g. Practice of Collective Bargaining in Nepalese Labour Law



Unit 3: Freedom of Works and Abolition of Forced Labour

8hrs

- a. Meaning of Forced and Compulsory Labour
- b. Forced Labour and Minor (Consent by parents for Minors)
- c. Exception of Forced Labour
 - Compulsory Military Service
 - Normal Civic Obligation
 - Prison labour
 - Emergencies
 - Minor communal Services
- d. Nepalese Labour Law dealing with Forced Labour

Unit 4: Equality of Treatment and Opportunity

10hrs

- a. No-discrimination in employment and opportunity
- b. Equal Remuneration

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- c. Workers with Family Responsibility
 - Equality between men and Women
 - Protection of dependent Children
 - Social Security for Family Members
- d. Indigenous and Tribal People
 - Criteria for Indigenous and Tribal People
 - Participation and protection of Tribal and Indigenous people in work
 - Recruitment and conditions of employment
- e. Migrant Workers
 - Contemporary trend in International Migration
 - Nature of International Migration
 - Irregular Migration
 - Fundamental Human Rights of Migrant Workers
 - Protection of the Rights of Migrant Workers
- f. Nepalese Labour Laws and other legal provisions

Unit 5: Protection of Children and Young Persons

6hrs

- a. Definition of child
- b. Determination of a minimum age of employment or work
- c. Conditions of work of children
- d. Prohibition and elimination of the worst forms of child labour
- e. Conditions of employment
- f. Prohibition of child labour and Nepalese Labour Law

Unit 6: Field and project work

4hrs

Students are compulsorily assigned visit of Government agencies (labour administration), trade unions and employer's agencies for the inquiry of the workplace implications of the national and international labour standards and preparation of brief report and its presentation.

Required Readings

Unit 1

- International Labour Standards: A Global Approach 2002, International Labour Office.
- Application of International Labour Standard 2018, ILO Geneva
- The International Labour Organization's Fundamental Convnetion 2003, ILO
- Freedom of Association and Protection of Rights to Organize Convention 1948 (No 87)
- Worker's Representative Convention 1971 (No 135)
- Worker's Representative Recommendation 1971 (No 173)
- Rural Worker's Organization Recommendation 1975(No 149)
- Rights of Organization (Agriculture) Convention 1921 (No 11)
- Constitution of Nepal Article 33 and 34
- Labour Act, 2074
- Trade Union Act 2049



Unit 2:

- International Labour Standards: A Global Approach 2002, International Labour Office.
- Application of International Labour Standard 2018, ILO Geneva
- The International Labour Organization's Fundamental Convnetion 2003, ILO
- Right to Organize and Collective Bargaining Convention 1949 (No 98)



- Labour Relation (Public Service) Convention 1978 (No 151)
- Labour Relation (Public Service) Recommendation 1978 (No 159)
- Collective Bargaining Convention 1981(No 154)
- Collective Bargaining Recommendation 1981(No 163)
- Collective Bargaining Recommendation 1951(No 91)
- Labour Law
- Labour Rules

Unit 3:

- International Labour Standards: A Global Approach 2002, International Labour Office.
- Application of International Labour Standard 2018, ILO Geneva
- The International Labour Organization's Fundamental Convnetion 2003, ILO
- Forced Labour Convention 1930 (No 29)
- Forced Labour (Indirect Compulsion) 1930 (No 35)
- Abolition of Forced Labour Convention 1957 (No 105)
- Forced Labour Regulation Recommendation 1930 (No 36)
- Constitution of Nepal Article 33 &34
- Labour Act
- Trade Union Act
- Bonded Labour (Prohibition) Act 2058
- Child Labour (Prohibition and Regulation) Act 2056
- Children's Act 2075

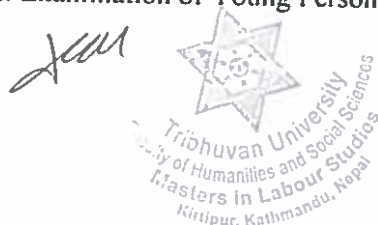
Unit 4:

- International Labour Standards: A Global Approach 2002, International Labour Office.
- Application of International Labour Standard 2018, ILO Geneva
- The International Labour Organization's Fundamental Conventions 2003, ILO
- Workers with Family Responsibilities Convention, 1981 (No. 156)
- Workers with Family Responsibilities Recommendation, 1981 (No. 165)
- Employment (Women with Family Responsibilities) Recommendation, 1965 (No. 123)
- Indigenous and Tribal Peoples Convention, 1989 (No. 169)
- Indigenous and Tribal Populations Recommendation, 1957 (No. 104)
- Recruiting of Indigenous Workers Convention, 1936 (No. 50)
- Contracts of Employment (Indigenous Workers) Convention, 1939 (No. 64)
- Contracts of Employment (Indigenous Workers) Recommendation, 1939 (No. 58)
- Penal Sanctions (Indigenous Workers) Convention, 1939 (No. 65)
- Migrant Worker Convention
- Migration for Employment Convention (Revised), 1949 (No. 97)
- Migration for Employment Recommendation (Revised), 1949 (No. 86)
- Migrant Workers (Supplementary Provisions) Convention, 1975 (No. 143)
- Migrant Workers Recommendation, 1975 (No. 151)
- Protection of Migrant Workers (Underdeveloped Countries) Recommendation, 1955 (No. 100)
- Migration for Employment Convention, 1939 (No. 66)



Unit 5:

- Medical Examination of Young Persons (Industry) Convention, 1946 (No. 77)
- Medical Examination of Young Persons (Non-Industrial Occupations) Convention, 1946 (No. 78)



- Medical Examination of Young Persons (Underground Work) Convention, 1965 (No. 124)
- Medical Examination of Young Persons Recommendation, 1946 (No. 79)
- Conditions of Employment of Young Persons (Underground Work) Recommendation, 1965 (No. 125)
- Night Work of Young Persons (Industry) Convention, 1919 (No. 6)
- Night Work of Young Persons (Nonindustrial Occupations) Convention, 1946 (No. 79)
- Night Work of Young Persons (Industry) Convention (Revised), 1948 (No. 90)
- Night Work of Children and Young Persons (Agriculture) Recommendation, 1921 (No. 14)
- Night Work of Young Persons (Nonindustrial Occupations) Recommendation, 1946 (No. 80)
- Convention on the Rights of Child



Contemporary Global Issues in the World of Work

Course Code: LS 505

Nature of the Course: Theory and Practice

Semester: First

Credits: 3

Total teaching hours: 48

The labour market and the world of work are always dynamic and technology and skill selective. Consequently, the classical workplace and working hours concept is gradually being replaced by the rising automation, work-from-home and artificial intelligence-assisted works. This is causing cases of job displacement, growing income inequality, the gig economy and skills mismatch. The process of globalization, offshoring and demographic shifts, the impact of technology on work, precarious employment, and the changing nature of work due to remote work options, all while considering the need for worker protection and fair compensation in a rapidly evolving landscape.

Course objectives:

To make students informative and analytical about the dynamic nature of the world of work and enable them to link the dynamic nature of the contemporary world of work in the debate of academic and policy research of the labour markets.

Learning outcomes:

This paper is expected to enable students to link the dynamism of contemporary issues and the nature of the world of work in academic and policy research and discourses.

Detail Course Contents

Unit 1: Contemporary World of Work

6 hrs

- Overview of Current Labour market trends, workforce trends, and employment patterns.
- Impacts of Automation, AI and technology on work
- Nature of Work: Temporary vs. permanent; visualization on trends
- Class presentation and Assignments.

Unit 2: Labour Market Transformations

6 hrs

- Gig economy and platform-based work.
- Remote work and hybrid models including freelancing
- Skills gap and re-skilling initiatives
- Current Status and reintegration of Foreign Labour Migration returnees in Nepal
- Class presentation and Assignments.

Unit 3: Workplace Inequalities and Marginalization

9 hrs

- Global and National Status of Gender, race, and class inequalities in work.
- Cross-Cultural Diversity within workplace: Pros and Cons
- Addressing Disability and Accessibility in Employment
- Challenges for non-workers and vulnerable populations.

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- Class presentation and Assignments.

Unit 4: Work-Life Balance and Well-Being

9 hrs

- Overview on Occupational Stress, Stressors and coping mechanisms
- Workplace Well-Being Programs and initiatives
- Impact of precarious employment and underemployment on wellbeing.
- Flexible Working Arrangements and Policies
- Class presentation and Assignments.

Unit 5: Climate Change and Just Transition

12 hrs

- Green jobs and sustainable labour practices
- Impact of Pandemics on Work
- Effects of environmental changes on industries and employment.
- Transition strategies for workers in traditional industries
- Class presentation and Assignments

Unit 6: Ethical and Sustainable Work Practices

6 hrs

- Corporate Social Responsibility (CSR)
- Sustainable Development Goals (SDGs) and Work
- Ethical Labor Practices in Global Supply Chains: Recruitment to Retirement
- Class presentation and Assignments.

Required readings

Unit 1

Frey, C. B., & Osborne, M.A. (2017). *The Future of Employment: How Susceptible Are Jobs to Computerization?*

ILO. (2021). *World Employment and Social Outlook: Trends.*

Sennett, R. (1998). *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism.*

The compiled reader

Unit 2

De Stefano, V. (2016). *The Rise of the "Just-in-Time Workforce": On-Demand Work, Crowdwork, and Labour Protection in the "Gig-Economy".*

Kalleberg, A. L. (2011). *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s-2000s.*

World Economic Forum. (2023). *The Future of Jobs Report.*

Unit 3

Acker, J. (2006). *Inequality Regimes: Gender, Class, and Race in Organizations.*



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Collins, P. H. (2000). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*.

Standing, G. (2011). *The Precariat: The New Dangerous Class*.

Unit 4

Eurofound. (2021). *Living, Working, and COVID-19*.

ILO. (2022). *Decent Work Agenda*.

Karasek, R., & Theorell, T. (1990). *Healthy Work: Stress, Productivity, and the Reconstruction of Working Life*.

WHO. (2020). *Mental Health and Work: Impact, Issues and Good Practices*.

Unit 5

ILO. (2015). *Guidelines for a just transition towards environmentally sustainable economies and societies for all*. International Labour Organization (ILO).

Kalt, T. (2021). Jobs vs. climate justice? Contentious narratives of labor and climate movements in the coal transition in Germany. *Environmental politics*, Vol. 30, No. 7, pp. 1135–1154. <https://doi.org/10.1080/09644016.2021.1892979>.

Lee, S., & Baumgartner, S. (2022). *How Just Transition Can Help Deliver the Paris Agreement*. UNDP: https://climatepromise.undp.org/sites/default/files/research_report_document/Just%20Transition%20Report%20Jan%202020.pdf.

Piguat, E., Pecoud, A., & de Guchteneire, P. (2011). Migration and Climate Change: An Overview. *Refugee Survey Quarterly*, 30(3), 1–23. doi:10.1093/rsq/hdr006

Sadavarte, P., Rupakheti, M., Bhave, P., Shakya, K., & Lawrence, M. (2019). Nepal emission inventory – Part I: Technologies and combustion sources (NEEMI-Tech) for 2001–2016. *Atmospheric Chemistry and Physics*, 19, pp. 12953–12973. <https://doi.org/10.5194/acp-19-12953-2019>.

Stern, N. (2007). *The Economics of Climate Change: The Stern Review*.

UNEP. (2018). *Emissions Gap Report*.

Wang, X., & Lo, K. (2021). Just transition: A conceptual review. *Energy Research & Social Science*, Volume 82. <https://doi.org/10.1016/j.erss.2021.102291>.

WB. (2021). *Climate Risk: Country Profile Nepal*. Washington, DC 20433: World Bank Group. Internet: www.worldbank.org.

Wilgosh, B., Sorman, A.H., & Barcena, I. (2022). When two movements collide: Learning from labour and environmental struggles for future Just Transitions. *Futures* 137, Elsevier, ScienceDirect, www.elsevier.com/locate/futures.

WWF Nepal (2023). *Policy Roadmap for Nepal to transition to 100% RE by 2050*. Kathmandu: WWF Nepal.

Unit 6

Atkinson, A. B. (2015). *Inequality: What Can Be Done?*

OECD. (2023). *Employment Outlook*.

Rifkin, J. (1995). *The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era*.

