Tribhuvan University
Faculty of Humanities and Social Sciences

Bachelor of Arts in Sociology
Course of Study 2020

(As approved by the Sociology Subject Committee)

Sociology Subject Committee
Central Department of Sociology
Tribhuvan University
Kirtipur, Kathmandu

2020 (2077 BS)

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TRIBHUVAN UNIVERSITY
CENTRAL DEPT. OF SOCIOLOGY

Bachelor of Arts in Sociology
(Syllabus)

Course Overview

This course aims to impart the students with up-to-date knowledge in Sociology. Specifically, this course aims to begin students' exposure to theoretical, methodological and empirical debates in the discipline and about different facets of Nepali society. While the students will engage primarily with prescribed reading, comprehending, synthesizing and analysing the texts, attention has also been given to encourage them in applying the insights they learn from these texts in understanding contemporary Nepali society (particularly the community) in which they are a member.

Reading the texts, being active in classroom discussions, and making efforts while thinking and writing to link it with key facets of one's society are the three activities the students are expected to engage in as the course progresses.

The course has a relatively heavy emphasis on the *practicum* (worth 30 full marks out of total 100 in each module and that demands 50 hours equivalent of academic engagement on each paper). In each module, students are required to link the texts they read and discuss in the class with (any part of) society they come from or they are living in. Hence, whereas understanding Sociology is important, their ability to apply such understanding to their own community and society is also important.

Finally, to enhance their ability to organize ideas systematically and enable them in writing, and communicate such ideas in effective ways, skills in research and writing have also been emphasized.

Learning Objectives

The course has the following specific objectives:

a) to inculcate students in sociological perspectives, approaches and methods,

b) to enhance students' ability to recognize and analyse underlying social-structural dynamics at work behind any social event or process,

c) to provide students basic skills and analytical ability in understanding different aspects and dynamics of Nepalese society, and finally

d) to develop semi-professional human resources to serve the country's developmental aspirations.

Assessment and Evaluation

The syllabus has a considerable emphasis on *practicum* (say, application). To earn 30 marks as part of the internal evaluation, the students have to engage in practical activities (like conducting in mini-research, doing field visits, studying markets, review of a book/article, writing an essay and the like) which if worth (or equivalent of) 50 hours of academic engagement.

It implies that students have to constantly engage in applying what they have learned in the classroom by doing some project work. This may comprise activities such as mini field visits

and report write up, synthesizing a text, writing a seminar paper, and debating and making the presentation. For the practicum, 50 teaching hours have been allocated for each module and it carries 30 full marks (out of 100 in each module). The practicum part will be accomplished along the way the students are engaged in the classroom teaching and it is the responsibility of the Subject Teacher to accomplish this on time.

Since the Syllabus has assigned one-third weightage (50 of a total of 150 teaching hours) on practicum, College and Departments who choose to introduce this (Bachelor of Arts in Sociology) course are encouraged to pay attention to this fact. They are encouraged to put in place required resources and institutional support and monitoring systems to implement it. In any circumstance, no sit-in examination can be conducted as part of internal evaluation, and students should be given opportunities to go outside the class, and learn from everyday real-life situations.

Regular attendance in the class, active participation in the classroom discussions, classroom presentations, and timely submission of assignments can also be considered as part of the internal evaluation. At the end of each academic year, there will be a university-wide final examination for 70 full marks in each module.

The overall structure of students' performance evaluation is as follows:

Activities	Division of marks	
(a) Internal evaluation (based on practicum)		
• Fieldwork and report, mini-research and report, review essay, etc.	10	30
• Mid-term examination	20	
(b) Final annual examination		70
Total full marks		100

Structure of the Syllabus

The overall syllabus has been organized on annual basis. To earn a Bachelor of Arts with a major in Sociology, students are required to complete altogether seven modules (worth 700 full marks) from this course, together with one Elective Module from other social science subjects (worth 100 full marks). The Elective module in third year (Code So410) will be offered to students majoring subjects other than Sociology.

The structure for Bachelor of Arts in Sociology has been organized in the following way:

First Year

Module No.	Code No.	Title	Remarks
1	So421	Introduction to Sociology	Compulsory
2	So422	Dynamics of Nepali Society	Compulsory

Second Year

Module No.	Code No.	Title	Remarks
3	So423	Sociological Theories	Compulsory
4	So424	Research Method in Sociology	Compulsory

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Third Year

Module No.	Code No.	Title	Remarks
5	So425	Social Diversity and Inequality	Compulsory
6	So410	Federalism, Governance and Local Level Planning	Elective

Fourth Year

Module No.	Code No.	Title	Remarks
7	So426	Sociology of Development and Democracy	Compulsory
8	So427	Academic Research and Writing	Compulsory

Introduction to Sociology

Year:	First	Full marks:	100 (70+30)
Subject code:	So421	Pass marks:	40 (28+12)
Category:	Compulsory	Teaching hours:	150 (100+50)

Course Description. This module is an introductory part of 4-year courses of study of Bachelor of Arts in Sociology. It introduces basic concepts in Sociology focusing on theory, perspective and method. It also highlights society and sociology; key contributions in classical sociology; doing research sociologically; class, stratification and inequality; micro and macro social institutions; and understanding social change.

Objectives. The main objective of this course is to enable students to comprehend basic concepts in Sociology including social institutions; family, marriage, economy, education, social stratification and social inequality; and social change. It also aims to develop analytical skills with students engaging them in fieldwork and report writing.

- Course Contents -

Unit I. Understanding Society and Sociology (15 hrs)

a) The building blocks of society
   - Social interaction
   - Social structure (interactions, institutions, societies)
   - Social interaction in everyday life

b) Understanding society sociologically
   - Social structural approach (Norbert Elias)
   - Sociological imagination (C. Wright Mills)
   - The sociology of knowledge (Berger and Luckman)
   - Comparative historical approach (Charles Tilly, Michael Mann)

c) Contemporary transformations in Nepali society

Readings

Smelser, Neil J. (1993). Social interaction, in *Sociology*, 4th edition, New Delhi: Prentice-Hall of India, Chapter 5, pp. 39-53; 75-98.

Berger, P. L., and T. Luckman. (1991). The social interaction in everyday life, in *The Social Construction of Reality: A Treatise in Sociology of Knowledge*, New York: Irvington Publishers, pp. 13-30; 43-48.

Elias, Norbert. (1994). *The Civilizing Process*, the first English ed., Oxford: Blackwell (Annex 1, pp. 181-187).

Mills, C.Wright. (1959). The promise, in *The Sociological Imagination*, London: Oxford University Press, pp. 3-13.

Comparative-Historical Sociology. (2019). Encyclopedia of Sociology. Encyclopedia.com. 12 August, 2019 < https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/comparative-historical-sociology>.

मिश्र, चैतन्य । (२०१०) । नेपाली समाजको रूपान्तरण, *बदलिँदो नेपाली समाज*, काठमाडौँ: फाइनप्रिन्ट, अध्याय १, पृ. १-३५ ।

Unit II. Key Contributions in Classical Sociology (15 hrs)

a) Contributions of classical sociologists
   - Auguste Comte
   - Karl Marx
   - Emile Durkheim
   - Max Weber

b) Sociology in Nepal: Institutional, academic and research history

Readings

Coser, L. A. (1977). *Masters of Sociological Thought: Ideas in Historical and Social Context*, second ed., New York: Harcourt Brace Jovanovich, pp. 3-13; 43-57; 129-143; 217-234.

Subedi, Madhusudan and Devendra Uprety. (2014). Institutional history of sociology and anthropology, in *The State of Sociology and Anthropology: Teaching and Research in Nepal*, Kathmandu: Martin Chautari, pp. 3-7.

Luintel, Youba Raj. (2021). Sociology in Nepal: A brief disciplinary history, in Why Sociology and Anthropology Department at Tribhuvan University had to split? An inside story of political-academic muddling, Gaurab KC and Pranab Kharel (eds.), *Practices of Sociology in Nepal*, Kathmandu: Bajra Publications, pp. 38-45.

Unit III. Science and Sociology (10 hrs)

a) Is sociology a science?
b) Research philosophy: positivism and interpretivism
c) The method and process of social research
d) Understanding cause and effect
e) Doing fieldwork and collecting data

Readings

Giddens, Anthony. (2001). Sociological research method, in *Sociology*, 4th ed., Cambridge: Polity Press, pp. 638-657.

Ryan, Gemma. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse Researcher*, vol. 25(4) pp. 41–49 (retrieved on 10 December 2020 from Open Research Online, http://oro.open.ac.uk/49591/17/49591ORO.pdf.

Bryman, A. (2012). Nature and process of social research, in *Social Research Methods*, 5th ed., Oxford: OUP, chapter 1, pp. 3-14.

Giddens, Anthony. (2001). Sociological research method, in *Sociology*, 4th ed., Cambridge: Polity Press, pp. 638-657, pp. 638-657.

Unit IV. Social Stratification and Inequality (15 hrs)

a) Theories of class and stratification (Marxist, Weberian and E. O. Wright's theories)
b) Class, gender and ethnic dimensions of inequality
   - Class division and inequality
   - Class and social mobility
   - Gender inequalities
   - Ethnicity and inequality

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c) Aspects of class and caste hierarchies in Nepali society

Readings

Giddens, Anthony. (2001). Class, stratification and inequality, in *Sociology*, 4th ed., Cambridge: Polity Press, pp. 283-303.

Smelser, Neil J. (1993). Class and social mobility, in *Sociology*, 4th edition, New Delhi: Prentice-Hall of India, pp. 173-179.

Luintel, Youba Raj. (2018). Disposition of contemporary caste hierarchy, in *Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal*, Kathmandu: Academic Book Center, pp. 69-99.

Luintel, Youba Raj. (2018). The Expanding and Consolidating Middle Class in Post-1990 Nepal: A Framework of Analysis, a conference paper presented in the 7th Annual Kathmandu Conference on Nepal and the Himalaya, 25-27 July 2018, Social Science Baha.

Gautam, Tika Ram. (2017). Ethnicity, Access to Education and Inequality in Nepal. *Contemporary Social Sciences*, 26 (1): 17-48.

Unit V. Micro Social Institutions (15 hrs)

a) Structure and functions of basic social institutions
   - Marriage
   - Family

b) Variations in the family: single parents, cohabitation, same-sex couples, staying single, divorce and remarriage, intimate violence

c) Globalization and family life

Readings

Ember, C. R and Melvin Ember. (1993). Marriage, in *Anthropology*, 6th edition, New Delhi: Prentice-Hall of India, pp. 326-343.

Haralambos, Michael. (1980). The family, in *Sociology: Themes and Perspectives*, Delhi: Oxford University Press, pp. 325-355.

Little, W. (2014). *Introduction to Sociology - 1st Canadian Edition.* Victoria, B.C.: BC Campus. Retrieved on 10 December 2020, https://opentextbc.ca/introductiontosociology/, pp. 446-451 and 455-460.

Mills, Melinda. (2014). Globalisation and family life, in Angela Abela and Janet Walker (eds.) *Contemporary Issues in Family Studies: Global Perspectives on Partnerships, Parenting and Support in a Changing World*, West Sussex: John Wiley & Sons, pp. 249-259.

Unit VI. Macro Social Institutions (15 hrs)

a) Economic institutions
   - Work
   - Occupations
   - Division of labour
   - Transformation of work

b) Political institutions
   - Power and politics (Functionalist and Marxist perspectives)

- The elite theory
- Pluralism
- Voting behaviour
- The democratic idea

c) Educational institutions
- Education (functionalist, liberal and Marxian perspectives)
- Class and educational attainment
- Education, opportunity and inequality

Readings

Giddens, Anthony. (2001). Work and economic life, in *Sociology*, 4th ed., Cambridge: Polity Press, pp. 372-387.

Haralambos, Michael. (1980). Power and politics, in *Sociology: Themes and Perspectives*, Delhi: Oxford University Press, pp. 98-139 and 172-225.

Little, W. (2014). *Introduction to Sociology - 1st Canadian Edition.* Victoria, B.C.: BC Campus. Retrieved on 10 December 2020, https://opentextbc.ca/introductiontosociology/, pp. 141-160.

Unit VII. Understanding Social Change (15 hrs)

a) Change, development and progress
b) Understanding social change
- Theories of social change
- Factors in social change
- Types of social change

c) Social change in developing countries
d) Globalization, social change and Nepal

Readings

Bottomore, T. B. (1975). *Sociology: A Guide to Problems and Literature*, New Delhi: Blackie & Son (India) Ltd. pp. 308-310; 283-291; 303-308.

Smelser, Neil J. (1993). Theories of social change, in *Sociology*, 4th edition, New Delhi: Prentice-Hall of India (, pp. 390-398)

Fisher, James F. (2011). *Globalisation in Nepal: Theory and Practice*, The Mahesh Chandra Regmi Lecture 2011, Kathmandu: Social Science Baha, pp. 4-20. (Available at: https://soscbaha.org/downloads/mcrl2011.pdf).

Unit VIII. Guideline for Practicum (50 hrs)

As part of the internal evaluation, the Subject Teachers are suggested to divide the students into groups and assign each group mini-research or project work and ask them to write a report. The Subject Teachers may support the students in this process. Each group of students will submit a report in a format of proper academic writing within the specified time. Each group of students will make an oral presentation (viva voce) in the class.

Originality and level of efforts put in mini-research or project work, its oral presentation (about 5 to 10 minutes) and/or the quality of report (about 3 to 4 typed pages) will be the basis of the evaluation of 30 marks allocated for practicum.

- Group of students who choose to conduct mini-research can have few interviews (or case studies, or field visits) on a particular theme/issue relevant to the contents of this

module and also relevant to the community and society of their own. The purpose is to help them learn to link the knowledge gained in course of this module with the everyday societal reality of their own. This will also be an opportunity for them to develop writing skills.

- Group of students who choose project work instead of mini-research will primarily engage in deskwork. Academic engagement in the form of deskwork may involve writing an essay, reviewing an article/book chapter, reviewing a contribution of a particular sociologist, doing a literature review, etc. (not more than 3 to 4 pages typed).

The Subject Teachers are suggested that students get adequate and timely mentoring support to pursue these assignments, whose ultimate aim is to help them form a habit of independent thinking, academic writing, and describing their community (colleges, markets, government offices, local leaderships, family and marriage systems, patterns of migration, processes like urbanization, and so on) from the sociological gaze (above and beyond layperson observations).

For example, under the module of 'Introduction to Sociology,' students can be encouraged to engage in the following themes/issues corresponding to the texts of each unit:

- For Unit I: Applying one of the sociological vantage points to describe changing nature of Nepali society.
- For Unit II: Deskwork to write an essay on 'Institutional and Academic History of Sociology in Nepal'.
- For Unit III: The landscape of sociological research in Nepal.
- For Unit IV: Mini research on class and caste divisions in contemporary Nepali society.
- For Unit V: The changing landscape of marriage, family, households and kinship in Nepali society.
- For Unit VI: Review of economy, political or education sector(s) in Nepal (before the 1990s, after 1990s and post-2015).
- For Unit VII: Historical overview of social change in Nepal (before the 1990s, after 1990s and post-2015).

The Subject Teachers are suggested to take the above issues as indicative and they can assign any theme that is relevant to the specific context of their society and community.

Dynamics of Nepali Society

Year:	First	Full marks:	100 (70+30)
Subject code:	So422	Pass marks:	40 (28+12)
Category:	Compulsory	Teaching hours:	150 (100+50)

Course Description: This course aims to familiarize the students by engaging them with the transformations that Nepali society is undergoing in caste/ethnicity, economy, education, health, regionalism, politics, and social demography.

Objectives: The main objective of this course is to familiarize the students with some of the fundamental features of Nepali society; social demography, economy, politics from a Sociological perspective, thereby enhancing their capacity to engage intensively with discussion/debates of contemporary issues in Nepali society. It also aims to develop the students' research and writing skills by engaging them in practical aspects focusing on the core issues of Nepali society from the sociological perspective.

- Course Contents -

Unit I. Dynamics of Contemporary Nepali Society (20 hrs)

a) Identity and ethnicity: concept and debate
b) Caste and society: changing dynamics
c) Inclusion and exclusion: concept and debate
d) Nationalism: conceptual debate and practice
e) Federalism: concept, models and application
f) Secularism: conceptual debate and practice

Readings

मिश्र, चैतन्य । (२०१०) । नेपाली समाजको रूपान्तरण, *बदलिँदो नेपाली समाज*, काठमाडौँ: फाइन प्रिन्ट, अध्याय १, पृ. xx-xx ।

Luintel, Youba Raj. (2018). Introduction, in *Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal*, Kathmandu: Academic Book Center, pp. 1-11.

Oomen, TK. (2012). Ethno-nationalism and building national states in South Asia: Towards federalization, in Chaitanya Mishra and Om Gurung (eds.), *Ethnicity and Federalization in Nepal*. Kathmandu: Central Department of Sociology/Anthropology, Tribhuvan University, pp. 6-16.

Gautam, Tika Ram. (2012). Dynamics and dilemma in nation-building: issues of inclusion in public sphere in Nepal. *Proceedings of the 4th Next-Generation Global Workshop,* November 24-25, 2011, Japan: Kyoto University.

मिश्र, चैतन्य । (२०६६) । नेपालमा जातीय उभार र संघीयकरणको सन्दर्भ, *विचार विशेष*, वर्ष २, अंक ५–६, पृ. ४१–७१, पब्लिक पोलिसी पाठशाला ।

Pandey, Tulsi Ram. (2012). Quest of the federal state: Understanding issues of social diversity and difference, in Chaitanya Mishra and Om Gurung (eds.), *Ethnicity and Federalization in Nepal.* Kathmandu: Central Department of Sociology/Anthropology, Tribhuvan University, pp. 251-275.

Gellner, David N. (2008). Ethnicity and nationalism in the world's only Hindu state, in David N. Gellner, Joanna Pfaff-Czarnecka and John Whelpton (eds.), *Nationalism and Ethnicity in Nepal*. Reprinted and Published in Nepal. Kathmandu: Vajra Book Shop, pp. 3-32.

Gurung, Harka. (2008). State and society in Nepal, in David N. Gellner, Joanna Pfaff-Czarnecka and John Whelpton (eds.), *Nationalism and Ethnicity in Nepal*. Reprinted and Published in Nepal. Kathmandu: Vajra Book Shop, pp. 495-532.

Sharma, Sudhindra. (2004). *Hindu adhirajya ra dharma nirepechhyata*, in Mary DesChene and Pratyoush Onta (eds.), *Nepalko Sandarvama Samajshastriya Chintan*, Kathmandu: Social Science Baha, pp. 475-521.

Unit II. Economy and Society (25 hrs)

a) Socio-economic history of Nepali society
b) The land tenure and taxation from a historical perspective
c) Poverty in Nepal
d) Development planning in Nepal
e) Modes of production and social structure
f) Foreign labour migration and national economy

Readings

Regmi, Mahesh Chandra. (1999). *A Study in Nepali Economic History*. Second Reprint. Chapters xxx, Delhi: Adroit Publishers.

Regmi, Mahesh Chandra. 1999. *Landownership in Nepal*. First Indian Reprint. Delhi: Adroit Publishers, Chapters 1&2, pp. 1-21.

Fisher, James F. (2011). *Globalization in Nepal: Theory and Practice*. The Mahesh Chandra Regmi Lecture 2011. Kathmandu: Social Science Baha.

मिश्र, चैतन्य । (२०१४) । नेपालको वर्तमान आर्थिक अवस्था, अन्तर्वार्ता, *पूँजीवाद र नेपाल*, पुनर्मुद्रित, काठमाडौँ: फाइन प्रिन्ट, अध्याय २, पृ. १९०-१९६ ।

Adhikari, Jagannath. (2004). *Garibi ra garibi mapan sambandhi kehi saidhantik vishleshan*, in Bhaskar Gautam, Jagannath Adhikari and Purna Basnet (eds.), *Nepalma Garibiko Bahas*. Kathmandu: Martin Chautari, pp. 25-48.

अधिकारी, जगन्नाथ । (२००४) । नेपालमा गरिवीको स्थिति: ऐतिहासिक विवेचना, भाष्कर गौतम, जगन्नाथ अधिकारी र पूर्ण बस्नेत (सम्पादित), *नेपालमा गरिवीको बहस*, काठमाडौँ: मार्टिन चौतारी, पृ.४९-६७ ।

Bandita Sijapati and Amrita Limbu. (2012). *Governing Labor Migration in Nepal: An Analysis of Existing Policies and Institutional Mechanisms*. Kathmandu: Himal Books, Chapter 1, pp.1-24.

Seddon, David, Ganesh Gurung, and JagannathAdhikari. (1998). Foreign labour migration and the remittance economy of Nepal, *Himalaya, the Journal of the Association for Nepal and Himalayan Studies*, Vol. 18(2), pp. 3-10.

Unit III. Education, Health and Society (15 hrs)

a) Historical development of education in Nepal
b) Education, nationalism and social change
c) Health and health systems in Nepal

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Readings

Bhatta, Pramod. (2009). Sixty years of educational development in Nepal, in Pramod Bhatta (ed.), *Education in Nepal: Problems, Reforms and Social Change*, edited by. Kathmandu: Martin Chautari, pp. 1-18.

Parajuli, Lokranjan. (2012). From controlling access to crafting minds: Experiments in education in late Rana Nepal. *Studies in Nepali History and Society,* vol. 17(2), pp. 297–331.

Gautam, Tika Ram. (2017). Ethnicity, access to education and inequality in Nepal. *Contemporary Social Sciences*, vol. 26(1), pp.17-48.

Gautam, Tika Ram. (2017). Ethnicity, nutrition status and inequality in Nepal. *Research Highlights*, vol. 4(4), pp. 84-93.

Skinner, Debra and Dorothy Holland. (2009). Schools and the cultural production of the educated person in a Nepalese hill community, in Pramod Bhatta (ed.), *Education in Nepal: Problems, Reforms and Social Change*, Kathmandu: Martin Chautari, pp. 295-332.

Nakarmi, Sudeep Singh. (2010). Newarbhitraka shaikshik asamanata ra samaveshikaranko bahas. *Studies in Nepali History and Society,* vol. 15(1), pp. 143–169.

मिश्र, चैतन्य । (२०१०) । शिक्षा र स्वास्थ्यको राजनीति, *बदलिँदो नेपाली समाज,* काठमाडौँ: फाइन प्रिन्ट, अध्याय ४, पृ. १५०-१८९ ।

Onta, Sharad. (2005). *Janaswasthya ra rajya*, in Bhaskar Gautam and Anil Bhattarai (eds.), *Swasthya, Samaj ra Rajniti,* Kathmandu: Martin Chautari, pp. 1-35.

Unit IV. Politics and Society (20 hrs)

a) Nepali culture and society
b) The process of nation-building
c) The evolution of Nepali nationhood
d) Ethnicity, nationality and culture
e) Diversity and national integration
f) Constitutions of Nepal

Readings

Sharma, Prayag Raj. (2006). Nepali culture and society: An historical overview, in *The State and Society in Nepal: Historical Foundations and Contemporary Trend,* Second reprint. Kathmandu: Himal Books, pp. 3-36.

Hachhethu, Krishna. (2004). *Sansadiya rajnitik dal*, in Mary DesChene and Pratyoush Onta (eds.), *Nepalko Sandarvama Samajshastriya Chintan*, Kathmandu: Social Science Baha, pp. 42-60.

Sharma, Prayag Raj. (2006). State and society, *The State and Society in Nepal: Historical Foundations and Contemporary Trend,* Second Reprint. Kathmandu: Himal Books, pp.127-184.

Sharma, Prayag Raj. (2006). Nation-building, multi-ethnicity, and the Hindu state, in *The State and Society in Nepal: Historical Foundations and Contemporary Trend,* Second Reprint. Kathmandu: Himal Books, pp. 227-246.

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Sharma, Prayag Raj. (2006). Ethnicity and national integration in Nepal: A statement of the problem, in *The State and Society in Nepal: Historical Foundations and Contemporary Trend,* Second Reprint. Kathmandu: Himal Books, pp. 203-210.

Pudasaini, Surabhi. (2017). Writing citizenship: Gender, race and tactical Alliances in Nepal's constitution drafting. *Studies in Nepali History and Society,* vol. 22(1), pp. 85-117.

Hyome, K. (2006). *Madhesipratiko bibhed ra samanata andolan*, in Basanta Thapa and Mohan Mainali (eds.), *Madhesh: Samasya ra Samadhan*, Kathmandu: Social Science Baha, pp. 112-126.

Ahuti. (2004). *Hindu samajma dalit jatiya muktiko prashna*. in Mary DesChene and Pratyoush Onta (eds.), *Nepalko Sandarvama Samajshastriya Chintan*, Kathmandu: Social Science Baha, pp. 475-521.

Gurung, Harka. 2004. *Rastriyata ra janajati*. In Mary DesChene and Pratyoush Onta (eds.), *Nepalko Sandarvama Samajshastriya Chintan*, Kathmandu: Social Science Baha, pp. 475-521.

Guneratne, Arjun. (2009). Introduction, in *Regionalism and National Unity in Nepal*, by Frederick H Gaige, Kathmandu: Social Science Baha and Himal Books, pp. xx-xx.

Unit V. Social Demography of Nepal **(20 hrs)**

a) The notion of social demography
b) Population processes and dynamics (fertility, mortality, migration)
c) Caste and ethnic groups
d) Urbanization

Readings

Sharma, Pitamber. (2014). *Some Aspects of Nepal's Social Demography: Census 2011 Update*. Kathmandu: Himal Books.

Sharma, Pitamber. (2006). *Nepalma saharikaran: Ek simhavalokan*, in Bhaskar Gautam and Jagannath Adhikari (eds.), *Saharikaran: Jeevikako Vividh Aayam*, Kathmandu: Martin Chautari, pp. 27-74.

Gurung, Harka. (2001). *Nepal Social Demography and Expressions*. Kathmandu: New ERA.

Unit VI. Guideline for Practicum (50 hrs)

As part of the internal evaluation, the Subject Teachers are suggested to divide the students into groups and assign each group mini-research or project work and ask them to write a report. The Subject Teachers may support the students in this process. Each group of students will submit a report in a format of proper academic writing within the specified time. Each group of students will make an oral presentation (viva voce) in the class.

Originality and level of efforts put in mini-research or project work, its oral presentation (about 5 to 10 minutes) and/or the quality of report (about 3 to 4 typed pages) will be the basis of an evaluation of 30 marks allocated for practicum.

- Group of students who choose to conduct mini-research can have few interviews (or case studies, or field visits) on a particular theme/issue relevant to the contents of this module and also relevant to the community and society of their own. The purpose is to help them learn to link the knowledge gained in course of this module with the

everyday societal reality of their own. This will also be an opportunity for them to develop writing skills.

- Group of students who choose project work instead of mini-research will primarily engage in deskwork. Academic engagement in the form of deskwork may involve writing an essay, reviewing an article/book chapter, reviewing a contribution of a particular sociologist, doing a literature review, etc. (not more than 3 to 4 pages typed).

The Subject Teachers are suggested that students get adequate and timely mentoring support to pursue these assignments, whose ultimate aim is to help them form a habit of independent thinking, academic writing, and describing their community (colleges, markets, government offices, local leaderships, family and marriage systems, patterns of migration, processes like urbanization, and so on) from the sociological gaze (above and beyond layperson observations).

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Sociological Theories

Year:	Second	Full marks:	100 (70+30)
Subject code:	So423	Pass marks:	40 (28+12)
Category:	Compulsory	Teaching hours:	150 (100+50)

Course Objective: This course aims to introduce the undergraduate students to key sociological theories; classical to current. It helps them to navigate through the important ideas in each of the sociological theories. Besides, the module enables students to categorize sociological theories, identify the structure of social institutions, interpret the dynamics of social relationships, and analyze the pattern of that relationship. Students' exposure to extant theoretical development helps them to analyze the dynamics of Nepali society with reference taken from major arguments of any sociological theory. Apart from this, the unit-wise practicum helps students to engage in higher classroom interaction, and get instant feedback from students and teachers. They will develop confidence in communicating and expressing their ideas clearly.

- Course Contents -

Unit I. Introduction to Sociological Theories (15 hrs)

a) Meaning of sociological theory: what does theory mean, and what ought theory to mean in sociological language
b) The structure of sociological theory: subject matter, assumption, methodology, and objective
c) Major functions of sociological theory
d) Categorizing sociological theories as micro and macro
e) Relationship between theory and research.

Readings

Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction*, New York: Oxford University Press. pp. 1-5.

Wallace, Ruth A. and Alison Wolf. (2006). *Contemporary Sociological Theory: Expanding the Classical Tradition*, New Delhi: PHI Learning Private Limited, pp. 3-13.

Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction*, New York: Oxford University Press. pp. 11-13, 33-35.

Practical activities. After completion of this unit, the Subject Teacher will divide the students into groups and will assign them to write a seminar paper, based on group discussion focusing on the major themes related to Introduction to Sociological Theory. Every student must participate in the group presentation.

Unit II. Structural-Functionalism (15 hrs)

a) Key assumptions
b) Emile Durkheim, and social solidarity
c) Herbert Spencer, and organic analogy
d) Talcott Parson, AGIL and equilibrium
e) R. K. Merton, and manifest and latent functions

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f) Strengths and weaknesses of structural-functionalism

Readings

Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction*. New York: Oxford University Press, pp. 72-82

Adams, Bert N. and R.A. Sydie. (2002). *Sociological Theory*. New Delhi: Vistaar Publications, pp. 68-70, 93-95.

Wallace, Ruth A. and Alison Wolf. (2006). *Contemporary Sociological Theory: Expanding the Classical Tradition,* New Delhi: PHI Learning Private Limited, pp. 35-44, 51-52.

Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction,* New York: Oxford University Press, pp 93-102.

Practical activities. After completion of this unit, the Subject Teacher will divide the students into groups and will assign them to write a seminar paper related to any social event or process of their society. Students will apply Structural-Functionalism for understanding and analyzing such events, and present them in the class as project work.

Unit III. Conflict Theory (15 hrs.)

a) Key assumptions
b) Karl Marx, and class struggle, historical dialectic materialism, mode of production, and social change
c) Ralf Dahrendorf, interest group and conflict
d) C. Wright Mills and power elite
g) Strengths and weaknesses of the conflict theory

Readings

Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction.* New York: Oxford University Press, pp. 113-120.

Slattery, Martin. (2003). *Key Ideas in Sociology,* London: Nelson Thornes Ltd., pp. 46-50.

Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction*. New York: Oxford University Press, pp. 122-128, 138-41.

Practical activities. After completion of this unit, the Subject Teacher will divide the students into groups and will assign them to write a seminar paper on any social event, process or institution, and pursue students-led discussion in the class. In this process, they will apply Conflict Theory particularly focusing on how useful it is for them to understand their community.

Unit IV. Symbolic Interactionism (15 hrs.)

a) Key assumptions
b) Herbert Blumer and autonomous actions
c) George Herbert Mead and human self
d) Ervin Goffman and dramaturgy
e) C. H. Cooley and looking glass self
f) Strengths and weaknesses of the symbolic interactionism

Readings

Ritzer, George. (2011). *Sociological Theory*. 5th ed., New York: McGraw Hill, pp. 357-361.

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Wallace, Ruth A. and Alison Wolf. (2006). *Contemporary Sociological Theory: Expanding the Classical Tradition,* New Delhi: PHI Learning Private Limited., pp. 204-17, 238-41.

Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction.* New York: Oxford University Press, pp. 213-15.

Ritzer, George. (2011). *Sociological Theory*. Eighth ed., New York: McGraw Hill, pp. 371-372.

Practical activities. After completion of this unit, the Subject Teacher will divide the students into groups and will assign them to write a seminar paper as project work, based on group discussion or field observation. Students will apply Symbolic Interactionism to analyze the issue chosen from their community.

Unit V. Exchange and Rational Choice Theories (8 hrs.)

a) Key assumptions
b) George C. Homan's value proposition and exchange
c) James Coleman, rational choice and collective behaviour
d) Strengths and weaknesses of the theory

Readings

Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction.* New York: Oxford University Press, pp. 147-148.

Ritzer, George. (2011). *Sociological Theory*. 8th ed. New York: McGraw Hill, pp. 407-14, 432-41.

Practical activities. After completion of this unit, the Subject Teacher will divide the students into groups to engage in collaborative group work on the way Exchange and Rational Choice theories are applied to the community of which they are a member. In the end, each group will develop a group seminar paper and present it in the class.

Unit VI. Ethnomethodology and Phenomenology (8 hrs.)

a) Key assumptions
b) Harold Garfinkel, ethnomethodology and everyday life
c) Alfred Schutz, phenomenology and subjective interpretation
d) Strengths and weaknesses of the theory

Readings

Slattery, Martin. (2003). *Key Ideas in Sociology.* London: Nelson Thornes Ltd., pp. 104-108, pp. 165-170.

Practical activities. After completion of this unit, the Subject Teacher will divide the students into groups and will assign them to write a group report based on group discussion or field observation focusing on the major ideas related to Ethnomethodology and Phenomenology. Students can make any social phenomenon of their community a topic of discussion in the class. They will apply Ethnomethodology or Phenomenology for analyzing such a phenomenon, and present it as a project work.

Unit VII. Gender and Feminist Theories (12 hrs)

a) Key assumptions
b) Liberal feminism and gendered division of labour
c) Marxist feminism and capitalist patriarchy

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d) Socialist feminism and the theory of domination
e) Radical feminism and the notion of patriarchal oppression
f) Black feminism and intersectionality
g) Strengths and weaknesses of feminist theories

Readings

Ritzer, George. (2011). *Sociological Theory*. 8th ed. New York: McGraw Hill, pp. 444-479.

Adams, Bert N. and R.A. Sydie. (2002). *Sociological Theory*. New Delhi: Vistaar Publications, pp. 546-48.

Smith, Sharon. (2013). Black Feminism and Intersectionality. *International Socialist Review* (91). Center for Economic Research and Social Change. Available on https://isreview.org/issue/91/black-feminism-and-intersectionality, accessed on 6 December 2020.

Haralambos, Michael, Martin Holborn, Steve Chapman and Stephen Moore. (2019). *Sociology: Themes and Perspectives.* London: Harper Collins Publishers Limited, pp. 104-108.

Practical activities. After completion of this unit, the Subject Teacher will divide the students into groups and will assign them to write a seminar paper based on group discussion or field observation. Students can choose one of the themes such as domestic care work, divorce, female-headed households, women's public participation, etc. as the topics of discussion. They will apply Feminist Theories to analyze such social dynamics, and present a group report in the class.

Unit VIII. Linking Micro and Macro (12 hrs.)

a) Key assumptions
b) Anthony Giddens and structuration theory
c) Pierre Bourdieu and social practice
d) Jurgen Habermas, and system and lifeworld
e) Strengths and weaknesses of the theory

Readings

Ritzer, George. (2011). *Sociological Theory*. 8th ed., New York: McGraw Hill, pp. 493-508, pp. 522-528, pp. 530-547.

Practical activities. After completion of this unit, the Subject Teacher will divide the students into groups and will assign them to write a seminar paper as project work, based on group discussion or field observation of everyday life focusing on the major ideas related to linking micro and macro. Students can choose one of the following or similar issues, such as school education, basic health, local governance, remittance and migration, community-based organizations (such as *Aama Samuha*, *Tole Sudhar Samitti*), rural economy, agricultural market, urban society, or any such issues as a topic of discussion. They will attempt to relate micro and macro-sociological theories together in analyzing such issues, and present it as a seminar paper in the class.

Unit IX. Guideline for Practicum (50 hrs)

As part of the internal evaluation, the Subject Teachers are suggested to divide the students into groups and assign each group mini-research or project work and ask them to write a report. The Subject Teachers may support the students in this process. Each group of students

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will submit a report in a format of proper academic writing within the specified time. Each group of students will make an oral presentation (viva voce) in the class.

Originality and level of efforts put in mini-research or project work, its oral presentation (about 5 to 10 minutes) and/or the quality of report (about 3 to 4 typed pages) will be the basis of an evaluation of 30 marks allocated for practicum.

- Group of students who choose to conduct mini-research can have few interviews (or case studies, or field visits) on a particular theme/issue relevant to the contents of this module and also relevant to the community and society of their own. The purpose is to help them learn to link the knowledge gained in course of this module with the everyday societal reality of their own. This will also be an opportunity for them to develop writing skills.
- Group of students who choose project work instead of mini-research will primarily engage in deskwork. Academic engagement in the form of deskwork may involve writing an essay, reviewing an article/book chapter, reviewing a contribution of a particular sociologist, doing a literature review, etc. (not more than 3 to 4 pages typed).

The Subject Teachers are suggested that students get adequate and timely mentoring support to pursue these assignments, whose ultimate aim is to help them form a habit of independent thinking, academic writing, and describing their community (colleges, markets, government offices, local leaderships, family and marriage systems, patterns of migration, processes like urbanization, and so on) from the sociological gaze (above and beyond layperson observations).

Research Method in Sociology

Year:	Second	Full marks:	100 (70+30)
Subject code:	So424	Pass marks:	40 (28+12)
Category:	Compulsory	Teaching hours:	150 (100+50)

Course Description: This course aims to familiarize the students with fundamental research methods and the research process in sociology. The course begins with an introduction to social research and its process. It discusses theory and research, literature review in sociological research and the different components of research design; measurement and relationships, determining and selecting sample and sample size, collecting data and analysing them and finally, it furthermore aims students writing a research report.

Objectives: The main objective of this course is to familiarize students with basic research methods in sociology. It enables students to frame research design in different nature of research. Finally, it enables students to write research reports from sociological standpoints.

- Course Contents -

Unit I. Understanding Research as a Process (14 hrs)

a) Social research: characteristics and scope
b) Types and objectives of pure research, applied research, action research and historical research
c) Conceptualizing research problem
   - Distinguishing research problem from the ongoing social problem(s)
   - Sources of the research problem
   - Characteristics of a good research problem
   - Steps in the formulating research problem
d) Considering research variables during the formulation of the research problem
e) Process of social science research
f) Making research sociological

Practical activities: The purpose of this unit is to train students about social research and engage them in developing a research problem for a mini-research. Primarily it aims to expose them to understand how research is conducted.

Readings

Baker, T. L. (2014). *Doing Social Research.* Third ed., New Delhi: McGraw Hill India, pp. 91-113.

Kothari, C. R. (2009). *Research Methodology: Methods and Techniques.* Second rev. ed., New Delhi: Wishwa Prakashan, pp. 1-29.

Krishanswami, O. R. (1993). *Methodology in Research in Social Science*. New Delhi: Himalaya Publishing House, pp. 87-99.

Kumar, Ranjit. (1996). R*esearch Methodology: A Step-by-Step Guide for Beginners.* London: Sage, pp. 1-25, 39-71.

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Mishra, Chaitanya. (2009). Making Research Sociological, *Dhaulagiri Journal of Sociology/Anthropology*, Vol. 3, pp. 1-18.

Wilkinson, T. S. and P. L. Bahandarkar. (1992). *Methodology and Techniques of Social Research.* New Delhi: Himalaya Publishing House, pp. 53-62.

Mahmoud, Yahia, Anne Jerneck, Annica Kronsell and Karin Steen. (2018). At the nexus of problem-solving and critical research. *Ecology and Society*, vol. 23(4), 40.

Turley, Ruth N. López. (2016). Connecting Research and Policy to Reduce Inequality. *The Russell Sage Foundation Journal of the Social Sciences*, vol. 2(5), pp. 272-285. (for practicum)

Unit II. Literature Review (8 hrs)

a) Why do we do a literature review in research?
b) Sources of literature
c) Literature search procedure
d) Procedure for reviewing the literature
e) Linking literature review with research problem formulation
f) Literature review and finding research gaps

Practical activities: The purpose of this unit is to develop skills in doing a literature review and understanding the purpose of conducting it. It helps the student to identify knowledge gaps in the chosen field of inquiry.

Readings

Krishanswami, O. R. (1993). *Methodology in Research in Social Science*. New Delhi: Himalayan Publishing House, pp. 76-86.

Neuman, W. Lawrence. (2008). *Social Research Methods: Qualitative and Quantitative Approaches.* Sixth Edition. New Delhi: Pearson Education, pp. 110-146.

Denney, Andrew S. & Richard Tewksbury. (2013). How to Write a Literature Review, *Journal of Criminal Justice Education*, vol. 24(2), pp. 218-234. (for practicum)

Unit III. Linking Research with Theory (8 hrs)

a) Theory and research interlinks
b) Theoretical considerations: positivism and interpretivism
c) Linking theory to research strategy: quantitative and qualitative
d) Linking theory to the research process
   - Inductive reasoning
   - Deductive reasoning, and
   - Empirical generalization

Practical activities: The purpose of this unit is to help students internalize theory as a process of research and to enable them to link theory with research in a practical way.

Readings

Francis, Abraham. (1982). *Modern Sociological Theory: An Introduction*. Delhi: Oxford University Press, pp. 20-38.

Baker, T. L. (2014). *Doing Social Research.* Third ed., New Delhi: McGraw Hill India, pp. 40-65.

Neuman, W. Lawrence. (2008). *Social Research Methods: Qualitative and Quantitative Approaches,* sixth ed., New Delhi: Pearson Education, pp. 49-77.

Manning, Philip. (2016). *Goffman and Empirical Research, Symbolic Interaction*, vol. 39(1), pp. 143-152. (for practicum)

Unit IV. Research Design (10 hrs)

a) Research design as a research plan
b) Components of research design
c) Types of research design
   - Descriptive research design
   - Exploratory research design
   - Explanatory research design
   - A brief introduction to cross-sectional, longitudinal and historical research

Practical activities: Three of the most influential and common purposes of research are exploration, description and explanation. The purpose of this unit is to enable students to develop an overall research strategy. It provides an outline for the collection, measurement, and analysis of data.

Readings

Frankfort-Nachmias, Chava, David Nachmias and Jack DeWaard. (2000). *Research Methods in the Social Sciences*, Sixth ed., New York: Worth Publishers, pp. 87-135.

Kothari, C. R. (2009). *Research Methodology: Methods and Techniques.* Second rev. ed., New Delhi: Wishwa Prakashan, pp. 39-67.

Wilkinson, T. S. and P. L. Bahandarkar. (1992). *Methodology and Techniques of Social Research.* New Delhi: Himalaya Publishing House, pp. 97-145.

Hedrick, Terry E., Leonard Bickman & Debra J. Rog. (1993). The Nature of Applied Research, in *Applied Research Design*, Chapter 1, SAGE Publication, Inc., pp. 3-41. (for practicum)

Unit V. Sampling (12 hrs)

a) Census and survey research
b) Why do we do sampling in a research
c) Universe and sampling
d) Sample size and its determination
e) Sample as a process of research
f) Sampling method
   - Probability sampling: simple random, systematic, stratified, cluster, multistage
   - Non-probability sampling: purposive/judgemental, accidental, quota, snowball
g) Selection of informants and research participants in qualitative research

Practical activities: The purpose of this unit is to equip students with the idea and process of sample selection based on the qualitative or quantitative nature of the research.

Readings

Frankfort-Nachmias, Chava, David Nachmias and Jack DeWaard. (2000). *Research Methods in the Social Sciences*, Sixth ed., New York: Worth Publishers, pp. 161-186.

Singh, Arun Kumar. (1986). *Tests, Measurement and Research Methods in Behavioural Sciences.* New Delhi: McGraw Hill Publishing Company, pp. 287-304.

Guba, E. G. & Y. S. Lincoln. (1994). Competing paradigms in qualitative research, in N. K. Denzin & Y. S. Lincoln (eds.), *Handbook of Qualitative Research,* Thousand Oaks, CA: Sage, pp. 105-117.

Vanderstoep, Scott W. and Deirdre D. Johnston. (2009). *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*, San Francisco, CA: Jossey-Bass, pp. 25-44. (for practicum)

Unit VI. Tools of Data Collection (15 hrs)

a) Questionnaire: meaning, types and process
b) Interview: meaning, types and process
c) Observation: meaning, types and process
d) Case study: meaning, types and process
e) Participatory rural appraisal (PRA): Social wellbeing, social and resource mapping, preference ranking, seasonal calendar, and timeline.

Practical activities: The purpose of this unit is to make students familiar with different types of data collection, i.e. quantitative, qualitative and ethnographic data collection. It helps students in making rational decisions to select relevant data collection tools.

Readings

Lobe, Bojana, David Morgan and Kim A. Hoffman. (2020). Qualitative data collection in an era of social distancing. *International Journal of Qualitative Methods,* vol. 19, pp. 1-8.

Chamber, Robert (1983). *Rural Development: Putting the Last First*, Essex: Longmans Scientific and Technical Publishers.

Frankfort-Nachmias, Chava, David Nachmias and Jack DeWaard. (2000). *Research Methods in the Social Sciences*, Sixth ed., New York: Worth Publishers, pp. 205-255.

Archibald, Mandy M., Rachel C. Ambagtsheer, Mavourneen G. Casey, and Michael Lawless (2019). Using Zoom videoconferencing for qualitative data collection: perceptions and experiences of researchers and participants. *International Journal of Qualitative Methods*, vol. 18, pp. 1-8.

Wilkinson, T. S. and P. L. Bahandarkar. (1992). *Methodology and Techniques of Social Research.* New Delhi: Himalaya Publishing House, pp. 185-198, 257-264.

Luintel, Youba Raj. (2004). Agency, autonomy and the shared sexuality: Gender relations in polyandry in Nepal Himalaya, *Contributions to Nepalese Studies*, vol. 31(1), pp. 43-83. (Read pp. 49-56 only) (for practicum)

Diaz-Bone, Rainer, Kenneth Horvath and Valeska Cappel. (2020). Social research in times of big data. The challenges of new data worlds and the need for a sociology of social research, *Historical Social Research*, vol. 45(3), pp. 314-341. (for practicum)

Unit VII. Measurement and Relationship (10 hrs)

a) Variables: independent and dependent; intervening
b) Measurement scale: nominal, ordinal, interval and ratio
c) Research hypothesis and research assumptions
d) Relationship: causal and correlational; symmetrical, asymmetrical and reciprocal relationship; spurious interpretation

e) Causality between variables

Practical activities: Social sciences require both accurate and reliable measures. The purpose of this unit is to identify four levels of measurement and ways to collect and analyze data to show relationships between research variables.

Readings

Singh, Arun Kumar. (1986). *Tests, Measurement and Research Methods in Behavioural Sciences.* New Delhi: McGraw Hill, pp. 73-79.

Baker, T. L. (2014). *Doing Social Research.* Third ed., New Delhi: McGraw Hill India, pp. 114-140.

Frankfort-Nachmias, Chava, David Nachmias and Jack DeWaard. (2000). *Research Methods in the Social Sciences*, Sixth ed., New York: Worth Publishers, pp. 137-148.

Kerlinger, F. N. and Howard B. Lee. (1998). *Foundations of Behavioral Research,* Second ed., Delhi: Surjeet Publication, pp. 426-443.

Singh, Arun Kumar. (1986). *Tests, Measurement and Research Methods in Behavioural Sciences.* New Delhi: McGraw Hill, pp. 3-13. (for practicum)

Unit VIII. Data Analysis and Presentation (12 hrs)

a) Qualitative data analysis and presentation
   - Editing, coding, classification, description and interpretation of qualitative data

b) Quantitative data analysis and interpretation with its logic and application
   - Frequency distribution: univariate, bivariate and multivariate
   - Ratio, proportion and percentage
   - Measures of centre tendencies (mean, median, mode)
   - Measures of dispersion (range, quartile deviation, average deviation) and standard deviation.
   - Cross-tabulation: frequency distribution and Chi-square test
   - Application of Correlation: Spearman's Rank Order Correlation, Karl Pearson's Correlation Coefficient

c) Interpretation of data

Practical activities: Data analysis is a process of cleaning, transforming, and modelling data to discover useful information and to apply statistical and logical techniques to describe, illustrate and evaluate data. The main purpose of this unit is to help students identify meaning in the data.

Readings

Baker, T. L. (2014). *Doing Social Research.* Third ed., New Delhi: McGraw Hill India, pp. 336-355.

Frankfort-Nachmias, Chava, David Nachmias and Jack DeWaard. (2000). *Research Methods in the Social Sciences*, Sixth ed., New York: Worth Publishers, pp. 457- 484.

Kumar, Ranjit. (1996). *Research Methodology: A Step-by-Step Guide for Beginners.* London: Sage, pp. 219-246.

Neuman, W. Lawrence. (2008). *Social Research Methods: Qualitative and Quantitative Approaches,* sixth ed., New Delhi: Pearson, pp. 457-488.

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Pandit, Ramji Prasad. (2010). *Mathematical Statistics*, revised ed., Kathmandu: Indira Pandit, pp. 225-274.

Moore, David S. (2007*). The Basic Practice of Statistics,* fourth ed., New York: W.H. Freeman and Company, pp. 581-587. (for practicum)

Samuel, Maiwada and Lawrence Ethelbert Okey. (2015). The Relevance and Significance of Correlation in Social Science Research, *International Journal of Sociology and Anthropology Research,* vol.1(3), pp.22-28. (for practicum)

Unit IX. Academic Writing (11 hrs)

a) Major components of a research proposal
b) Major components of a research report
c) Presentation and dissemination of research report
d) Citation, quotation and referencing (APA Style)
e) Ethics of social science research
f) Role of supervisor in report writing

Practical activities: The purpose of this unit is to improve students' abilities in writing skills, especially in the formal and academic tone. Especially, this unit aims to encourage and assist students in developing a research proposal and a research report in a systematic way.

Readings

Kumar, Ranjit. (1996). *Research Methodology: A Step-by-Step Guide for Beginners.* London: Sage, pp. 185-205, 265-271.

Southern Institute of Technology. (2020). *Guidelines for APA Referencing and Essay Writing*, APA Style 7th ed., https://www.sit.ac.nz/Portals/0/upload/APA%207th%20Edition%20Referencing%20Guide.pdf, accessed on 12 December 2020.

Frankfort-Nachmias, Chava, David Nachmias and Jack DeWaard. (2000). *Research Methods in the Social Sciences*, Sixth ed., New York: Worth Publishers, pp. 485- 497.

Neuman, W. Lawrence. (2008). *Social Research Methods: Qualitative and Quantitative Approaches.* Sixth ed., New Delhi: Pearson, pp. 129-147.

Burgess-Proctor, Amanda, Graham Cassano, Dennis J. Condron, Heidi Ann Lyons, and George Landers. (2014). A Collective Effort to Improve Sociology Students' Writing Skills, *Teaching Sociology*, vol. 42(2), pp.130-139. (for practicum)

Unit X. Guideline for Practicum (50 hrs)

As part of the internal evaluation, each student will carry out mini research in or around their community, nearby market, bus station, corner shop, tea shop, school, etc. following a certain methodological frame. Under the supervision of a teacher, they will select a research theme for this independent research work, collect data and make a presentation (or submit a research report). Students can choose any issue but the focus of the practicum is to help them learn planning and conducting a research in a scientific manner.

The Subject Teacher will provide an outline of the research report in the style of academic writing, provide ideas on report writing skills, and help students make an effective oral presentation in front of the class. Subject Teachers are suggested to divide the students into groups and assign each group mini-research or project work and ask them to write a report. The Subject Teachers may support the students in this process. Each group of students will

submit a report in a format of proper academic writing within the specified time. Each group of students will make an oral presentation (viva voce) in the class.

Originality and level of efforts put in mini-research or project work, its oral presentation (about 5 to 10 minutes) and/or the quality of report (about 3 to 4 typed pages) will be the basis of the evaluation of 30 marks allocated for practicum.

The Subject Teachers are suggested that students get adequate and timely mentoring support to pursue these assignments, whose ultimate aim is to help them form a habit of independent thinking, academic writing, and describing their community (colleges, markets, government offices, local leaderships, family and marriage systems, patterns of migration, processes like urbanization, and so on) from the sociological gaze (above and beyond layperson observations).

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Social Diversity and Inequality

Year:	Third	Full marks:	100 (70+30)
Subject code:	So425	Pass marks:	40 (28+12)
Category:	Compulsory	Teaching hours:	150 (100+50)

Course Description and Objectives. Societies are generally diverse and unequal. The extent of diversity and inequality across societies and historical periods varies much. Sociology provides challenges and opportunities to describe and explain social diversity and inequality. The course has the following five basic objectives. This course will help students to:

- develop a more nuanced understanding of diversity and inequality from sociological vantage points,
- comprehend that social diversity and social inequality influence and shape lives and societies, including the life of a student,
- access to quantitative data on the scale and trends of diversity and inequality,
- become well versed regarding diversity and inequality in Nepal, and
- learn to analyze the concrete social settings, relationships, institutions, processes, and so on.

Teaching and learning, as well as texts utilized in the course, should emphasize that:

- categories of social diversity and social inequality are relational rather than categorical,
- social diversity and inequality as well as all the dimensions identified are socially and historically constructed rather than natural, or given by "tradition,"
- it is necessary to problematize rather than normalize both social categories and social relations, and
- collection of quantitative data is important where available or can be relatively easily generated as part of the "practical," for this course. Qualitative data, in turn, is important particularly to examine relations and to identify and pursue insights.

Following the completion of the course, they will be expected to explore opportunities for engaging on these issues using personal interest, public debate and professional research.

- Course Contents -

Unit I. Sociology, Diversity and Inequality (16 hrs)

a) Social diversity and social inequality: Distinctions and overlaps
b) Significance of social diversity and social inequality in society and for Sociology
c) Ways in which social diversity and inequality influence and shape individual life, social relations and social institutions
d) Values, norm and practice, and social change

Readings

Wright, Bradley. (2009). The Prevalence of social norms. In *Everyday Sociology Blog*. June 22, 2009. Retrieved on 16 October 2021: https://www.everydaysociologyblog.com/2009/06/the-prevalence-of-social-norms.html.

Gupta, Dipankar. (2013). Hierarchy and difference: An introduction, in Dipankar Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, pp. 1-22.

Jenkins, Richard. (2008). Similarity and difference, in *Social Identity*. Third ed. New York: Routledge, Chapter 2, pp. 16-27.

Jenkins, Richard. (2008). Groups and categories, in *Social Identity*. Third ed. New York: Routledge, Chapter 9, pp. 102-117.

Harris, Scott R. (2016). Critiquing and expanding the sociology of inequality: Comparing functionalist, conflict, and interactionist perspectives, St. Louis: Department of Sociology and Criminal Justice, Saint Louis University, pp. 2-18. Retrieved: http://www.lsus.edu/Documents/Offices%20and%20Services/CommunityOutreach/JournalOfIdeology/HarrisCritiquingAndExpanding%20Final%20Version.pdf, on 18 January 2016.

मिश्र, चैतन्य । (२०१०) । विकास, राजनीति र सामाजिक परिवर्तन, *बदलिँदो नेपाली समाज*, काठमाडौँ: फाइन प्रिन्ट, अध्याय ३, पृ. १२१-१३७ ।

मिश्र, चैतन्य । (२०१०) । गाउँले जीवन: शहरी सपना, *बदलिँदो नेपाली समाज*, काठमाडौँ: फाइन प्रिन्ट, अध्याय १, पृ. २१-२६ ।

Unit II. Dimensions of Social Diversity (26 hrs)

a) Social identity
b) Overlaps across social diversity and social inequality
c) Changes in social diversity, including changes in identity
d) Dimensions of social diversity: gender, ethnicity, region, religion, language, Rural and urban
e) Livelihood and occupational diversity

Readings

Jenkins, Richard. (1996). Identity matters, in *Social Identity*. New York: Routledge. Special Indian Edition, Chapter 1, pp. 1-15.

Sharma, Pitamber. (2014). *Some Aspects of Nepal's Social Demography: Census 2011 Update*. Kathmandu: Himal Books.

Mishra, Mira. (2019). Women and the perpetuation of caste system, *Dhaulagiri Journal of Sociology and Anthropology,* Vol. 13, pp. 11-19.

Mishra, Mira and Bindu Pokharel. (2019). Sex and gender, in Chandra Bhadra (ed.), *Gender Studies*. Kathmandu: Oxford International Publication, Chapter 2, pp. 11-23.

मिश्र, चैतन्य । (२०१०) । गाउँले जीवन: शहरी सपना, *बदलिँदो नेपाली समाज*, काठमाडौँ: फाइनप्रिन्ट, अध्याय १, पृ. २१-२६ ।

मिश्र, चैतन्य । (२०१०) । नेपाली समाजको व्यापक पुनर्गठन, *बदलिँदो नेपाली समाज*, काठमाडौँ: फाइन प्रिन्ट, अध्याय १, पृ. ७-१२ ।

Nepal Demographic and Health Survey. (2016). Education, in *Nepal Demographic and Health Survey 2016*. (residence; ecological zone; development region; province; wealth quintile). Kathmandu: MOH, pp. 15-18, p. 37.

Nepal Living Standard Survey 2010/11. (2011). Employment status; Wage employment; and Non-farm economic activities, in *Statistical Report, Volume Two*, Katmandu: CBS, Chapter 12, 13, 19; pp. 50-77 (dev-region, eco-region, rural-urban, consumption quintile).

Adhikari, Jagannath. (2008). Introduction, in *Changing Livelihoods: Essays on Nepal's Development Since 1990*. Kathmandu: Martin Chautari, pp. 1-17.

Adhikari, Jagannath. (2008). Mobility and agrarian change in Nepal, in *Changing Livelihoods: Essays on Nepal's Development Since 1990*. Kathmandu: Martin Chautari, pp. 17-40.

Unit III. Dimensions of Social Inequality (33 hrs)

a) Social stratification: Class, status and power
b) *Varna*, caste and sub-caste categories and social relations (in the Hills, Tarai-Madhesh, and India)
c) Caste as a hierarchy (inequality) and as identity (difference)
d) Class: income, wealth and landownership
e) Dimensions of inequality: gender, ethnicity, region, religion and language
f) Changes in social inequality
g) Social mobility: ascription and achievement
h) Intersections between and among categories of social inequality

Readings

Kerbo, Harold R. (2000). Introduction, in *Social Stratification and Inequality: Class Conflict in Historical Comparative, and Global Perspective*, New Delhi: McGraw-Hill Higher Education, pp. 10-16.

Quigley, Declan. (1999). The Problem before Dumont, in *The Interpretation of Caste,* New Delhi: Oxford, Chapter 1, pp. 1-20,

Beteille, Andre. (1996). Caste, class and power, in *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. New Delhi: Oxford. pp. 185-225.

Srinivas, M. N. (2013). Varna and caste, in Dipankar Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, pp. 28-34.

Bougle, C. (2013). The essence and reality of caste system, in Dipankar Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, pp. 64-73.

Sharma, Prayag Raj. (2012). How to tend this garden? in *The State and Society in Nepal: Historical Foundations and Contemporary Trends*. Lalitpur: Himal Books, pp. 211-218.

Gautam, Tika Ram. (2017). Intersectionality: Employment across region, class, caste/ethnicity and gender in Nepal. *Nepali Journal of Contemporary Studies*, Vol. 17(1), pp. 15-35.

Sharma, Prayag Raj. (2012). Ethnicity and national integration in Nepal, in *The State and Society in Nepal: Historical Foundations and Contemporary Trends*. Lalitpur: Himal Books, pp. 203-210.

UNDP Nepal. (2020). State of human development, in *Nepal Human Development Report 2020.* Kathmandu: NPC/UNDP, (province; eco-region; rural-urban; gender), pp. 15-30.

Bennett, Lynn, Bandita Sijapati and Deepak Thapa. (2013). Current status and key issues for Madheshsis/people of Tarai origin, in *Gender and Social Exclusion in Nepal, Update,* Kathmandu: Himal Books, pp. 95-107.

Unit IV. The Dalit – non-Dalit relations (25 hrs)

a) Principal features of Dalit – non-Dalit social relations

b) Purity, untouchability and commensality
c) Inter-caste marriage and the practice of caste endogamy
d) Restrictions on production and exchange of goods and services
e) Relations of ownership, income and labour
f) Changes in Dalit – non-Dalit social relations: Modernity, migration, urbanization, anonymity, etc.

Readings

किसान, यम बहादुर । (२०२१) । दलितपनाको निर्माण तथा विनिर्माण र नेपालका राज्यसत्ताहरुको दलितसम्बन्धी नीतिः एक समीक्षा । तुलसीराम पाण्डे, टीकाराम गौतम र मधुसुदन सुवेदी सम्पादित, *ज्ञानको माध्यमबाट दलित सशक्तिकरण (Empowering Dalits through Knowledge)*, काठमाडौः वज्र बुक्स, पृ. १३९–१८५।

विश्वकर्मा, तिलक । (२०७६) । अन्तरजातीय विवाहको सकस । *मधेश अध्ययन*, ७(७), पृ. १५३–१६८ ।

Luintel, Youba Raj. (2018). Caste-based discriminatory practices, in *Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal*, Kathmandu: Academic Book Center, Chapter 4, pp. 54-99.

Luintel, Youba Raj. (2018). Caste and the dynamics of change in livelihoods, in *Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal*, Kathmandu: Academic Book Center, Chapter 2, pp. 12-31.

आहुति । (२०२०) । जात व्यवस्था; जात व्यवस्थाको दर्शन राजनीति र संस्कृति; नेपालमा जात व्यवस्थाः कहिले र कसरी? *जात वार्ता*, काठमाडौँः वेला प्रकाशन, पृ १३-२४ ।

मिश्र, चैतन्य । (२०१०) । दलित समस्याः राजनीति र अर्थतन्त्र, आहुति लिखित, *नेपालमा वर्ण व्यवस्था र वर्गसंघर्ष*, ललितपुरः समता बुक्स, पृ xii–li ।

रसाइली, मेघराज । (२०७६) । *आन्तरिक विभेदको वृतान्तः दलित र गैरदलित भित्रका विभेद र छुवाछुत*, ललितपुरः समता बुक्स, पृ. २७–५२ ।

Unit V. Guideline for Practicum (50 hrs)

As part of the internal evaluation, the Subject Teachers are suggested to divide the students into groups and assign each group mini-research or project work and ask them to write a report. The Subject Teachers may support the students in this process. Each group of students will submit a report in a format of proper academic writing within the specified time. Each group of students will make an oral presentation (viva voce) in the class.

Originality and level of efforts put in mini-research or project work, its oral presentation (about 5 to 10 minutes) and/or the quality of report (about 3 to 4 typed pages) will be the basis of the evaluation of 30 marks allocated for practicum.

- Group of students who choose to conduct mini-research can have few interviews (or case studies, or field visits) on a particular theme/issue relevant to the contents of this module and also relevant to the community and society of their own. The purpose is to help them learn to link the knowledge gained in course of this module with the everyday societal reality of their own. This will also be an opportunity for them to develop writing skills.
- Group of students who choose project work instead of mini-research will primarily engage in deskwork. Academic engagement in the form of deskwork may involve writing an essay, reviewing an article/book chapter, reviewing a contribution of a

particular sociologist, doing a literature review, etc. (not more than 3 to 4 pages typed).

The Subject Teachers are suggested that students get adequate and timely mentoring support to pursue these assignments, whose ultimate aim is to help them form a habit of independent thinking, academic writing, and describing their community (colleges, markets, government offices, local leaderships, family and marriage systems, patterns of migration, processes like urbanization, and so on) from the sociological gaze (above and beyond layperson observations).

Federalism, Governance and Local Level Planning

(Elective paper for students from other subjects)

Year:	Third	Full marks:	100 (70+30)
Subject code:	So410	Pass marks:	40 (28+12)
Category:	Elective	Teaching hours:	150 (100+50)

Course description. This course deals with the changing socio-political context of federal Nepal. It focuses on the decentralization of power and resources in terms of identification, management and mobilization remain at the core of the federal system. Another emphasis of the course is good governance with service delivery through the rural municipality and urban municipality because they are the true pillars of federalization. In addition to that this course highlights the local resource mobilization through effective planning for successful development. It also examines the federal structure, local governance and planning processes in detail. The better practices of local governance through local units may create remarkable changes in education, health, employment, sanitation, and service delivery which is also the priority of this course. Thus, the course discusses the fundamentals of federalism, local governance and planning from a sociological perspective.

Objectives. This course aims to enable students to understand the concept of federalism, local governance and planning and analyze them at the global and national context from a sociological perspective. It familiarizes the students with the key aspects of federalism, local governance and planning in the context of Nepal and aims to develop skills useful to work in the areas of local governance and planning.

- Course Contents -

Unit I. Federalism, Governance and Local Planning (20 hrs.)

a) Federalism and democracy
   - Forms/Models
   - Purpose/objectives
   - Federalism in Nepal
   - Democracy and federalism

b) Government and governance
   - Central, province and local
   - Local governments
   - Governance and good governance
   - Local governance in federal Nepal

c) Local and urban planning: world and Nepal

Readings

Burgess, Michael. (2006). Federalism and federation: the quest for meaning, *in Comparative Federalism: Theory and Practice*. New York: Routledge, Part I, Chapter 1, pp. 9-49.

मिश्र, चैतन्य । (२०६६) । नेपालमा जातीय उभार र संघीयकरणको सन्दर्भ, *विचार विशेष*, वर्ष २, अंक ५–६, पृ. ४१–७१, पब्लिक पोलिसी पाठशाला ।

गिरी, प्रदीप । (२०६८) । संघीय व्यवस्था र गाउँले सत्ता, *विचार विशेष*, वर्ष २, अंक (५–६), साउन–पुष, पृ. १९१–२००, पब्लिक पोलिसी पाठशाला ।

गौतम, श्रीकृष्ण अनिरुद्र । (२०६८) । संघीयतामा राज्य सञ्चालनका आधार, *विचार विशेष*, वर्ष २, अंक (५–६), साउन–पुष, पृ. १३५–१५६, पब्लिक पोलिसी पाठशाला ।

स्थानीय सरकार सञ्चालन ऐन । (२०७४) । *स्थानीय सरकार सञ्चालन ऐन*, नेपाल कानून किताव, www.lawcommission.gov.np मा उपलब्ध ।

Pandey, Devendra Raj. (2001). Transparency in the context of governance, In *Corruption, Governance and International Cooperation,* Kathmandu: Transparency International Nepal, pp. 27-46.

Solesbury, William. (2011). Introduction, in *Policy in Urban Planning: Structure Plans, Programmes and Local Plans*, New York: Pergamon Press, pp. 1-12.

Heberle, Lauren C. (2008). Sustainable urban development: local strategies as global solutions. in Susan M. Opp and Lauren C. Heberle (eds.) *Local Sustainable Urban Development in a Globalized World*, New York: Routledge, pp. 1-8.

Pinderhughes, Raquel. (2008). Alternative urban futures: Designing urban infrastructures that prioritize human needs, are less damaging to the natural resource base, and produce less waste, in Susan M. Opp and Lauren C. Heberle (eds.) *Local Sustainable Urban Development in a Globalized World*, New York: Routledge, pp. 9-18.

Susan M. Opp and Lauren C. Heberle (eds.) *Local Sustainable Urban Development in a Globalized World*, New York: Routledge.

Unit II. Theory and Practice of Federalism and Local Governance (15 hrs.)

a) Partnership and public policy: the importance of bridging theory and practice
b) The use of partnership in economic and social policy: theory and practice
c) The partnership between government and community
d) Rethinking federalism

Readings

Karmis, Dimitrios and Wayne Norman (eds.). (2005). The birth of federal theory: an alternative political language in the early era, in *Theories of Federalism: A Reader*. New York: Palgrave MacMillan, pp. 23-50.

Considine, Mark and Sylvain Giguère. (2008). Partnership and public policy: The importance of bridging theory and practice, in Mark Considine and Sylvain Giguère (eds.), *The Theory and Practice of Local Governance and Economic Development,* New York: Palgrave MacMillan, pp. 1-12.

Considine, Mark and Giguère, Sylvain (eds.). (2008). *The Theory and Practice of Local Governance and Economic Development*. New York: Palgrave MacMillan.

Simeon, Richard, and Katherine Swinton. (1995). Rethinking federalism in a changing world, in Karen Knop, Sylvia Ostry, Richard Simeon, and Katherine Swinton (eds.), *Rethinking Federalism: Citizens, Markets, and Governments in a Changing World*, Vancouver: UBC Press, pp. 3-11.

Unit III. Federalism, Democracy and Good Governance (15 hrs.)

a) Federalism, democracy, and the state
   - Globalization and global governance
   - Between integration and fragmentation
   - Federalism, confederalism and federation
   - Confederal governance
   - Federalism and democracy
   - Democracy and governance

b) The success and failure of federalism
c) Lessons from practices/experiences

Readings

Burgess, Michael. (2006). Federalism, democracy and the state in the era of globalization, in *Comparative Federalism: Theory and Practice*. New York: Routledge, Chapter 10, pp. 251-268.

Burgess, Michael. (2006). The success and failure of federation, in *Comparative Federalism: Theory and Practice*. New York: Routledge, Chapter 11, pp. 269-282.

Fabbrini, Sergio. (2005). Is the EU exceptional? The EU and the US in the comparative perspective, in Sergio Fabbrini (ed.) *Democracy and Federalism in the European Union and the United States: Exploring Post-National Governance*, New York: Routledge, pp. 3-25.

Unit IV. Local Governance, Decentralization and Good Governance in Nepal (15 hrs.)

a) Local governance in Nepal: past and present
b) Decentralization and governance
c) Community development and local governance
d) Constitutional provisions and local governance
e) Democracy, federalism and governance
f) Good governance in Nepal

Readings

Acharya, Keshav K. (2018). The capacity of local governments in Nepal: from government to governance and governability? *Dhaulagiri Journal of Sociology and Anthropology,* Vol. 12, pp. 37-49.

Mallik, Vidyadhar. (2013). *Local and Community Governance for Peace and Development in Nepal.* Bonn: German Development Institute (DIE), pp. 43-94, retrieved on 16 October 2021, https://www.die-gdi.de/uploads/media/Studies_75.pdf.

नेपालको संविधान । (२०७२) । *नेपालको संविधान,* भाग, १७, १८, १९, २० (पृ. ९८–१०९) एवं अनुसूची ८ र ९ । काठमाडौं: नेपाल सरकार, कानून, न्याय, संविधानसभा तथा संसदीय मामिला मन्त्रालय, कानून किताव व्यवस्थापन समिति ।

गिरी, प्रदिप । (२०६६) । लोकतान्त्रिक समाजवाद: पृष्ठभूमि र दिशाबोध, *विचार विशेष,* वर्ष १, अंक २, श्रावण–आश्विन, पृ. ९–२२, पब्लिक पोलिसी पाठशाला ।

मिश्र, चैतन्य । (२०६६) । नेपालमा सामाजिक लोकतन्त्रको अनिवार्यतावारे, *विचार विशेष,* वर्ष १, अंक २, श्रावण–आश्विन, पृ. २३–३४, पब्लिक पोलिसी पाठशाला ।

Pandey, Devendra Raj. (2001). Improving transparency and governance in Nepal, in *Corruption, Governance and International Cooperation,* Kathmandu: Transparency International Nepal, pp. 47-76.

Unit V. Municipality Governance in Federal Nepal (15 hrs.)

a) Local government in Nepal: authority, roles, and legislative provisions
b) Governance and staffing of local bodies
c) Inclusive municipality governance
d) Planning and financial management in local bodies
e) Basic services: education, health, employment, sanitation
f) Procurement, allocation of resources and service delivery

Readings

संघीय मामिला तथा सामान्य प्रशासन मन्त्रालय । (२०७५) । *स्थानीय तहबाट जारी भएका कानूनबारे तुलनात्मक अध्ययन प्रतिवेदन,* काठमाडौं: संघीय मामिला तथा सामान्य प्रशासन मन्त्रालय, नेपाल सरकार ।

संघीय मामिला तथा सामान्य प्रशासन मन्त्रालय । (२०७५) । *लोकतान्त्रिक शासन व्यवस्थामा नागरिक सहभागित : श्रोत पुस्तिका,* काठमाण्डौं : संघीय मामिला तथा सामान्य प्रशासन मन्त्रालय, नेपाल सरकार ।

स्वास्थ्य तथा जनसंख्या मन्त्रालय । (२०७५) । *विपन्न नागरिक औषधि उपचार कोष निर्देशिका,* काठमाडौं: संघीय मामिला तथा सामान्य प्रशासन मन्त्रालय, नेपाल सरकार ।

Australian Aid and Asia Foundation. (2017). *Diagnostic Study of Local Governance in Federal Nepal.* The Diagnostic Study of Local Governance in Federal Nepal was implemented with support from the Australian Government-The Asia Foundation Partnership on Subnational Governance in Nepal.

Shrestha, Krishna Man. (2019). Local Government: Constitutional Vision and Present Practice, *Nepal Journal of Development Studies*, Issue 2, pp. 109-128.

Unit VI. Local Governance and Planning (20 hrs.)

a) The value of planning: countrysite to townsite to metropolis
b) The context for local planning: legal and community; environment
c) Issues of smart growth and sustainability
d) Making municipality plans: the planning process, civic engagement, community participation; planning for rural and urban municipalities
e) Transforming policy into reality; public-private partnership
f) Planning urban systems: the systems of the city; infrastructure planning
g) Managing planning: planners and politics; planning ethics; planning leadership

Readings

Burgess, Michael. (2006). Federalism, democracy and the state in the era of globalization, in *Comparative Federalism: Theory and Practice*. New York: Routledge, Chapter 10, pp. 251-268.

Burgess, Michael. (2006). The success and failure of federation, in *Comparative Federalism: Theory and Practice*. New York: Routledge, Chapter 11, pp. 269-282.

Hack, Gary, Eugénie L. Birch, Paul H. Sedway and Mitchell J. Silver. (2009). *Local Planning: Contemporary Principles and Practice*. Washington, DC: ICMA Press.

Unit VII. Guideline for Practicum (50 hrs.)

As part of the internal evaluation, Subject Teachers are suggested to divide the students into groups and assign each group mini-research or project work and ask them to write a report. The Subject Teachers may support the students in this process. Each group of students will submit a report in a format of proper academic writing within the specified time. Each group of students will make an oral presentation (viva voce) in the class.

Originality and level of efforts put in mini-research or project work, its oral presentation (about 5 to 10 minutes) and/or the quality of report (about 3 to 4 typed pages) will be the basis of the evaluation of 30 marks allocated for practicum.

- Group of students who choose to conduct mini-research can have few interviews (or case studies, or field visits) on a particular theme/issue relevant to the contents of this module and also relevant to the community and society of their own. The purpose is to help them learn to link the knowledge gained in the course with the everyday societal reality of their own. This will also be an opportunity for them to develop writing skills.
- Group of students who choose project work instead of mini-research will primarily engage in deskwork. Academic engagement in the form of deskwork may involve writing an essay, reviewing an article/book chapter, reviewing a contribution of a particular sociologist, doing a literature review, etc. (not more than 3 to 4 pages typed).

The Subject Teachers are suggested that students get adequate and timely mentoring support to pursue these assignments, whose ultimate aim is to help them form a habit of independent thinking, academic writing, and describing their community (colleges, markets, government offices, local leaderships, family and marriage systems, patterns of migration, processes like urbanization, and so on) from the sociological gaze (above and beyond layperson observations).

TRIBHUVAN UNIVERSITY
CENTRAL DEPT OF SOCIOLOGY

Sociology of Development and Democracy

Year:	Fourth	Full marks:	100 (70+30)
Subject code:	So426	Pass marks:	40 (28+12)
Category:	Compulsory	Teaching hours:	150 (100+50)

Course Description. The idea of development carries multiple meanings. This is one of the buzzwords in the field of social science. The term is complex and contested, ambiguous and elusive. To put it simply, development can be related to something like social change that allows people to achieve their human potential. Development is the sum total of growth, sustainability, inclusion, equity, human capability enhancement, enlarging people's choices, and so on. In the renewed understanding of development, particularly after the 1990s, one thing is broadly shared that development implies something more than production (growth) and includes such things as democracy, justice and fairness, for example. In this sense, development entails a process of societal change that undoubtedly puts people at the center.

Learning Objectives. This course intends to enable the students to:

- Familiarize themselves with the multiple, contested and shifting meanings of development (from sociological as well as developmental senses),
- Navigate with the broader claims and assertions in the name of development theories (from the post-war orthodox modernization theory to the post-developmental stance of people-centred development,
- Expose with contemporary developmental issues and challenges Nepal has been facing,
- Debating the intricacies of development and democracy (both broadly and in the context of Nepal), and
- Learn from Nepal's developmental priorities and strategies as reflected in ongoing plans, policies and commitments to international 'promises.'

The required readings for this course are chosen with two considerations in mind. First, they are chosen for their simplicity in their exposition at its theoretical and conceptual level. (Although, not every text will effectively address this consideration.) Second, the texts were written about different aspects of developmental issues in Nepal or policy frameworks, and research about Nepali society are chosen.

It is advised to the teachers that for 'practicum,' which covers about one-third of the total weightage of the course, students are encouraged to think, write and carry mini-researches on different aspects of development relevant to their community, *palika*, or group. For example, students may inquire what is the local understanding of development in their community? How are local-level development priorities fixed? What have been the contested issues of development in their *palika*? How is *lokatantra* practised at the community level? And, how does the practice of *lokatantra* paves the way for service delivery, inclusion and equity, for example?

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- Course Contents -

Unit I. Understanding Development (25 hrs.)

a) Classical sociological interpretations of social change (and development) (Comte, Durkheim, Spencer, Maine, Tonnies, Toynbee and others)
b) Shifting meanings of development
   - Economic growth and development
   - Sustainable development
   - Happiness and development
   - Human development
   - Inclusive development

Readings

Dube, S. C. (1996). Understanding change: Perspectives from Sociology, in *Understanding Change: Anthropological and Sociological Perspectives*, New Delhi: Vikas Publishing House, pp. 49-55.

SOAS, University of London. (2021). Economic growth and development, in *Conceptualising Development*, web resource, retrieved on 4 October 2021, https://www.soas.ac.uk/cedep-demos/000_P516_EID_K3736-Demo/unit1/page_10.htm.

Webster, Andrew. (1990). The sociology of development, in *Introduction to the Sociology of Development*, Second ed., New York: Palgrave, pp. 1-10.

Hulme, David and Mark Turner. (1990). Sociological aspects of change in developing countries *Sociology and Development: Theories, Policies and Practices*. New York: Harvester Wheatsheaf [Read "," pp. 68-98].

Rapley, John. (2007). The progress of development, in *Understanding Development: Theory and Practice in the Third World*. Boulder: Lynne Rienner Publishers, pp. 1-12.

Katie, Willis. (2011). *Theories and Practices of Development*, Second ed., New York: Routledge, pp. 1-33, 103-128,129-163.

ul Haq, Mahbub. (1990). The human development paradigm, In *Reflections on Human Development*, Chapter 2, New York: Oxford University Press, pp. 13-23.

Brockmann, Hilke and Jan Delhey. (2010). Introduction: The Dynamics of Happiness and the Dynamics of Happiness Research, *Social Indicators Research*, vol. 97(1), pp. 1-5.

Deb, Debal. (2009). *Beyond Developmentality: Constructing Inclusive Freedom and Sustainability*, London: Earthscan Publications, (the doctrine of development) pp. 15-41, 327-384.

Woodbridge, Michael. (2015). *From MDGs to SDGs: What are the Sustainable Development Goals?* ICLEI Briefing Sheet, Urban Issues, No. 1, Bonn: ICLEI – Local Governments for Sustainability, retrieved on 17 October 2021, https://www.local2030.org/library/251/From-MDGs-to-SDGs-What-are-the-Sustainable-Development-Goals.pdf.

Unit II. Theories of Development: How Does Development Take Place? (20 hrs)

a) Modernization theory (W. W. Rostow)
b) Dependency theory (A. G. Frank)
c) World-systems perspective (Wallerstein)

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d) Neoliberal development (Vallier)
e) Environment and development (Willis)
f) People-centred development (Korten)

Readings

Gereffi, Gary. (1989). Rethinking development theory: Insights from East Asia and Latin America, *Sociological Forum*, vol. 4(4), pp. 505-533.

Webster, Andrew. (1990). *Introduction to the Sociology of Development*, Second ed., New York: Palgrave, pp. 41-62.

Harrison, David. (2005). *The Sociology of Modernization and Development*. London: Routledge, pp. 32-60.

Harrison, David. (2005). *The Sociology of Modernization and Development*. London: Routledge, pp. 68-78.

Harrison, David. (2005). *The Sociology of Modernization and Development*. London: Routledge, pp. 79-84.

Frank, Andre Gunder. (1966). The development of underdevelopment, *Monthly Review*, vol. 18(4), pp. 17-31.

Vallier, Kevin. (2021). Neoliberalism, *The Stanford Encyclopedia of Philosophy* (Summer 2021 Edition), Edward N. Zalta (ed.), URL = https://plato.stanford.edu/archives/sum2021/entries/neoliberalism/ retrieved on 4 October 2021.

Willis, Katie. (2011). Environment and development theory, Chapter 6, in *Theories and Practices of Development*, Second ed., New York: Routledge, pp. 164-195.

Korten, David C. (1987). Third generation NGO strategies: A key to people-centered development, *World Development*, vol. 15, pp. 145-156.

Unit III. Nepal's Development Experience: Issues and Challenges (18 hrs.)

a) Challenges of ensuring equity and reducing poverty
b) Poverty, migration, remittance and livelihoods
c) Changing status of women, empowerment and inclusion
d) Multi-hazards, vulnerability and disasters (including pandemic)
e) Nepal's demographic transition and development opportunity

Readings

NPC. (2020). Ensuring equity and reducing poverty, in *Nepal Human Development Report 2020*. Kathmandu: Government of Nepal. National Planning Commission and UNDP Nepal, pp. 105-111.

Gautam, Yograj. (2017). Seasonal migration and livelihood resilience in the face of climate change in Nepal, *Mountain Research and Development*, vol. 37(4), pp. 436-445.

NPC. (2021). Multidimensional poverty in 2019 in Nepal, Chapter 3, *Nepal: Multidimensional Poverty Index: Analysis Towards Action*. Kathmandu: Government of Nepal, National Planning Commission, pp. 9-22.

Bennett, Lynn, Sijapati Bandita, and Deepak Thapa. (2013). *Gender and Social Exclusion in Nepal*. Kathmandu: Himal Books, pp. 3-49.

MoHA. (2017). *Nepal Disaster Report 2017*, Kathmandu: Ministry of Home Affairs, Government of Nepal, pp. 11-22.

United Nations Nepal. (2021). COVID-19 Nepal: Preparedness and Response Plan, Kathmandu, https://reliefweb.int/sites/reliefweb.int/files/resources/10_January_Revision_CPRP%202020%20consolidated%20FINAL.pdf, retrieved on 8 October 2021.

NPC. (2017). *Demographic Changes of Nepal: Trends and Policy Implications*. Kathmandu: Government of Nepal, National Planning Commission and UNICEF, pp. 1-3, 12-15.

Unit IV. Development and Democracy (18 hrs)

a) Sociology of development and democracy
b) Bourgeois democracy, social democracy and "socialist democracy"
c) The idea of democracy deepening: democratization, civil society and social movement
d) Public goods, power and vote in democracy
e) Debating democracy and development in Nepal
   - Political-ideological roadmaps of development and democracy in Nepal
   - Democratization, ethnic diversity and inequality
   - Democracy and service delivery

Readings

Rueschemeyer, Dietrich, Evelyne Huber Stephens and John D. Stephens. (1992). Capitalist development and democracy: a theoretical framework, Chapter 3, In *Capitalist Development and Democracy*. Chicago: University of Chicago Press, pp. 40-63.

Wikipedia. (2021). Liberal democracy (https://en.wikipedia.org/wiki/Liberal_democracy), social democracy (https://en.wikipedia.org/wiki/Social_democracy), and democratic socialism (https://en.wikipedia.org/wiki/Democratic_socialism), retrieved on 7 October 2021.

Heller, Patrick. (2011). Towards a sociological perspective on democratization in the Global South: lessons from Brazil, India and South Africa, paper prepared for the Comparative Research Workshop, Yale University, 8 February 2011. https://www.patrickheller.com/uploads/1/5/3/7/15377686/democratic_deepening_in_brazil_india_and_south_africa_yale_present.pdf

Min, Brian. (2015). Introduction, In *Power and the Vote: Elections and Electricity in the Developing World*. Cambridge: Cambridge University Press, pp. 1-12.

Adhikari, Yagya Prasad. (nd). Social Democracy and BP Koirala, Kathmandu: BP Chintan Pratisthan (archived in BP Koirala Archives and Records), https://bipinadhikari.com.np/bpkoirala-archives/socialism3.php, retrieved on 7 October 2021.

भण्डारी, मदनकुमार । (२०४९) । *नेपाली क्रान्तिको कार्यक्रम जनताको बहुदलीय जनवाद।* २०४९ माघ १४-२० मा सम्पन्न नेपाल कम्युनिस्ट पार्टीको पाँचौं महाधिवेशनमा प्रस्तुत दस्तावेज, पृ. १-७, २१-२७ ।

Hangen, Susan I. (2010). Democratization, ethnic diversity and inequality in Nepal, in *The Rise of Ethnic Politics in Nepal: Democracy in the Margins*, London: Routledge, pp. 21-33.

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Limbu, Sangita Thebe. (2017). Does democracy deliver development? Guest column, *Nepali Times*, # 857, 5-11 May 2017, https://archive.nepalitimes.com/regular-columns/GUEST-COLUMN/does-democracy-deliver-development-nepal,904, retrieved on 7 October 2021.

Unit V. Nepal's Development Strategies and Priorities (19 hrs.)

a) Constitutional roadmap to Nepal's prosperity (post-2015 era)
   - *Lokatantra*
   - Federalism
   - Empowered local government
   - Secularism
   - Inclusive development

b) Role of sector actors in development
   - Public sector
   - Private sector
   - The cooperative (*sahakari*) sector
   - NGO, civil society and community

c) Nepal's developmental aspirations and LDC graduation

d) SDGs and their implementation

e) State of human development in Nepal

Readings

Nepal Law Commission. (2015). The *Constitution of Nepal*. Kathmandu: Government of Nepal (relevant sections only). (if any amendment is made in the 2015 Constitution, use the latest version)

NPC. (2020). Goals and targets, in *The Fifteenth Plan (Fiscal Year 2019/20-2023/24)*, Kathmandu: Government of Nepal, National Planning Commission, pp. 48-63. (after the 15th Plan expires in 2023/24, use the 16th Plan)

NPC. (2020). Long-term vision 2043, in *The Fifteenth Plan (Fiscal Year 2019/20-2023/24)*, Kathmandu: Government of Nepal, National Planning Commission, pp. 23-28. (after the 15th Plan expires in 2023/24, use the 16th Plan)

NPC. (2020). Sector wise role in development, in *The Fifteenth Plan (Fiscal Year 2019/20-2023/24)*, Kathmandu: Government of Nepal, National Planning Commission, pp. 64-68. (after the 15th Plan expires in 2023/24, use the 16th Plan)

NPC. (2020). LDC graduation: present status, in *Nepal Human Development Report 2020*. Kathmandu: Government of Nepal. National Planning Commission and UNDP Nepal, pp. 45-53.

NPC. (2020). Tracking the Progress of the SDGs, Chapter 5, *National Review of Sustainable Development Goals*, Kathmandu: Government of Nepal, National Planning Commission, pp. 26-58.

NPC. (2020). State of human development, in *Nepal Human Development Report 2020*. Kathmandu: Government of Nepal. National Planning Commission and UNDP Nepal, pp. 15-29.

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Unit VI. Guideline for Practicum (50 hrs.)

As part of the internal evaluation, Subject Teachers are suggested to divide the students into groups and assign each group mini-research or project work and ask them to write a report. The Subject Teachers may support the students in this process. Each group of students will submit a report in a format of proper academic writing within the specified time. Each group of students will make an oral presentation (viva voce) in the class.

Originality and level of efforts put in mini-research or project work, its oral presentation (about 5 to 10 minutes) and/or the quality of report (about 3 to 4 typed pages) will be the basis of the evaluation of 30 marks allocated for practicum.

- Group of students who choose to conduct mini-research can have few interviews (or case studies, or field visits) on a particular theme/issue relevant to the contents of this module and also relevant to the community and society of their own. The purpose is to help them learn to link the knowledge gained in course of this module with the everyday societal reality of their own. This will also be an opportunity for them to develop writing skills.
- Group of students who choose project work instead of mini-research will primarily engage in deskwork. Academic engagement in the form of deskwork may involve writing an essay, reviewing an article/book chapter, reviewing a contribution of a particular sociologist, doing a literature review, etc. (not more than 3 to 4 pages typed).

The Subject Teachers are suggested that students get adequate and timely mentoring support to pursue these assignments, whose ultimate aim is to help them form a habit of independent thinking, academic writing, and describing their community (colleges, markets, government offices, local leaderships, family and marriage systems, patterns of migration, processes like urbanization, and so on) from the sociological gaze (above and beyond layperson observations).

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Academic Research and Writing

Year:	Fourth	Full marks:	100 (70+30)
Subject code:	So427	Pass marks:	40 (28+12)
Category:	Compulsory	Teaching hours:	150 (100+50)

Course Description: This module discusses the concept and the process of academic research highlighting its importance in higher education particularly focusing on university education. The module deals with all the basic steps of the research process beginning with developing research questions and ends with an argument/conclusion based on sociological reasoning. Students will also be taught/instructed about the nature and process of academic writing. During the entire process of research and writing, students will be engaged in both understanding theoretical knowledge and working with their own individual/group research project. The Subject Teachers will instruct in each step with substantive/constructive comments/guidance. As part of the practicum, by the end of the academic session, this module expects a paper or research report based on the individual/group research project of the students.

Objectives: This paper aims to familiarize the students with the concept and basic steps of academic research and writing process focusing on developing students' skills. It will therefore enable students in developing academic arguments based on logical reasoning.

- Course Contents -

Unit I. Comprehending Academic Research (15 hrs.)

a) Facts, concepts, theories, problems
b) Academic research
c) Social research
d) Research process
e) Relationship between theory and empirical research
f) Developing sociological thinking
g) Choosing theme/issue/topic and highlighting its significance

Practical activities: You are starting your research/project from here. While starting your project you should identify your research theme/issue/topic and discuss why it is important to study or research theoretically/empirically.

Readings

Bulmer, Martin. (1984). Chapter 1: Facts, Concepts, Theories and Problems. In Martin Bulmer (Ed.) *Sociological Research Methods: An Introduction* (pp. 37-36). Second Edition London: Macmillan Education.

मिश्र, चैतन्य । (२०१०) । सामाजिक अनुसन्धानः परम्परा र व्यवहार, *बदलिँदो नेपाली समाज*, काठमाडौँः फाइन प्रिन्ट, पृ. २२५-२३५ ।

Singh, Kultar. (2007). *Quantitative Social Research Methods*. Chapter 3: Research Process, New Delhi: Sage Publications, pp. 62-87.

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Bulmer, Martin. (1984). Introduction: problems, theories and methods in Sociology- (how) do they interrelate? In Martin Bulmer (ed.), *Sociological Research Methods: An Introduction,* Second ed., London: Macmillan Education, pp. 1-33.

Migliaccio, Todd and Jacqueline Carrigan. (2017). Producing better writers in sociology: A programmatic approach, *Teaching Sociology*, Vol. 45(3), pp. 228-239.

Gournelos, Ted, Joshua Hammonds and Maridath A. Wilson. (2019). Part 1: Get the party started right, *in Doing Academic Research: A Practical Guide to Research Methods and Analysis*, New York: Routledge, pp. 1-70.

Unit II. Conceptualizing Academic Writing (15 hrs.)

a) Why do students write?
b) What do they write?
c) Types of writing: essay, extended essay, report, thesis, dissertation, case study, scientific paper
d) The stages of writing
e) Reasoning in academic research

Practical activities: Based on the discussion on academic writing write down why you write and what you write on the theme/issue you have selected in Unit I focusing on the stages of writing.

Readings

McCormack, Joan and Slaght John. (2005). Introduction to the skills of extended writing and research, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, pp. 8-11, retrieved on 17 October 2021, https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf.

Hohnson, Ralph. (1999). Reasoning, argumentation and the network problem, in *Proto Sociology*, Vol. 13, pp. 14-28.

Unit III. Reviewing Existing Knowledge (Literature) (20 hrs.)

a) Literature: sources and importance
b) Preparing bibliography
c) Identifying appropriate and relevant literature
d) Review the literature (and summarize the ideas/knowledge)
e) Identifying the research gap and developing research questions
f) Incorporating sources (citing references)
g) Avoiding plagiarism

Practical activities: Now, students should develop a few research questions that answer three broad headings of research: introduction; main body; and conclusion. At this stage, students have to prepare a reading list (bibliography), identify the appropriate and relevant literature, review them and summarize the key ideas from the literature. The most important task here is to identify the research gap and formulate research questions. Finally, they should also manage to reference in both in-text citation and reference list.

Readings

McCormack, Joan and Slaght John. (2005). Using evidence to support your ideas, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of

Reading, pp. 12-16, retrieved on 17 October 2021, https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf.

McCormack, Joan and Slaght John. (2005). Structuring your project and finding information, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, pp. 17-21, retrieved on 17 October 2021, https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf.

McCormack, Joan and Slaght John. (2005). Developing your project, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 4, pp. 40-49, retrieved on 17 October 2021, https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf.

Gournelos, Ted, Joshua Hammonds, and Maridath A. Wilson. (2019). *Doing Academic Research: A Practical Guide to Research Methods and Analysis*. New York: Routledge, pp. 1-70.

Hart, Chris. (1998). The literature review in research, in *Doing a Literature Review: Releasing the Social Science Research Imagination*. New Delhi: Sage Publications, pp. 1-26.

Unit IV. Developing a Research Topic (15 hrs.)

a) Focusing on the theme chosen
b) Developing a topic and narrowing down it
c) Establishing a working title
d) Identifying unit of analysis and key variables/indicators

Practical activities: All the students should focus on their particular theme/concept and make efforts in developing a topic. Based on the topic they developed they should again narrow down it (concept) to establish a working title. Since the questions are focused on a specific aspect of the concept they have to identify the variables/indicators to be measured to explore the answer to the questions. It will take a number of classes to discuss the research title of each students.

Readings

McCormack, Joan and Slaght John. (2005). Developing a focus, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 5, pp. 49-54, retrieved on 17 October 2021, https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf.

Flick, Owe. (2011). From research idea to research questions, in *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage Publications India, Chapter 2, pp.18-25.

Unit V. Developing a Research Plan (Research Design) (15 hrs.)

a) Conceptualizing and locating the field
b) Selecting samples/cases/secondary data set
c) Identifying research methods/tools/techniques

d) Collecting data/doing fieldwork

Practical activities: All the students should identify the key variables to be measured in the field. They should also locate their field from whether they can gather the data their research questions require. To collect the required information/data, they should select a particular research method and develop specific research tools/techniques (questionnaire, checklist, etc.). They should collect the data their research questions demand.

Readings

McCormack, Joan and Slaght John. (2005). Developing a focus, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 5, pp. 49-54, retrieved on 17 October 2021, https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf.

Gournelos, Ted, Joshua Hammonds, and Maridath A. Wilson. (2019). Methodology overview, in *Doing Academic Research: A Practical Guide to Research Methods and Analysis*. New York: Routledge, pp. 71-144.

Unit VI. Analyzing Data and Writing Paper/Report (20 hrs.)

a) Choosing analytical framework/developing thematic categories
b) Presenting/analyzing data under each theme and interpretation
c) Discussion and drawing findings
d) Drawing conclusions and developing arguments

Practical activities: Now all the students are at the final stage of their academic research journey. They should now develop the themes under the concept/title they are working on. For their guidance, there is one paper (Ballard and Daniel, 2016) recommended in this unit. Before working on their results and analysis (data analysis) section they must discuss the way of data analysis presented in the paper. Then all the students should write their paper/report following the standard format of academic paper/report/article. Also, there is one sample project in McCormack and Slaght (2005, Annex 1).

Readings

McCormack, Joan and Slaght John. (2005). Introductions, conclusions and definitions, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 6, pp. 55-65, retrieved on 17 October 2021, https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf.

McCormack, Joan and Slaght John. (2005). Preparing for presentations and editing your work, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 8, pp. 76-83, retrieved on 17 October 2021, https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf.

Weinstein, Jay Alan. (2010). *Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology*. Maryland: Rowman & Littlefield Publishers, Chapter 15.

Gournelos, Ted, Joshua Hammonds, and Maridath A. Wilson. (2019). Methodology overview, in *Doing Academic Research: A Practical Guide to Research Methods and Analysis*. New York: Routledge, pp. 71-144.

Ballard, Chet and Daniel, Brittany. (2016). What skills are important? A replication, *Journal of Applied Social Science*, Vol. 10(1), pp. 67-79.

Unit VII: Guideline for Practicum (50 hrs.)

As part of the internal evaluation, the Subject Teacher(s) will regularly supervise the students during the entire course of theoretical learning and practical activities under this module. Based on the performance of the students in each step of academic research and writing he/she will evaluate the overall performance of the students. In the end, each student or group of students will submit an independent research paper prepared under the guidance of the Subject Teacher.

The Subject Teachers are suggested to divide the students into groups if the number of students is large, and assign each group a research theme, and ask them to write a scientific report following proper methodology. The Subject Teachers may support the students in this process. Each group of students will submit a report in a format of proper academic writing within the specified time.

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