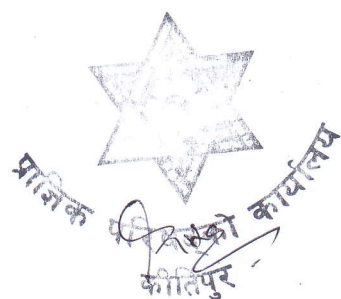


Updated, 2020

Tribhuvan University
Faculty of Humanities and Social Sciences

Bachelor of Arts in Sociology
Course of Study 2019
(first update, 2020)



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

2019



Bachelor of Arts in Sociology

Course description: In order to earn a Bachelor of Arts in Sociology, students are required to complete altogether eight courses. These courses cover worth of 800 full marks and students' achievements will be evaluated based on students' 800 hours of coursework and 400 hours of project work or practicum. Whereas seven papers are compulsory, two in each year, the one in third year will be elective. Students are allowed to chose an elective paper from any discipline within social science stream beyond Sociology.

The aim of this course is to impart with students up-to-date knowledge in Sociology with their basic exposure to theoretical, methodological and empirical debates in the discipline. While the students will engage primarily with reading, comprehending, synthesizing and analysing prescribed sociological texts (worth of 70 percent weightage), attention has also been given to encourage them in applying the insights they learn from these texts in understading contemporary society which they are member of.

The course has relatively heavy emphasis on practicum (worth of 30 percent weightage). In each paper, students are required to link the text they read and discuss with the 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, in order to enhance their ability to organize ideas in a systematic manner and enable them in writing and communicating such ideas in effective ways, skills in research and writing have also been emphasized.

Course objectives: The course has the following specific objectives:

- to inculcate students in sociological perspectives, approaches and methods,
- to enhance students' ability to recognize and analyse underlying social structural dynaics at work behind any social event or process,
- to provide students basic skills and analytical ability in understanding different aspects and dynamics of Nepalese of society,
- to develop semi-professional human resources to serve country's developmental aspirations.

Admission criteria: A student holding a proficiency certificate level or 12 classes degree (or its equivalent degree) in any of the following subjects recognized by Tribhuvan University is considered eligible to apply for admission.

- Sociology; Economics; Anthropology; Geography; Political Science, Social Work; Nepalese History, Culture and Archaeology; Psychology; History; Home Science.
- Any discipline from faculties of education, management and law.
- Any discipline from institute of medicine, engineering, forestry, agriculture, animal science, and science and technology.

An applicant seeking admission to Bachelor Degree in Sociology must meet the criteria set up by the Office of the Dean, Faculty of Humanities and Social Sciences. The applicant who fails to meet these criteria or does not hold a minimum qualifying degree will not be admitted. Admission of the students will be based on the rules and regulations and on the capacity of the respective campuses.

Duration of the course and evaluation: As this is a yearly-based course, the course lasts for four years. At the end of each academic year, there will be a university-wide sit-in examination (70 percent weightage, overall). In each paper, students will also require to engage in practicum comprised of activities such as synthesizing a text, writing a seminar paper, group discussion, mini research and data collection from real everyday live, and debating and making presentation (30 percent weightage, overall).

The students should meet the criteria set by the Dean's Office, Faculty of Humanities and Social Sciences of Tribhuvan University and also by Campus to appear in the final examinations.

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

First Year

Paper	Code No.	Title	Full Marks	Remarks
1	So421	Introduction to Sociology	100	Compulsory
2	So422	Dynamics of Nepali Society	100	Compulsory

Second Year

Paper	Code No.	Title	Full Marks	Remarks
3	So423	Sociological Theories	100	Compulsory
4	So424	Research Methods in Sociology	100	Compulsory

Third Year*

Paper	Code No.	Title	Full Marks	Remarks
5	So425	Sociology of Democracy, Diversity and Inequality	100	Compulsory
6	So410	Project Design and Evaluation	100	Functional

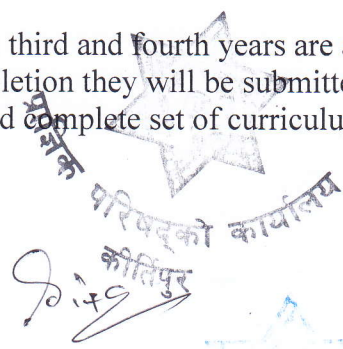
Fourth Year*

Paper	Code No.	Title	Full Marks	Remarks
3	So426	Sociology of Development	100	Compulsory
4	So427	Research Research and Writing	100	Compulsory

*Note: The course included in the structure for the third and fourth years are are being designed, revised and updated. Upon completion they will be submitted to the Faculty Board for final approval and an updated and complete set of curriculum will be developed.



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First Year
So421: Introduction to Sociology
(Course work and practicum)

Full Marks: 100 (70+30)
Teaching hours: 150 (100+50)

Course Description. This course is an introductory part of 4 year courses of study of Bahachelor's of Arts in Sociology. It introduces with basic concepts in Sociology focusing on theory, perspective and method. It also highlights on 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 with 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 skill 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



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Readings

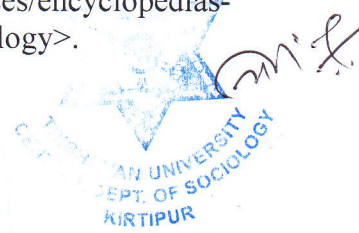
Smelser, Neil J. (1993) *Sociology*, 4th edition, New Delhi: Prentice-Hall of India (Chapter 5: Social interaction, pp. 39-53; 75-98).

Berger, P. L., and T. Luckman (1991). *The Social Construction of Reality: A Treatise in Sociology of Knowledge*, New York: Irvington Publishers (The social interaction in everyday life, 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. *The Sociological Imagination*, London: Oxford University Press (The promise, pp. 3-13).

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



Mishra, Chaitanya (2011) *Badhido Nepali Samaj*, Kathmandu: FinePrint (Chapter 1: Transformation of Nepali society, pp. 1-35).

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).

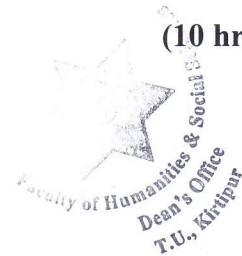
Subedi, Madhusudan and Devendra Uprety (2014) *The State of Sociology and Anthropology: Teaching and Research in Nepal*, Kathmandu: Martin Chautari (Institutional History of Sociology and Anthropology, pp. 3-7).

Luintel, Youba Raj (2019) *Why Sociology and Anthropology Department at Tribhuvan University had to split? an inside story of political-academic muddling*, paper presented at the International Conference on Sociology of Nepal, 3-5 August 2019, Lalitpur, Nepal Sociological Association.

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

Ryan, Gemma (2018). Introduction to positivism, interpretivism and critical theory. *Nurse Researcher*, 25(4) pp. 41-49 (available at: Open Research Online, <http://oro.open.ac.uk/49591/17/49591ORO.pdf>).

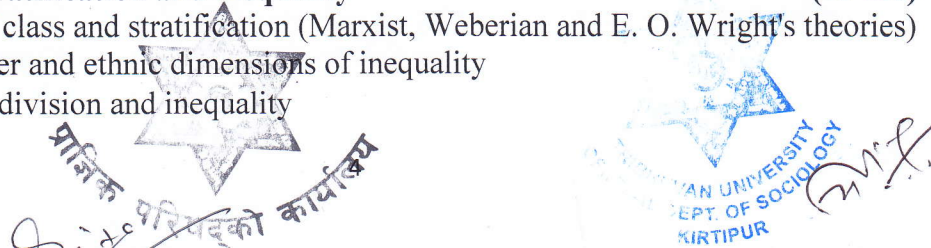
Bryman, A. (2012) *Social Research Methods*, 5th ed., Oxford: OUP (Chapter 1, Nature and process of social research, pp. 3-14).

Giddens, Anthony (2001) *Sociology*, 4th ed., Cambridge: Polity Press (Sociological research method, 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
- c) Aspects of class and caste hierarchies in Nepali society

Readings

- Giddens, Anthony (2001) *Sociology*, 4th ed., Cambridge: Polity Press (Class, stratification and inequality, pp. 283-303).
- Smelser, Neil J. (1993) *Sociology*, 4th edition, New Delhi: Prentice-Hall of India (Class and social mobility, pp. 173-179).
- Luintel, Youba Raj (2018) *Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal*, Kathmandu: Academic Book Center (Disposition of contemporary caste hierarchy, 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 family: single parents, cohabitation, same-sex couples, staying single, divorce and remarriage, intimate violence
- c) Globalization and family life

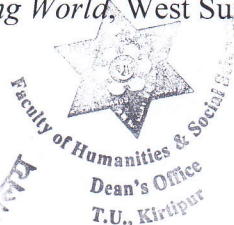
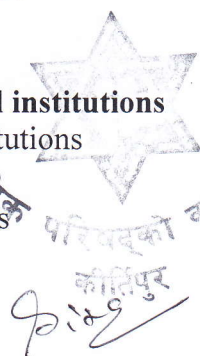
Readings

- Ember, C. R and Melvin Ember (1993) *Anthropology*, 6th edition, New Delhi: Prentice-Hall of India, (Marriage, pp. 326-343).
- Haralambos, Michael (1980) *Sociology: Themes and Perspectives*, Delhi: Oxford University Press (The family, pp. 325-355).
- Little, W. (2014) *Introduction to Sociology - 1st Canadian Edition*. Victoria, B.C.: BCcampus. Available at <https://opentextbc.ca/introductiontosociology/> (pp. 446-451, pp. 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).

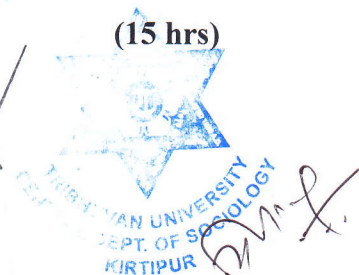
Unit VI: Macro social institutions

- a) Economic institutions
- Work
 - Occupations

(15 hrs)



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

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

Little, W. (2014) *Introduction to Sociology - 1st Canadian Edition*. Victoria, B.C.: BCcampus. Available at <https://opentextbc.ca/introductiontosociology/> (pp. 141-160).

Unit VII: Understanding social change

- 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



(15 hrs)

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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) *Sociology*, 4th edition, New Delhi: Prentice-Hall of India (Theories of social change, 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: Practicum: Project Work and Report Writing

(50 hrs)

Students will be divided into groups and will be assigned doing project work and writing report, as project work, under the guidance of assigned faculty member(s). Such a project work will be based either on fieldwork or online/archival search. Each group will submit a report in a format of a proper academic writing within specified time. Each group of students will present their research findings in the viva-voce organized by the department/



campus. This viva-voce together with the reports submitted by the student will be the basis of final evaluation of 30 marks allocated to practicum. As a part of practicum the following project works should be assigned to the students after the completion of each unit:

- a) Understanding contemporary transformaing in Nepali soeity (Unit 1).
- b) Sociology in Nepal: Institutional, academic and research history (Unit 2).
- c) The landscape of sociological research in Nepal (Unit 3).
- d) Class and caste divisions in contemporary Nepal (Unit 4).
- e) The changing landscape of marriage, family, households and kinship and relatives in Nepali society (Unit 5).
- f) Economy, politics and education in Nepal (before 1990s, after 1990s and post-2015) (Unit 6).
- g) Historical overview of social change in Nepal (before 1990s, after 1990s and post-2015) (Unit 7).



Vishaya



So422: Dynamics of Nepali Society
(Course work and practicum)

Full Marks: 100 (70+30)
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 perspectives.

- Course Contents -

Unit I: Dynamics of Contemporary Nepali Society

- a) Identity and ethnicity: concept and debate
- b) Inclusion and exclusion: concept and debate
- c) Nationalism: conceptual debate and practice
- d) Federalism: concept, models, application
- e) Secularism: conceptual debate and practice

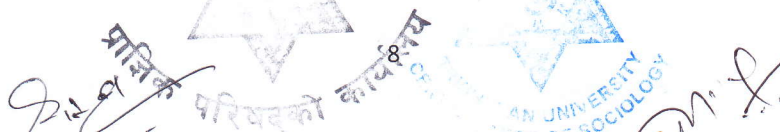


(20 hrs)

Mishra

Readings

- Mishra, Chaitanya. 2010. Nepali Samajako Rupantaran (Adhyaya 1). In *Badlindo Nepali Samaj* edited by Rajendra Maharjan. Kathmandu: Fine Print.
- 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*:410-429. Japan: Kyoto University.
- Oomen, TK. 2012. "Ethno-nationalism and Building National States in South Asia: Towards Federalization". Pp. 6-16 in *Ethnicity and Federalization in Nepal*, edited by Chaitanya Mishra and Om Gurung. Kathmandu: Central Department of Sociology/Anthropology.
- Mishra, Chaitanya. 2012. "*Nepalma Jatiya Ubhar ra Sanghiyakaranko Sandarbha*" ("Ethnic Upsurge in Nepal: Implications for Federalization" translated into Nepali by Tika Ram Gautam). Pp. 41-71 in *Bichar Bishesh*, edited by Dilliram Subedi and Coordinated by Gagan Thapa. Kathmandu: Public Policy Pathshala.
- Pandey, Tulsiram. 2012. "Quest of the Federal State: Understanding Issues of Social Diversity and Difference". Pp. 251-275 in *Ethnicity and Federalization in Nepal*, edited by Chaitanya Mishra and Om Gurung. Kathmandu: Central Department of Sociology/Anthropology.
- Gellner, David N. 2008. "Ethnicity and Nationalism in the World's only Hindu State". Pp. 3-32 in *Nationalism and Ethnicity in Nepal*, edited by David N. Gellner, Joanna Pfaff-Czarnecka and John Whelpton. Reprinted and Published in Nepal. Kathmandu: Vajra Book Shop.



Gurung, Harka. 2008. "State and Society in Nepal". Pp. 495-532 in *Nationalism and Ethnicity in Nepal*, edited by David N. Gellner, Joanna Pfaff-Czarnecka and John Whelpton. Reprinted and Published in Nepal. Kathmandu: Vajra Book Shop.

Luintel, Youba Raj. 2014. *Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal*, Kathmandu: Academic Book Center.

Sharma, Sudhindra. 2004. Hindu Adhirajya ra Dharma Nirepechhyata. In *Nepalko Sandarvama Samajshastriya Chintan*, Mary DesChene and Pratyoush Onta, Eds, pp. 475-521. Kathmandu: Social Science Baha.

Unit II: Economy and Society

(25 hrs)

- Socio-economic history of Nepali society
- The land tenure and taxation system in a historical perspective
- The Growth of Development planning in Nepal
- Modes of production and social structure
- Foreign labor migration, remittance and impact on 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. Chapter 1 & 2, pp. 1-21. Delhi: Adroit Publishers.

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

Mishra, Chaitanya. 2014. "Nepalko Bartaman ArthikAbastha:Antarbata". Pp. 190-196. In *Punjabadra Nepal*. Reprint. Chapter 2. Kathmandu: Fine Print.

Adhikari, Jagannath. 2004. Garibi ra Garibi Mapan Sambandhi Kehi Saidhantik Vishleshan. In *Nepalma Garibiko Bahas*. Bhaskar Gautam, Jagannath Adhikari and Purna Basnet, eds., pp. 25-48. Kathmandu: Martin Chautari.

Adhikari, Jagannath. 2004. Nepalma Garibiko Sthiti: Eitihasiik Vivechana. In *Nepalma Garibiko Bahas*. Bhaskar Gautam, Jagannath Adhikari and Purna Basnet, eds., pp. 49-67. Kathmandu: Martin Chautari.

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

Seddon, David, Ganesh Gurung, and Jagannath Adhikari. 1998. "Foreign Labour Migration and the Remittance Economy of Nepal". *Himalaya, the Journal of the Association for Nepal and Himalayan Studies*: Vol. 18: No. 2.

Unit III: Education, Health and Society

(15 hrs)

- Historical development of education in Nepal
- Education, nationalism and social Change
- Health and health systems in Nepal

Readings

प्राज्ञिक परिषद्को कार्यालय
Kirtipur

Faculty of Humanities & Social Sciences
Dean's Office
T.U., Kirtipur

TRIPURA UNIVERSITY
DEPT. OF SOCIOLOGY
KIRTIPUR

- Bhatta, Pramod. 2009. "Sixty Years of Educational Development in Nepal". Pp. 1-18 in *Education in Nepal: Problems, Reforms and Social Change*, edited by Pramod Bhatta. Kathmandu: Martin Chautari.
- Parajuli, Lokranjan. 2012. From Controlling Access to Crafting Minds: Experiments in Education in Late Rana Nepal. *Studies in Nepali History and Society* 17(2): 297-331.
- Gautam, Tika Ram (2017). Ethnicity, Access to Education and Inequality in Nepal. *Contemporary Social Sciences*, 26 (1): 17-48.
- Gautam, Tika Ram (2017). Ethnicity, Nutrition Status and Inequality in Nepal. *Research Highlights*, IV (4):84-93.
- Skinner, Debra and Dorothy Holland. 2009. "Schools and the Cultural Production of the Educated Person in a Nepalese Hill Community". Pp. 295-332 in *Education in Nepal: Problems, Reforms and Social Change*, edited by Pramod Bhatta. Kathmandu: Martin Chautari.
- Nakarmi, Sudeep Singh. 2010. Newarbhitraka Shaikshik Asamanata ra Samaveshikaranko Bahas. *Studies in Nepali History and Society* 15(1): 143-169.
- Mishra, Chaitanya. 2010. Shiksha ra Swasthyako Rajniti (Adhyaya 4), pp. 150-189. In *Badlindo Nepali Samaj* edited by Rajendra Maharjan. Kathmandu: Fine Print.
- Onta, Sharad. 2005. Janaswasthya ra Rajya. In *Swasthya, Samaj ra Rajniti*. Bhaskar Gautam and Anil Bhattarai, eds., pp. 1-35. Kathmandu: Martin Chautari.

Unit IV: Politics and Society

- Nepali culture and society: an historical overview
- The process of nation-building
- The evolution of Nepali nationhood
- Ethnicity, nationality and culture
- Diversity and national integration
- Constitutions of Nepal

(20 hrs)



Readings

- Sharma, Prayag Raj. 2006. "Nepali Culture and Society: An Historical Overview". Pp.3-36 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.
- Hachhethu, Krishna. 2004. Sansadiya Rajnitik Dal. In *Nepalko Sandarbhamo Samajshastriya Chintan*. Mary Des Chene and Pratyoush Onta, eds., pp. 42-60. Kathmandu: Social Science Baha.
- Onta, Pratyoush. 2009. "Ambivalence Denied: The Making of *Rastriyalitihis* in Panchayat Era Textbooks". Pp. 247-294 in *Education in Nepal: Problems, Reforms and Social Change*, edited by Pramod Bhatta. Kathmandu: Martin Chautari.
- Sharma, Prayag Raj. 2006. "State and Society". Pp.127-184 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.
- Sharma, Prayag Raj. 2006. "Nation-building, multi-ethnicity, and the Hindu State". Pp.227-246 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.

Sharma, Prayag Raj. 2006. "Ethnicity and national integration in Nepal: A Statement of the Problem". Pp. 203-210 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.

Pudasaini, Surabhi. 2017. Writing Citizenship: Gender, Race and Tactical Alliances in Nepal's Constitution Drafting. *Studies in Nepali History and Society* 22(1): 85-117.

Hyome, K. 2006. Madhesipratiko Vibhed ra Samanata Andolan. In Madhes: Samasya ra Samadhan. Basanta Thapa and Mohan Mainali, eds., pp. 112-126. Kathmandu: Social Science Baha.

Ahuti. 2004. Hindu Samajma Dalit Jatiya Mukitiko Prashna. In *Nepalko Sandarvama Samajshastriya Chintan*, Mary DesChene and Pratyoush Onta, Eds, pp. 475-521. Kathmandu: Social Science Baha.

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

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

Unit V: Social Demography of Nepal

(20 hrs)

- a) 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.

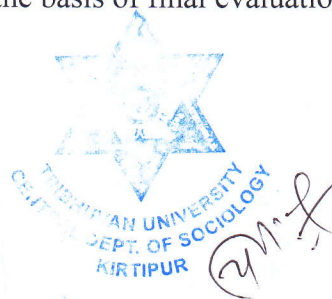
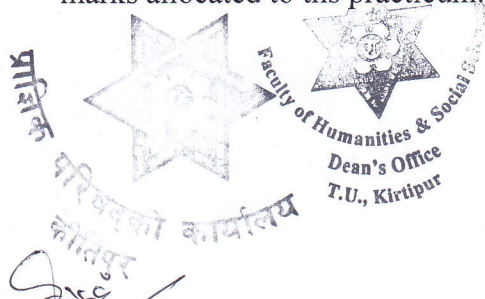
Sharma, Pitamber. 2006. Nepalma Saharikaran: Ek Simhavalokan. In *Saharikaran: Jeevikako Vividh Aayam*. Bhaskar Gautam ra Jagannath Adhikari, eds., pp. 27-74. Kathmandu: Martin Chautari.

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

Unit VI: Practicum: Project Work and Report Writing

(50 hrs)

Teaching faculty will divide the students into a number of groups and will assign them writing report/paper, as project work, either based on field work or secondary/archival resources focusing on different dimensions of Nepali society, demography, economy, politics, religion, and different contemporary issues. Each group of students will submit an independent research report analyzed through sociological perspective under the guidance of assigned faculty in the format provided by the department/campus. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 30 marks allocated to this practicum.



Second Year
So423: Sociological Theories
(Course work and practicum)

Full Marks: 100 (70+30)
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 paper enables students to categorize sociological theories, identify the structure of social institutions, interpret the dynamics of social relationship, and analyze the pattern of that relationship. Student's 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, communicate all round, and express their ideas clearly.

- Course Contents -

Unit I: Introduction to Sociological Theories (15 hrs)

- Meaning of sociological theory: concept, hypothesis, relationship between variables, generalization
- The structure of sociological theory: subject matter, assumption, methodology, and objective
- Major functions of sociological theory
- Categorizing sociological theories as micro and macro
- Relationship between theory and research.

Readings

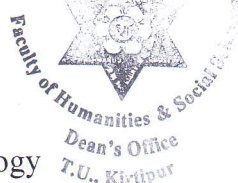
- Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction*, New York: Oxford University Press. pp. 1-5.
- Wallace, Ruth A. and Alison Wolf. (2006). *Contemporary Sociological Theory: Expanding the Classical Tradition*, New Delhi: PHI Learning Private Limited, pp. 3-13.
- Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction*, New York: Oxford University Press. pp. 11-13, 33-35.

Practicum (6 hrs)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing a seminar paper, based on group discussion focusing on the major themes related to Introduction to Sociological Theory. Every student must participate the group presentation.

Unit II: Structural-Functionalism (15 hrs)

- Key assumptions
- Herbert Spencer, and organic analogy
- Emile Durkheim, and social solidarity
- Talcott Parson, AGIL and equilibrium



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- e) R. K. Merton, and manifest and latent functions
- 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.

Practicum

(6 hrs)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing a seminar paper in group related to any social event or process of their own society. Students will apply Structural-Functionalism for understanding and analyzing such events, and present it in the class as project work.

Unit III: Conflict Theory

(15 hrs.)

- a) Key assumptions
- b) Karl Marx, and class struggle, economic determinism, mode of production, and transformation to communist society
- c) C. Wright Mills and power elite
- d) Ralf Dahrendorf, interest group and conflict
- 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.

Practicum

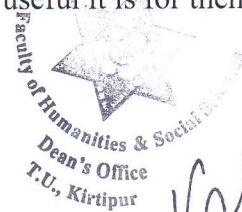
(6 hrs.)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing 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 own society.

Unit IV: Symbolic Interactionism

(15 hrs.)

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



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Readings

- Ritzer, George. (2011). *Sociological Theory*. 5th ed., New York: McGraw Hill, pp. 357-361.
- 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*. 8th ed., New York: McGraw Hill, pp. 371-372.

Practicum

(6 hrs.)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing 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 own society.

Unit V: Exchange and Rational Choice Theories

(8 hrs.)

- Key assumptions
- George C. Homan's value proposition and exchange
- James Coleman, rational choice and collective behavior
- 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.

Practicum

(4 hrs.)

After completion of this unit, teaching faculty will divide the students into a number of groups to engage in collaborative group work on the way Exchange and Rational Choice Theories are applied to the society which they are member of. At the end, each group will develop a group seminar paper and present it in the class.

Unit VI: Ethnomethodology and Phenomenology

(8 hrs.)

- Key assumptions
- Harold Garfinkel, ethnomethodology and everyday life
- Alfred Schutz, phenomenology and subjective interpretation
- Strengths and weaknesses of the theory

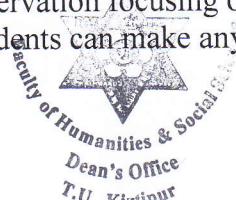
Readings

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

Practicum

(4 hrs)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing 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 phenomena of their own society as topic of discussion in the



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class. They will apply Ethnomethodology or Phenomenology for analyzing that phenomena, 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 labor
- c) Marxist feminism and capitalist patriarchy
- 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.

Practicum

(6 hrs.)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing 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



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Readings

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

Practicum

(6 hrs.)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing 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 topic of discussion. They will attempt to relate micro and macro sociological theories together in analyzing such issues, and present it as seminar paper in the class.

Unit IX: Report Writing and Viva Voce

(6 hrs)

At the stage of the final terminal project work, each student will select a theme of their choice for independent research and presentation under the supervision of a teacher. Students can choose any issue that is relevant to this paper and assess it from any theory taught in this module. Teaching faculty will provide the format of the report in the style of academic writing, give ideas on report writing skills, and help students make effective oral presentation in front of an audience.

Students' practicum will carry a total of 30 full marks, which will be evaluated by Evaluation Committee in the respective department or campus, based on students' efforts and performance in report writing and viva voce.



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So424: Research Methods in Sociology
(Course work and practicum)

Full marks: 100 (70+30)
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 introduction to social research and its process. It discusses on 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 aim students writing 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 report from sociological standpoints.

- Course Contents -

Unit I: Understanding Research as a Process

(14+4 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 social problems
 - Sources of research problem
 - Characteristics of good research problem
 - Steps in the formulating research problem
- d) Considering research variables during the formulation of research problem
- e) Process of social science research
- f) Making research sociological
- g) Practicum: 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 in understanding 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). *Research Methodology: A Step-by-Step Guide for Beginners*. London: Sage, pp. 1-25, pp. 39-71.

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

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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).

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+5 hrs)

- a) Why do we do literature review in a research?
- b) Sources of literature
- c) Literature search procedure
- d) Procedure for reviewing literature
- e) Linking literature review with research problem formulation
- f) Literature review and finding research gaps
- g) Practicum: The purpose of this unit is to develop skills in doing literature review and understanding the purpose of conducting it. It helps student to identify knowledge gap 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+4 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 research process
 - Inductive reasoning
 - Deductive reasoning, and
 - Empirical generalization
- e) Practicum: 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+4 hrs)

- a) Research design as a research plan
- b) Components of research design
- c) Types of research design
 - Descriptive research design: Meaning and process
 - Exploratory research design: Meaning and process
 - Explanatory research design : Meaning and process
 - Brief introduction to cross sectional, longitudinal and historical research design
- d) Practicum: 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 developing overall research strategy. It provides 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+4 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
- h) Practicum: Different sampling methods are widely used in social science research. The purpose of this unit is to equip students with idea and process of sample selection on the basis of 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.



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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+5 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/RRA) tools: Social wellbeing, social and resource mapping, preference ranking, seasonal calendar, timeline.
- f) Practicum: The purpose of this unit is to make students familiar about 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+5 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
- f) Practicum: 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

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T.U., Kirtipur

- 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+4 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 presentage
 - 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
- d) Practicum: Data analysis is a process of cleaning, transforming, and modeling 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 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.
- 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+5 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
- g) Practicum: 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 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: Research, Report Writing and the Viva Voce

(10 hrs)

At the stage of the final practicum, each student will carry out a mini research in or around their community, nearby market, bus station, corner shop, tea shop, school, etc. following qualitative or quantitative approach. Under the supervision of a teacher they will select a research theme of their choice for this independent research work, collect data and make a presentation. Students can choose any issue but the focus of the practicum is on the way they carry out this research (methodology).

Teaching faculty will provide the format of the research report in the style of academic writing, give ideas on report writing skills, and help students make effective oral presentation in front of an audience. Students' practicum will carry a total of 30 full marks, which will be evaluated by Evaluation Committee in the respective department or campus, based on students' efforts and performance in report writing and the viva voce.



M. Shrestha

