

Far Western University
Mahendranagar, Kanchanpur
Faculty of Humanities and Social Sciences
B. A. Sociology



Far Western University
Faculty of Humanities and Social Sciences

B. A. Sociology
Course Cycle

Semester I

Course Code

Course Title

SOC 101 Introduction to Sociology

SOC 102 Sociological Theories

Semester II

SOC 121 Research Methods in Sociology

SOC 122 Social Institutions

Semester III

SOC 231 Social Stratification

SOC 232 Social Change and Development

Semester IV

SOC 241 Studies on Social Dynamics of Population

SOC 242 Livelihood Studies

Semester V

SOC 351 Political Sociology

SOC 352 Dynamics of Nepali Society and Culture

Semester VI

SOC 361 Micro-Macro Sociological Perspectives

SOC 362 Techniques of Data Generation and Analysis in Sociological Research

Semester VII

SOC 471 Basic Statistics in Sociological Research

SOC 472 Economy and Society in Far Western Nepal

Semester VIII

SOC 481 Gender Studies

SOC 482 Writing a Scientific Research Proposal and Report

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: Introduction to Sociology	Full marks: 100
Course No.: SOC 101	Pass marks: 45
Nature of the course: Theory	Period per week: 3
Year: First	Time per period: 1hr
Semester: First	Total periods: 48

1. Course Description

Introduction to sociology is a basic course in Sociology which introduces sociology and its subject matter and also its relationship to other social sciences. More importantly, it includes basic sociological concepts, social processes, social control and implication of sociology.

2. Course Objectives

At the end of this course, students will be able to:

- Define sociology and discuss its relationship to other social sciences (history, psychology, anthropology, economics and political science)
- Comprehend with fundamental sociological concepts.
- Discuss social processes, social control and various aspects of socialization.
- Develop capability to comprehend the applied field of sociology.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define and discuss sociology, its subject matter, history and relationships with other social sciences.	Unit I: Introduction (6 hrs) <ul style="list-style-type: none">a) Subject matter of sociologyb) History of sociologyc) Relationship between sociology and other social sciences (history, psychology, anthropology, economics and political science)
<ul style="list-style-type: none">• Discuss the importance of sociological concepts.• Describe meaning, characteristics and types of society, groups, culture, norms and values, status and roles.	Unit II: Basic Sociological Concepts (12 hrs) <ul style="list-style-type: none">a) Society: meaning, types, characteristicsb) Groups: meaning, characteristics and typesc) Culture: meaning, types, characteristicsd) Norms and values: meaning and characteristicse) Status and roles: meaning and types

<ul style="list-style-type: none"> • Define social process with suitable examples. • Discuss cooperation, competition, conflict, accommodation and assimilation as social processes. 	Unit III: Social processes: (6 hrs) <ul style="list-style-type: none"> a) Cooperation, b) Competition, c) Conflict, d) Accommodation and e) Assimilation
<ul style="list-style-type: none"> • Discuss the concept of social stratification and differentiation with appropriate examples. • Discuss social stratification and differentiation on the basis of caste, class, gender, ethnicity, region, religion, occupation. 	Unit IV: Social stratification and differentiation: (15 hrs) <ul style="list-style-type: none"> a) Caste, b) Class, c) Gender, d) Ethnicity, e) Region, f) Religion, g) Occupation
<ul style="list-style-type: none"> • Discuss in detail the meaning, characteristics and agencies of social control 	Unit V: Social control: (3 hrs) Meaning, characteristics, and agencies
<ul style="list-style-type: none"> • Begin the discussion with nature-nurture debate and discuss the meaning, stages and agents of socialization. 	Unit VI: Socialization (3 hrs) <ul style="list-style-type: none"> a) Nature and nurture debate; b) Meaning, stages, and agents
<ul style="list-style-type: none"> • Discuss sociology as a profession or its uses 	Unit VII: Sociology as a profession (3 hrs) <ul style="list-style-type: none"> a) Sociology as a teaching profession b) Sociology as a research enterprise c) Sociology and social criticism

Note: The figures in the parentheses indicate the approximate periods for the respective units.

6. Required Readings:

Unit I: Introduction

Inkeles, Alex. 2001. *What is sociology? An introduction to the discipline and profession*. Pp. 1-17; 18-24. New Delhi: Prentice Hall of India Pvt. Ltd.

Bhushan, Bidya and D.R. Sachdeva. 2012. *An Introduction to Sociology*. Pp. 1-23. New Delhi: Kitab Mahal Publishers.

Subedi, Madhusudan and Devendra Uprety. 2014. *The State of Sociology and Anthropology: Teaching and Research in Nepal*. Pp. 1-8. Kathmandu: Martin Chautari.

Unit II: Basic Sociological Concepts

Bhushan, Bidya and D.R. Sachdeva. 2012. *An Introduction to Sociology*. Pp. 75-79; 238-266; 412-425; 615-632;. New Delhi: Kitab Mahal Publishers.

Unit III: Social processes:

Rao, C.N. 2012. *Sociology*. Pp. 247-264. New Delhi: S. Chanda and Company Ltd.

Unit IV: Social Stratification and Differentiation:

Rao, C.N. 2012. *Sociology*. Pp. 279-307; 790-857. New Delhi: S. Chanda and Company Ltd.

Curry, Tim, Robert Jiobu and Kent, Schwirian. 2008. *Sociology: For the Twenty-First Century*. Pp. 206-267. New Jersey: Pearson Prentice Hall.

Unit V: Social Control:

Bhushan, Bidya and D.R. Sachdeva. 2012. *An Introduction to Sociology*. Pp. 597-614. New Delhi: Kitab Mahal Publishers.

Unit VI: Socialization

Bhushan, Bidya and D.R. Sachdeva. 2012. *An Introduction to Sociology*. Pp. 126-145. New Delhi: Kitab Mahal Publishers.

Unit VII: Sociology as Profession

Inkeles, Alex. 2001. *What is sociology? An introduction to the discipline and profession*. Pp. 106-117. New Delhi: Prentice Hall of India pvt. Ltd.

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: **Sociological Theories**

Full marks: 100

Course No.: SOC 102

Pass marks: 50

Nature of the course: Theory

Period per week: 3

Year: First

Time per period: 1hr

semester : First

Total periods: 48

1. Course Description

The course ‘sociological theories’ is elementary course in Sociology which begins with sociological outlook and discusses history of sociological theories. It also discusses on some important sociological perspectives of sociological analysis (evolutionary, structural-functional, conflict, physical science, statistical and some recent perspectives).

2. Course Objectives

At the end of this course, students will be able to:

- Discuss the importance of sociological outlook.
- Comprehend with fundamental perspectives (evolutionary, structural-functional, conflict, physical science, statistical and some recent) of sociological analysis.
- Illustrate critique and implication of sociological perspectives of social

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define and discuss the importance of sociological outlook, its history and context and rise of sociological theories.	Unit I: Introduction (9 hrs) <ul style="list-style-type: none">a) Developing a sociological outlookb) The historical sketch of sociological theoryc) Intellectual forces and the rise of sociological theory
<ul style="list-style-type: none">• Introduce and discuss various kinds of evolutionary perspectives of sociological analysis with its critique and implications.	Unit II: Evolutionary Perspectives of Sociological Analysis (6 hrs) <ul style="list-style-type: none">a) Introductionb) Variantsc) Critiqued) Implication

<ul style="list-style-type: none"> • Introduce and discuss various kinds of structural-functional perspectives of sociological analysis with its critique and implications. 	<p>Unit III: Structural Functional Perspective of Sociological Analysis (9 hrs)</p> <ul style="list-style-type: none"> a) Introduction b) Variants c) Critique d) Implication
<ul style="list-style-type: none"> • Introduce and discuss various kinds of conflict perspectives of sociological analysis with its critique and implications. 	<p>Unit IV: Conflict Perspective of Sociological Analysis (9 hrs)</p> <ul style="list-style-type: none"> a) Introduction b) Variants c) Critique d) Implication
<ul style="list-style-type: none"> • Introduce and discuss various kinds of physical science perspectives of sociological analysis with its critique and implications. 	<p>Unit V: Physical Science Perspective of Sociological Analysis (3 hrs)</p> <ul style="list-style-type: none"> a) Introduction b) Variants c) Critique d) Implication
<ul style="list-style-type: none"> • Introduce and discuss various kinds of mathematical perspectives of sociological analysis with its critique and implications. 	<p>Unit VI: Statistical and Mathematical Perspective of Sociological Analysis (3 hrs)</p> <ul style="list-style-type: none"> a) Introduction b) Variants c) Critique d) Implication
<ul style="list-style-type: none"> • Discuss the recent perspectives of sociological analysis 	<p>Unit VII: Recent Perspectives of Sociological Analysis (9 hrs)</p> <ul style="list-style-type: none"> a) Post-modern perspective b) Feminist perspective c) Micro-macro perspective

Note: The figures in the parentheses indicate the approximate periods for the respective units.

6. Required Readings:

Unit I: Introduction

Giddens, Anthony. 2004. *Sociology*. 4th Ed. Pp. 1-13. UK: Black Well Publishers

Mishra, Chaitanya. 2009. Making Research Sociological. *Dhaulagiri Journal of Sociology and Anthropology*. Volume III. Pp. 1-18. Baglung: Department of Sociology/Anthropology, MMC.

Inkeles, Alex. 2001. *What is sociology? An introduction to the discipline and profession*. Pp. 3-7. New Delhi: Prentice Hall of India pvt. Ltd.

Ritzer, George. 2000. *Sociological Theory*. 5th ed. Pp. 1-38. New York: McGraw Hill Inc.

Unit II: Evolutionary Perspectives of Sociological Analysis

Inkeles, Alex. 2001. *What is sociology? An introduction to the discipline and profession*. Pp. 30-34. New Delhi: Prentice Hall of India pvt. Ltd.

Abraham, Francis and John Henry Morgan. 1997. *Sociological Thought*. Pp. 7-17. Delhi: McMillan Publications Pvt. Ltd.

Unit III: Structural Functional Perspective of Sociological Analysis

Inkeles, Alex. 2001. *What is sociology? An introduction to the discipline and profession*. Pp. 34-37. New Delhi: Prentice Hall of India pvt. Ltd.

Ritzer, George. 2000. *Sociological Theory*. Pp. 229-258. New York: McGraw Hill Inc.

Unit IV: Conflict Perspective of Sociological Analysis

Inkeles, Alex. 2001. *What is sociology? An introduction to the discipline and profession*. Pp. 37-39. New Delhi: Prentice Hall of India pvt. Ltd.

Ritzer, George. 2000. *Sociological Theory*. 5th ed. Pp. 258--316. New York: McGraw Hill Inc.

Unit V: Physical Science Perspective of Sociological Analysis

Inkeles, Alex. 2001. *What is sociology? An introduction to the discipline and profession*. Pp. 39-42. New Delhi: Prentice Hall of India pvt. Ltd.

Unit VI: Statistical and Mathematical Perspective of Sociological Analysis

Inkeles, Alex. 2001. *What is sociology? An introduction to the discipline and profession*. Pp. 42-44. New Delhi: Prentice Hall of India pvt. Ltd.

Unit VII: Recent Perspectives of Sociological Analysis

Ritzer, George. 1995. *Sociological Theory*. Pp.587-621; 443-489; 493-508. New York: McGraw Hill Inc.

Far Western University
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B. A. (Sociology)

Course Title: Research Methods in Sociology	Full marks: 100
Course No.: SOC 121	Pass marks: 50
Nature of the course: Theory	Period per week: 3
Year: Second	Time per period: 1hr
Semester: Second	Total periods: 48
<hr/> Level: BA	

1. Course Description

The course ‘Research Methods in Sociology’ familiarizes students with fundamental research methods in Sociology. It introduces scientific methods of social inquiry and research designs. It also includes the importance and methods of sampling in sociological research.

2. Course Objectives

At the end of this course, students will be able to:

- Define social research and discuss various types of social research,
- Describe key components of research design and its types,
- Elaborate concept, types and methods of sampling.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define and discuss social research, its types, and importance. • Describe steps of social research. • Explain the importance of ethics in social research. 	<p>Unit I: Social Research (6 hrs)</p> <ul style="list-style-type: none"> d) Social research e) Types of social research f) Importance of social research g) Steps of social research h) Ethics in social research
<ul style="list-style-type: none"> • Define concept and variable and their differences. • Describe various types of variables and measurement scales. • Differentiate between 	<p>Unit II: Concepts and Relationships (9 hrs)</p> <ul style="list-style-type: none"> f) Concept and variable g) Difference between a concept and a variable h) Types of variable: independent, dependent, extraneous, intervening

<p>correlation and causality.</p> <ul style="list-style-type: none"> • Discuss the concept, types and importance of hypothesis, reliability, validity, induction, deduction, and generalization in social research. 	<ul style="list-style-type: none"> i) Measurement scale: nominal, ordinal, interval, and ratio j) Relationship: correlation and causality k) Hypothesis: null and alternative/research hypotheses l) Validity and reliability m) Induction, deduction and generalization
<ul style="list-style-type: none"> • Discuss the meaning, types and characteristics of research design. • Describe various types of research designs and their strengths and limitations. • Explain the characteristics of a good research design. 	<p>Unit III: Research Design (12 hrs)</p> <ul style="list-style-type: none"> a) Meaning, nature and characteristics b) Types of research design: cross-sectional; before and after; and longitudinal; retrospective, prospective and retrospective-prospective, experimental, semi-experimental and non-experimental research designs; historical-comparative and cross-cultural research designs and their strengths and limitations c) Characteristics of a good research design
<ul style="list-style-type: none"> • Discuss the concept of universe and sample. • Describe sampling frame, sample size and various kinds of sampling methods. • Explain the importance of sampling in social research. 	<p>Unit IV: Sampling (12 hrs)</p> <ul style="list-style-type: none"> a) Universe and sample b) Sampling frame and sample size c) Sampling methods: probability and non-probability d) Types of sampling methods, their strengths and limitations: simple random sampling, stratified random sampling, cluster sampling, quota sampling, accidental sampling, judgemental/purposive sampling, expert sampling and snow-ball sampling. e) Importance of sampling in social research
<ul style="list-style-type: none"> • Discuss the importance of literature review and major steps of literature review. • Describe and formulate research problem. 	<p>Unit V: Reviewing the Literature and Formulating Research Problem:* (9 hrs)</p> <ul style="list-style-type: none"> a) Literature review b) Steps of literature review c) Formulating research problem/questions and rationale

Note: The figures in the parentheses indicate the approximate periods for the respective units.

**This unit is designed to enhance and develop individual capability and skill of reviewing and formulating research problem. Therefore, teacher is expected to form groups of students and assign project work on literature review and formulation of specific research problem and corresponding research design.*

6. Required Readings:

Unit I: Social Research:

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 1, pp. 1-21. New Delhi: SAGE Publication.

Kothari, C. R. 2009. *Research Methodology*. Chapter 1, pp. 1-16. New Delhi: New Age International Publishers.

Young, P. V. 1998. *Scientific Social Surveys and Research*. Chapter 2, pp. 34-63. New Delhi: Prentice Hall of India.

Unit II: Concepts and Relationships:

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 5, pp. 61-90. New Delhi: SAGE Publication.

Kothari, C. R. 2009. *Research Methodology*. Chapter 5, pp. 69-94. New Delhi: New Age International Publishers.

Dooley, David. 1997. *Social Research Methods*. Third Edition. Chapter 5, Measurement Theory Towards Validity and Reliability, pp. 74-97. New Delhi: Prentice Hall of India.

Young, P. V. 1998. *Scientific Social Surveys and Research*. Chapter 4, pp. 101-121. New Delhi: Prentice Hall of India.

Unit III: Research Design:

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 7, pp. 93-133. New Delhi: SAGE Publication.

Young, P. V. 1998. *Scientific Social Surveys and Research*. Chapter 6, pp. 148-160. New Delhi: Prentice Hall of India.

Kothari, C. R. 2009. *Research Methodology*. Chapter 3, pp. 31-52. New Delhi: New Age International Publishers.

Unit IV: Sampling:

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 12, pp. 191-214. New Delhi: SAGE Publication.

Kothari, C. R. 2009. *Research Methodology*. Chapter 8, pp. 152-183. New Delhi: New Age International Publishers.

Unit V: Reviewing the Literature and Formulating Research Problem:

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 3, pp. 31-42. New Delhi: SAGE Publication.

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 4, pp. 43-59. New Delhi: SAGE Publication.

Kothari, C. R. 2009. *Research Methodology*. Chapter 8, pp. 152-183. New Delhi: New Age International Publishers.

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: **Social Institutions**

Full marks: 100

Course No.: SOC 122

Pass marks: 50

Nature of the course: Theory

Period per week: 3

Year: Second

Time per period: 1hr

semester : Second

Total periods: 48

Level: B. A

1. Course Description

The course entitled “Social Institutions” introduces micro and macro social institutions as a core subject matter of Sociology. It includes the importance of social institutions in shaping human social life with the changing nature of history and society.

2. Course Objectives

At the end of this course, students will be able to:

- Define social institutions and discuss their major types and characteristics,
- Comprehend with changing nature of social institutions,
- Discuss the traditional and contemporary functions of social institutions,
- Develop capability to analyze social institutions and their nature and functions in Nepalese society.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define and discuss social institutions, its types, and functions.	Unit I: Introduction (3 hrs) i) Social institutions j) Types of social institutions k) Functions of social institutions (traditional and contemporary)
<ul style="list-style-type: none">• Discuss the meaning, types and functions of marriage and family.• Analyze marriage and family from functionalist, conflict and symbolic interactionist perspectives.	Unit II: Marriage and Family (9 hrs) n) Marriage and family: meaning and types o) Functions: traditional and contemporary p) Sociological analysis of marriage and family: functionalist, conflict and symbolic interactionist perspectives

<ul style="list-style-type: none"> • Discuss the meaning, types and functions of education. • Analyze education from functionalist, conflict and symbolic interactionist perspectives. 	<p>Unit III: Education (9 hrs)</p> <ul style="list-style-type: none"> d) Education: meaning and types e) Functions: traditional and contemporary f) Sociological analysis of education: functionalist, conflict and symbolic interactionist perspectives
<ul style="list-style-type: none"> • Discuss the meaning, types and functions of religion • Analyze religion from functionalist, conflict and symbolic interactionist perspectives. 	<p>Unit IV: Religion (6 hrs)</p> <ul style="list-style-type: none"> f) Religions: meaning and types g) Functions: traditional and contemporary h) Sociological analysis of religion: functionalist, conflict and symbolic interactionist perspectives
<ul style="list-style-type: none"> • Discuss the meaning, types and functions of politics. • Analyze politics from functionalist, conflict and symbolic interactionist perspectives. 	<p>Unit V: Politics: (9 hrs)</p> <ul style="list-style-type: none"> d) Politics: meaning and types e) Functions: traditional and contemporary f) Sociological analysis of politics: functionalist, conflict and symbolic interactionist perspectives
<ul style="list-style-type: none"> • Discuss the meaning, types and functions of economy. • Analyze economy from functionalist, conflict and symbolic interactionist perspectives. 	<p>Unit VI: Economy (6 hrs)</p> <ul style="list-style-type: none"> a) Economy: meaning and types b) Functions: traditional and contemporary c) Sociological analysis of economy: functionalist, conflict and symbolic interactionist perspectives
<ul style="list-style-type: none"> • Discuss the meaning, types and functions of medicine and health. • Analyze medicine and health from functionalist, conflict and symbolic interactionist perspectives. 	<p>Unit VII: Medicine and Health (6 hrs)</p> <ul style="list-style-type: none"> a) Medicine and health: meaning and types b) Social organization of medicine c) Health care organization d) Inequality in health and healthcare e) Sociological analysis of medicine and health: functionalist, conflict and symbolic interactionist perspectives

Note: The figures in the parentheses indicate the approximate periods for the respective units.

6. Required Readings:

Unit I: Social Institutions:

Bhushan, Bidya and D.R. Sachdeva. 2012. *An Introduction to Sociology*. Pp. 86-90. New Delhi: Kitab Mahal Publishers.

Rao, C.N. 2012. *Sociology*. Pp. 111-114. New Delhi: S. Chanda and Company Ltd.

Unit II: Marriage and Family:

Rao, C.N. 2012. *Sociology*. Pp. 327-333. New Delhi: S. Chanda and Company Ltd.

Rao, C.N. 2012. *Sociology*. Pp. 348-364. New Delhi: S. Chanda and Company Ltd.

Bottomore, T. B. 1986. *Sociology: A Guide to Problems and Literatures*. Chapter 10, The Family and Kinship. Pp. 168-184. New Delhi: Blackie and Sons Ltd.

Curry, Tim, Robert Jiobu and Kent, Schwirian. 2008. *Sociology:For the Twenty-First Century*. Pp. 350-361. New Jersey: Pearson Prentice Hall.

Unit III: Education:

Rao, C.N. 2012. *Sociology*. Pp. 370-379. New Delhi: S. Chanda and Company Ltd.

Bottomore, T. B. 1986. *Sociology: A Guide to Problems and Literatures*. Chapter 16, Education. Pp. 262-272. New Delhi: Blackie and Sons Ltd.

Curry, Tim, Robert Jiobu and Kent, Schwirian. 2008. *Sociology:For the Twenty-First Century*. Pp. 380-391. New Jersey: Pearson Prentice Hall.

Unit IV: Religions:

Rao, C.N. 2012. *Sociology*. Pp. 412-433. New Delhi: S. Chanda and Company Ltd.

Curry, Tim, Robert Jiobu and Kent, Schwirian. 2008. *Sociology:For the Twenty-First Century*. Pp. 403-417. New Jersey: Pearson Prentice Hall.

Unit V: Politics:

Rao, C.N. 2012. *Sociology*. Pp. 399-411. New Delhi: S. Chanda and Company Ltd.

Bottomore, T. B. 1986. *Sociology: A Guide to Problems and Literatures*. Chapter 9, Political Institutions. Pp. 151-167. New Delhi: Blackie and Sons Ltd.

Curry, Tim, Robert Jiobu and Kent, Schwirian. 2008. *Sociology:For the Twenty-First Century*. Pp. 318-329. New Jersey: Pearson Prentice Hall.

Unit VI: Economy:

Rao, C.N. 2012. *Sociology*. Pp. 380-398. New Delhi: S. Chanda and Company Ltd.

Bottomore, T. B. 1986. *Sociology: A Guide to Problems and Literatures*. Chapter 8, Economic Institutions. Pp. 134-150. New Delhi: Blackie and Sons Ltd.

Curry, Tim, Robert Jiobu and Kent, Schwirian. 2008. *Sociology:For the Twenty-First Century*. Pp. 283-297. New Jersey: Pearson Prentice Hall.

Unit VII: Medicine and Health:

Curry, Tim, Robert Jiobu and Kent, Schwirian. 2008. *Sociology:For the Twenty-First Century*. Pp. 418-432. New Jersey: Pearson Prentice Hall.

Curry, Tim, Robert Jiobu and Kent, Schwirian. 2008. *Sociology:For the Twenty-First Century*. Pp. 433-445. New Jersey: Pearson Prentice Hall.

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: Social Stratification	Full marks: 100
Course No.: SOC 231	Pass marks: 50
Nature of the course: Theory	Period per week: 3
Year: Second	Time per period: 1hr
Semester : Third	Total periods: 48

1. Course Description

The course ‘Social Stratification’ familiarizes the students with fundamental concepts, aspects, and bases of social stratification. The course introduces with basic concept of social stratification and its types. It also discusses the bases of social stratification in the world in general and Nepal in particular.

2. Course Objectives

At the end of this course, students will be able to:

- Explain social stratification and major bases of social stratification,
- Explain the key dimensions of social stratification in the World and in Nepal,
- Analyse social stratification in the World and Nepal from sociological perspectives.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define and discuss social stratification and its nature.• Discuss various forms of stratification.• Explain social stratification and social mobility	Unit I: Introduction (12 hrs) l) Meaning and nature of social stratification m) The social patterning of stratification n) The diversity of form and amount of stratification o) Variations in the forms of stratification p) Social mobility
<ul style="list-style-type: none">• Explain the classical, modern and contemporary theories of social stratification in relation to theorists; Plato, Aristotle, Machiavelli, Karl Marx, Max Weber, Kurkheim, Parsons, and Davis and Moore.	Unit II: Historical and Contemporary Theories of Social Stratification (12 hrs) q) Plato r) Aristotle s) Machiavelli t) Karl Marx u) Max Weber v) Durkheim

	w) Talcott Parsons x) Kingsley Davis and Wilbert Moore
<ul style="list-style-type: none"> • Explain the bases of social stratification particularly focusing on property, prestige, and power. • To discuss the consequences of social stratification in relation to life chances, institutional patterns, life styles, beliefs, ideologies and values. 	Unit III: Bases and Consequences of Stratification (12 hrs) Bases of Stratification <ul style="list-style-type: none"> a) Property: concepts, measurement and comparison, perception, measuring inequality b) Prestige and honour: honour, power and differences; social patterning of prestige and honour; reference groups and reference standards c) Power: sources of power, legitimate and illegitimate sources, context, patterning, measurement and variations in power distributions. Consequences of Stratification <ul style="list-style-type: none"> a) Life chances b) Institutional patterns c) Life styles d) Beliefs, ideologies and values
<ul style="list-style-type: none"> • Discuss the patterns of social stratification in Nepal. • Examine the caste, ethnicity, gender, class and religion based stratification and inequality in Nepal. 	Unit IV: Social Stratification and Inequality in Nepal (12 hrs) <ul style="list-style-type: none"> g) Caste and inequality h) Ethnicity and inequality i) Gender and inequality j) Class and inequality k) Religion and inequality

Note: The figures in the parentheses indicate the approximate periods for the respective units.

6. Required Readings:

Unit I: Introduction:

Tumin, Melvin M. 2009. *Social Stratification: The Forms and Functions of Inequality*. Chapter 1, 3, 4, 5 & 14, pp. 1-7, 19-44, 134-150. New Delhi: Prentice Hall of India.

Unit II: Historical and Contemporary Theories of Social Stratification

Tumin, Melvin M. 2009. *Social Stratification: The Forms and Functions of Inequality*. Chapter 2 pp. 10-18 New Delhi: Prentice Hall of India.

Kerbo Harold R. 2000. *Social Stratification and Inequality*. Fourth Edition. Chapter 4 & 5, pp. 77-152. Boston: McGraw Hill.

Unit III: Bases and Consequences of Stratification

Tumin, Melvin M. 2009. *Social Stratification: The Forms and Functions of Inequality*. Chapter 7, 8, 9, 11 & 12, pp. 48-82, 96-131. New Delhi: Prentice Hall of India.

Unit IV: Social Stratification and Inequality in Nepal:

Pandey, T. R., Surendra Mishra, Dambar Chemjong, Sanjeev Pokharel and Nabin Rawal. 2006. *Forms and Patterns of Social Discrimination in Nepal*. Pp. 12-92. Kathamndu: UNESCO.

Far Western University
Faculty of Humanities and Social Sciences
B. A. (Sociology)

Course Title: Social Change and Development	Full marks: 100
Course No.: SOC 232	Pass marks:
Nature of the course: Theory	Period per week: 3
Year: Second	Time per period: 1hr
Semester: Third	Total periods: 48
Level: BA	

1. Course Description

The course ‘Social Change and Development’ familiarizes the students with fundamental concepts of social change and development in Sociology. It begins with introducing social change and development from sociological perspectives and explores the core areas of social change and development, followed by current processes of social change and development in Nepal. It also enables students to analyze social change and development that has taken place in Nepal from sociological perspectives.

2. Course Objectives

At the end of this course, students will be able to:

- Describe social change and development and discuss major types of social change,
- Explain the key dimensions of social change and development,
- Analyse social change and development from sociological perspectives.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define and discuss social change. • Describe the characteristics social change. • Explain social change in relation to various processes; evolution, revolution, movements, etc. 	<p>Unit I: Social Change (12hrs)</p> <ul style="list-style-type: none"> q) Concept of social change r) Characteristics of social change s) Sociology and the study of social change t) Social change as a process u) Social evolution and social structure v) Social revolution and human emancipation w) Revolution and social change x) Social movements y) Causes and directions of social change
<ul style="list-style-type: none"> • Explain different factors of social change; demographic, 	<p>Unit II: Theories and Factors of Social Change (9 hrs)</p>

<ul style="list-style-type: none"> • technological, economic, cultural political and legal and administrative. 	<ul style="list-style-type: none"> y) Demographic factors z) Technological factors aa) Economic factors bb) Cultural factors cc) Political factors dd) Legal and administrative factors
<ul style="list-style-type: none"> • Discuss the concept of development in relation to growth progress and social change. • Discuss the relationship between social change and development. 	<p>Unit III: Development (6hrs)</p> <ul style="list-style-type: none"> i) Concept of development j) Growth, progress and development k) Self reliance and sustainable development l) Social change and development
<ul style="list-style-type: none"> • Discuss the various theories and approaches of development; modernization dependency, world system, people/community development, self-reliance, human development, NGO-centered approaches. 	<p>Unit IV: Theories and Approaches of Development (12 hrs)</p> <ul style="list-style-type: none"> g) Modernization and growth theories h) Dependency theories i) World system theory j) People/community development approach k) Self reliance approach l) Human development approach m) Non-governmental organizational approach
<ul style="list-style-type: none"> • Discuss social change in the context of Nepal. • Describe social change in relation to social structure, households, and village life in Nepal. • Explain the migration pattern and its implications in social change in far-western Nepal. 	<p>Unit V: Social Change and Development in Nepal (9 hrs)</p> <ul style="list-style-type: none"> l) Changing social context in Nepal m) Changing social structure n) Changing households o) Village and urban life p) Migration and social change in far western Nepal

Note: The figures in the parentheses indicate the approximate periods for the respective units.

6. Required Readings:

Unit I: Social Change:

Sharma, K. L. 2011. *Indian Social Structure and Change*. Chapter 17, pp. 307-338. New Delhi: Rawat Publications.

Moore, Wilbert E. 1987. *Social Change*. Second Edition. Chapter 1 & 2, pp. 1-46. New Delhi: Prentice Hall.

Unit II: Theories and Factors of Social Change:

Sharma, K. L. 2011. *Indian Social Structure and Change*. Chapter 18, pp. 339-353. New Delhi: Rawat Publications.

Singh, K. 1986. *Social Change in India*. Chapter 5, Pp 303-345. Lucknow: Prakashan Kendra.

Unit III: Development

:

Bongartz, Heinz and Dev Raj Dahal. 1996. Development Studies: Self-Help Organizations, NGOs and Civil Society. Pp. 1-4. Kathmandu: NEFAS.

WCED (World Commission on Environment and Development). 1987. *Our common future*. Edited by G. H. Brundtland. Oxford: Oxford University Press.

Unit IV: Theories and Approaches of Development:

Bongartz, Heinz and Dev Raj Dahal. 1996. Development Studies: Self-Help Organizations, NGOs and Civil Society. Pp. 4-56. Kathmandu: NEFAS.

Unit V: Social Change and Development in Nepal:

Mishra, Chaitanya. 2067 BS. *Badlindo Nepali Samaj*. Chapter1, pp. 1-35. Kathmandu: Fine Print.

Aasland, Aadne and Marit Haug. 2011. Perceptions of Social Change in Nepal: Are Caste, Ethnicity, and Region of Relevance? *Journal of Asian and African Studies*, 46(2):184:201.

Subedi, Madhusudan (2014). Changes in Livelihood and Caste Relations in Udipur. *Himalayan Journal of Sociology and Anthropology*, 6: 86-102.

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: Studies on Social Dynamics of Population	Full marks: 100
Course No.: SOC 241	Pass marks: 50
Nature of the course: Theory	Period per week: 3
Year: Second	Time per period: 1hr
Semester: Fourth	Total periods: 48

1. Course Description

The course ‘Studies on Social Dynamics of Population’ familiarizes the students with fundamental concepts of population dynamics particularly focusing on social demography. The course begins with introducing social demography from sociological perspectives and explores the major aspects of population dynamics, followed by current processes and patterns of population dynamics and development in the world as well as in Nepal. It also enables students to analyze population dynamics that has taken place in Nepal over the period of time from sociological perspectives and explain the relationship between population and society.

2. Course Objectives

At the end of this course, students will be able to:

- Describe social demography and dynamics of population,
- Discuss major aspects of population dynamics and its relationship with society,
- Explain the process of urbanization in relation to population dynamics, and
- Analyze social demography of Nepal from sociological perspectives.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define and discuss demography.• Describe the nature and scope of demography.• Explain the historical background of demography.• Explain the relationship of demography with other social sciences	Unit I: Introduction to Demography (6 hrs) <ul style="list-style-type: none">a. Concept of demography: definition and meaningb. Nature and scope of demographyc. Historical development of demography study and researchd. Relationship of demography with other social sciences
<ul style="list-style-type: none">• Discuss various concepts in demography<ul style="list-style-type: none">○ Discuss fertility and fertility related terms.	Unit II: Basic Concepts in Demography (12 hrs) <ul style="list-style-type: none">a. Conceptionb. Still births

<ul style="list-style-type: none"> ○ Discuss mortality and various types of mortality. ○ Discuss operationalize marriage and family ○ Discuss contraception use and unmet need ○ Define internal and international migration. ○ Define population policy. 	<ul style="list-style-type: none"> c. Foetal death d. Lived births e. Parity f. Birth order g. Fertility h. Total fertility i. Age-specific fertility j. Neonatal mortality k. Infant mortality l. Child mortality m. Maternal Mortality n. Sterility o. Reproductive span p. Contraception use q. Unmet need r. Fecundity s. Cohort t. Marriage u. Family v. Internal migration w. International migration x. Population policy
<ul style="list-style-type: none"> ● Discuss methods of data collection in demography. ● Describe the type and process of sampling method ● Explain the registration method in demography 	<p>Unit III: Methods of Data Collection (9 hrs)</p> <ul style="list-style-type: none"> q) Census r) Sampling method s) Registration method
<ul style="list-style-type: none"> ● Discuss about the major theories of population ● Discuss the population philosophy; Malthusian theory; population growth and demographic transition. 	<p>Unit IV: Theories of Population (9 hrs)</p> <ul style="list-style-type: none"> m) Pre-Malthusian population theories in early periods n) Population philosophy during the middle ages o) Malthusian theory of population growth p) Social and economic theory of population q) Theory of demographic transition
<ul style="list-style-type: none"> ● Define and discuss the concept of urbanization. ● Methods of measuring urbanization ● Assess the pattern and process of urbanization in Nepal 	<p>Unit V: Urbanization (6 hrs)</p> <ul style="list-style-type: none"> a) Meaning of urbanization b) Method of measuring urbanization c) Factors responsible for urbanization d) An appraisal of urbanization in Nepal
<ul style="list-style-type: none"> ● Discuss different dimensions of Nepal's social demography. ● Describe population growth dynamics ● Caste, ethnic groups, language groups ● Religion, literacy and ethnicity 	<p>Unit VI: Social Demography of Nepal (9 hrs)</p> <ul style="list-style-type: none"> n) Demographic and spatial transition o) Population growth dynamics p) Caste and ethnic groups q) Languages and language groups r) Religious groups s) Literacy of population

	t) Literacy and ethnicity
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Note: The figures in the parentheses indicate the approximate periods for the respective units.

6. Required Readings:

Unit I: Introduction to Demography

Dasgupta, Samir. 2012. *Social Demography*. First impression. Chapter 1, pp. 1-27. New Delhi: PEARSON.

Curry, Tim, Robert Jiobu, KentSchwirlan. 2008. *Sociology for the Twenty First Century*. Fifth edition. Chapter 16, pp. 446-477.

Raj, Hans. 2010. *Population Studies*. Ninth edition. Chapter 2 & 3, pp. 10-28. Delhi: Surjeet Publications.

Unit II: Basic Concepts in Demography

Curry, Tim, Robert Jiobu, KentSchwirlan. 2008. *Sociology for the Twenty First Century*. Fifth edition. Chapter 16, pp. 446-477.

Raj, Hans. 2010. *Population Studies*. Ninth edition. Chapter 4, pp. 29-34. Delhi: Surjeet Publications.

Dasgupta, Samir. 2012. *Social Demography*. First impression. Chapter 3, 4, & 6, pp. 65-105; 130-145. New Delhi: PEARSON.

Unit III: Methods of Data Collection in Demography

Dasgupta, Samir. 2012. *Social Demography*. First impression. Chapter 2, pp. 28-64. New Delhi: PEARSON.

Raj, Hans. 2010. *Population Studies*. Ninth edition. Chapter 5, pp. 35-60. Delhi: Surjeet Publications.

Unit IV: Theories of Population

Dasgupta, Samir. 2012. *Social Demography*. First impression. Chapter 5, pp. 106-129. New Delhi: PEARSON.

Raj, Hans. 2010. *Population Studies*. Ninth edition. Chapter 10, pp. 140-151. Delhi: Surjeet Publications.

Jhingan, M.L., B.K. Bhatt, J.N. Desai. 2009. *Demography*. Second revised edition. Chapter 10, pp. 118-125. Delhi: Vrinda Publications.

Unit V: Urbanization

Jhingan, M.L., B.K. Bhatt, J.N. Desai. 2009. *Demography*. Second revised edition. Chapter 15, pp. 182-201. Delhi: Vrinda Publications.

Curry, Tim, Robert Jiobu, KentSchwirlan. 2008. *Sociology for the Twenty First Century*. Fifth edition. Chapter 16, pp. 446-477.

Subedi, Bhim Prasad. 2014. Urbanization in Nepal: Spatial Pattern, Social Demography and Development. In *Population Monograph of Nepal: Volume III, Economic Demography*. Chapter 4, pp. 154. Kathmandu: Central Bureau of Statistics.

Unit VI: Social Demography of Nepal

Sharma, Pitamber. 2014. *Some Aspects of Nepal's Social Demography*. Kathmandu: Himal Books.

Central Bureau of Statistics. 2014. *Population Monograph of Nepal: Volume II, Social Demography*. Kathmandu: Central Bureau of Statistics.

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: Livelihood Studies	Full marks: 100
Course No.: SOC 242	Pass marks: 45
Nature of the course: Theory	Period per week: 3
Year: Second	Time per period: 1hr
Semester: Fourth	Total periods: 48

1. Course Description

The course Livelihood Studies intends to familiarize the students with conceptual meaning of livelihood, livelihood diversification and determinants, and sustainable livelihood systems. It also intends to increase their exposure to the patterns, processes, variations and changes in the engagement of people living in different societies of the world in the process of making their livings. It is expected that through the study of the course the students will be able to interpret and analyse these patterns and processes in Nepal from sociological perspectives.

2. Course Objectives

At the end of this course, students will be able to:

- Describe livelihood and livelihood diversification strategies,
- Explain the key determinants of livelihood diversification, and development,
- Describe various dimensions of sustainable livelihood practices,
- Discuss various methodologies for livelihood study, and
- Analyze changing livelihood in Nepal from sociological perspectives.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define and discuss livelihood• Define various livelihood related concepts.• Describe livelihood as arrangements.• Describe livelihood trajectory.• Describe livelihood approach and its linkage to poverty.• Discuss various livelihood models.• Discuss rural livelihood in Asia Pacific countries.	<p>Unit I: Introduction (12hrs)</p> <ul style="list-style-type: none">a) Concept of livelihoodb) Livelihood related concepts (accessibility, accountability, adaptive strategy, civil society, community, coping strategies, efficiency, entitlement, equitability, equity, external environment, livelihood activity, livelihood assets, resilience)c) Livelihood as arrangementsd) Contextualizing livelihood arrangementse) Livelihood trajectoryf) Livelihood approach and linkage to povertyg) Livelihood model

	h) Rural livelihood in Asia-Pacific countries
<ul style="list-style-type: none"> • Describe diversification as a livelihood strategy. • Describe and discuss determinants of diversification. • Discuss the importance of household as a focus for livelihood related research. • Describe various methodology for livelihood analysis 	Unit II: Livelihood Diversification (12hrs) <ul style="list-style-type: none"> a) Diversification as a livelihood strategy (necessity versus choice) b) Determinants of diversification c) The household as a focus for livelihood research d) Conceptualization of social capital, critiques of social capital, measurement of social capital e) Methodologies for livelihood study.
<ul style="list-style-type: none"> • Discuss sustainable livelihood principles. • Describe sustainable livelihood framework. • Describe uses, values, concerns regarding sustainable livelihood. • Describe power, rights and broader institutional issues. • Discuss practical concepts of sustainable livelihood for the 21st century. 	Unit III: Sustainable Livelihood (12 hrs) <ul style="list-style-type: none"> a) Sustainable livelihood and livelihood resources b) Sustainable livelihood principles c) Sustainable livelihood framework d) Uses, value and concerns regarding sustainable livelihood e) Power, rights and broader institutional issues f) Sustainable livelihoods: Practical concept for the 21st Century
<ul style="list-style-type: none"> • Discuss livelihood change in the context of Nepal. • Discuss the importance of people's agency. • Discuss Nepal's integration with the global system. • Describe the mobility and agrarian change in Nepal. • Describe rural livelihood at risk. 	Unit IV: Changing Livelihoods in Nepal (12hrs) <ul style="list-style-type: none"> a) Livelihood and trajectory b) Multi-methodology c) Importance of people's agency d) Nepal's integration with the global system. e) Mobility and agrarian change f) Rural livelihood at risk

Note: The figures in the parentheses indicate the approximate periods for the respective units.

6. Required Readings:

Unit I: Introduction

Dijk, Tara van. 2011. Livelihoods, capitals and livelihood trajectories: a more sociological conceptualization. *Progress in Development Studies*, 11(2):101-117.

Soussan, John; Piers Blaikie, Oliver Springate-Baginski and Matthew Chadwick. 2012. *Understanding Livelihood Processes and Dynamics Livelihood-Policy Relationships in South Asia Working Paper 1*. UK: DFID.

Singh, SK. 2010. *Rural Livelihood in Asia-Pacific Studies*. Paper presented at the Fourth Regional Policy Dialogue on Sustainable Rural Livelihoods on 26 January 2010 at CIRDAP Auditorium, Dhaka, Bangladesh.

Pandey, Tulsi R. 2012. Towards a Framework for Study of Rural Livelihoods. *Occasional Papers on Sociology and Anthropology*, 12:131-168.

Unit II:

Ellis, Frank. 2000. The Determinants of Rural Livelihood Diversification in Developing Countries. *Journal of Agricultural Economics*, 51(2): 289-302.

Deo, Uttam Kumar, G.D NageswaraRao, Y. Mohan Rao and Rachel Slater. 2002. *Diversification and Livelihood Options: A Study of Two Villages in Andhra Pradesh, India*. UK: Overseas Development Institute

Pandey, Tulsi R. 2012. Towards a Framework for Study of Rural Livelihoods. *Occasional Papers on Sociology and Anthropology*, 12:131-168.

Wheelock, Jane and Elizabeth Oughton. 1996. The Household as a Focus for Research. *Journal of Economic Issues*, 30(1): 143-159.

Martin, Adrienne M., Pascal C. Sanginga, Rick N. Kamugisha. 2004. *Methodology for Social Capital, Gender and Livelihood Analysis*. Uganda: International Centre for Tropical Agriculture.

Unit III: Sustainable Livelihoods

Scoones, Ian. Sustainable Rural Livelihoods: A Framework for Analysis. IDS Working Paper 72.

Carney, Daina. 2002. Sustainable Livelihood Approaches: Progress and Possibilities for Change. DFID.

Chambers, Robert and Gordon R. Conway. 1991. Sustainable Rural Livelihoods: Practical Concept for the 21st Century. IDS Discussion Paper 296.

Unit IV: Changing Livelihoods in Nepal

D. K. Bagchi, D.K; Piers Blaikie, John Cameron, M. Chattopadhyay, N. Gyawali and David Seddon. 1998. Conceptual and Methodological Challenges in the Study of Livelihood Trajectories: Case Studies in Eastern India and Western Nepal. *Journal of International Development*, 10:453-468.

Adhikari, Jagannath. 2008. Changing Livelihoods: Essays on Nepal's Development since 1990, pp 1-104. Kathmandu: Martin Chautari.

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: **Political Sociology** Full marks: 100

Course No.: SOC 351 Pass marks: 50

Nature of the course: Theory Period per week: 3

Year: Third Time per period: 1hr

Semester: Fifth Total periods: 48

1. Course Description

The course ‘Political Sociology’ deals with the foundational issues of political power and authority and its linkages with state, governance, and development. In this process it begins with introducing the students about the conceptual and theoretical issues that can help to explain the relationship between political system and social structures and their transitional situations. This course will thus require the students to immerse into texts to develop their comprehension, analytic, and writing skills.

2. Course Objectives

At the end of this course, students will be able to:

- Describe the political process in terms of state, governance and development,
- Explain the key dimensions aspects of politics and authority, and
- Analyse and explain the relationship between politics and society.
- Analyze political system in Nepal

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define and discuss political sociology.• Describe the origin and development of political sociology.• Discuss the nature and scope of political sociology• Discuss the relationship with sociology, political science, psychology and anthropology.• Explain various approaches to political sociology; historical, comparative, traditional, and behavior.	<p>Unit I: Introduction (12hrs)</p> <ul style="list-style-type: none">i) Meaning and definition of political sociologyj) Origin and development of political sociologyk) Nature and scope of political sociologyl) Relationship of political sociology and other social sciences: political science, sociology, psychology, anthropologym) Approaches to political sociology (historical, comparative, traditional and behavioural approaches)

<ul style="list-style-type: none"> • Discuss the concept power, theories of power and various sources of power. • Discuss the notion of politics and society 	<p>Unit II: Power, Politics and Society (9hrs)</p> <ul style="list-style-type: none"> r) Definition of power s) Theories of power: pluralist; elite; ruling class; t) Nature of power u) Sources of political power: geography; natural resources; technology; industrial capacity; military; ideology
<ul style="list-style-type: none"> • Discuss the meaning, nature, types and characteristics of power and authority. 	<p>Unit III: Leadership and Authority (9 hrs)</p> <ul style="list-style-type: none"> g) Meaning of leadership h) Nature of leadership i) Types of leadership j) Meaning of authority k) Nature of authority l) Types of authority m) Characteristics of authority
<ul style="list-style-type: none"> • Discuss the political regime the historical context of Nepal. • Describe democracy and dictatorship type of political regime. 	<p>Unit IV: Political Regime: Democracy and Dictatorship (9 hrs)</p> <ul style="list-style-type: none"> t) Meaning u) Types v) Major features
<ul style="list-style-type: none"> • Discuss the political system in Nepal in historical context 	<p>Unit V: Political System in Nepal (9 hrs)</p> <ul style="list-style-type: none"> a) Political system before pre-unification period b) Pre-unification period c) Rana regime d) Panchayat e) Democratic period (1990 onwards)

Note: The figures in the parentheses indicate the approximate periods for the respective units.

6. Required Readings:

Unit I: Introduction

Dasgupta, Samir. 2011. *Political Sociology*. Delhi: PEARSON. Pp 1-16.

Rathore, L. S. 1986. Political Sociology: Its Meaning, Evolution and Scope. *The Indian Journal of Political Science*, Vol. 47, No. 1 (January-March 1986), pp. 119-140. Stable URL: <http://www.jstor.org/stable/41855222>, Accessed: 23-02-2017 14:37 UTC

Catlin, George E. G. 1967. Contemporary Political Sociology. *Sociology*, Vol. 1, No. 3 (September 1967), pp. 293-301.

Stable URL: <http://www.jstor.org/stable/42850545>, Accessed: 23-02-2017 14:37 UTC

Stallings, Robert A. 2002. Weberian Political Sociology and Sociological Disaster Studies. *Sociological Forum*, Vol. 17, No. 2 (Jun., 2002), pp. 281-305.

Stable URL: <http://www.jstor.org/stable/3070327>, Accessed: 23-02-2017 14:38 UTC

Sharma, L. N. 1978. Political Sociology: A Perspective for the Study of Comparative Politics. *The Indian Journal of Political Science*, Vol. 39, No. 3 (July-Sept. 1978), pp. 390-405.

Stable URL: <http://www.jstor.org/stable/41854859>, Accessed: 23-02-2017 14:37 UTC

Haralambos, Michael & Holborn, Martin. 1999. *Sociology: Themes and Perspectives*. Fourth Edition. Chapter 9, pp. 499-578.

Unit II: Power, Politics and Society

Dasgupta, Samir. 2011. *Political Sociology*. Delhi: PEARSON. Pp 135-155.

Walters, William. 2002. Social Capital and political Sociology: Re-imagining Politics? *Sociology*, Vol. 36, No. 2 (May 2002), pp. 377-397.

Stable URL: <http://www.jstor.org/stable/42858097>, Accessed: 23-02-2017 14:44 UTC

Heisler, Martin O. 1992. Migration, International Relations and the New Europe: Theoretical Perspectives from Institutional Political Sociology. *The International Migration Review*, vol 26, No. 2, Special Issue: The New Europe and International Migration (Summer, 1992), pp. 596-622.

Stable URL: <http://www.jstor.org/stable/2547073>, Accessed: 23-02-2017 14:47 UTC

Saberwal, Satish. 1972. Education and Inequality: An Essay in Political Sociology. *Economic and Political Weekly*, Vol. 7, No. 5/7, Annual Number (Feb., 1972), pp. 409-412.

Stable URL: <http://www.jstor.org/stable/4361019>, Accessed: 23-02-2017 14:48 UTC

Schaefer, Richard T. 2006. *Sociology: A Brief Introduction*. Sixth Edition. Pp. 366-375. New Delhi: TATA MCGRAW-HILL.

McKee, James B. 1981. *Sociology: The Study of Society*. Pp. 121-145. New York: Holt, Rinehart and Winston

Haralambos, Michael & Holborn, Martin. 1999. *Sociology: Themes and Perspectives*. Fourth Edition. Chapter 9, pp. 499-578.

Unit III: Leadership and Authority

Walder, Andrew G. 2009. Political Sociology and Social Movements. *Annual Review of Sociology*, Vol. 35 (2009), pp. 393-412.

Stable URL: <http://www.jstor.org/stable/27800084>, Accessed: 23-02-2017 14:38 UTC

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Chapter 11, pp. 298-329. New Jersey: Pearson Prentice Hall.

Haralambos, Michael & Holborn, Martin. 1999. *Sociology: Themes and Perspectives*. Fourth Edition. Chapter 9, pp. 499-578.

Unit IV: Political Regime: Democracy and Dictatorship

Dasgupta, Samir. 2011. *Political Sociology*. Delhi: PEARSON. Pp 155-185.

Roused, Joseph S. 1957. Political Sociology and Public Administration in U. S. A. *II Politico*, Vol 22, No. 2 (September 1957), pp. 519-533.

Stable URL: <http://www.jstor.org/stable/43204461>, Accessed: 23-02-2017 14:44 UTC

Haralambos, Michael & Holborn, Martin. 1999. *Sociology: Themes and Perspectives*. Fourth Edition. Chapter 9, pp. 499-578.

Unit V: Political Systems in Nepal

Whelpton, Johna. 2005. *A History of Nepal*. Chapter 2, 3, 4, and 7. Pp. 35-121; 189-235. UK: Oxford University (This edition is printed in India by Gopsons Papers).

Shneiderman, Sara, Luke Wagner, Jacob Rinck, Amy L. Johnson and Austin Lord. 2016. Nepal's Ongoing Political Transformation: A review of post-2006 literature on conflict, the state, identities, and environments. *Modern Asian Studies* 50(6):2041–2114.

Far Western University
Faculty of Humanities and Social Sciences
B. A. (Sociology)

Course Title: Dynamics of Nepali Society and Culture	Full marks: 100
Course No.: SOC 352	Pass marks: 50
Nature of the course: Theory	Period per week: 3
Year: Third	Time per period: 1hr
Semester: Fifth	Total periods: 48

1. Course Description

The course ‘Dynamics of Nepali Society and Culture’ aims to introduce the fundamental aspects of Nepali society and culture in the changing historical context. The course primarily focuses on the key features of Nepali society and culture and highlights on the major changes that have taken place over the period of time. It also emphasizes on the analysis of society and culture from sociological perspectives. Finally, it develops critical and analytical capability of the students.

2. Course Objectives

At the end of this course, students will be able to:

- Describe key aspects and features of Nepali society and culture,
- Explain the dynamics of Nepali society and culture in the historical context, and
- Analyze society and culture critically.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Discuss changing Nepali context. • Describe the society and culture in Nepal. • Explain dimensions of time and space in Nepali culture and society 	<p>Unit I: Introduction (12hrs)</p> <ul style="list-style-type: none"> n) Changing Nepali context o) Society and culture in Nepal p) Dimensions of time and space in Nepali culture q) Society
<ul style="list-style-type: none"> • Explain the social diversity and change in terms of class, gender, caste/ethnicity, language, religion 	<p>Unit II: Social Diversity and Change (9 hrs)</p> <ul style="list-style-type: none"> f) Class g) Gender h) Caste/ethnicity i) Language j) Religion

<ul style="list-style-type: none"> • Discuss the contemporary debates in Nepal such as regionalism, federalism, secularism, pluralism, inclusion/exclusion, and so on. 	<p>Unit III: Contemporary Debates in Nepal (6hrs)</p> <ul style="list-style-type: none"> v) Ethnicity and identity w) Regionalism x) Federalism y) Secularism z) Pluralism aa) Multiculturalism bb) Minority rights cc) Exclusion and inclusion
<ul style="list-style-type: none"> • Discuss the social and economic history in terms people, social structure, family, food and various natural resources. 	<p>Unit IV: Social and Economic History of Nepal (12 hrs)</p> <p>Social History:</p> <ul style="list-style-type: none"> n) People o) Social structure p) Family system q) Food habits r) Dress and ornaments s) Social entertainment <p>Economic History:</p> <ul style="list-style-type: none"> a) Land and agriculture b) Forest and environment
<ul style="list-style-type: none"> • Discuss the contemporary sociology of Nepali life. • Describe secularism, urbanization, women’s problem, and so on. 	<p>Unit V: Contemporary Sociology of Nepali Life (9 hrs)</p> <ul style="list-style-type: none"> w) Old age in Nepal x) Secularism in Hindu Nepal: convergence and divergence y) Values in the doldrums: east and west Nepal z) Emergence of small towns: urban development in Nepal aa) Women’s problems bb) Caste and social life cc) Religion and culture

Note: The figures in the parentheses indicate the approximate periods for the respective units.

6. Required Readings:

Unit I: Introduction

Mishra, Chaitanya. 2067 BS. *Badlindo Nepali Paribesh* (Changing Nepali Scenario). *Lekhakiya* (Foreword). Kathmandu: Fine Print.

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.

Khatry, Prem K. 1989. *Aspects of Nepali Culture*. Selected Chapters. Kathmandu: Punya Khatry

Unit II: Social Diversity and Change

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

Hofer, Andras. 2012. *The Caste Hierarchy and the State in Nepal: A study of the Muliki Ain of 1854*. Reprint. Selected Chapters. Kathmandu: Himal Books.

Unit III: Contemporary Debates in Nepal

:

Centre for Nepal and Asian Studies. 2012. "Monism, Multiculturalism and Pluralism for Social Exclusion and Inclusion Perspectives". *Contributions to Nepalese Studies*, Volume 39, Special Issue 2012.

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. "Ethnic Upsurge in Nepal: Implications for Federalization". Pp. 58-90 in *Ethnicity and Federalization in Nepal*, edited by Chaitanya Mishra and Om Gurung. Kathmandu: Central Department of Sociology/Anthropology.

Centre for Nepal and Asian Studies. 2015. *Contributions to Nepalese Studies*, Volume 42 (1).

Unit IV: Social and Economic History of Nepal

Vaidya, Tulsi Ram, Tri RatnaManadhar, and Shankar Lal Joshi. 2001. *Social History of Nepal*. Reprint. Selected Chapters. New Delhi: Anmol Publications.

Regmi, Mahesh C. 2002. *Nepal: A Historical Miscellany*. Selected Chapters. Delhi: Adroit Publishers.

Unit V: Contemporary Sociology of Nepali Life

Sharma, Prayag Raj. 2006. "Contemporary Sociology of Nepali Life". Pp.265-346 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.

Regmi, Mahesh C. 2002. *Nepal: A Historical Miscellany*. Selected Chapters. Delhi: Adroit Publishers.

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: **Micro-Macro Sociological Perspectives**

Full marks: 100

Course No.: SOC 361

Pass marks: 45

Nature of the course: Theory

Period per week: 3

Year: Third

Semester: Sixth

Time per period: 1hr

1. Course Description

The course ‘Micro-Macro Sociological Perspectives’ is about the micro-macro sociological understanding and analysis of society. It discusses about the ways of linking individual to society or small with large and part with whole. This course deals with fundamental features of micro and macro sociological perspectives and the connections between them. Thus it provides the long view of the micro-macro link.

2. Course Objectives

At the end of this course, students will be able to:

- Discuss the relationship between individual and society and linkages between these perspectives.
- Identify and define micro and macro sociological perspectives and contradictions between agency-structure debates.
- Discuss the micro-macro link in terms of small with large or part with whole,
- Analyze social phenomena from micro-macro perspectives, and link with life and society in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define and discuss major sociological perspectives.• Distinguish micro and macro sociological perspectives.• Explain the relationship between micro and macro perspectives.	Unit I: View of Micro-Macro Debate (6 hrs) <ul style="list-style-type: none">r) Philosophical backgrounds) Micro-Macro debate in sociologyt) Contributions of Max Weber, Talcot Parsons, Karl Marx, Multi Paradigmatic debateu) Micro-macro link
<ul style="list-style-type: none">• Define micro sociology.• Discuss the features of micro-sociological perspectives.• Describe key micro-sociological	Unit II: Micro-Sociological Perspectives (9 hrs) <ul style="list-style-type: none">k) Interaction rituall) Self, mind, and social role

theories, their features and applications.	<ul style="list-style-type: none"> m) Definition of the situation and the social construction of reality n) The microstructuralism of Randall Collins o) The ethnomethodological challenge p) Phenomenological sociology q) Application of micro-sociological perspectives in everyday life
<ul style="list-style-type: none"> • Define macro-sociological perspective and describe its basic features. • Identify key macro theories and discuss them linking with substance in everyday life. • Explain the macro social structure such as political economy linking with macro theories such as world system. 	<p>Unit III: Macro-Sociological Perspectives (12 hrs)</p> <ul style="list-style-type: none"> dd) The origins of structural theorizing ee) The macrostructuralism of Peter M. Blau ff) System theories: general system theory; Talcott Parson's Functionalist Action system gg) Political economy: The basic Marxian Model; The World System hh) Application of macro theories in everyday life
<ul style="list-style-type: none"> • Discuss the relationship between micro-macro perspectives. • Describe micro-to-macro model • Explain the importance of meso-theories as integration between micro and macro. 	<p>Unit IV: Micro-Macro Integration* (12 hrs)</p> <ul style="list-style-type: none"> t) Micro-macro integration u) The moment towards micro-macro integration v) Micro-to-Macro Model w) The micro foundations of macro-sociology x) Meso-theories: the micro-macro connection; network theories
<ul style="list-style-type: none"> • Discuss the agency-structure integration approach. • Apply agency-structure approach to analyze social phenomena. 	<p>Unit V: Agency-Structure Integration* (9 hrs)</p> <ul style="list-style-type: none"> a) Introduction b) Structuration theory c) Culture and agency d) Habitus and Field e) Colonization of the life world f) Agency-structure and Micro-Macro linkages

Note: The figures in the parentheses indicate the approximate periods for the respective units.

**This unit is designed to enhance and develop individual capability and skill of reviewing theory and linking them into substance in everyday life. Therefore, teacher is expected to form groups of students and assign project work on analyzing micro-macro theories and link them with substance in everyday life activities. Therefore, the actual teaching class hours may exceed.*

6. Required Readings:

Unit I: Micro and Macro: General Approaches:

Collins, Randall. 2009. *Theoretical Sociology*. Reprinted. Introduction, pp. 1-8. New Delhi: Rawat Publications.

Alexander, & Bernhard Giesen. 1987. Introduction. Pp. 1-44, in *The Micro-Micro Link* edited by Jeffrey C. Alexander, Bernhard Giesen, Richard Munch & Neil J. Smelser. Berkley: University of California.

Unit II: Micro-Sociological Perspectives:

Collins, Randall. 2009. *Theoretical Sociology*. Reprinted. Chapter 6, 7, 8, 9 & 10, pp. 185-372. New Delhi: Rawat Publications.

Turner, Jonathan H. 1999. *The Structure of Sociological Theories*. Fourth Edition. Chapter 14, 15, 16, 17 & 18, pp. 309-406. Jaipur, India: Rawat Publications.

Unit III: Macro-Sociological Perspectives :

Collins, Randall. 2009. *Theoretical Sociology*. Reprinted. Chapter 2, 3, 4, & 5, pp. 45-184. New Delhi: Rawat Publications.

Turner, Jonathan H. 1999. *The Structure of Sociological Theories*. Fourth Edition. Chapter 19, 20, 21, & 22, pp. 407-478. Jaipur, India: Rawat Publications.

Unit IV: Micro-Macro Integration:

Ritzer, George. 2000. *Sociological Theory*. Fifth Edition. Chapter 11, pp. 493-520. Singapore: McGraw Hill.

Collins, Randall. 2009. *Theoretical Sociology*. Reprinted. Chapter 11 & 12, pp. 375-448. New Delhi: Rawat Publications.

Munch, Richard & Neil J. Smelser. 1987. Relating the Micro and Macro. Pp. 356-388 in *The Micro-Micro Link* edited by Jeffrey C. Alexander, Bernhard Giesen, Richard Munch & Neil J. Smelser. Berkeley: University of California.

Alexander, Jeffrey C. 1987. Action and Its Environments. Pp. 289-318 in *The Micro-Micro Link* edited by Jeffrey C. Alexander, Bernhard Giesen, Richard Munch & Neil J. Smelser. Berkeley: University of California.

Unit V: Agency-Structure Integration:

Ritzer, George. 2000. *Sociological Theory*. Fifth Edition. Chapter 15, pp. 521-552. Singapore: McGraw Hill.

Bilton, Tony, Kevin Bonnett, Philip Jones, Michelle Stanworth, Ken Sheard, & Andrew Webster. 1982. *Introductory Sociology*. Chapter 12, Social Action Perspectives, pp. 733-759.

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: **Techniques of Data Generation and Analysis in Sociological Research**

Course No.: SOC 362

Nature of the course: Theory

Year: Third

Semester: Sixth

Full marks: 100

Pass marks: 50

Period per week: 3

Total periods: 48

1. Course Description

The course ‘Techniques and Data Generation and Analysis in Sociology’ is the continuity of the course ‘Research Methods in Sociology’ included in the second semester. In that second semester course students familiarized themselves with fundamental research methods in Sociology with particular emphasis on research design and sampling types. This course ‘Techniques of Data Generation and Analysis in Sociological Research’ includes some important components of research process that begins from the field. This course, therefore, offers some data collecting techniques/tools that are used in Sociology. In addition, this course also incorporates major techniques of data analysis which help students to develop their knowledge and research skills.

2. Course Objectives

At the end of this course, students will be able to:

- Identify appropriate data generating techniques/tools in relation to a particular research question,
- Explain the importance and application of both qualitative and quantitative data collection techniques/tools often used in sociological research,
- Discuss the importance and application of both qualitative and quantitative data techniques/tools often used in sociological research,
- Apply the various data collection and analysis techniques/tools in their research project.
- Prepare a research report following scientific criteria.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define unit of analysis, variables and data.• Describe the nature and types of data.• Discuss the relationship between theory and data.• Discuss the process of doing field work/working with secondary data	<p>Unit I: Locating Field and Generating/Collecting Data (6 hrs)</p> <ul style="list-style-type: none">v) Unit of analysis/entity, variables, and dataw) Nature/types datax) Theory and datay) Selection of field – issues, perspective and locationz) Preparing for the fieldaa) Working with secondary databb) Ethics: protecting human subject and research integrity

<ul style="list-style-type: none"> • Define field research and ways of selecting field • Describe the process of collecting data through observation, indepth interview, case study • Introduce with historical-comparative methods • Discuss the form and process of collecting qualitative data from secondary sources 	Unit II: Qualitative Data Collection Techniques (6 hrs) <ul style="list-style-type: none"> r) Choosing a site and gaining access s) Rapport building and familiarization with the context t) Observation: Types, opportunities and challenges u) Qualitative Interview: Types, opportunities and challenges v) Case study: Strengths and limitations w) Visual sociology x) Historical-comparative method y) Dealing with qualitative data from secondary sources
<ul style="list-style-type: none"> • Discuss the meaning and types of survey research. • Describe the process of constructing a good questionnaire/schedule. • Explain the process of administering questionnaire. 	Unit III: Quantitative Data Collection Techniques* (6 hrs) <ul style="list-style-type: none"> ii) Survey research jj) The logic of survey research kk) Constructing the questionnaire/schedule ll) Administering the surveys mm) Interviewing techniques
<ul style="list-style-type: none"> • Define the key ways of presenting/displaying data • Discuss the process of different forms of presentation of data. 	Unit IV: Displaying/Presentation of Data (3 hrs) <ul style="list-style-type: none"> a) Graphic presentation b) Tabular presentation c) Textual-descriptive presentation
<ul style="list-style-type: none"> • Discuss the role of theoretical orientation in data analysis. • Describe major ways of qualitative data analysis. • Explain the process of qualitative data analysis with reference to a specific technique of data analysis. 	Unit V: Qualitative Data Analysis (9 hrs) <ul style="list-style-type: none"> dd) Relationship between approach and data analysis ee) Content analysis ff) Narrative analysis gg) Conversation analysis hh) Discourse analysis
<ul style="list-style-type: none"> • Discuss the basic statistical concepts. • Describe major techniques of data analysis. • Explain the application of statistical techniques in sociological research. • Identify and apply specific statistical techniques in the reference of a particular type of research questions. 	Unit VI: Quantitative Data Analysis (12 hrs) <ul style="list-style-type: none"> y) Univariate, bivariate and multivariate analysis z) Descriptive and inferential statistics aa) Measures of central tendency and measures of dispersion (application only) bb) Cross tabulation: bivariate relationship, Chi-square and Gamma test (logic and application only) cc) Correlation: Karl Pearson, Spearman's Rank order (logic and application only) dd) Regression: cause and effect relationship: (logic and application only)

<ul style="list-style-type: none"> • Conceptualize research report • Explain major components of research report • Discuss the process of writing report. • Understand the importance of referencing in relation to plagiarism 	<p style="text-align: center;">Unit VII: Writing a Research Report* (6hrs)</p> <ul style="list-style-type: none"> a) Writing a research report b) Developing outline c) Writing about variable d) Ethical issues e) Referencing
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Note: The figures in the parentheses indicate the approximate periods for the respective units.

**This unit is designed to enhance and develop individual capability and skill of designing and implementing surveys. Therefore, teacher is expected to form groups of students and assign project work on survey design and conduct a survey developing appropriate survey instrument. Therefore, the actual teaching class hours may exceed.*

6. Required Readings:

Unit I: Locating Field and Generating/Collecting Data (6 hrs)

Baker, T. L. 2014. *Doing Social Research*. Third Edition. Chapter 4, pp. 101-132. New Delhi: McGrawHill Education.

Young, P. V. 1998. *Scientific Social Surveys and Research*. Chapter 8, pp. 186-213. New Delhi: Prentice Hall of India.

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 9, pp. 137-166. New Delhi: SAGE Publication.

Marvasti, Amir B. 2004. *Qualitative Research in Sociology: An Introduction*, Chapter 1, Pp 1-13. London: SAGE Publications.

Dooley, David. 1997. *Social Research Methods*. Third Edition. Chapter 2, Ethics: Protecting Human Subject and Research Integrity, pp. 16-36. New Delhi: Prentice Hall of India.

Unit II: Qualitative Data Collection Techniques (6hrs)

Neuman, W. Lawrence. 2006. *Social Research Methods: Qualitative and Quantitative Approaches*. Sixth Edition. Chapter 13 & 14, pp. 378-457. New Delhi: PEARSON Education.

Baker, T. L. 2014. *Doing Social Research*. Third Edition. Chapter 8, pp. 239-265. New Delhi: McGrawHill Education.

Young, P. V. 1998. *Scientific Social Surveys and Research*. Chapter 6, pp. 148-160. New Delhi: Prentice Hall of India.

Marvasti, Amir B. 2004. *Qualitative Research in Sociology: An Introduction*, Chapter 2 Pp 114-132, and Chapter 4, Pp 62-80. London: SAGE Publications.

Unit III: Quantitative Data Collection Techniques (6 hrs)

Neuman, W. Lawrence. 2006. *Social Research Methods: Qualitative and Quantitative Approaches*. Sixth Edition. Chapter 19, 10, and 11. New Delhi: PEARSON Education.

Baker, T. L. 2014. *Doing Social Research*. Third Edition. Chapter 7, pp. 200-238. New Delhi: McGrawHill Education.

Unit IV: Displaying/Presentation of Data (3 hrs)

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 16, pp. 291-310. New Delhi: SAGE Publication.

Young, P. V. 1998. *Scientific Social Surveys and Research*. Chapter 13, pp. 387-410. New Delhi: Prentice Hall of India.

Unit V: Qualitative Data Analysis (9 hrs)

Baker, T. L. 2014. *Doing Social Research*. Third Edition. Chapter 11, pp. 331-348. New Delhi: McGrawHill Education.

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 12, pp. 191-214. New Delhi: SAGE Publication.

Marvasti, Amir B. 2004. *Qualitative Research in Sociology: An Introduction*, Chapter 5, Pp 81-113. London: SAGE Publications.

Unit VI: Quantitative Data Analysis (12 hrs)

Young, P. V. 1998. *Scientific Social Surveys and Research*. Chapter 11, pp. 274-347. New Delhi: Prentice Hall of India.

Neuman, W. Lawrence. 2006. *Social Research Methods: Qualitative and Quantitative Approaches*. Sixth Edition. Chapter 12, pp.343-377. New Delhi: PEARSON Education.

Baker, T. L. 2014. *Doing Social Research*. Third Edition. Chapter 11, pp. 331-348. New Delhi: McGrawHill Education.

Unit VII: Writing a Research Report (6hrs)

Kumar, Ranjit. 2011. *Research Methodology*. Third Edition. Chapter 12 & 13, pp.359-424. New Delhi: SAGE Publication.

Kothari, C. R. 2009. *Research Methodology*. Chapter 19, pp. 407-422. New Delhi: New Age International Publishers.

Marvasti, Amir B. 2004. *Qualitative Research in Sociology: An Introduction*, Chapter 6 & 7, Pp 119-144. London: SAGE Publications.

Far Western University
Faculty of Humanities and Social Sciences
B. A. (Sociology)

Course Title: **Basic Statistics in Sociological Research**

Level: BA

Full marks: 100

Course No.: SOC 471

Pass marks: 50

Nature of the course: Theory

Period per week: 3

Year: Fourth

Total periods: 48

Semester: Seventh

1. Course Description

The course ‘Basic Statistics in Sociological Research’ is about introduction and use of fundamental statistics in sociological research. In the sixth semester students have learned about the techniques of data generating. This course familiarizes students with the basic statistical techniques that can be used in analyzing the generated data from sociological perspective. It focuses on application of statistics in sociological research rather than statistical computation. Since this is the course for beginners it simply motivates students towards applying statistical techniques in sociological research. In addition, this course incorporates key statistical techniques of data analysis which help students to develop their knowledge and research skills in quantitative research.

2. Course Objectives

At the end of this course, students will be able to:

- Discuss key statistical techniques useful in sociological research,
- Explain the importance and application of basic statistical techniques in sociological research,
- Discuss the logic and ways of applying statistical techniques in sociological research,
- Apply fundamental statistical techniques in quantitative data analysis,
- Prepare a research report applying basic statistics included in the course.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Discuss the nature of social research. • Describe the nature and test of hypothesis. • Discuss the stages of social research • Describe the functions of statistics in sociological research. 	<p>Unit I: Use of Statistics in Sociological Research (6 hrs)</p> <ul style="list-style-type: none"> a) The nature of social research b) Testing hypothesis c) Stages of social research d) The functions of statistics e) Thinking statistically
<ul style="list-style-type: none"> • Discuss frequency distribution. • Describe the ways of comparing distributions. 	<p>Unit II: Organizing and Describing Data (6 hrs)</p> <ul style="list-style-type: none"> a) Frequency distribution of nominal data

<ul style="list-style-type: none"> • Explain the logic of using proportion, percentage, ratio and rates • Discuss the ways of presenting frequency distribution of ordinal, interval and ratio scale data 	<ul style="list-style-type: none"> b) Comparing distributions c) Proportions and percentages d) Ratios and rates e) Frequency distribution of ordinal and interval data f) Grouped frequency distribution of interval and ratio data g) One way and two way tables; univariate, bivariate and multivariate tables and measures of association; Chi-square test, Gamma test, rank order correlation
<ul style="list-style-type: none"> • Discuss the concept of measures of central tendency • Compute and discuss the application of mode. • Compute and discuss application of median. • Compute and discuss the application of mean. 	<p>Unit III: Computation and Application of Central Tendency</p> <p style="text-align: right;">(6 hrs)</p> <ul style="list-style-type: none"> nn) Computation and application of the mode oo) Computation and application of median pp) Computation and application of mean qq) Comparing mode, median and mean
<ul style="list-style-type: none"> • Compute and discuss the application of measures and application of variability. • Compute and discuss the application of range, mean deviation, variance and standard deviation in research. 	<p>Unit IV: Computation and Application of Variability 3 hrs)</p> <ul style="list-style-type: none"> d) The range e) Computation and application of the mean deviation f) Computation and application of the variance and standard deviation g) The standard deviation h) Comparing measures of variability
<ul style="list-style-type: none"> • Discuss the comparison between means. • Describe the ways of testing hypothesis. • Explain the logic of level of significance. • Discuss the logic of test of difference of proportions • Explain the logic of analysis of variance 	<p>Unit V: Comparison of Means and Proportions (9 hrs)</p> <ul style="list-style-type: none"> ii) Testing differences between means jj) The null and research hypothesis kk) Testing hypothesis with the distribution of differences between means ll) Level of significance mm) Test of difference between proportions nn) Analysis of variance
<ul style="list-style-type: none"> • Discuss the basic concepts of correlation • Describe the strength and direction of correlation. • Compute and explain the meaning of correlation coefficient. • Compute and discuss the logic of partial correlation. 	<p>Unit VI: Computation and Application of Correlation* (9 hrs)</p> <ul style="list-style-type: none"> ee) Concept of correlation ff) Strength and direction of correlation gg) Computation and application of the correlation coefficient hh) Computation and application of partial correlation

<ul style="list-style-type: none"> • Conceptualize regression • Compute and explain the logic of applying regression • Explain the relationship between regression and correlation. • Discuss the logic of multiple regression 	<p style="text-align: center;">Unit VII: Computation and Application of Regression* (9 hrs)</p> <ul style="list-style-type: none"> h) The regression model i) Computation and application of regression coefficient j) Interpreting the regression line k) Discuss application of the regression and correlation l) Multiple regression
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Note: The figures in the parentheses indicate the approximate periods for the respective units.

**This unit is designed to enhance the individual capability in terms of research skill of applying statistical techniques in analyzing data. Therefore, teacher is expected to form groups of students and assign project work on applying statistical techniques. Therefore, the actual teaching class hours may exceed.*

4. Instructional Techniques

4.1 General technique

- Lecture and discussion
- Group and individual work
- Self study

4.2 Specific technique

- Project work
- Presentation

5. Evaluation

5.1 Internal Exam (40%)

- Class room discussion and participation
- Project work and group work
- Field Research
- Term paper
- Research Report
- Send up exam

5.2 Final Examination (60%)

- Written exam

6. Required Readings:

Unit I: Use of Statistics in Sociological Research (6 hrs)

Levin, Jack & James Alan Fox. 2012. *Elementary Statistics in Social Research*. Tenth Edition. Chapter 1, pp. 17-42. New Delhi: Pearson Education.

Moore, Davis S. 2007. *The Basic Practice of Statistics. Fourth Edition*. Chapter-To the Student: Statistical Thinking, pp. xxiii-xxix. New York, USA: W.H. Freeman and Company.

Unit II: Organizing and Describing Data (6hrs)

Levin, Jack & James Alan Fox. 2012. *Elementary Statistics in Social Research*. Tenth Edition. Chapter 2, pp. 43-86. New Delhi: Pearson Education.

Moore, Davis S. 2007. *The Basic Practice of Statistics. Fourth Edition*. Chapter 1, pp. 3-36. New York, USA: W.H. Freeman and Company.

Unit III: Computation and Application of Central Tendency (6 hrs)

Levin, Jack & James Alan Fox. 2012. *Elementary Statistics in Social Research*. Tenth Edition. Chapter 3, pp. 97-116. New Delhi: Pearson Education.

Moore, Davis S. 2007. *The Basic Practice of Statistics. Fourth Edition*. Chapter 2, pp. 37-46. New York, USA: W.H. Freeman and Company.

Kothari, C. R. & Garg, Gaurav. 2014. *Research Methodology: Methods and Techniques*. Third Edition. Chapter 8, pp. 129-32. New Delhi: New Age International Publishers.

Unit IV: Computation and Application of Variability (3 hrs)

Levin, Jack & James Alan Fox. 2012. *Elementary Statistics in Social Research*. Tenth Edition. Chapter 4, pp. 125-147. New Delhi: Pearson Education.

Moore, Davis S. 2007. *The Basic Practice of Statistics. Fourth Edition*. Chapter 2, pp. 47-63. New York, USA: W.H. Freeman and Company.

Kothari, C. R. & Garg, Gaurav. 2014. *Research Methodology: Methods and Techniques*. Third Edition. Chapter 8, pp. 132-36. New Delhi: New Age International Publishers.

Unit V: Comparison of Means and Proportions (9 hrs)

Levin, Jack & James Alan Fox. 2012. *Elementary Statistics in Social Research*. Tenth Edition. Chapter 7, pp. 233-270. New Delhi: Pearson Education.

Moore, Davis S. 2007. *The Basic Practice of Statistics. Fourth Edition*. Chapter 18, 19, 20, 21, pp. 433-520. New York, USA: W.H. Freeman and Company.

Unit VI: Computation and Application of Correlation (9 hrs)

Levin, Jack & James Alan Fox. 2012. *Elementary Statistics in Social Research*. Tenth Edition. Chapter 10, pp. 343-365. New Delhi: Pearson Education.

Moore, Davis S. 2007. *The Basic Practice of Statistics. Fourth Edition*. Chapter 4, pp. 90-114. New York, USA: W.H. Freeman and Company.

Unit VII: Computation and Application of Regression (9 hrs)

Levin, Jack & James Alan Fox. 2012. *Elementary Statistics in Social Research*. Tenth Edition. Chapter 11, pp. 373-393. New Delhi: Pearson Education.

Moore, Davis S. 2007. *The Basic Practice of Statistics. Fourth Edition*. Chapter 5, pp. 115-148. New York, USA: W.H. Freeman and Company.

Far Western University
Faculty of Humanities and Social Sciences
B. A. (Sociology)

Course Title: **Economy and Society in Far-Western Nepal**

Course No.: SOC 472

Full marks: 100

Nature of the course: Theory

Pass marks: 50

Year: Fourth

Period per week: 3

Semester: Seventh

Time per period: 1hr

Level: BA

Total periods: 48

1. Course Description

The course 'Economy and Society in Far-Western Nepal' is about the economic resources, production, and distribution in relation to the social context of far-western Nepal. It discusses about the fundamental aspects of economy in relation to social life of people in the region. This course deals with salient features of economy in the region from sociological perspective. Thus this course reflects the relationship between economy and society in far-western Nepal. At the end of the course, students should be able to collect village level data, and prepare a report.

2. Course Objectives

At the end of this course, students will be able to:

- Discuss the nature of economy and society in far-western Nepal.
- Describe the salient features of economy in relation to the social life of people in far-western Nepal.
- Analyze the relationship between nature of society and nature of economy in the region.
- Collect village level data and prepare a report.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Discuss the concept of society and economy. • Explain the caste and gender relations based on empirical findings. 	<p>Unit I: Introduction (12 hrs)</p> <p style="padding-left: 40px;">rr) Introduction to Far-western region ss) Key features of Far-western society and culture tt) Caste relations uu) Gender and caste</p>

<ul style="list-style-type: none"> • Discuss the land, labor and society in far-western Nepal. 	<p>Unit II: Land, Labor and Society in Far-Western Nepal (12 hrs)</p> <ul style="list-style-type: none"> a) Land-labor relationship b) Haliaya c) Kamaiya
<ul style="list-style-type: none"> • Discuss the development, social movements and practices of freedom in far-western Tarai 	<p>Unit III: Awareness, Development and Empowerment in Tarai (12 hrs)</p> <ul style="list-style-type: none"> m) Community development n) Community empowerment o) Land and social relationship
<ul style="list-style-type: none"> • Discuss on the general themes to be included in a village level socio-economic and developmental study • Conduct fieldwork, collect village level data, prepare and present a field report. 	<p>Unit IV: General themes to be included in a village level socio-economic and developmental study (12 hrs)</p> <ul style="list-style-type: none"> g) Geography /location h) Village history and settlement i) Socio-demographic characteristics j) Socio-cultural characteristics k) Economy, occupation and livelihood l) Developmental issues <p>(Students are supposed to collect the data from a village and write a report based on guidance provided by the concerned faculty)</p>

Note: The figures in the parentheses indicate the approximate periods for the respective units.

**This unit is designed to enhance and develop individual capability and skill of critically analyzing the current state of society and economy in far-western Nepal. Therefore, teacher is expected to form groups of students and assign project work on analyzing contemporary issues on society and economy with substance in everyday life activities. Therefore, the actual teaching class hours may exceed.*

4. Instructional Techniques

4.1 General technique

- Lecture and discussion
- Group and individual work
- Self study

4.2 Specific technique

- Project work
- Presentation

5. Evaluation

5.1 Internal Exam (40%)

- Class room discussion and participation
- Project work and group work

- Term paper
- Send up exam

5.2 Final Examination (60%)

- Written exam

6. Required Readings:

Unit I: Introduction

Bist, Pirt Bahadur. 2016. Introduction to Far-western Society and Culture (Text in Nepali), Kanchanpur: FWU.

Cameron, Mary M. 2005. On the Edge of the Auspicious: Gender and Caste in Nepal (Pp 1-66). Kathmandu: Mandala Books.

Unit II: Land, Labor and Society in Far-Western Nepal:

Khadka, Samir. 2010. Nepalma Haliya Pratha. In Dr Ganesh Gurung ed., *Garibi ra Bhumi Sudhar* (Pp, 237-241). Kathmandu: NIDS.

Cameron, Mary M. 2005. On the Edge of the Auspicious: Gender and Caste in Nepal (Pp 84-118). Kathmandu: Mandala Books.

Giri, Birendra Raj. 2011. The Bonded Labor System in Nepal: Exploring Haliyas and Kamaiya Children's Life-World. In Arjun Guneratne (ed.). *The Tarai. History, Society, Environment* (Pp 70-100]. Kathmandu: Himal Books.

Fujikura, Tatsuro. 2013. Discourse of Awareness: Development, Social Movement and the Practice of Freedom in Nepal [Chapter 7: Emancipation of Kamaiyas, Pp 213-263], . Kathmandu: Martin Chautari.

Unit III: Awareness, Development and Empowerment in Tarai

Fujikura, Tatsuro. 2013. Discourse of Awareness: Development, Social Movement and the Practice of Freedom in Nepal [Pp 1-158], . Kathmandu: Martin Chautari.

Unit IV: General themes to be included in a village level socio-economic and developmental study

Bist, Pirt Bahadur, Jitendra Rasaili and Sabina Joshi. 2014. *Barpata*. Kathmandu: Himal Books

[Practicum: Collect village data, prepare and present a report]

Far Western University
Faculty of Humanities and Social Sciences
B. A. (Sociology)

Course Title: **Gender Studies**

Level: BA

Full marks: 100

Course No.: SOC 481

Pass marks: 45

Nature of the course: Theory

Period per week: 3

Year: Fourth

Total periods: 48

Semester: Eighth

1. Course Description

Gender contributes to the formation of social identities, role and power differences. The course ‘Gender Studies’ is about gender and its social construction. This course familiarizes students with the basic concepts, social construction of gender and its implication in society developing the analytical capability among students from sociological perspective. It focuses on social construction and its relation to social institutions, culture, development, and so on. In addition, this course incorporates the concept of gender and power violence in relation to Nepali context.

2. Course Objectives

At the end of this course, students will be able to:

- Discuss gender and its construction from sociological perspectives,
- Explain the importance and use of gender as concept in institutions, ,
- Discuss the process of gender socialization,
- Describe gender in relation to gender, sexuality, power and violence
- Discuss the relationship between gender and development
- Investigate power differences and processes of inclusion/exclusion, discrimination, and emancipation.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define the concept of gender. • Describe the difference sex and gender. • Discuss the construction of gender • Describe the features of femininity and masculinity. • Explain patriarchy 	<p>Unit I: Introduction (6hrs)</p> <ul style="list-style-type: none"> a. Concept of sex and gender b. Social construction of gender c. Femininity and masculinity d. Patriarchy
<ul style="list-style-type: none"> • Discuss the concept of gender socialization. • Describe the process of gender 	<p>Unit II: Gender Socialization and Social Control (12 hrs)</p>

<p>socialization.</p> <ul style="list-style-type: none"> • Explain the agents of gender socialization • Discuss the concept, process and agents of gender control • Describe the relationship between gender role and relationship in cross-cultural practices 	<ul style="list-style-type: none"> a. Concept of gender socialization b. Process of gender socialization c. Agents of gender socialization d. Concept of gender control e. Process of gender control f. Agents of gender control g. Gender role and relationship in cross-cultural practices
<ul style="list-style-type: none"> • Discuss the relationship between gender and social institutions • Describe the relationship between gender and education. • Relationship between gender and economy. • Relationship between gender and religion and state. 	<p>Unit III: Gender and Social Institutions (12 hrs)</p> <ul style="list-style-type: none"> a. Gender, household, marriage and family b. Gender and education c. Gender and economy d. Gender and religion e. Gender and state
<ul style="list-style-type: none"> • Discuss the relationship between gender, sexuality and violence. • Differentiate between heterosexuality and homosexuality • Discuss the concept of LGBTI 	<p>Unit IV: Gender, Sexuality and Violence (6hrs)</p> <ul style="list-style-type: none"> a. Gender identity and sexuality b. Heterosexuality and homosexuality c. LGBTI rights in Nepal d. Gender-based violence in Nepal
<ul style="list-style-type: none"> • Discuss gender in relation to development and rights • Discuss gender as development issue. • Discuss the concept of women in development. • Discuss the concept of gender and development • Describe the gender and legal rights in relation to constitution of Nepal 	<p>Unit V: Gender, Development and Rights (12 hrs)</p> <ul style="list-style-type: none"> a. Gender as a development issue b. Women in Development (WID) c. Gender and Development (GAD) d. Gender and legal rights in Nepal (citizenship, property rights, affirmative action and reproductive rights)

Note: The figures in the parentheses indicate the approximate periods for the respective units.

**This unit is designed to enhance the individual capability in terms of research skill of applying statistical techniques in analyzing data. Therefore, teacher is expected to form groups of students and assign project work on applying statistical techniques. Therefore, the actual teaching class hours may exceed.*

4. Instructional Techniques

4.1 General technique

- Lecture and discussion

- Group and individual work
- Self study

4.2 Specific technique

- Project work
- Presentation

5. Evaluation

5.1 Internal Exam (40%)

- Class room discussion and participation
- Project work and group work
- Field Research
- Term paper
- Research Report
- Send up exam

5.2 Final Examination (60%)

- Written exam

6. Required Readings:

Unit I: Introduction (6hrs)

Macionis, John J. 1987. *Sociology*. Eighth Edition. 1, pp. 17-42. New Delhi: Pearson Education.

Budgeon, Shelley. 2014. The Dynamics of Gender Hegemony: Femininities, Masculinities and Social Change. *Sociology*, Vol. 48, No. 2 (APRIL 2014), pp. 317-334. Stable URL: <https://www.jstor.org/stable/24433249>, Accessed: 26-08-2018 13:17 UTC.

Berkowitz, Dana, Manohar, Namita N.& Tinkler, Justine E. Walk Like a Man, Talk Like a Woman: Teaching the Social Construction of Gender. *Teaching Sociology*, Vol. 38, No. 2 (APRIL 2010), pp. 132-143. Stable URL: <https://www.jstor.org/stable/25677742>, Accessed: 26-08-2018 13:17 UTC.

Unit II: Gender Socialization and Social Control (12 hrs)

Martin, Steven C., Arnold, Robert M. & Parker, Ruth M. 1988. Gender and Medical Socialization. *Journal of Health and Social Behavior*, Vol. 29, No. 4, Theme: Continuities in the Sociology of Medical Education (Dec., 1988), pp. 333-343. Stable URL: <https://www.jstor.org/stable/2136867> Accessed: 26-08-2018 13:28 UTC.

Puentes, Jennifer & Goughery, Matthew. 2013. Intersections of Gender, Race, and Class in Introductory Textbooks. *Teaching Sociology*, Vol. 41, No. 2 (APRIL 2013), pp. 159-171. Stable URL: <https://www.jstor.org/stable/43187352>, Accessed: 26-08-2018 13:29 UTC.

Unit III: Gender and Social Institutions (12 hrs)

Martin, Patricia Yancey. 2004. Gender as Social Institution. *Social Forces*, Vol. 82, No. 4 (Jun., 2004), pp. 1249-1273. Stable URL: <https://www.jstor.org/stable/3598436>, Accessed: 26-08-2018 13:17 UTC.

Westerbook, Laurel & Schilt, Kristen. 2014. Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality. *Gender and Society*,

Vol. 28, No. 1 (February 2014), pp. 32-57. Stable URL: <https://www.jstor.org/stable/43669855>,
Accessed: 26-08-2018 14:35 UTC.

Wang, Xinyuan. 2016. Social media, politics and gender. In *Social Media in Industrial China*
Xinyuan Wang (Ed.). China: UCL Press. (2016) Stable URL:
<https://www.jstor.org/stable/j.ctt1g69xtj.10>.

Unit IV: Gender, Sexuality and Violence (6hrs)

Collet, Jessica L. & Lizardo, Omar. 2009. A Power-Control Theory of Gender and Religiosity.
Journal for the Scientific Study of Religion, Vol. 48, No. 2 (Jun., 2009), pp. 213- 231. Stable
URL: <https://www.jstor.org/stable/40405611> Accessed: 26-08-2018 13:32 UTC.

Jubber, Ken. 1991. The Socialization of Human Sexuality. *South African Sociological Review*, Vol. 4,
No. 1 (OCTOBER 1991), pp. 27-49. Stable URL: <https://www.jstor.org/stable/44461248>,
Accessed: 26-08-2018 14:03 UTC.

Unit V: Gender, Development and Rights (12 hrs)

Fernández, Raquel. 2014. Women's rights and development. *Journal of Economic Growth*, Vol. 19,
No. 1 (March 2014), pp. 37-80. Stable URL: <https://www.jstor.org/stable/44113418>, Accessed:
26-08-2018 14:08 UTC.

Painter, Genevieve Renard. 2005. Linking Women's Human Rights and the MDGs: An Agenda for
2005 from the UK Gender and Development Network. *Gender and Development*, Vol. 13, No. 1,
Millennium Development Goals (Mar., 2005), pp. 79-93. Stable URL:
<https://www.jstor.org/stable/20053138>, Accessed: 26-08-2018 14:08 UTC.

Bailey-Wiebecke, Ilka. 1995. Women, Development, and Human Rights: The Philippine Experience.
Philippine Studies, Vol. 43, No. 2 (Second Quarter 1995), pp. 260-267. Stable URL:
<https://www.jstor.org/stable/42634073>, Accessed: 26-08-2018 14:16 UTC.

Various readings related to gender and legal rights in Nepal [**please highlight Constitution of Nepal
2015 and Muluki Samhita 2018**]

Far Western University

Faculty of Humanities and Social Sciences

B. A. (Sociology)

Course Title: **Writing a Scientific Research Proposal and Report**

Level: BA

Full marks: 100

Course No.: SOC 482

Pass marks: 45

Nature of the course: Practical

Period per week: 3

Year: Fourth

Total periods: 48

Semester: Eighth

1. Course Description

The goal of a research proposal is to present and justify the need to study a research problem and to present the practical ways in which the proposed study should be conducted. A scientific research report is a document that describes the research issue, process and the results. It might also include conclusion and recommendations of the research.

The course ‘Writing a Scientific Research Proposal and Report’ is knowledge and skill based course which introduces the basic components of research proposal and report. This course familiarizes students with the basic techniques of writing research proposal and report that can be helpful in writing the research proposal and report from sociological perspective. It focuses on developing writing skill among students. Since this is the course for beginners it simply motivates students towards creative writing of research proposal and report. In addition, this course includes key techniques of data collection and analysis.

2. Course Objectives

At the end of this course, students will be able to:

- Discuss key techniques writing research proposal,
- Explain the basic components of good research proposal,
- Discuss the logic and ways of writing research proposal,
- Select appropriate data collection methods,
- Describe the process of data collection and challenges faced during the process,
- Discuss key techniques and basic components of research report.
- Prepare a research report with essential components.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Discuss the importance of sociological imagination• Describe the way of sociological thinking	Unit I: Sociological Thinking and Reasoning (8 hrs) <ul style="list-style-type: none">a. Sociological imaginationb. Sociological thinkingc. Sociological reasoning

<ul style="list-style-type: none"> • Discuss the stages of social research • Describe the functions of statistics in sociological research. 	d. Social variables
<ul style="list-style-type: none"> • Discuss frequency distribution. • Describe the ways of comparing distributions. • Explain the logic of using proportion, percentage, ratio and rates • Discuss the ways of presenting frequency distribution of ordinal, interval and ratio scale data 	Unit II: Formulation of Research Questions and Objective (4 hrs) <ul style="list-style-type: none"> p) Reviewing the literatures q) Identifying the gap r) Formulating research problem s) Developing research questions t) Formulating research objectives
<ul style="list-style-type: none"> • Discuss the concept of measures of central tendency • Compute and discuss the application of mode. • Compute and discuss application of median. • Compute and discuss the application of mean. 	Unit III: Literature Review (4 hrs) <ul style="list-style-type: none"> vv) Conceptualizing literatures ww) Preparing bibliography xx) Searching literatures yy) Reviewing literatures zz) Preparing review
<ul style="list-style-type: none"> • Discuss about planning social research • Describe designing social research • Discuss how to decide methods 	Unit IV: Planning and Design (4 hrs) <ul style="list-style-type: none"> a) Planning social research b) Designing social research c) Deciding on your methods
<ul style="list-style-type: none"> • Compute and discuss the application of measures and application of variability. • Compute and discuss the application of range, mean deviation, variance and standard deviation in research. 	Unit V: Collecting Data (4 hrs) <ul style="list-style-type: none"> a. Selecting study participants and units (e.g individual and households) b. Social survey c. Indepth-interview d. Focus group discussion e. Mix methods
<ul style="list-style-type: none"> • Discuss the comparison between means. • Describe the ways of testing hypothesis. • Explain the logic of level of significance. • Discuss the logic of test of difference of proportions • Explain the logic of analysis of variance 	Unit VI: Preparing Report (10 hrs) <ul style="list-style-type: none"> a. Unit of analysis b. Summarizing quantitative data c. Summarizing qualitative data d. Presentation of quantitative data e. Presentations of qualitative data f. Writing conclusion
<ul style="list-style-type: none"> • Prepare research proposal 	Unit VII: Practicum (14 hrs)

<ul style="list-style-type: none"> • Search and conduct review of the literature • Prepare data collection tools • Conduct fieldwork • Prepare and submit scientific report 	<p>The concerned faculty should form groups after completion of Unit I. Based on the each theory class, each group of students should work on:</p> <ul style="list-style-type: none"> • Research proposal, • Literature review, • Method of data collection, • Data collection tools, • Fieldwork, • Prepare and submit scientific report
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Note: The figures in the parentheses indicate the approximate periods for the respective units.

**This unit is designed to enhance the individual capability in terms of research skill of applying statistical techniques in analyzing data. Therefore, teacher is expected to form groups of students and assign project work on applying statistical techniques. Therefore, the actual teaching class hours may exceed.*

The faculty should encourage the students by asking a series of questions for their project work:

- What do you want to study?
- Why is the topic important?
- How is it significant sociologically?
- Is it doable within the timeframe?
- What has been said by others (literature review)
- Which methods should be used to collect the data?
- What are the plans for data analysis?

4. Instructional Techniques

4.1 General technique

- Lecture and discussion
- Group and individual work
- Self study

4.2 Specific technique

- Project work
- Presentation

5. Evaluation

5.1 Internal Exam (50%)

- Class room discussion and participation
- Project work and group work
- Field Research
- Term paper
- Research Report
- Send up exam

5.2 Final Examination (50%)

- Written exam

6. Required Readings:

Unit I: Sociological Thinking and Reasoning (8 hrs)

Schaefer, Richard T. 2006. *Sociology: A Brief Introduction*. Sixth Edition. Chapter 1, Developing A Sociological Imagination. Pp. 20-24. New York: Tata McGraw-Hill.

Flix, Uwe. 2011. *Introducing Research Methodology*. SAGE South Asia Edition. Part I, Orientation, pp. 1-3. New Delhi: SAGE Publications India.

Unit II: Formulation of Research Questions and Objective (4 hrs)

Schaefer, Richard T. 2006. *Sociology: A Brief Introduction*. Sixth Edition. Chapter 1, What is scientific method?. Pp. 29-30. New York: Tata McGraw-Hill.

Flix, Uwe. 2011. *Introducing Research Methodology*. SAGE South Asia Edition. Part I, Orientation, pp. 3-17. New Delhi: SAGE Publications India.

Unit III: Literature Review (4 hrs)

Schaefer, Richard T. 2006. *Sociology: A Brief Introduction*. Sixth Edition. Chapter 1, Major research designs. Pp. 36-38. New York: Tata McGraw-Hill.

Flix, Uwe. 2011. *Introducing Research Methodology*. SAGE South Asia Edition. Part I, Orientation, pp. 18-30. New Delhi: SAGE Publications India.

Unit IV: Planning and Design (4 hrs)

Schaefer, Richard T. 2006. *Sociology: A Brief Introduction*. Sixth Edition. Chapter 1, What is scientific method?. Pp. 30-31. New York: Tata McGraw-Hill.

Flix, Uwe. 2011. *Introducing Research Methodology*. SAGE South Asia Edition. Part II, Planning and design, pp. 45-100. New Delhi: SAGE Publications India.

Unit V: Collecting Data (4 hrs)

Schaefer, Richard T. 2006. *Sociology: A Brief Introduction*. Sixth Edition. Chapter 1, What is scientific method?. Pp. 31-34. New York: Tata McGraw-Hill.

Flix, Uwe. 2011. *Introducing Research Methodology*. SAGE South Asia Edition. Part III, Working with data, pp. 103-196. New Delhi: SAGE Publications India.

Unit VI: Preparing Report (10 hrs)

Flix, Uwe. 2011. *Introducing Research Methodology*. SAGE South Asia Edition. Part IV, Reflection and writing, pp. 197-255. New Delhi: SAGE Publications India.