

Mid-Western University

Faculty of Humanities and Social Sciences

Surkhet, Nepal



Bachelor's Degree in Sociology
Course of Study

Revised in 2078 (2021)

BA in Entire Sociology

Sociology originated as an intellectual response to the crisis confronting the mid- nineteenth century European society. Its development over a century and a half since then has been influenced by a variety of socioeconomic and political conditions where it has been taught and practiced. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systematized.

Sociology is the scientific study of societies, how they are organized and how they change. Sociologists attempt to explain patterns of collective social behaviors of groups and societies. By applying scientific methods they conduct research to suggest possible problem-solving strategies. They build theories about societies, communities, institutions, bureaucracies, small groups, interpersonal relations, social movements, collective behavior, social classes, and social conflict. In practical sense, for undergraduates it is many different things: a pathway to a job; a way to learn about society or some parts of it such as cities, families, or organizations; knowledge about social problems and how to solve them. Sociology provides an excellent background for students who have the required ability and interest to continue their education at the graduate level.

Objectives

This is an eight-semester full-time course offered by the separate department. This is the only one department which has been offering an eight semester course, a combination of compulsory and optional papers. At the end of second semester, students choose a theme of research and will work with a faculty member on the chosen topic towards writing a mini dissertation. The detailed modalities of evaluation for dissertation will be conveyed to the students in due course. The pedagogical processes are innovative not only in terms of using new modes of teaching-learning but also in terms of taking up new and contemporary issues and phenomena.

The teaching-learning process introduces students to basic sociological theories, fundamental research methods, contemporary social debates as well as conceptual tools to understand societies and analyze social phenomena. Sociology course provides an opportunity to think and analyze sociologically, and therefore allow students to widen their horizons of understanding.

While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study. For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies. Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems

Course Structure

The course outlines for the incoming batch of Sociology students (2012-2016), as approved by the Dean's Office and Department of Sociology, is as follows:

All compulsory courses worth 3 credits each: Total 24 Credits per semester.

| | |
|----------------------|----------------------------|
| SEMESTER I | (Total Credits: 15) |
| SEMESTER II | (Total Credits: 15) |
| SEMESTER III | (Total Credits: 15) |
| SEMESTER-IV | (Total Credits: 15) |
| SEMESTER-V | (Total Credits: 15) |
| SEMESTER-VI | (Total Credits: 15) |
| SEMESTER-VII | (Total Credits: 15) |
| SEMESTER-VIII | (Total Credits: 15) |

Eligibility and other Details

The eligibility criteria for the BA in sociology student are intermediate, 10+2 or equivalent degree from any discipline from a recognized higher secondary school or University and secure minimum grade in entrance test conducted by the department. The entrance test will focus the analytical skills of the students.

When it comes to entrance test and various examinations conducted by the department, we would be looking at the candidates' understanding of key issues as well as their ability to analyze situations and suggest solutions.

Course and Credits in Each Semester

| FIRST SEMESTER | | | | |
|------------------------|-------------|---|---------|---------|
| S.N. | Course Code | Title of the Course | Credits | Remarks |
| 1 | C.Eng 411 | Compulsory English I | 3 | |
| 2 | C.NEP 412 | Compulsory Nepali | 3 | |
| 3 | SOC 413 | Foundation of Sociological Thoughts | 3 | |
| 4 | SOC 414 | Introduction to Sociology | 3 | |
| 5 | SOC 415 | Sociological Theory I | 3 | |
| Total | | | 15 | |
| SECOND SEMESTER | | | | |
| 1 | C. ENG 421 | Compulsory English II | 3 | |
| 2 | SOC 422 | Introduction to Social Research | 3 | |
| 3 | SOC 423 | Gender and Feminist Study | 3 | |
| 4 | SOC 424 | Social Stratification and Differentiation | 3 | |
| 5 | SOC 425 | Perspectives on Change and Development | 3 | |
| Total | | | 15 | |
| | | | | |

| THIRD SEMESTER | | | | |
|-------------------------|--------------------|---|------------|--|
| 1 | SOC 431 | Environment and Society | 3 | |
| 2 | SOC 432 | Sociological Theory II | 3 | |
| 3 | SOC 433 | Economic History of Nepal | 3 | |
| 4 | SOC 434 | Social Problems and Social Control | 3 | |
| 5 | SOC 435 | Identity, Ethnicity and Federalization in Nepal | 3 | |
| | Total | | 15 | |
| FOURTH SEMESTER | | | | |
| 1 | SOC 441 | Nationalism and Nation Building | 3 | |
| 2 | SOC 442 | Research Design and Sampling | 3 | |
| 3 | SOC 443 | Modernism and Post Modernism | 3 | |
| 4 | SOC 444 | Poverty and Social Exclusion | 3 | |
| 5 | SOC 445 | Social Policy and Welfare State | 3 | |
| | Total | | 15 | |
| FIFTH SEMESTER | | | | |
| 1 | SOC 451 | Developmental Practices in Nepal -I | 3 | |
| 2 | SOC 452 | Sociological Theory- III | 3 | |
| 3 | SOC 453 | Sociology of Education | 3 | |
| 4 | SOC 454 | Survey Research and Techniques | 3 | |
| 5 | SOC 455 | Introduction to Nepali Society | 3 | |
| | Total | | 15 | |
| SIXTH SEMESTER | | | | |
| 1 | SOC 461 | Medical Sociology | 3 | |
| 2 | SOC 462 | Community Development | 3 | |
| 3 | SOC 463 | Household, Livelihood and Change | 3 | |
| 4 | SOC 464 | Sociology of Religion | 3 | |
| 5 | SOC 465 | Sociology of Tourism | 3 | |
| | Total | | 15 | |
| SEVENTH SEMESTER | | | | |
| 1 | SOC 471 | Globalization and Trans - nationalism | 3 | |
| 2 | SOC 472 | Developmental Practices in Nepal II | 3 | |
| 3 | SOC473 | Basic Statistics for Sociological Research | 3 | |
| 4 | SOC 474 | Political Sociology | 3 | |
| 5 | SOC 475 | Urban Sociology | 3 | |
| | Total | | 15 | |
| EIGHTH SEMESTER | | | | |
| 1 | SOC 481 | Basic Computer Skills for Social Research | 3 | |
| 2 | SOC 482 | Seminar, Field Exposure and Presentation | 3 | |
| 3 | SOC 483 | Project Cycle | 3 | |
| | SOC 484 | Mini Dissertation | 6 | |
| | Total Credit in BA | | 120 | |

C. Eng. 411: Compulsory English I

Credits: 3

General Description: This course introduces the students to the reading of Nepali society and culture through a novel. It also develops grammatical knowledge of the students. The grammar is intended to polish the "grey areas" of grammar.

Course Objectives:

General Objective: The general objective of the course is to make students familiar with psycho-social and economic reality of Nepali society through the reading of the prescribed novel. The course will also remove, to some extent, the grammatical confusions faced by the students at tertiary level.

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

- Develop the understanding of Nepali society
- Develop an empathy with subaltern class
- Learn the literary representation of Nepali social setting
- understand the subtle semantic areas of English grammar
- identify errors committed in English grammar and take steps to remove them
- Improve their knowledge of English grammar
- Analyze grammatical structures

Human Resource produced by the course: The course will produce students who will become sensitive to the psycho-social economic reality of Nepali society, who will also develop an understanding of how the real life situation can be depicted through fiction. They will also be able to understand the push and pull factors of migration and displaced in Nepali Society.

The students studying this course will be fine-tuned to the subtle nuances of English grammar.

Module: I

16 hours

Muglan by Govinda Raj Bhattarai (translated into English by Lekhnath S Pathak)

Module: II

16 hours

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- That's show business
- Put it in writing
- The third age
- Communication
- The English speaking world

Module: III

16 hours

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- Body and Mind
- The natural world
- Here is the news
- Education
- Science and technology

Textbooks

Govinda Raj Bhattarai- *Muglan*, Oriental Publication: Kathmandu, 2012 (English Translation by Lekhnath S Pathak)

Leo Jones- *Cambridge Advanced English*, Cambridge University Press: Cambridge (published in South Asia by Foundation Books, 1998)

Instruction Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecture

Demonstration

Illustration

Project work

Individual and group work

Audio and/ or video

Use of modern information and communication technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/ campus throughout the semester where the course is delivered, which will carry 40% of weightage. Internal evaluation will be done on the following areas:

Tests: class/ weekly/ monthly/ quarterly

Quiz(es)

Presentation(s)

Assignments: individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/ papers in literary and linguistic journals/ magazines/ books on topics and themes related to this course and submitting as reports/ essays to the course instructor)

Field work

C. NEPALI 412 : COMPULSORY NEPALI

व्यावहारिक नेपाली (अनिवार्य नेपाली)

विषय कोड : C. Nep ४१२

क्रेडिट आवर : ३

विषयको प्रकृति : सैद्धान्तिक

वर्ष : प्रथम

तह : स्नातक

जम्मा पाठ्यघण्टी : ४८

सेमेस्टर : प्रथम

१. पाठ्यांश परिचय

यो पाठ्यांश चारवर्षे स्नातक तहमा अध्ययन गर्ने विद्यार्थीहरूमा नेपाली भाषाको मानक उच्चारण र वर्णविन्यासको पहिचान गर्ने क्षमताका साथै लेख्य नेपालीमा प्रयुक्त विविध रचना कौशलको विकास गर्नका लागि तयार गरिएको हो । यस अन्तर्गत नेपाली भाषाको कथ्य र लेख्य स्वरूप, वाक्यकोटिपरक रचना र वाक्यान्तरण, पत्र रचना तथा व्यावहारिक लेखन, साहित्यिक रचनाको आस्वादन र कृति समीक्षाका विशिष्ट क्षमताको विकास गर्ने पाठ्यवस्तुहरू समावेश गरिएका छन् ।

२. सामान्य उद्देश्य

यस पाठ्यांशका सामान्य उद्देश्यहरू यसप्रकार रहेका छन् :

- (क) कथ्य र लेख्य नेपालीको स्वरूप पहिल्याई त्यसको मानक रूप प्रयोग गर्ने,
- (ख) विभिन्न शैलीमा वाक्यकोटिपरक अनुच्छेद रचना गर्न र तिनको वाक्यान्तरण गर्न,
- (ग) विभिन्न वाक्यमा व्यक्त छोटो सङ्कथनलाई एकल वाक्यमा संश्लेषण गर्न,
- (घ) निर्धारित ढाँचामा विभिन्न प्रकृतिका पत्र रचना र व्यावहारिक लेखन सम्पन्न गर्न,
- (ङ) विभिन्न विधाका फुटकर रचनाहरूको आस्वादनका आधारमा समीक्षा गर्न,
- (च) निर्धारित साहित्यिक कृतिहरूको समीक्षात्मक टिप्पणी गर्न ।

३. पाठ्यवस्तुको विवरण

(क) पाठ्यवस्तुको विवरण

- अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास- ०.४ क्रे.आ.
- आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण- ०.६ क्रे.आ.
- इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण- ०.२ क्रे.आ.
- ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन- ०.३ क्रे.आ.

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन- १.५ क्रे.आ.

(ख) पाठ्यांशको रूपरेखा

अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास

क. नेपाली शब्दको अक्षरीकरण

ख. नेपाली शब्दहरूको मानकीकृत वर्णविन्यास

ह्रस्व र दीर्घको प्रयोग, ऋ/रि को प्रयोग, ओ/व को प्रयोग, ब/व को प्रयोग, य/ए को प्रयोग, श/ष/स को प्रयोग, छे/छ्य/क्ष को प्रयोग, ज्ञ/ग्यँ को प्रयोग, शिरविन्दु र चन्द्रविन्दुको प्रयोग, हलन्त र अजन्तको प्रयोग, पदयोग र पदवियोगको प्रयोग, लेख्य चिह्न को प्रयोग

आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण

क. वाक्यकोटिपरक रचना : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र ध्रुवीयताका वाक्य ढाँचामा उपयुक्त सङ्गति मिलाएर वर्णनात्मक अनुच्छेदको रचना ।

ख. वाक्यान्तरण : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र कथन (प्रत्यक्ष, अप्रत्यक्ष) सित सम्बद्ध भई वर्णनात्मक अनुच्छेदहरूको पारस्परिक वाक्यान्तरण ।

इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण

- सरल, मिश्र र संयुक्त वाक्य ।
- विभिन्न वाक्यमा व्यक्त छोटो वर्णनलाई संयोजक र असमापक क्रियाको प्रयोग गरी एकल वाक्यमा संश्लेषण ।

ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन

क. पत्ररचना : चिठी (व्यावहारिक र व्यापारिक), निवेदन, सम्पादकलाई चिठी

ख. विज्ञापन लेखन

ग. शुभकामना, बधाई, श्रद्धाञ्जली/संवेदना

घ. व्यक्तिवृत्त/बायोडाटा

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन

निम्नलिखित फुटकर साहित्यिक रचनाहरूको पठनका आधारमा आस्वादन र कथानक, शीर्षक, भाषा, विचार, चरित्र, शिल्प र शैलीका दृष्टिले समीक्षा

क. कविता/गीत/गजल

भूपी शेरचन : घुम्ने मेचमाथि अन्धो मान्छे (कविता)

वासुदेव पाण्डेय : नेपाली सौन्दर्य (कविता)

दुर्गालाल श्रेष्ठ : फूलको आँखामा फूलै संसार (गीत)

श्रेष्ठ प्रिया पत्थर : मानिस हामी रहने छैनौं... (गजल)

ख. कथा

विश्वेश्वर प्रसाद कोइराला : पवित्रा

माया ठकुरी : साँघु तरेपछि

महेशविक्रम शाह : छापामारको छोरो

ग. निबन्ध

लक्ष्मीप्रसाद देवकोटा : के नेपाल सानो छ ?

भैरव अर्याल : अन्तर्राष्ट्रिय भ्यागुता सम्मेलन

डा. महेन्द्र कुमार मल्ल : सगरमाथाभै अग्लो बन्नु छ

घ. एकाङ्की/नाटक

खोपीराम लम्साल : मातृभूमिको व्यथा

ड. उपन्यास

पद्मावती सिंह : समानान्तर आकाश

४. शिक्षण प्रक्रिया

यो पाठ्यांश मुख्यतः विद्यार्थीहरूको भाषिक सिपको विकाससित सम्बन्धित भएकाले यसलाई अभ्यासमा केन्द्रित गरी सञ्चालन गरिनुपर्छ । यस क्रममा विभिन्न एकाइका पाठ्यवस्तुलाई निम्नानुसार शिक्षण गर्दा प्रभावकारी हुन्छ :

- (क) एकाइ १ को शिक्षणका क्रममा कथ्य र लेख्य नेपालीको मानक रूपसँग विद्यार्थीलाई परिचित गराउन शिक्षकले नेपाली उच्चार्य र लेख्य वर्णमा पाइने समानता र भिन्नता, शब्दहरूको अक्षरीकरण र मानकीकृत वर्णविन्यासको प्रदर्शन गर्ने, छलफल र प्रश्नोत्तर गराउने, स्पष्टीकरण दिने गर्नुका साथै अभ्यासमा जोड दिने ।

- (ख) एकाइ २ को वाक्यकोटिपरक रचना र वाक्यान्तरणका लागि वाक्यकोटि अनुसार विभिन्न वाक्य ढाँचाका वर्णनात्मक रचना गर्न विद्यार्थीहरूलाई प्रोत्साहित गर्ने र तिनलाई आवश्यकता अनुसार भिन्न-भिन्न वाक्य ढाँचामा वाक्यान्तरणसमेत गर्न लगाउने ।
- (ग) एकाइ ३ का लागि असंश्लेषित वाक्यहरूमा वर्णित रचनाहरूलाई एकल वाक्यमा संश्लेषण गरी वाक्यान्तरण गर्ने अभ्यास गराउने जसले विद्यार्थीहरूको सङ्क्षेपीकरण गर्न सक्ने भाषिक कौशल बढाउने छ । उल्लिखित कार्यकलाप गराउँदा शिक्षकले पहिले कक्षामा उक्त रचना र तत्सम्बन्धी वाक्यान्तरणका केही नमुनाहरू प्रस्तुत गर्नुपर्छ ।
- (घ) एकाइ ४ मा उल्लिखित पत्ररचना तथा व्यावहारिक कौशल बढाउन तत्सम्बन्धी अभिव्यक्तिहरूको कक्षामा नमुना प्रदर्शन गरी छलफल गराउने र त्यसपछि निर्धारित रचनाहरूका लागि विद्यार्थीहरूलाई सहज हुने शीर्षकहरूको छनोट गरी तिनलाई कक्षाकार्यका रूपमा र गृहकार्यका रूपमा बारम्बार अभ्यास गराउने ।
- (ङ) एकाइ ५ को शिक्षण गर्दा विद्यार्थीहरूलाई निर्धारित विभिन्न विधाका साहित्यिक रचना पठन गर्न लगाई आस्वादन गराउने र आस्वादित रचनालाई अभिव्यक्त विषय, भाव, शीर्षक, पात्र/चरित्र, परिवेश, शैलीगत विशेषता आदिका आधारमा प्रतिक्रियात्मक टिप्पणी लेख्ने अभ्यास गराउने ।

५. मूल्याङ्कन

यस पाठ्यांशको मूल्याङ्कन विद्यार्थीहरूका निम्नलिखित कार्यबाट सम्पन्न गरिनेछ :

- (क) कक्षा प्रस्तुति
- (ख) कक्षाकार्य र सहभागिता
- (ग) समस्या समाधान
- (घ) परियोजना कार्य
- (ङ) मध्यवर्ती परीक्षा
- (च) सत्रान्त परीक्षा

६. सन्दर्भ सामग्री

अधिकारी, हेमाङ्गराज (२०६७), प्रयोगात्मक नेपाली व्याकरण, ललितपुर : साभा प्रकाशन ।

अनिवार्य नेपाली विषय समिति, त्रि.वि. पाठ्यक्रम विकास केन्द्र (२०६६), अनिवार्य नेपाली शिक्षण निर्देशिका, ललितपुर : साभा प्रकाशन ।

..... (२०६९), नेपाली साहित्यिक रचना, ललितपुर : साभा प्रकाशन ।

आचार्य, ब्रतराज र गौतम देवीप्रसाद (२०६९), विशेष नेपाली : प्रयोजनपरक बोध र लेखन, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

जोशी, खेमराज र जोशी खगेन्द्र (२०७०), साधारण नेपाली रचना, काठमाडौं : वेष्टर्न बुक पब्लिसिङ एण्ड प्रिन्टर्स प्रा.लि. ।

ठकुरी, माया (२०३९), साँघु तरेपछि, ललितपुर : साभा प्रकाशन ।

लम्साल, खोपीराम (२०७२), मातृभूमिको व्यथा, सुर्खेत : आस्था आशिष लम्साल ।

शर्मा, मोहनराज (२०५९), शब्द रचना, वर्णविन्यास, वाक्यतत्त्व, अभिव्यक्ति र पाठहरू, काठमाडौं : नवीन प्रकाशन ।

शेरचन, भूपी (२०२५), घुम्ने मेचमाथिको अन्धो मान्छे, ललितपुर : साभा प्रकाशन ।

श्रेष्ठ, प्रिया पत्थर (२०६७), ओभाएका छैनन् आँखा (गजल सङ्ग्रह), काठमाडौं : अनाम मण्डली ।

सिंह, पद्मावती (२०६२), समानान्तर आकाश, ललितपुर : साभा प्रकाशन ।

SOC 413: FOUNDATION OF SOCIOLOGICAL THOUGHTS

Credit: 3

Objectives:

This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. Its objective is to help students gain an understanding of some of the classical contributions in sociology, and their continuing relevance to its contemporary concerns.

Unit I: The Emergence of Sociology (5 Hrs)

- A. Transition from social philosophy to sociology: The intellectual context: Enlightenment
- B. The social, economic and political forces - The French and Industrial Revolutions

Unit II: The Pioneers (5 Hrs)

- Comte (positivism)
- Spencer: Social Darwinism (Super organic evolution)

Unit III: The Classical Traditions (20 Hrs)

- Durkheim: social solidarity, and suicide
- Weber: authority, and The Protestant Ethic and the Spirit of Capitalism
- Marx: materialist conception of history, and class struggle
- Pareto: circulation of elites.

Unit II: Schools of Sociological Theory (15 Hrs)

- A. Functionalism
- B. Conflict school
- C. Social action perspective
- D. Ethno methodological perspective
- E. Feminist perspective

References

Aron, Raymond. 1967 (1982 reprint). Main currents in sociological thought (2 volumes). Harmondsworth, Middlesex: Penguin Books.

Barnes, H.E. 1959. Introduction to the history of sociology. Chicago: The University of Chicago Press.

Coser, Lewis A. 1979. Masters of sociological thought. New York: Harcourt Brace Jovanovich.

Fletcher, Ronald. 1994. The making of sociology (2 volumes). Jaipur: Rawat.

Morrison, Ken. 1995. Marx, Durkheim, Weber: Formation of modern social thought. London: Sage.

Ritzer, George. 1996. Sociological theory. New Delhi: Tata-McGraw Hill

SOC 414: INTRODUCTION TO SOCIOLOGY

Credit: 3

Objectives:

This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

Unit I: Introduction (15 hrs)

- A. Definition of Sociology as a separate field of study
- B. Nature and scope of Sociology
- C. Sociological perspectives
- D. Sub-fields of sociology
- E. Similarities and differences between Sociology and Anthropology and with other social sciences (history, political science, economics, psychology)
- F. Subject matter of sociology
- G. Use of sociological knowledge in solving problems in society
- H. Use of sociological inputs for development works

Unit II: Basic Concepts and Key Features (20 hrs)

- A. Society, culture, community, social status, social mobility, social structure
- B. Social Institution, social association, group,
- C. Norms, values, beliefs, practices, customs, taboo
- D. Cooperation, competition, conflict
- E. Assimilation, acculturation, accommodation
- F. Caste, class, ethnicity, gender, sex,
- G. Ethnocentrism, cultural relativism
- H. Crime, deviance,
- I. Socialization, social control,

Unit III: Models of Society in Sociological Analysis (10 hrs)

- A. Evolutionary model
- B. Organismic model
- C. Conflict model
- D. Physical science model
- E. Statistical and mathematical models

References

- Inkels, Alex. 1997. What is Sociology? An Introduction to Discipline and Profession. New Delhi: Prentice-Hall of India.
- Slattery, Martin. 2003. Key Ideas in Sociology. UK: Nelson Thornes Ltd.
- Bottmore, T.B. 1986. Sociology: A Guide to Problem and Literature. New Delhi: Blackie and Son (India) Limited.
- Harlambos, M. 1998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
- Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi: Allied Publishers

SOC 415: SOCIOLOGICAL THEORY I

Credit: 3

Objectives:

The objective of this course is to introduce the students with concept, theory and some of the structural theoretical approaches.

Unit I: Introduction (12 Hrs)

- A. Social theory and sociological theory
- B. Difference between concept and theory
- C. Social concept and social theory
- D. Relationship between social theory and social research
- E. Theory as a means for fact based explanation of social reality
- F. Historical context of rise and development of sociological thoughts and theories
 - crisis of faith on ascribe social status hinged in feudalism
 - growth of capitalist economy demanding changes in existing forms of social organizations
 - enlightenment revolution in social thought practices demanding fact based explanation of social problems
 - positivist and interpretive debates on sociological theory.

Unit II: Society and Culture as Evolutionary and/or Diffusive Processes (10 Hrs)

Basic premises, strengths and weaknesses of:

- A. L.H Morgan
- B. B. E.B. Taylor
- C. F. Boas
- D. E. Smith

Unit III: Structural Functionalism (15Hrs)

Basic premises, strengths and weaknesses of:

- A. E. Durkheim
- B. Talcott Parsons
- C. Radcliffe Brown
- D. B. Malinowski

Unit IV: Conflict Theory (8 Hrs)

- A. Forms of conflict in society
- B. Social relations and means of production
- C. Inequality in distribution of resources
- D. Social Classes and class formation
- E. Dynamics of modes of production and structure of classes
- F. Class conflict as a mechanism of social change
- G. Strengths and weaknesses of the conflict theory

References

- Turner, J.H. 1995. *The Structure of Sociological Theory*. ” Jaipur: Rawat Publications.
- Abraham, Francis M 1982. *Modern Sociological Theory: An Introduction*. New Delhi: Oxford University Press.
- Bottmore, T.B. 1986. *Sociology: A Guide to Problem and Literature*. New Delhi: Blackie and Son (India) Limited.
- Bohannan, Paul and Mark Glazer 1988. *High Points in Anthropology*. New York: Alfred A Knopf I
- McGee, R. John and Richard L. Warms 2000. *Anthropological Theory: An Introductory History*. New York: McGraw Hill. (Selected Chapters)
- Applebaum, Herbert (ed.) 1987. *Perspectives on Cultural Anthropology*. New York: State University of New York Press.
- Ritzer, George 1996. *Sociological Theory*. (4th edition). New York: MaGraw Hill.

Second Semester

C. Eng. 421: Compulsory English II

Credits: 3

General Description: This course introduces students to the different language skills of listening, speaking, reading, writing, study skills and basic concept of research proposal and report writing. On studying this course, the students will be able to perform basic language skills required in daily life.

Course Objectives:

General Objective: The course is designed to develop four skills of language- listening, speaking, reading and writing skills and associated sub-skills among students. They will be able to face and overcome basic language related problems.

Specific Objectives: After the completion of the course, the students will be able to:

- Acquire phonetic aspects of listening and become acquainted with problems associated with listening and learn to improve listening skills
- Develop skills related with speaking and perform speaking related tasks
- Become familiar with mechanics of improving their reading skills
- Enhance study skills by learning to focus on the language aspects to sharpen this skill
- Perform different kinds of writing tasks and prepare documents required in day to day life transactions
- Become familiar with the basic concepts of research proposal and report

Profile of the students: The students who have used different language skills will better their existing skills. They will be able to use language for various practical purposes in their daily lives.

Module I

16 hours

Listening and Speaking Skills

Listening skills: Hearing and listening, phonetic features of listening, purpose of listening, benefits to listening, guidelines for improving listening skills.

Speaking skills: English sound system, accentual pattern of words and sentences, effective speech, the art of conversation, debate, group discussion.

Module II

16 hours

Study and Reading Skills

Study skills: dictionary and its use, prepositions and phrasal verbs, vocabulary extension, effective use of words, effective use of sentences, learning spellings, punctuation, common errors in English.

Reading skills: Introduction to reading skills, mechanics of reading, types of reading, reading speed

Module III

16 hours

Writing and Business Communication Skills

Writing skills: Paraphrase writing and precise writing, note-making and summary writing, paragraph writing, writing an essay

Writing a Research Proposal and Report: Contents of a research proposal and writing a research report

Business communication: Structure and style of business correspondence, various types of letters, and job application

Prescribed Textbooks

English Language Skills by Aruna Koneru, Tata McGraw Hill Pvt. Ltd. New Delhi, 2011.

Research Methodology- A Step-by-Step Guide for Beginners (2nd edition) by Ranjit Kumar, Pearson Education, Dorling Kindersley (India) Pvt.Ltd., 2014.

Instructional Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecturer

Demonstration

Illustration

Project Work

Individual and Group work

Audio and / Video

Use of Modern Information and Communication Technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. The internal evaluation will be done on the following areas.

Tests: Class/Weekly/Monthly/Quarterly

Quiz(es)

Presentations(s)

Assignments: Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journal/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor)

Field work

SOC 422: INTRODUCTION TO SOCIAL RESEARCH

Credits: 3

Objective:

The main objective of this course is to provide the students with basic knowledge and skills required to undertake research in the fields of sociology.

Unit I: Introduction (15 hrs)

- A. Research and everyday life
- B. Objectives of the social research
- C. Types of social research
- D. Barrier to the evolution of social research
- E. Steps in social research

Unit II: Language of Research (15 hrs)

- A. Concept, variables and indicators
- B. Reliability, validity and generalization
- C. Induction and deduction
- D. Levels of measurement (nominal, ordinal, interval and ratio)
- E. Correlation and causality

Unit III: Process of Social Research (15 hrs)

- A. Initial research idea and topic
- B. A statement of why the research question is important
- C. Clarification of concepts, variables and indicators
- D. A review of relevant literature
- E. Information or data collection techniques
- F. Discussion of the methods used for the data analysis
- G. Analysis of the results
- H. Discussion of the significance of the analysis
- I. General conclusion of the research
- J. References of the work

Required Readings:

Dooley, David (1897). Social Research Methods. New Delhi: Prentice Hall.
Baker, Therese L.(1999). Doing Social Research.New York: McGraw Hill Inc.
Kumar, Ranjit (1996). Research Methodology. London: SAGE Publication.

SOC 423: GENDER AND FEMINIST STUDY

Credits: 3

Objectives:

The objective of this course is to provide basic knowledge on conceptual and theoretical aspect of gender, sexuality and feminism, and to develop skills to understand and analyze gender relation in the Nepali society and the process of development therein.

Unit: Introduction (15 hrs)

- A. Conceptualization of sex and gender
- B. Language of gender (subordination, patriarchy, feminism, femininity, masculinity, gender equality, gender equity, gender discrimination, gender-biased, gender-based violence, gender empowerment)
- C. Gender socialization
- D. Gender social control

Unit II: Gender and Sexuality (15 hrs)

- A. Human sexuality and social construction of human sexuality
- B. Sexual expression
- C. Gender identity and sexual orientation
- D. LGBTI and sexuality
- E. Dangerous sex, invisible labor
- F. The globalization of sexuality

Unit III: Feminist Theories (15 hrs)

- A. Feminist perspective on science and sociological theories
- B. Gender difference approaches
- C. Biological explanation
- D. Institutional explanation
- E. Social psychological explanation
- F. Gender inequality approach
- G. Marxist feminist approach
- H. Radical feminist approach
- I. Third wave feminism

Required Readings

- Caroline, B. B. and Sargent, C. F. (2011). *Gender in Cross- Cultural Perspective*. New Jersey USA(Indian Reprint)
- Bhasin, Kamala. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
- Agarwal, Bina. (2008). *A Field of One's Own: Gender and Land Rights in South Asia*. India: Cambridge University Press, India Private Limited.
- Judith, Lorber and Susan A. Farrell. Eds. (1991). *The Social Construction of Gender*. New Delhi: Sage Publication.
- Jackson, Stevi and Jones Jackie. (1998). *Contemporary Feminist Theories* (pp 1-33). Finland: Edinburgh University Press.
- Ritzer, G. (1996). *Sociological Theory*. New York: The McGRAW-HILL Companies, Inc.
- Mohanty, Chandra Talpade. (2006). *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*.(pp 43-84). New Delhi: Duke University Press.
- Lorber, Judith. (1998). *Gender Inequality: Feminist Theory*

Jackson, Stevi and Jones Jackie eds.(1998). *Contemporary Feminist Theories*. Finland: Edinburgh University Press.

Upreti, M. (2011). Gender and Sexuality. *SAMAJ Journal of Sociology/Anthropology* Vol. 4. Department of Sociology/Anthropology, Trichandra, M. Campus.

Misra, Gitanjali and Chandiramani Eds.(2005). *Sexuality, Gender and Rights: Exploring Theory and Practice in South and South Asia*. New Delhi: Sage Publication.

SOC 424: SOCIAL STRATIFICATION AND DIFFERENTIATION

Credits: 3

Objectives:

The objective of this course is to introduce the students with the idea of social differentiation and stratification. It aims to make the students aware of the strata and differences formed among people specifically in terms of their gender, ethnicity, caste, class and region based identities. After the study of this course, the students will be able to make elaborately the distinction between the notions of stratification and differentiation, and apply these notions in the process of understanding the relationship between different types of social units.

Unit I: Social Differentiation and Social Stratification (10 hrs)

- A. Social evolution and social differentiation
- B. Social evolution (Spencer)
- C. Division of labor and social integration (Durkheim)
- D. Social class and hierarchy (Marx)
- E. Power, prestige and property (Weber)
- F. Hierarchy, difference and change

Unit II: Gender and Stratification (10 hrs)

- A. Ideology of hierarchy and differences between male and female
- B. Ideology and history of women's work
- C. Gender division of labor and gender stratification
- D. Gender relations outside the family
- E. Occupational distribution
- F. Gender, class and caste

Unit III: Social Class and Stratification (10 hrs)

- A. Meanings of class as a social category
- B. Social class hierarchy
- C. Inequality among groups of population (economic, political and social power)
- D. Marx's theory of class and interclass relations
- E. Weber's theory of class
- F. Class and international system of social relations
- G. Class, gender and caste

Unit IV: Caste and Stratification (15 hrs)

- A. Features of caste
- B. Caste and concept of purity and pollution
- C. Practice of untouchability
- D. Caste and social hierarchy
- E. Caste and ethnic group concept in Nepal
- F. Caste, ethnicity and positive discrimination policy of Nepal
- G. Dalit issues and social inclusion
- H. Dynamics and changes in practice of caste rules
- I. Caste, class and gender

Required Readings:

- Lewis Coser, 1996. *Masters of Sociological Thought*. Second Indian Edition. New Delhi: Rawat.
- George Ritzer, 1992. *Sociological Theory*. Third International Edition. New York: McGraw Hill.
- Judith, Lorber and Susan A. Farrell. Eds. (1991). *The Social Construction of Gender*. New Delhi: Sage Publication.
- Pandey, Tulsi R. (2010). Class as a Missing Component in the Debates on Inclusive Development in Nepal (103-174). In *Anthropology and Sociology of Nepal: Taking Stock of Teaching, Research and Practice*. Kathmandu: Central Department of Sociology/Anthropology, TU.
- Subedi, Madhusudan (2010). Caste System: Theories and Practices in Nepal. *Himalayan Journal of Sociology and Anthropology*, IV: 134-159.
- Furer-Haimendorf, C. (1956). Elements of Newar Social Structure. *Journal of Royal Institute of Great Britain and Ireland*, Vol.86, Pp15-38
- Documents of National Dalit Commission.
- Manifestos of Different Political Parties.

SOC 425: PERSPECTIVES ON CHANGE AND DEVELOPMENT

Credits: 3

Objectives:

The world is undergoing rapid social, cultural and economic change and development. The students, therefore, have to be able to understand, assess and explore their sociological implications. The objective of this course is to familiarize the students with various approaches associated with the perspectives of change and development.

Unit I: Social and Cultural Change (15 hrs)

- A. Meaning and characteristics of social change
- B. Meaning and characteristics of cultural change
- C. Indicators of social and cultural change
- D. Economic dimension of change
- E. Cultural dimension of change
- F. Evolutionary theory of change
- G. Conflict theory of social change

Unit II: Theories of Development (20 hrs)

- A. Modernization theory (Rostow, Smelser)
- B. Dependency theory (Frank and Baran)
- C. World system theory (Wallenstein)
- D. People centered development (Korten, Chamber)

Unit III: Social Change in Rural Society (10 hrs)

- A. Changes in agriculture
- B. Rural-urban linkages
- C. Migration
- D. Market economy
- E. Changes in rural power structure

Required Readings:

Dube, S.C. (1992). Understanding Change: Anthropological and Sociological Perspectives. New Delhi: Vikas Publishing House.

Moore, Wilbert E. (1978). Social Change. New Delhi: Prentice Hall.

Smelser, Neil J. (1988). The Sociology of Economic Life. New Delhi: Prentice Hall.

Mishra, Chaitanya (2067BS). Badalido Nepali Samaj (Text in Nepali, pp 1-26; 95-120). Kathmandu: Fine Print.

SOC 431: ENVIRONMENT AND SOCIETY

Credits: 3

Objectives:

The course aims to provide knowledge and scholarship of sociological basis of environment and society interface. It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on 'environment in Sociological Theory', both classical and contemporary. The course also aims at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action. The study of inter connections between environment and society has gained enormous significance in recent times on account of the debilitating effects on the environment and society.

Unit I: Classical Sociological Tradition (15 hrs)

- A. Meaning and nature of environmental sociology
- B. Rise and concerns of environmental sociology
- C. Environmental Concerns of:
 - Karl Marx,
 - Emile Durkheim,
 - Max Weber
- D. Environment, technology and society

Unit II: Environmental Issues (10 hrs)

- A. Population
- B. Water
- C. Sanitation
- D. Pollution
- E. Energy
- F. Forest
- G. Housing
- H. Urban development

Unit III: Environmental Conservation in Nepal (20 hrs)

- A. Biodiversity and sustainable development
- B. Development, displacement and relocation and environmental problems
- C. Initial environmental examination (IEE)
- D. Environmental impact assessment (IEA) of forest, irrigation and hydropower
- E. Environmental monitoring and audit
- F. Policy, legislation and institutional framework

Required Readings

Gadgil, Madhav and Ram Chandra Guha (1996). Ecology and Equity: The Use and abuse of Nature in Contemporary India. New Delhi: OUP

World Commission on Environment and Development (1987). Our Common Future, Brundtland Report. New Delhi: Oxford University Press.

Upreti, Batuk Krishna (2004). Environmental Impact Assessment. Kathmandu.

Pyakuryan, Kailash N. and Devendra P. Chapagain (1997). Environmental Conservation in Nepal. Kathmandu: Environment and Public Health Council.

Holder, Jane (2006). Environmental Assessment: The Regulation of Decision Making. New York: Oxford University Press.

SOC 432: SOCIOLOGICAL THEORY II

Credits: 3

Objectives:

The objective of this course is to familiarize the students on micro sociological perspectives. The course also orients the students towards the application of the knowledge of sociology in various fields and to make theoretical formulations.

Unit I: Introduction (5 hrs)

- A. Context of actor dominant perspectives
- B. Basic assumptions
- C. The idea of interpretation
- D. Critique of actor dominant perspectives

Unit II: Symbolic Interaction (18 hrs)

- A. C.H. Cooley and his interpretation of social reality
- B. Cooley's central theory and methods
- C. George Herbert Mead and social reality
- D. Mead's central theory and methods
- E. Herbert Blumer and his perspective
- F. Erving Goffman and his perspective
- G. Goffman's idea of back stage, front stage and arts of impression management

Unit III: Phenomenology (12 hrs)

- A. Alfred Schutz and phenomenological sociology
- B. Theories of Alfred Schutz
- C. Peter Burger and Thomas Luckman's theory of 'social construction of reality'

Unit IV: Ethnomethodology (10 hrs)

- A. Defining ethnomethodology
- B. Diversification of ethnomethodology
- C. Harold Garfinkel and ethnomethodology
- D. Ethnomethodological criticism of 'traditional sociology'

Required Readings:

Ritzer, George 1996. *Sociological Theory*. (4th edition). New York: McGraw Hill.

Turner, J.H. 1995. *The Structure of Sociological Theory*. Jaipur: Rawat Publications.

Abraham, Francis M 1982. *Modern Sociological Theory: An Introduction*. New Delhi: Oxford University Press.

SOC 433: ECONOMIC HISTORY OF NEPAL

Credits: 3

Objectives:

The objective of this course is to familiarize students about the economic history of Nepal. The main focus has been given to the political unification and its economic background, and land reform and its challenges in Nepal.

Unit I: Background of Political Unification (5 hrs)

- A. Political division
- B. Kingdom of Gorkha
- C. Factors behind political unification
- D. Consequences of political unification

Unit II: Economic Background of Unification (15 hrs)

- A. Economic resources and activities
- B. State control over the land
- C. Trade and commerce
- D. Revenue and taxation
- E. The peasants and the land

Unit III: Economic Development after the Nepal-British War (15 hrs)

- A. Military preparation
- B. Development of trade
- C. Financial problems
- D. Changes in revenue collection system, level of rents
- E. Forced labor and slavery
- F. Impact on agrarian condition

Unit IV: Land Reform in Nepal (10 hrs)

- A. Historical context of land reform
- B. Land tenure
- C. Land types
- D. Land rights
- E. Challenges of land reforms
- F. Politics of land reform in Nepal

Required Readings

- Regmi, Mahesh Chandra. 1971. *A Study of Nepali Economic History, 1768-1845*. New Delhi: Manjusri.
- Adhikari, Jagannath. 2006. *Land Reform in Nepal: Problems and Prospects*. Kathmandu: NIDS.
- Gill, Peter. 2009. The Politics of Land Reform in Nepal: 1951–1964. *Studies in Nepali History and Society* 14(2): 217–259.

SOC 434: SOCIAL PROBLEMS AND SOCIAL CONTROL

Credits: 3

Objectives:

The objective of this course is to familiarize the students with the contemporary social problems which affect the society as a whole, and develop the understanding of how these problems crop up in the functioning of different social structures and how people are affected by them. Furthermore, students should be able to observe how systems need to be reorganized and restructured in dealing with such problems.

Unit I: Social Problems: Concepts and Approaches (10 hrs)

- A. The concept of social problem
- B. Characteristics of social problem
- C. Social origins of social problems
- D. One group's problem, other group's solution
- E. Manifest and latent social problems
- F. Reactions to social problems

Unit II: Theoretical Approaches to Social Problems (5 hrs)

- A. Social disorganization approach
- B. Cultural lag approach
- C. Value conflict approach
- D. Personal deviation approach
- E. Anomie approach

Unit III: Deviant Behavior and Crime (10)

- A. Meaning and nature of deviant behavior and crime
- B. Meaning and limitations of official statistics
- C. White collar crime and blue collar crime

Unit IV: Social Control (10 hrs)

- A. Meaning and characteristics of social control
- B. Formal agencies of social control
- C. Informal agencies of social control
- D. Social control practices in Nepal

Unit V: Contemporary Social Problems (10 hrs)

- A. Poverty and unemployment
- B. Caste system and untouchability
- C. Communalism and regionalism
- D. Child abuse and child labor
- E. Violence against women
- F. Drug abuse and drug dependency
- G. HIV and AIDS
- H. Corruption

Required Readings:

Ahuja, Ram (2010). Social Problems in India. New Delhi: Rawat Publications.

Merton, Robert K. and Robert Nisbet (1976). Contemporary Social Problems. New York: Harcourt Brace International Edition.

SOC 435: IDENTITY, ETHNICITY AND FEDERALIZATION IN NEPAL

Credits: 3

Objectives:

Most societies in the contemporary world are undergoing a radical and dramatic transformation. There is now a growing acknowledgement and appreciation of the existence of cultural diversity within the country. This has led to a rethinking of conventional social science categories such as nation and homogeneous national culture as the bedrock of nation-states. The aim of this course is to sensitize students to the dynamics and ramifications of these changes and their sociological significance, and the issues related to ongoing federalization debates in Nepal.

Unit I: Ethnicity and Identity (15 hrs)

- A. Nature and characteristics of ethnicity
- B. Essentialism and Situationalism
- C. Ethnicity and culture
- D. Ethnicity and politics
- E. Ethnicity and identity
- F. Identity construction
- G. Ethnic consciousness
- H. Ethnic movements
- I. Caste and Ethnic composition of Nepal

Unit II: Cultural Diversity in Comparative Perspective (15 hrs)

- A. Comparative view of pluralism and multiculturalism
- B. Defining features of multicultural society
- C. International migration and multiculturalism
- D. Ethnic consciousness and identity in multicultural societies
- E. Ethno-nationalism

Unit III: Ethnicity and Federalization Debate in Nepal (15 hrs)

- A. Scale and magnitude of cultural diversity in Nepal
- B. Ethnic movements and demands of ethnic federalism
- C. Debates on ethnic federalism in Nepal

Required Readings:

Bhargava, Rajiv, A.K. Bagchi and R. Sudarshan, (1999). eds.: Multiculturalism

Liberalism and Democracy. New Delhi: Oxford University Press.

Calhoun, Craig (1997). Nationalism. Buckingham: Open University Press.

Mishra, Chaitanya and Om Gurung eds. (2012). Ethnicity and Federalization in Nepal. Kathmandu: Central Department of Sociology and Anthropology.

SOC 441: NATIONALISM AND NATION BUILDING

Credits: 3

Objectives:

There has been enormous proposal and debate on nationalism and nation building, globally and locally. Nation building is the challenge for everyone and false consciousness is gradually getting transformed into felt consciousness. This paper focuses on the issues of identity and basis of national identities and various debates on their design. This paper will help students to understand and interpret the identity and nation state issues from various perspectives.

Unit I: Introduction (10 hrs)

- A. Concept of identity
- B. National and other identities
- C. Role set, status set and multiple identities (gender, territory, social class, ethnicity, religion)
- D. The elements of national identities
- E. Functions and problems of national identities

Unit II: Basis of National Identity (15 hrs)

- A. Basis and model of modern nations
- B. Emergence of nations
- C. Ethnic basis of national identity
- D. Ethnic change, dissolution and survival
- E. Cultural matrix of nationalism

Unit III: Nations by Design (10 hrs)

- A. Territorialism
- B. Participation
- C. Citizenship
- D. Civic education

Unit IV: Separatism and Multinationalism (10 hrs)

- A. Ethnic separatism
- B. Separatism and autonomism
- C. Supra-nationalism: Federal and regional identities
- D. Geopolitics and national capitalism

Required Readings:

Smith, Anthony D. (1991). National Identity. England: Penguin Books Limited

May, Stephen, Tariq Modood, and Judith Squires (2004). Ethnicity, Nationalism and Minority Rights. UK: Cambridge University Press.

Pyakuryal, Kailash N.(2008). Pluralism, Diversity and National Integration (Pp185-199). In Kailash N. Pyakuryal, Bishnu Raj Upreti and Sagar Raj Sharma (eds.) Nepal: Transition to Transformation. Kathmandu: Human and Natural Resources Studies Centre of Kathmandu University and South Asia Regional Coordination Office of NCCR North –South.

SOC 442: RESEARCH DESIGN AND SAMPLING

Credits: 3

Objectives:

The objective of this course is to help students to provide knowledge on various types of research designs and sampling processes, and develop their skills to utilize various research design and sampling techniques to carry out research in sociological agenda.

Unit I: Research Design (5 hrs)

- A. Meaning and components of research design
- B. Purpose and principles of research design
- C. Characteristics of a good research design

Unit II: Types of Research Design (15 hrs)

- D. Cross-sectional and longitudinal research design
- E. Historical research design
- F. Cross cultural research design
- G. Exploratory, descriptive and explanatory research design
- H. Experimental and semi experimental research design

Unit III: Sampling (10 hrs)

- A. Notion of universe and sample
- B. Census and sampling
- C. Advantages and limitations of census method
- D. Rationale of sample
- E. Sample size, sampling unit, unit of analysis
- F. Sampling error

Unit II: Sampling Types (15 hrs)

- A. Rationale of probability and non-probability sampling designs
- B. Strengths and limitations of
 - Systematic random sampling
 - Stratified random sampling
 - Multistage sampling
 - Cluster sampling
 - Quota sampling
 - Snowball sampling
 - Purposive sampling

Required Readings:

Ranjit, Kumar (1996). Research Methodology. London: SAGE Publications.
Wilkinson. T.S and P.L. Bhandarkar (1990). Methodology and Techniques of Social Research. Bombay: Himalayan Publishing House.
Baker, Therese L (1998). *Doing Social Research*. New Delhi: McGraw Hill.

SOC 443: MODERNISM AND POST MODERNISM

Credits: 3

Objectives:

There is a debate ranging in sociology today between those who continue to see contemporary society as a modern world and those who argue that a substantial change has taken place in recent years and that we have moved into a new, postmodern world. This course focuses on the work of contemporary representatives of those who continue to see the world in modern terms, and others who see the world in postmodern terms.

Unit I: Contemporary Theories of Modernity (15 hrs)

- A. Classical theorists on modernity
- B. Modernity and its consequences
- C. Modernity and identity
- D. Modernity and intimacy
- E. The risk society: creating and coping with risks
- F. Globalization and new means of consumption

Unit II: Structuralism (15 hrs)

- A. Roots in linguistic
- B. Anthropological structuralism: Claude Levi-Strauss
- C. Structural Marxism
- D. Poststructuralism
- E. The ideas of Michel Foucault

Unit III: Postmodern Social Theory (15 hrs)

- A. Moderate postmodern social theory
- B. Extreme postmodern social theory
- C. Postmodern social theory and sociological theory
- D. Applying postmodern social theory
- E. Criticisms and postmodern social theory

Required Readings:

Ritzer, George (1992). *Sociological Theory* [Chapter 16 and 17, Pp 553-617.]. New York: McGraw-Hill.

Lyon, David (2002). *Postmodernity* (Pp 6-89). New Delhi: Viva Books.

SOC 444: POVERTY AND SOCIAL EXCLUSION

Credits: 3

Objectives:

Poverty is a social problem. This course focuses on the definition and measurement of poverty, theories of poverty, and social inequality.

Unit I: Definition and Measurement of Poverty (15 hrs)

- A. Concept of poverty
- B. Absolute poverty
- C. Measurement of absolute poverty
- D. Relative poverty
- E. Measurement of relative poverty
- F. Subjective poverty
- G. The culture of poverty
- H. Poverty and social stratification
- I. Official statistics on poverty
- J. Nepal Living Standard Survey(NLSS) and coverage of key issue
- K. NLSS analytic domains

Unit II: Theoretical Perspectives on Poverty (10 hrs)

- A. Functionalist perspective and critique
- B. Marxian perspective and critique
- C. Weberian perspective and critique
- D. Poverty and ideology

Unit III: Living Standard Inequality in Nepal (20 hrs)

- A. Housing and household facilities
- B. Access to facilities
- C. Health facilities
- D. Consumption
- E. Income
- F. Employment status

Required Readings:

Haralambos, Michael and Robin Heald (1980). Sociology: Themes and Perspectives [Poverty section only, pp140-171]. New Delhi: Oxford University Press.

CBS (2011). Nepal Living Standard Survey, Volume I and II. Kathmandu: CBS.

Das, Arun K.L and Magnus Hatlebakk (2010). Statistical Evidence on Social and Economic Exclusion in Nepal. Kathmandu:Himal Books.

SOC 445: SOCIAL POLICY AND WELFARE STATE

Credits: 3

Objectives:

In the changing socio-economic and political scenario, the concept of social policy and social welfare and their components undergo change. Consequently approaches to the policy and welfare also change. This paper focuses on the social policy to keep pace with newer and newer needs of society and the legislation to address various requirements.

Unit I: Introduction (15 hrs)

- A. Concept and nature of social policy
- B. Directive Principle of state policy
- C. Directive Principle of Panchyat Constitution of Nepal (1961)
- D. Directive Principles of the Constitution of Nepal (1990)
- E. Directive Principles of Interim Constitution of Nepal (2006)
- F. Principles and practices paradoxes

Unit II: Social Welfare Needs (15 hrs)

- A. Education for all
- B. Health for all
- C. Welfare of women and children
- D. Welfare of disadvantaged groups
- E. Welfare of disabled
- F. Welfare of Dalits

Unit III: Social Welfare Policy of Nepal

- A. Women welfare policy and services
- B. Children welfare policy and services
- C. Janjati welfare policy and services
- D. Disability welfare policy and services
- E. Senior citizen welfare policy and services
- F. Dalit welfare policy and services

Required Readings:

Pathak, S. (1981). Social Welfare: An Evolutionary and Development Perspective, Delhi: McMillan.

Rajbhandari, Renu (2008). Transformative Politics and Women in Nepal (Pp 77-100). In Kailash N. Pyakuryal, Bishnu Raj Upreti and Sagar Raj Sharma (eds.) Nepal: Transition to Transformation. Kathmandu: Human and Natural Resources Studies Centre of Kathmandu University and South Asia Regional Coordination Office of NCCR North –South.

Nepali, Purna B. (2008). Access to Land Resources: Dalits and their Livelihood Insecurity (Pp 163-184). In Kailash N. Pyakuryal, Bishnu Raj Upreti and Sagar Raj Sharma (eds.) Nepal: Transition to Transformation. Kathmandu: Human and Natural Resources Studies Centre of Kathmandu University and South Asia Regional Coordination Office of NCCR North –South.

Interim Plan of Nepal [special focus on women, children, Dalit, Janjati, Disables and senior citizens]

Preambles of various commissions [National Dalit Commission, National Women Commission, Janjati Utthan Prathisthan, Children Welfare Council, Social Welfare Council]

Jestha Nagarik Ain 2063 BS.

Constitution of Nepal [2019 BS, 2047 BS and 2063 BS and Directives Principles].

SOC 451: DEVELOPMENTAL PRACTICES IN NEPAL- I

Credits: 3

Objectives:

The objective of the course is to provide academic theories and practical world of the developmental practices work and to help them comprehend and review developmental practices in Nepal.

Unit I: State Led Development (15 hrs)

- A. Philosophy and rationale
- B. Basic Features
- C. Development policy
- D. Programing and political domain
- E. Planning and bureaucracy process
- F. Effectiveness and efficiency
- G. Equity and accountability
- H. Critique of state led development approach

Unit II: Market Led Development (15 hrs)

- A. Philosophy and rationale
- B. Basic features
- C. Private ownership and entrepreneurship
- D. Pressure and collective bargaining
- E. Globalization, liberalization and privatization
- F. Critique

Unit III: History of development practices in Nepal (15 hrs)

- A. Brief history of developmental practices in Nepal
- B. Tribhuvan Village Development Program
- C. Panchayat Development Program
- D. Integrated Rural Development Program
- E. Basic Need Program
- F. Poverty Alleviation Program
- G. Local Governance Program

Required Readings:

Bhattachan, Krishna and Chaitanya Mishra eds. (1996). Developmental Practices in Nepal. Kathmandu: Central Department of Sociology and Anthropology.

Pant, Y.P. and S.C. Jain (1980). Rural Problems and Rural Development in Nepal. Delhi: Development Publishers.

Bista, Santosh Kumar (2000). Rural Development in Nepal: An Alternative Strategy. Kathmandu: Udaya Books.

SOC 452: SOCIOLOGICAL THEORY III

Credits: 3

Objectives:

The objective of this course is to help students to learn world system perspective and critical theory and learn to utilize such perspectives to carry out research on social institution and processes.

Unit I: World System Perspectives (20 hrs)

- A. Context of world system perspective
- B. Key arguments on evolution of capitalism and rise of modern world system
- C. Key features of modern world system
- D. Global movement of commodity, labor, finance and culture
- E. Globalization and liberalization
- F. Development and underdevelopment
- G. Wallerstein-Frank debate on the origin of modern world system
- H. World system and dependency debate

Unit II: Application of World System Perspectives (10 hrs)

- A. Growth of NGOs and INGOs
- B. International Migration
- C. Global mass media

Unit III: Critical Theory (15 hrs)

- A. Context of critical theory
- B. Key arguments on emancipation
- C. Nature of society and human beings
- D. Social change
- E. Critique and science and sociology
- F. Critique of classical Marxist perspective
- G. Theory of Habermas (public sphere, critic of science, evolution, system of life world)

Required Readings

Chew, Sing C. and Robert A. Denemark eds. (1996). *The Underdevelopment of Development*. New Delhi: SAGE Publications. [Pp 1-13; 226-245; 355-361]
Various Volumes of *Monthly Review* [1974, 1979]
Ritzer, George (1992). *Sociological Theory*. New York: McGraw-Hall. [Pp 280-293; 316-321]
Turner, Jonathan (2001). *Structure of Sociological Theory*. Jaipur: Rawat. [Pp184-213]
Adams, Bert and RA Sydnie (2002). *Sociological Theory*. New Delhi: Vistaar. [Pp 412-422; 457-466].

SOC 453: SOCIOLOGY OF EDUCATION

Credits: 3

Objectives

The main objective of the course is to provide basic knowledge, assumptions, theoretical variants and implications of sociology of education. The course helps to the students to link education with the society in respect to the theory. For that, this course has focused on the basic concepts along with its implication level. It is expected that after the completion of course students would be able to explain the basic concepts of sociology of education, recognize the elementary theory of sociology of education and, to apply the education in the field of sociology.

Unit I: Introduction (5 hrs.)

- A. Meaning and assumptions of sociology of education
- B. Sociology of education as the field of study
- C. Social, political and economic dimension of education

Unit II: Theoretical Assumptions in Sociology of Education (10 hrs.)

- A. Contribution of Basil Bernstein
- B. Contribution of Randall Collins, Samuel Bowles and Herbert Gintis
- C. Contribution of post-structuralist and post-modernist

Unit III: Contemporary Issues in Education in Nepal (20 hrs.)

- A. Education for All
- B. School Sector Reform Program (SSRP)
- C. Decentralization of education
- D. Multi-lingual and mother-tongue education
- E. Private and public sphere of education in Nepal
- F. Teachers union, students union, parents union
- G. Technical and vocational education

Unit IV: Education and Equity (10 hrs.)

- A. Socialization and value education
- B. Inclusive education
- C. Community participation in educational development
- D. Financing in education

Required Readings:

Unit I

Bakkantine, J. H. (1997). *The Sociology of Education: A Systematic Analysis* (4th ed.), pp. 1-55. New Jersey: Prentice Hall.

Alatas, S. H. (2006). The autonomous, the universal and the future of sociology. *Current Sociology*, 54(1), 7-23.

Unit II

Bernstein, B. (1990). *The structuring of pedagogic discourse: Class, codes and control*. London: Routledge.

Collins, R. (1979). *The credential society: An historical sociology of education and stratification*. New York: Academic Press.

Bowles, S. & Gintis, H. (2002). Schooling in capitalist America revisited. *Sociology of Education*, 75(1) 1-18.

Unit III

Center for Education for All (CEFA). (2003). *Gender responsive non formal education in Nepal: A Case Study*. Kathmandu: UNESCO.

School Sector Reform, [SSR] Core document. (2008). Government of Nepal, Ministry of education and sports. Sanothimi, Bhaktapur: Author.

UNESCO. (2000). *Globalization and living together: The challenges for educational content in Asia*. India: Author.

Bhatta, P. (2009). Improving schools through decentralization: Observations from Nepal's primary education. In *Education in Nepal: Problems, Reforms and Social Change*. Promod Bhatta, (Ed.) pp. 151-186. Kathmandu: Martin Chautari.

Mukundan, M. V. & Bray, M. (2004). The decentralization of education in Kerala state India: Rhetoric and reality. *International Review of Education*, 50: 223-243. Klumer Academic Publishers.

UNESCO. (2005). *Mother tongue-based teaching and education for girls: Advocacy brief*. Bangkok, Thailand: UNESCO Asia and Pacific Regional Bureau for Education.

UNESCO. (2007). *Advocacy kit for promoting multilingual education: Including the excluded*. Bangkok, Thailand: UNESCO Asia and Pacific Regional Bureau for Education.

Murillo, M .V. (1999). Recovering political dynamics: Teachers' union and the decentralization of education in Argentina and Mexico. *Journal of Interamerican Studies and World Affairs*, Spring 4 (1) 31-57.

- Bedi, A. S. & Garg, A. (2000). The effectiveness of private versus public schools: The case of Indonesia. *Journal of Development Economics*, 61: 463-494.
- Carnesale, Albert. (2006). The Private-public gap in higher education. *Chronicle of Higher Education*, 1-3.
- UNESCO. (1995). *National profiles in technical and vocational education in Asia and the Pacific*. Bangkok, Thailand: UNESCO Asia and Pacific Regional Bureau for Education. (pp. 1-23)

Unit IV

- UNICEF. (2003). *Examples of inclusive education: Nepal*, pp. 1-47. Kathmandu: UNICEF, Regional Office for South Asia.
- Lopez, O. S. (2007). Classroom diversification: A strategic view of educational productivity. *Review of Educational Research*, 77(1) 28-80. London: Sage Publications.
- Govinda, R. (2003). Capacity building for educational governance at local levels. In *Community Participation and Empowerment in Primary Education*. R. Govinda and Rashmi Dewan (Eds.) pp. 236-244. New Delhi: Sage Publications.
- Shiwakoti, Dhrubaraj. (2008). Education financing in Nepal. *Education and Development*, vol. 23, pp. 64-89. Kathmandu: CERID.

SOC 454: SURVEY RESEARCH AND TECHNIQUES

Credits: 3

Objectives:

The objective of this course is to introduce techniques of data collection and analysis such as sample surveys.

Unit I: Introduction (15 hrs)

- A. Concept of population and sample
- B. Census and sample surveys
- C. Aspects of sample surveys
- D. Pilot and main survey
- E. Household survey
- F. Attitude survey
- G. Opinion pool
- H. Questionnaire survey: Strengths and limitations
- I. Interview: Strengths and limitations
- J. Telephone survey: Strengths and limitation

Unit II: Survey Process

- A. Planning
- B. Preparation
- C. Execution of the survey research
- D. Construction of survey instruments
- E. Pre-testing
- F. Standardization of questionnaire
- G. Filters
- H. Team preparation and fieldwork
- I. Field supervision
- J. Informed consent
- K. Rapport building and data collection

Unit III: Major Findings of Major Surveys of Nepal (15 hrs)

- A. Nepal Living Standard Survey (2010)
- B. Nepal Demographic and Health Survey (2011)

Required Readings:

Baker, Therese (1999). Doing Social Research. New York: McGraw Hill Inc.

Kerlinger, Fred N. (1983). Foundation of Behavioral Research. Delhi: Surjeet Publications.

CBS (2011). Nepal Living Standard Survey 2010/2011, Final Report Vol 1 and 2. Kathmandu: CBS.

MoHP, New Era and ICF International Inc. (2012). Nepal Demographic and Health Survey 2011. Kathmandu: MoHP, New Era and ICF International Inc.

SOC 455: INTRODUCTION TO NEPALI SOCIETY

Credits: 3

Objectives of the course:

It is presumed that the students have some familiarity with Nepali society by virtue of the fact that they are the member of it and that they have observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The objective of this course is to make the students familiar with the structure of Nepali society and culture, the historical process of growth and development of Nepali society and culture and the current dynamics as experienced by peoples of Nepal.

Unit I: Introduction (10 hrs)

- A. Evolution of Nepali society and culture.
- B. State formation and its socio-political and economic dimensions.
- C. The concepts of syncretism and composite culture in modern Nepal.

Unit II: Structure of Nepali Society (10 hrs)

- A. Population composition and regional distribution
- B. Age/sex distribution of total population and the population of rural urban areas as well as mountain, hill, tarai and development regions
- C. Occupational structure of the population
- D. Historical trend of migration in Nepal; internal and international migration; causes and consequences of migration
- E. Geo-ecological variation and Regional differences

Unit III: Caste and Ethnic Groups (15 hrs)

- A. Fundamental features of Nepali caste system
- B. Caste structure of the hill and Tarai regions
- C. Rigidity and mobility of caste system
- D. Changes on caste based values
- E. Fundamental features of ethnic groups, classification of ethnic groups

Unit IV: Position of Women (5 hrs)

- A. Division of labour,
- B. Property rights and rule of inheritance
- C. Decision making role and participation

Unit V: Class-based Division and Diversity (5 hrs)

- A. Disparity in distribution of power and economic resources
- B. Mobility and changes in the structure and relationship between classes
- C. Classes in relation to caste.

References

Regmi, Mahesh C. 1999. A Study in Nepali Economic History. Delhi: Adroit Publishers.

Sharma, Prayag Raj 2004. *The State and Society in Nepal: Historical foundations and*

contemporary trends. Kathmandu: Himal Books.

Mishra, Chaitanya 2011. *Badalido Nepali Samaj* (Text in Nepali). Kathmandu: Fine Prints.

Luitel, Samira. 2008. **Gender Studies**. Kathmandu: Academic Book Center.

Pandey, Tulsi R. 2010. "Class as a Missing Component in the Debates on Inclusive Development in Nepal". In Ram B. Chhetri, Tulsi Ram Pandey and Laya Prasad Uprety (eds) *Anthropology and Sociology of Nepal: Taking Stock of Teaching, Research and Practice* Pp 103-174. Kathmandu: Central Department of Sociology/Anthropology, TU.

CBS, 2003. *Population Monograph of Nepal* (Vol 1 and 2). Kathmandu: CBS

CBS, ... (various publications of population census 2011).

CBS, 2011. *Nepal Living Standard Survey 2010/2011* (Volume I and II). Kathmandu: CBS

SOC 461: MEDICAL SOCIOLOGY

Credits: 3

Objectives:

This course focuses on the relationship between the social structure and the production and distribution of health and disease in modern society. This paper helps students to understand the experiences of illness and disease as an outcome of organization of society, and relate various issues with Nepali context.

Unit I: Introduction (15 hrs)

- A. Concept and explanation of health
- B. WHO's definition of health and its challenges to measure health person
- C. Bio-mechanical model of health
- D. Illness as a social construction
- E. Disease and conformity
- F. Concept of disability and classification
- G. Emerging relationship between medicine and sociology
- H. Subject matter of medical sociology
- I. Sociology in medicine
- J. Sociology of medicine
- K. Social epidemiology

Unit II: Inequalities in Health (10 hrs)

- A. Concept of health inequalities and health inequities
- B. Social class and health inequalities
- C. Ethnicity, race and health inequalities
- D. Gender and health inequalities
- E. Place of living and health inequalities

Unit III: Sociological Approaches to Health and Illness (10 hrs)

- A. Parsonian approach
- B. Marxist approach
- C. Feminist approach

Unit IV: Health Care Delivery System of Nepal (10 hrs)

- A. Formal and informal sectors of health care delivery
- B. Health delivery policy
- C. Free health care policy

Required Readings:

Cockerham, William C. (1986). Medical Sociology (pp1-30). New Jersey: Prentice-Hall, Inc.
White, Kevin (2002). An Introduction to Sociology of Health and Illness. London: SAGE Publications.
Dixit, Hemang (2005). Nepal's Quest for Health. Kathmandu: Educational Enterprises.
National Planning Commission / GoN (2012). Interim Development Plan. Kathmandu: Government of Nepal, National Planning Commission.

SOC 462: COMMUNITY DEVELOPMENT

Credits: 3

Objectives:

The objective of this course is to familiarize the students on the concept of development and its various approaches, community development and people's participation.

Unit I: Development and Approaches (15 hrs)

- A. Concept of development and underdevelopment
- B. Development as a subjective and complex idea
- C. Modernization theory of development and critique
- D. Dependency theory of development and critique
- E. Top-down approach of development
- F. Bottom-up approach of development

Unit II: Community Development (15 hrs)

- A. Concept and theory of community development
- B. Major conceptual components of community development
- C. Community development as a strategy to rural development
- D. Cultural factors in community development
- E. Decentralization and self-help reliance
- F. Role of international agencies in community development

Unit III: People's Participation (15 hrs)

- A. Concept of representation and participation
- B. Contribution approach of participation
- C. Community development approach of participation
- D. Organizational approach of participation
- E. Empowerment approach of participation
- F. Development strategies for participation and communication

Required Readings:

Long, Norman (1982). Introduction to Sociology of Rural Development. Great Britan: Tavistock Publication.

Chamber, Robert (1983). Rural Development, Putting the Last First. New York: Longman.

Oakley, P and D. Marsden (1984). Approaches to Participation in Rural Development. Geneva: ILO.

Pyakuryal, Kailash Nath (1983). "Community Development as a Strategy to Rural Development". Occasional Papers in Sociology and Anthropology, III: 58-68.

SOC 463: HOUSEHOLD, LIVELIHOOD AND CHANGE

Credits: 3

Objectives:

This course focuses on the household as a resource pooling unit and the changes in household and livelihood due to macro level social change. Furthermore, livelihood and vulnerability of the people living in Karnali has been focused to understand the livelihood and coping mechanism of the people living in scarce resources.

Unit I: Household as a Resource Pooling Unit (10 hrs)

- A. Family and household
- B. Similarities and differences between family and household
- C. Household as a unit of analysis
- D. The household economic approach
- E. Economic vulnerability
- F. Household income diversification

Unit II: Livelihood (15 hrs)

- A. Livelihood diversification
- B. Determinants of rural livelihood diversification
- C. Farm, off farm and non-farm work
- D. Necessity versus choice of livelihood options
- E. Determinants of diversification
- F. Livelihood strategies
- G. Sustainable rural livelihood

Unit III: Food Insecurity, Livelihood Practices and Vulnerability in Karnali (20 hrs)

- A. Development in Karnali and food crisis
- B. Livelihood practice
- C. Food insecurity
- D. Government response

Required Readings

Ellis, Frank (2000). The Determinants of Rural Livelihood Diversification in Developing Countries. *Journal of Agricultural Economics* 15(2) :289-302.

Chambers, Robert and Gordon Conway (1991). Sustainable rural livelihoods : Practical concepts for the 21st century. IDS Discussion Paper 296.

Carney, Diana (2002). Sustainable Livelihoods Approaches: Progress and Possibilities for Change. Toronto: DFID

Adhikari, Jagannath (2008). Food Crisis in Karnali: A Historical and Politico-economic Perspective. Kathmandu: Martin Chautari

SOC 464: SOCIOLOGY OF RELIGION

Credits: 3

Objective:

Religion is an ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. This paper introduces the students to the subfield of sociology of religion. After analyzing the basic concepts and key interpretations of religion, it focuses on the interface between religion and society in Nepal and the contestation over religion in contemporary times.

Unit I: Introduction (5hrs)

- A. The scope of a sociology of religion
- B. Conceptual clarifications
- C. Belief systems, magic and religion
- D. Sacred place, sacred time, sacred persona

Unit II: Sociological Interpretations of Religion (10 hrs)

- A. Durkheim and sociological functionalism
- B. Weber and spirit of capitalism
- C. Marx and dialectical materialism

Unit III: Religions of Nepal (10 hrs)

- A. Animism
- B. Buddhism
- C. Christianity
- D. Hinduism
- E. Islam
- F. Jainism

Unit IV: Demographic Profile of Religion in Nepal (10 hrs)

- A. Demographic profile
- B. Contemporary trends
- C. Religious conversion in Nepal

Unit V: State and Religion (10 hrs)

- A. Fundamentalism
- B. Communalism
- C. Secularism

Required Readings:

Roberts, Keith A. (1984). Religion in Sociological Perspective. New York: Dorsey Press.

Davie, Grace (2008). The Sociology of Religion. New Delhi: SAGE South Asia Edition.

Turner, Bryan S. 1991 (2nd edition). Religion and Social theory. London: SAGE Publications.
Region related information of census 2001 and 2011. Kathmandu: CBS.

SOC 465: SOCIOLOGY OF TOURISM

Credits: 3

Objectives:

The objective of this course is to make aware the role of tourism in local, national and international social life, theoretical approaches in tourism, and link between the relationship of tourism to the economy, cultural heritage and development.

Unit I: Introduction (20 hrs)

- A. Tourism, hospitality, leisure and recreation
- B. Types and features of tourism: religious tourism, cultural tourism, sports tourism, eco-tourism, village tourism, agro tourism, community tourism, domestic and international tourism, mountaineering and trekking
- C. Basic notions of sociology of tourism
- D. Characteristics of sociology of tourism
- E. Principal area in sociology of tourism

Unit II: Theoretical Approaches (10 hrs)

- A. World system theory
- B. Neo-Marxist theory
- C. Conflict theory
- D. Interactionist theory

Unit III: Culture, People and Tourism (15 hrs)

- A. Culture as a tourism product and brand identity
- B. Manakama (Gorkga)
- C. Lumbini (Kapilvastu)
- D. Sauraha (Chitwan)
- E. Ghandruk (Kaski)

Required Readings:

Chambers, E. ed. (1997). *Tourism and Culture: An Applied Perspective*. New York: New York University Press.

Cohen, E. (1984). *The Sociology of Tourism: Approaches, Issues and Findings*. *Annual Review of Sociology*, Vol. 10:373-92.

Goeldner, Charles and J.R. Brent Ritchie (2006). *Tourism: Principle, Practice and Philosophy*. London: John Wiley and Sons Inc.

Bleie, Tone (2003). *Pilgrim Tourism inn in the Central Himalayas: The Case of Manakamana Temple in Gorkha*. *Mountain Research and Development*, Vol. 23 (2):177:184.

UNESCO (1995). *Case Study on the Effects of Tourism on Culture and Environment*. Kathmandu: UNESCO.

SOC 471: GLOBALIZATION AND TRANSNATIONALISM

Credits: 3

Objectives:

This paper aims to delineate the characteristics of and issues relating to globalization and transnationalism. After an introduction to the nature and dynamics of globalization, it explains the various agencies involved in this process, examines its socioeconomic and cultural impact.

Unit I: The Nature and Dynamics of Globalization (15 hrs)

- A. The historical and social context of globalization
- B. World capitalism, modernization and globalization
- C. Distinctive characteristics of globalization
- D. The role of information and communication technology
- E. Benefits and disadvantages of globalization

Unit II: Agencies of Globalization (20 hrs)

- A. Political economy of globalization
- B. Agencies of globalization
- C. Multinational companies (MNCs) as an agency of globalization
- D. Media as an agency of globalization
- E. Market as an agency of globalization
- F. Role of NGOs and International agency (UN, IMF and World Bank) and globalization

Unit III: Transnationalism (10 hrs)

- A. Transnational communities
- B. Different forms of transnational formation
- C. Transnationalism as a descriptive analytical notion
- D. Transnationalism as a socially constituted notion
- E. Transnationalism as a socio-cultural condition

Required Readings

Baubock, Rainer and Thomas Faist eds.(2010). **Diaspora and Transnationalism: Concepts, Theories and Methods**. Amsterdam: Amsterdam University Press.
Vertovec, Steven (2009). **Transnationalism**. London: Routledge

SOC 472: DEVELOPMENTAL PRACTICES IN NEPAL II

Credits: 3

Objectives:

The objective of the course is to provide academic theories and practical world of the work on the one hand and to help them comprehend and review developmental practices in Nepal.

Unit I: INGO and NGO Led Development (15 hrs)

- A. Philosophy and rationale
- B. Basic features
- C. Service delivery
- D. Advocacy
- E. Transparency and accountability
- F. Donor mentality
- G. Legitimacy
- H. Sustainability
- I. Critique

Unit II: Community Based Development (15 hrs)

- A. Philosophy and rationale
- B. Basic features
- C. Self-help promotion
- D. Learning process approach
- E. Critique

Unit III: Devolution and Local Development in Nepal (15 hrs)

- A. Concept of devolution and local development
- B. Agriculture development in Nepal
- C. Health development in Nepal
- D. Education development in Nepal

Required Readings

Bhattachan, Krishna B. and Chaitanya Mishra (1996). Developmental Practices in Nepal. Kathmandu: Central Department of Sociology and Anthropology, Kirtipur.

NESAC (1998). Nepal Human Development Report. Kathmandu: Nepal South Asia Center.

HMG/N (1998). Second Long Term Health Plan (1997-2017). Kathmandu: Ministry of Health.

Chand, Diwakar (1991). Development through Non-governmental Organization in Nepal. Kathmandu: INDRASS.

SOC 473: BASIC STATISTICS FOR SOCIOLOGICAL RESEARCH

Credits: 3

Objectives:

The objective of this course is to introduce basic statistical ideas and methods so that the students may develop sense of appreciation for the subject, and apply statistics in their day to day life.

Unit I: Introduction (10 hrs)

- A. Nature of statistical data: qualitative and quantitative data
- B. Scales: Nominal, Ordinal, Interval and Ratio
- C. Cross section and time series data
- D. Discrete and continuous data

Unit II: Sources of Data (10 hrs)

- A. Different sources of data
- B. Primary and secondary sources
- C. Strengths and limitations of Census, Sample Survey, Observation, Official Publications

Unit III: Modes of Data Analysis (25 hrs)

- A. Frequency distribution of grouped and ungrouped data
- B. Measures of central tendency
- C. Measures of dispersion
- D. Construction and reading of Table's Ratio
- E. Proportion and Rate
- F. Logic of hypothesis testing
- G. Calculation and interpretation of Chi-square statistics.

References

Gupta, S.P.(1987). Statistical Methods. New Delhi: S. Chand and Sony.
Singh, A.K (1998). Measurement and Research Methods in Behavioral Sciences. India: Bharati Bhawan

SOC 474: POLITICAL SOCIOLOGY

Objectives:

In modernized societies, the political system has become one of the most dominant components of the total social structure. The objective of this course is to make the students aware of the political systems and vulnerability.

Unit I: Introduction (15 hrs)

- A. Definition and subject matter of political sociology
- B. Distinctive approach of political sociology
- C. Relationship between political sociology and other social sciences (sociology, economics, political science and history)
- D. Political socialization (meaning, significance and agencies)
- E. Political culture (meaning and significance)

Unit II: Political Process and Public Opinion (15 hrs)

- A. Role of caste/ethnicity, religion and region in Nepali politics
- B. Role of mass media in Nepali politics
- C. Political ideology of major political parties of Nepal
- D. Social composition of major political parties of Nepal

Unit III: Key Features of Nepali Political System (15 hrs)

- A. Rana regime
- B. Panchayat regime
- C. Multi-party system (1990-2006)
- D. 2006 onwards

Required Readings:

Dasgupta, Samir (2011). Political Sociology. India: Dorling Kindersley Ltd.
Hachhethu, Krishna. 2006. Political Parties of Nepal. Lalitpur: Social Science Baha.
K.C., Surendra. 1999. Nepalma Communist Party ko Itihas [Text in Nepali]. Vol 1&2. Kathmandu: Vidyarthi Pustak Bhandar.
Adhikari, Surya Mani. 2003. Nepali Kangresko Itihas [Text in Nepali]. Kathmandu: Bhundipuran Prakashan.
Documents of Major Political Parties of Nepal
Election Manifesto of Major Political Parties of Nepal
Publication of Election Commission

SOC 475: URBAN SOCIOLOGY

Credits: 3

Objectives:

This paper focused on the general principles of urban community and issues of urbanism. Special reference to Nepal will enable students to get a realistic picture of urban community.

UNIT: Introduction (10 hrs)

- A. Urban life- meaning and characteristics
- B. Meaning of urban community and characteristics of urban community
- C. Concept of urban, urbanism and urbanization
- D. Urbanization- A global trend
- E. Importance of the study of urbanization

UNIT II: Urbanization in Nepal (15 hrs)

- A. An historical outline
- B. Trends in urbanization
- C. Causes of urbanization in Nepal
- D. Classification of cities
- E. Advantages and disadvantages of urban life

UNIT III: Urban Life (10 hrs)

- A. Rural-urban contrast
- B. Rural-urban Continuum
- C. Urban influence on the rural community
- D. Conflict between rural and urban sectors

Unit IV: Urban Problems (10 hrs)

- A. Problems of urbanization
- B. Solutions to urban problems
- C. Urban problems in Nepal with special reference to Kathmandu Valley

Required Readings:

Ronnan, Paddison (2000). Handbook of Urban Studies. Delhi: SAGE Publications.
Gold, Harry (1982). Sociology of Urban Life. Delhi: Prentice Hall
Asian Development Bank (2001). Nepal Urban Development Sector Strategy.
Kathmandu: ADB
Ministry of Physical Planning and Works / GoN (2007). National Urban Policy.
Kathmandu: Ministry of Physical Planning and Works.
Sharma, Pitambar (2003). 'Urbanization and Development'. In Population Monograph of Nepal, Vol.I, Pp 375-412.

SOC 481: BASIC COMPUTER SKILLS FOR SOCIAL RESEARCH

Credits: 3

Objectives:

The course intends to provide students with the basic knowledge and skill required to make efficient use of computer programs in more effectively analyzing and presenting academic and professional tasks, thus enabling them to become successful in their studies and jobs.

Unit I: Introduction (20 hrs)

- A. Parts of computer
- B. Functions of hardware and operating system
- C. Introduction and basic use of excel program
- D. Introduction to SPSS program
- E. Completing survey forms
- F. Getting started in SPSS data entry
- G. Data view
- H. Variable view
- I. Data type, width, decimals, label, values, measure
- J. Creating a data file
- K. Entering data
- L. Edit variables
- M. Adding more variables
- N. Interactive command
- O. Save data file

Unit II: Theory and Methods of Descriptive Statistics (25 hrs)

- A. Overview of data types (nominal, ordinal, interval and ratio)
- B. Output window
- C. Calculate frequency and percentages from excel program
- D. Calculate frequency, percentage from SPSS program
- E. Calculate mean, median, mode and standard deviation from SPSS program
- F. Create barcharts, histograms, boxplots and scatterplots

References

- Bhatt, P., 2003, *An Introduction to Operating Systems: Concepts and Practice*, PHI Learning, New Delhi.
- Narang, R., 2006, *Database Management System*, PHI Learning, New Delhi.
- Rajaraman, V., 2003, *Fundamentals of Computers*, PHI Learning, New Delhi.
- Semprevivo, P.C., 2008, *Systems Analysis: Definition, Process, and Design*, University of California, California.

SOC 482: SEMINAR, FIELD EXPOSURE AND PRESENTATION

Credits: 3

Objectives:

The objective of this paper is to develop professional competency skill for fieldwork and collecting required data. The students are expected to learn the interviewing and observation skills from the senior faculty of the department and the university. They will also be able to use various data collection tools and secondary information as the documents of experience and narration that are to be presented in the report. The students should keep both the handwritten notes during/after the visit (mentioning date—time—locality—group--informant) and the finally prepare a report in the prescribed format. However, the field work should not exceed more than a week. More specifically, students are expected to:

- Traveling to nearby locality / group/ community of some characterizing features of technological/instrumental activities.
- Meeting local people, making effective and amicable relations with the informants.
- Collecting significant information based on standard data collection tools.

Evaluation will be done based on the activities and performance of the students in the field and their relationships with the study participants, ethical and professional behavior. The final report of the field visit and study conducted by each student should be submitted to the department in the prescribed format and date. The report may at least contain:

- Background and Objective of the Field Visit
- Methods of Information Collection
- Their Experience of the Process of the Visit
- Features of Locality and People they Met
- Interpretative Description of the Information / Cases
- The Social Map, Drawings/Photographs with Illustrative Captions.
- References

This paper does not require final written examination. 100% evaluation will be based on fieldwork, report and presentation.

Rapport Building, Ethical and Professional Behavior, and Fieldwork = 20%

Report based on Prescribed Format =50%

Public Defense of Report = 30%

SOC 483: PROJECT CYCLE

Credits: 3

Objectives:

The objective of this course is to familiarize students a well structured methodology for initiating, planning, executing and closing projects effectively.

Unit I: Introduction (10 hrs)

- A. Meaning and nature of a project
- B. Plans and projects
- C. Policies, plans and programs

Unit II: Aspects of Project Preparation and Analysis (15 hrs)

- A. Technical
- B. Institutional / Organizational
- C. Social
- D. Economic
- E. Environmental

Unit III: The Project Life Cycle (20 hrs)

- A. Project initiation / identification
- B. Preparation and analysis
- C. Appraisal
- D. Implementation
- E. Monitoring
- F. Evaluation
- G. Problem of poor project analysis

References

Westland, Jason (2006). The Project Management Life Cycle: A complete step by step methodology for initiating, planning, executing and closing a project successfully. London: Kogan Page Limited.

Gittinger, J.P. (1982). Guide to Practical Project Appraisal. Baltimore: Johns Hopkins University Press.

Chandra, P. (1997). Project, Planning, Analysis, Selection, Implementation and Review. New Delhi: Tata McGraw Hills Publishing Company.

SOC 484: MINI DISSERTATION

Credits: 6

Mini dissertation is compulsory to each student to complete the course in Bachelor level in sociology. For the dissertation, the students have to conduct fieldwork systematically in any previously less known community or group or settlement or network or problem. Not more than two months and not less than 15 days of fieldwork is required for the dissertation. Those students who are comfortable to handle national level survey data can analyze and prepare his/her dissertation. The dissertation must contain updated and relevant understanding of methodology and its relation with the present work. There must be substantial references of the relevant works in that area or its related ones. There should be methodology (e.g. Qualitative/ Mixed/ Ethnographic etc., selection, methods of collecting and analyzing the data), field diary / experience and the concluding chapter are supposed to maintain individuality and meaningful intensity. As the fieldworker each student is expected to present convincing understanding of own experience.

Evaluation of Mini Dissertation:

Proposal Preparation and Approval by Concerned Faculty: 20%

Fieldwork /Data Collection and Management = 20%

Mini Dissertation (Written Text) = 40 %

Viva Voce (Public) = 20%