

Mid-West University
Graduate School of Humanities and Social Sciences
BA in Sociology

Course code with Title: Eng 121: English for Professional Communication **Credit Hour:** 3
Year/Part: First/Second **Teaching Hour:** 48
Semester: Second **Full Marks:** 100
Theory/Practical: Theory

Course Description:

This course is designed to help students increase fundamental effective communication concepts and knowledge, acquire communication skills, and advance competencies for being a proficient communicator. It covers the essential communication process, different forms of communication such as written, verbal/oral, nonverbal, graphic, active listening, effective presentation skills, digital communication, intercultural, and interpersonal competence. It also encourages students to expand professional skills like confidence, conflict resolution, persuasion, and ethics. Students are expected to enhance and create professional documents speech as well as engage in teamwork and public speaking, captured in recorded submission to their faculty members.

Course Objectives:

- To enable students to achieve communication proficiency in English with a focus on knowledge, skills and competency.
- To enhance effective oral and written communication and use visual aids.
- To explore and understand the impact of technology on career choices with a focus on audio/visual technology.
- To equip students with elements of the communication process.
- To create a cover letter, resume, notice, CV, interview, reports, and presentation skills.
- To write meeting agenda and minutes.
- To learn active listening, team work, and problem-solving skills and digital work skills.

Course Content:

Unit 1: Concepts of Professional Communication (10 Hrs.)

This unit introduces students to key concepts and process of communication, enabling them to understand types of communication such as verbal and nonverbal communication, communication barriers, and approaches to communication.

Learning Outcomes:

On successful completion of this unit, students should be able to:

- Nurture concepts, process of effective communication.
- Enhance knowledge, skills, and competencies in terms of types of communication.
- Identify barriers to communication and ways of overcoming barriers.
- Approaches to communication.

Content:

- 1.1 Introduction: Definition, objective and process of communication.
- 1.2. Types/Forms: verbal and non-verbal communication.
- 1.3 Barriers of communication: communication barriers and overcoming barriers.
- 1.4 Approach: Direct and indirect approaches to communication.

Key Reading Materials:

Gerson, Sharon and Steven Gerson. *Technical Communication: Process and Product*. 8th edition. Person, 2020.

Shahi, Sushil Kumar. *Skills for Professional Communication: Concepts and Applications*. Samjhana Publication, 2019.

Additional Reading Material:

Synergy: *Communication in English and Study Skills*. Orient Longman Private Ltd., 2008.

Unit 2: Professional Communication in Writing Skills**(13 Hrs.)**

This unit helps students understand the concepts, purpose and objectives of effective communication process. It equips them with skills of writing different types of written communication.

Learning Outcomes:

On successful completion of this unit, students should be able to:

- Boost concepts, purpose/objectives, and components of effective writing.
- Cultivate and expand process of writing skills for professional context.
- Produce memo, emails, letters, resumes, reports, and proposal.

Content:

- 2.1 Introduction: meaning of effective writing, purpose and objectives of professional writing, and key components of effective writing.
- 2.2 Writing process: prewriting, writing, rewriting/post writing.
- 2.3 Writing memo, email, letters, notice, meeting minutes, reports, proposal,
- 2.4 7Cs of effective writing: clear, correct, complete, concise, consideration, courteous, concrete.

Key Reading Materials:

Gerson, Sharon and Steven Gerson. *Technical Communication: Process and Product*. 8th edition. Person, 2020.

Shahi, Sushil Kumar. *Skills for Professional Communication: Concepts and Applications*. Samjhana Publication, 2019.

Additional Reading Material:

Synergy: *Communication in English and Study Skills*. Orient Longman Private Ltd., 2008.

Unit 3: Oral Communication**(13 Hrs.)**

This unit drives students to be familiar with different types of public speaking, power point presentation and its outline, and developing and using visual aids.

Learning Outcomes:

On successful completion of this unit, students should be able to:

- Get updated with importance of public speaking and types of public speaking.
- Preparing and delivering power point presentation.
- Developing and displaying visual aids.

Content:

3.1 Public speaking: importance public speaking, types of public speaking

3.2 Key points for public speaking: analyzing context, defining purpose, understanding audience.

3.3 Power point presentation: preparing and delivering the presentation, an outline of presentation; introduction, body and conclusion.

3.4 Visual: developing and displaying captions, table, charts, and graphs.

Key Reading Materials:

Gerson, Sharon and Steven Gerson. *Technical Communication: Process and Product*. 8th edition. Person, 2020.

Shahi, Sushil Kumar. *Skills for Professional Communication: Concepts and Applications*. Samjhana Publication, 2019.

Additional Reading Material:

Synergy: *Communication in English and Study Skills*. Orient Longman Private Ltd., 2008.

Unit 4: Soft Skills and Digital Work Skills**(12 Hrs.)**

This unit enables students to enhance soft skills and apply leadership skills, manage emotion, and creative problem-solving skills. It equips them with teamwork and digital work skills.

Learning Outcomes:

On successful completion of this unit, students should be able to:

- listening skills, motivation skills, leadership skills, interpersonal and team building.
- Emotional intelligence skills, and expressing ideas, and creative problem-solving skills
- Digital Work skills

Content:

- 4.1 Basics of effective listening, motivational expression, leadership qualities, team building strategies.
- 4.2 Emotion: Managing emotional expression, creating a constructive environment.
- 4.3 Problem solving: approaches to negotiation, stages in negotiation, ethical roles in negotiation.
- 4.4 Digital work skills: online collaboration tools, online training, using Microsoft and templates and AI generated matters.

Key Reading Materials:

Gerson, Sharon and Steven Gerson. *Technical Communication: Process and Product*. 8th edition. Person, 2020.

Shahi, Sushil Kumar. *Skills for Professional Communication: Concepts and Applications*. Samjhana Publication, 2019.

Additional Reading Material:

Synergy: *Communication in English and Study Skills*. Orient Longman Private Ltd., 2008.

Pedagogy:

This course blends theoretical knowledge with practical application, emphasizing active learning and skill development through a student-centered approach. Students engage in case studies, role plays, workshops, and group projects to strengthen communication proficiency, while technology integration, such as Microsoft Office, Google Docs, collaboration platforms, and video presentations, enhances digital literacy and public speaking. A flipped classroom model ensures pre-class engagement with readings and videos, followed by interactive in-class activities and immediate feedback. Collaborative learning is fostered through group projects, debates, and public speaking exercises that sharpen critical thinking. Competency-based assessments focus on practical skills rather than memorization, including written reports, presentations, and peer/self-assessments to encourage reflection.

Interactive lectures, small group work, and real-world case studies create personalized learning experiences, supported by continuous formative feedback and summative evaluation. Ethical and cultural awareness is embedded through intercultural communication and professional decision-making, while reflection and self-assessment help students set personal communication goals. Finally, practical skill development is prioritized through simulations, resume workshops, and networking events, ensuring a balance of theory and practice that prepares students to excel in professional communication with confidence and competence.

Evaluation:

The evaluation system for this course is designed to measure both theoretical understanding and practical communication skills through a balanced combination of internal and external assessments. Internal assessment carries 40% weight and includes class participation and

attendance, individual and group presentations, assignments and short analytical papers, and a mid-term examination. External assessment accounts for 60%, consisting of a comprehensive semester-end examination that evaluates overall knowledge and application of course content. In addition, students demonstrating consistent attendance, professionalism, and active engagement may earn bonus points to enhance their final grade. Continuous feedback is provided throughout the course during assignments, presentations, and activities, while peer and self-assessments encourage reflection and collaborative learning. At the end of the semester, detailed feedback highlights individual strengths and areas for improvement.

Course code with Title: SOC 122: Classical Sociological Theories

Year/Part: First/Second

Semester: Second

Theory/ Practical: Theory

Credit Hour: 3

Teaching Hour: 48

Full Marks: 100

Course Description:

The course is a general outline of classical sociological theories. These theories are the foundation for sociological knowledge to understand, explain and interpret social phenomenon. It also shows the historical development of sociological theories and cumulative sociological knowledge from its 19th to 20th century. Course also show that one theory is the foundation of other theory by its nature and limitations and all the included theories here are important and dominant in their time as well as today.

Course Objectives:

The focus is on studying theory is to gain theoretical knowledge to understand social phenomena their nature, relationship, causes and effects and to know, how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinking in the extra sociological knowledge. The course teaches the students how to read the original works by the various thinkers.

Course Content:

Unit 1: Introduction to Sociological Theories

(16 Hrs.)

This unit centered to understand what theory is, its formulation processes and nature of theory. It also focuses on difference between sociological theories and sociological models which are backbones for understand society. It highlights the need of theories to grasp and understand social world.

Learning Outcomes:

- The students can learn different nature of theories.
- Can understand Implication of theories in their social life.

Content:

- 1.1 Meaning of Sociological Theory
- 1.2 Characteristics of Sociological Theory
- 1.3 Types of Theories: Speculative v. Grounded Theories, Grand v. Miniature Theories, Macro v. Micro Theories
- 1.4 Functions of Sociological Theories
- 1.5 Theories and Models
- 1.6 The Myth of True Theory
- 1.7 Utility of Sociological Theories
- 1.8 Limitations of Sociological Theories

Key Reading Materials:

Abraham, Francis M. (2014) Contemporary Sociology: An Introduction to Concepts and Theories, Second Edition, Oxford India.

Curato Nicole (2013). A Sociological Reading of Classical Sociological Theory, Philippine Sociological Review Vol. 61, No. 2, Classical Sociological Theory in Contemporary Practice (July-December), pp. 265-287, Stable URL: <https://www.jstor.org/stable/43486376>.

Turner, J.H. (2013). The Structure of Sociological Theory. Jaipur, Rawat Publications (Pp. 1-14)

Additional Reading Materials:

Bottmore, T. B. (2010). Sociology: A Guide to Problem and Literature. New Delhi Blackie and Son (India) Limited. (Pp. 29-47).

Unit 2: Evolutionism

(10 Hrs.)

This unit discusses the development of evolutionary theory in 19th century from very beginning of sociology with its founding fathers. Key thinkers who explained this theory remained cornerstones for overall sociology. It also highlights the weaknesses of the theory spelled by other theorists.

Learning Outcomes:

- Student can know beginning of sociological theory
- They can explain how social system evolved

Content:

2.1 Background

2.2 Basic Premises

2.3 Key Figures: E. B. Tylor, L. H. Morgan, Julian Steward, Leslie A. White

2.4 Critical Assessment of Evolutionism

Key Reading Materials:

McGee, R. John and Richard L. Warms (2024). Anthropological Theory: An Introductory History: Eighth Edition, New York, And McGraw-Hill. (Part 1 Pp-28-43 and Part 3 Pp. 229-243)

Moore D. J. (2011). Vision of Culture: An Annotated Reader. India Rawat Publications.

Additional Reading Materials:

Leslie A. White Leslie (1947) Evolutionism in Cultural Anthropology: A Rejoinder, American Anthropologist, Jul. - Sep., New Series, Vol. 49, No. 3 (Jul. - Sep., 1947), pp. 400-413. Stable URL: <https://www.jstor.org/stable/663499>

Unit 3: Structural-Functionalism

(11 Hrs.)

This unit examines the structural-functional theory established in Britain and influenced world over in the late 19th and early 20th century. Theory highlights relationship between constituent parts and whole social system. Thinkers of this theory influenced by systemic approach.

Learning Outcomes:

- Student can understand relationship of social system.
- Student can explain the contribution of key thinkers of the theory.

Content:

- 3.1 Background
- 3.2 Key Premises
- 3.3 Key Figures: E. Durkheim, T. Parson, Radcliffe-Brown, B. Malinowski, R. K. Morton
- 3.4 Critical Assessment of Structural- Functionalism

Key Reading Materials:

- Abraham, Francis M. (2009). *Modern Sociological Theories: An Introduction*. New Delhi Oxford University Press (Pp.72-104).
- Turner, J.H. (2013). *The Structure of Sociological Theory*. Jaipur Rawat Publications (Pp. 1-14).
- Ankeles Alex (2001). *What is Sociology? An Introduction to the Discipline and Profession*, New Delhi Printice-Hall of India Pvt. Pp. (34-37)

Additional Reading Materials:

- Flis, Mariola (1992) Malinowski and Radcliffe-Brown: Two Versions of Functionalism. *The Polish Sociological Bulletin*, 1992, No. 97 (1992), pp. 35-43. Stable URL: <https://www.jstor.org/stable/44816941>

Unit 4: Conflict Theory**(11 Hrs.)**

This unit explores Conflict Theory, a foundational sociological perspective that examines how power, inequality, and social conflict shape societies. The unit will analyze the origins, evolution, and applications of conflict theory through key thinkers and schools of thought. The course encourages critical thinking about social structures, institutions, and ideologies, and how they perpetuate inequality studies

Learning Outcomes:

- Students can explain the historical development of conflict theory.
- Can identify and explain the core assumption of the theory.

Content:

- 4.1 Background
- 4.2 Principal Assumptions
- 4.3 Key Figures: Karl Marx, C. Wright Mills, Ralf Dahrendorf, Antonio Gramsci, Randall Collins
- 4.4 Critical Assessment of conflict theory

Key Reading Materials:

- Ankeles Alex (2001). *What is Sociology? An Introduction to the Discipline and Profession*, New Delhi Printice-Hall of India Pvt. Pp. (37- 39)
- Abraham, Francis M. (2014). *Modern Sociological Theories: An Introduction*. New Delhi Oxford University Press (Pp.105-143).
- Turner, J.H. (2013). *The Structure of Sociological Theory*. Jaipur Rawat Publications (Pp.78-121).
- Ritzer, George (2011). *Sociological Theory*. (Chapter 7 Pp. 258-268). New York McGraw-Hill.

Additional Reading Materials:

Coser, Lewis A. (2019). *Masters of Sociological Thoughts*. Tenth Edition. Cengage Learning (Pp. 579-581).

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Course code with Title: SOC 123: Macro Social Institutions
Year/Part: First/Second
Semester: Second
Theory/Practical: Theory

Credit Hour: 3
Teaching Hour: 48
Full Marks: 100

Course Description:

This course explores the major social structures that shape our society including the economy, politics, education and religion. Students will examine how these institutions function, influence daily life and interact with one another. Key sociological perspectives are introduced to help understand how societies operate and how social change takes place. This course explores how economic, political, educational and religious institutions shape society. Students develop critical thinking and analytical skills to understand complex social systems. It provides practical insights into the functioning of communities and prepares students for careers in government, social research, policy-making, education and community development. By linking theory to real world contexts, students gain the tools to contribute effectively in professional and social settings.

Course Objectives:

This course helps students understand how major social institutions economic, political, educational and religious shape society and everyday life. Through real-world examples and sociological theories, students will develop critical thinking and analytical skills to explore how communities and states influence social change.

Unit 1: Economic Institutions

(15 Hrs.)

This unit explores how economic institutions shape society and daily life, their functions, and roles in markets. It covers capitalism, socialism, and mixed economies, the contributions of community and state institutions, and introduces sociological perspectives to understand the economy.

Learning Outcomes:

- Study and compare how different economic systems like capitalism, socialism and mixed economies are organized, how they work and how they affect society, looking at the roles of markets, governments and communities.
- Examine real world economic issues and inequalities through key sociological lenses Functionalist, Conflict and Symbolic Interactionist to see how economic institutions influence society and are influenced by it.

Content:

- 1.1 Meaning and Definition of Economic Institution.
- 1.2 Features and Functions: Traditional and Contemporary View.
- 1.3 Role of Markets and Exchange System.
- 1.4 Types of Economic System (Capitalism, Socialism and Mixed Economy)
- 1.5 Contribution of Community and State level Institution in the Economy.

1.6 Sociological Perspectives of Economy: Functionalist, Conflict and Symbolic Interactionist Approaches.

Key Reading Materials:

- Bhattacharya, R. (2020). *Markets, States and Communities in India* (p. 245). Oxford University Press India.
- Bottomore, T. B. (1970). *Sociology: A Guide to Problems and Literatures*. pp. 134-150. New Delhi: Blackie and Sons Ltd.
- Farmer, J. D. (2024). *Making sense of chaos: A better economics for a better world*. Chapter 8, Economic Institutions and Sociological Perspectives, pp. 300–330. Yale University Press.
- Kapoor, S., & Mehta, P. (2021). *Indian Economic Institutions: Structure and Functions* (p. 312). McGraw-Hill Education India.
- Piketty, T. (2024). *Nature, culture, and inequality*. Harvard University Press. Chapter 4, Economic Systems and Institutions, pp. 60–85.
- Steinmetz, G. (2023). *The colonial origins of modern social thought: French sociology and the overseas empire*. pp. 210–234. Princeton University Press.

Additional Reading Materials:

- Ferre, J. C. (2026). *The political economy of welfare in Latin America*. Chapter 2, Community and State Institutions, pp. 55–90. Edward Elgar Publishing.
- Rai, K. B. (2025). Course of becoming: Experiences of micro and small entrepreneurs in Nepal. *Journal of Small Business Strategy*, 35(2), 1–20. <https://doi.org/10.53703/001c.130867>
- Saltelli, A., & Di Fiore, M. (Eds.). (2023). *The politics of modelling: Numbers between science and policy*. Chapter 6, Institutional Influences on Economic Modelling, pp. 150–178. Oxford University Press.

Unit 2: Political Institutions

(11 Hrs.)

This unit explores how political institutions shape society and decision making. It covers key concepts like power, authority and the modern state. Students will also learn about different political systems and the roles of communities and government institutions in governance.

Learning Outcomes:

- Students will understand what power, authority and the modern state mean and how different political systems like democracy, authoritarianism and totalitarianism work.
- Students will explore how communities and government institutions influence politics and shape decision making in society.

Content:

- 2.1 Concept of Power, Authority and Modern State
- 2.2 Polity as a Decision-Making Component of Society
- 2.3 Political Systems: Democracy, Authoritarianism and Totalitarianism
- 2.4 Political Role of Community and State level Institutions

Key Reading Materials:

- Bottomore, T. B. (1970). *Sociology: A Guide to Problems and Literatures*. pp. 151-167. New Delhi: Blackie and Sons Ltd.

Foucault, Michel. (2002). 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348

Mills, C. W. (2023). *The power elite*. pp. 120-145. Oxford University Press.

Weber, Max. (1978). *Economy and Society: An Outline of Interpretive Sociology*, Berkeley:

Additional Reading Materials:

Huntington, S. P. (2023). *Political order in changing societies*. pp. 89-115. Yale University Press.

Lipset, S. M. (2023). *Political man: The social bases of politics* (2nd ed.). pp. 45-67. Johns Hopkins University Press.

Orum, A. M., & Dale, J. G. (2023). *Political sociology: A critical perspective*. pp. 112–138. Oxford University Press.

Unit 3: Educational Institutions

(11 Hrs.)

This unit looks at what educational institutions are and why they are important in society. It covers both formal and informal ways of learning and explores how communities and the government support education. The unit also introduces different theories to help understand the role of education in shaping people and society.

Learning Outcomes:

- Learners will understand what educational institutions are, what they do, and the difference between formal and informal education.
- Learners will explore how communities and the state support education and use different theories to understand education's role in society.

Content:

- 3.1 Meaning, Role and Functions of Educational Institutions
- 3.2 Formal and Informal Education System
- 3.3 Education role of Community and state level institutions
- 3.4 Theoretical Perspectives on the Role of Education

Key Reading Materials:

Apple, M. W. (2019). *Ideology and curriculum* (4th ed.). pp. 1-50. New York, NY: Routledge.

Bottomore, T. B. (1970). *Sociology: A Guide to Problems and Literatures*. pp. 262-272. New Delhi: Blackie and Sons Ltd.

Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2021). *Introduction to sociology* (12th ed.). pp. 504-515. New York, NY: W. W. Norton & Company.

Macionis, J. J. (2018). *Sociology* (17th ed.). pp. 516-533. New York, NY: Pearson.

Additional Reading Materials:

Ballantine, J. H., Roberts, K. A., & Korgen, K. O. (2021). *Our social world: Condensed version* (7th ed.). pp. 217-233. Thousand Oaks, CA: SAGE Publications.

Brint, S. (2017). *Schools and societies* (5th ed.). pp. 1-20. Redwood City, CA: Stanford Social Sciences.

Unit 4: Religious Institutions

(11 Hrs.)

This unit looks at religion as a system of belief, its key roles and importance in society. It explores ideas from Durkheim, Weber, and Marx, and discusses how religion is changing today with secularization and new trends.

Learning Outcomes:

- Understand what religion is, why it matters in society, and learn how Durkheim, Weber, and Marx explained it.
- Explore how religion is changing today through secularization and new religious trends, and what this means for society.

Content:

4.1 Concept and Definition of Religion as a System of Belief in Supernatural Being

4.2 Features, Functions and Significance of Religion in Society

4.3 Classical Theories of Religion: Durkheim, Weber and Marx

4.4 Secularization and Contemporary Religious Trends

Key Reading Materials:

Bottomore, T. B. (1970). *Sociology: A Guide to Problems and Literatures*. pp. 237-249. New Delhi: Blackie and Sons Ltd.

Kumar, R., 1986, "The Varieties of Secular Experience", in *Essays in the Social History of Modern India*. Calcutta: Oxford University Press, Pp. 31-46.

Beteille, Andre'.2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-200.

Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448.

Additional Reading Materials:

Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp.103-126.

Beteille, Andre'.2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-2

Pedagogy:

Multiple pedagogic techniques are used in imparting the knowledge both within and outside the classrooms. Listed below are some such techniques:

1. Lectures supported by group tutorial work
2. Power point presentations
3. Field-based learning through group projects
4. Documentary Films on relevant topics
5. Debates, Discussions Quiz
6. Interaction with experts
7. Classics and other sociologically meaningful films
8. Excursions and walks within the city
9. Outstation field trips

Assessment:

Besides the formal system of university exams held at the end of each semester as well

As mid semester and class tests that are held regularly, the students are also assessed on the basis of the following:

1. Written assignments
2. Projects Reports
3. Presentations
4. Participation in class discussions
5. Ability to think critically and creatively to solve the problems
6. Application of classroom concepts during fieldwork
7. Reflexive Thinking
8. Engagement with peers
9. Participation in extra and co-curricular activities
10. Critical assessment of Films /Books etc.
11. Time-constrained Examinations
12. Class tests

Mid-West University
Graduate School of Humanities and Social Sciences
BA in Sociology

Course code with Title: SOC 124: Perspective on Change and Development

Credit Hour: 3

Year/Part: First/Second

Semester: Second

Theory/Practical: Theory

Teaching Hour: 48

Full Marks: 100

Course Description:

This course explores the sociological dimensions of change and development. Its multifaceted relationship with development and change. It introduces theoretical frameworks, methodological approaches, and empirical patterns of change and development at global and national levels, with a focus on Karnali, Nepal. Students will examine how change reshapes social structures and development processes.

Course Objectives:

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

The general objective of this course is to develop a comprehensive understanding of Change and Development among the undergraduate students with emphasis on the critical engagement of students. The specific objectives of the course are:

- Understand key sociological concepts and theories of Change and Development.
- Identify historical and contemporary trends of change and Development.
- Analyze the causes, processes, and consequences of development using sociological perspectives.
- Explore the relationship between change, development, and social transformation in Karnali region.
- Apply Classical Sociological Interpretation theories to interpret change-related empirical data and issues.

Learning outcomes:

Upon successful completion of this course, students will be able to demonstrate a clear understanding of the fundamental characteristics of Change and Development Nepalese society, including its historical evolution and socio-cultural diversity and critically analyze the structure and functions of major social institutions in Nepal, such as family, caste, ethnicity, religion, and gender roles, and their relation to law and justice. By the end of the course, students will be able to:

- Describe the key characteristics and evolution of Development and Social Change.
- Analyze the functioning of major social institutions and their link to development.
- Apply sociological concepts in development reasoning and practice.

- Evaluate the legal and cultural dimensions of changing issues such as discrimination, migration, and identity politics.
- Demonstrate cultural awareness and inclusiveness in legal contexts, especially concerning marginalized groups.

Course Content:

Unit I: Introduction

(9 Hrs.)

- 1.1 Change and development
- 1.2 Is it progress; social transformation; modernity?
- 1.3 Structural social change?
- 1.4 Social change and transformation in Nepal
- 1.5 Change and development in Karnali.

Key Reading Materials:

- Bottomore, Tom (1987) 'Change, development, progress', in (ed.), *Sociology: A Guide to Problems and Literature*. London: Alien & Unwin, 265-277.
- Hulme, Davide and Tumer, Mark (1990a) *Sociology and Development: Theories, Policies and Practices*. New York: Harvester Wheatsheaf [Read Chapter "Sociological aspects of change in developing countries," 68-98].
- Sztompka, Piotr (1993b) *The Sociology of Social Change*. Oxford and Cambridge: Blackwell [Read Chapter 5, 69-85].
- Smith, Anthony D. (1973) *The Concept Social Change: A Critique of the Functionalist Theory of Social Change*. London: Routledge & Kegan Paul Ltd. [Read Chapter 1, "Functionalism and social change," pp. 1-13, and Chapter 2, "Neo-evolutionary revival," 14-25].
- Giddens, A. (1991). *The consequences of modernity*. Polity Press in association with Blackwell Publishers Ltd. and Chapter I, "The Consequences of Modernity," 10-53].
- Gautam, T. R. (2018). *Development and Disparity in Nepal: Deconstructing the Myth of Equality*. *Myagdi Guru: A Journal of Interdisciplinary Studies*, Vol. 1, 28-35.
- Giddens, A. (1991). *The consequences of modernity*. Polity Press in association with Blackwell Publishers Ltd.
- Portes, Alejandro (1973) 'Modernity and development: A critique,' *Studies in Comparative International Development*, 8(3), 247-279.

Unit II: Theoretical and Methodological Approaches to Change and Development

(9 Hrs.)

- 2.1 Modernization theory (Parsonian pattern variables)
- 2.2 The stages of economic growth (Rostow)
- 2.3 Dependency theory
- 2.4 Human development approach and its critique
- 2.5 The capability approach and human development paradigm (Amartya Sen)

Key Reading Materials:

- Novel, T. (2000b). *Social theory and social change*. MacMilan Press Ltd. (Parsons and Social System, 176-178).
- Haralambus, M., Martin, H., Steve, C. & Stephen, M. (2017). *Sociology: Themes and*

- perspectives*. Collins. (Chapter 2: 957-958).
- Rostow, W.W. (1991). *The stages of economic growth: A non-communist manifesto*. Cambridge University Press. (Chap.2 – The five stages of growth- A summary, 4-16).
- Dos Santosh, T. (1971). The structure of dependence. *The American Economic Review*, 60, 231-136.
- Frank, A.G. (1966). The development of underdevelopment, *Monthly Review*, 18 (4), 17-3.
- Haq, Mahbub ul (1995). *Reflections on Human Development*. Oxford University Press. (Chapter 2, Human development paradigm, 13-23
- Sharma, P. (2006). Introduction to human development. *Nepal: Readings in Human Development*. (Chapter 1, 1-36).
- Fukuda-Parr, S. (2003). The Human Development Paradigm: Operationalizing Sen's idea on capabilities. *Feminist Economics*, 9(2-3), 301-317.
- Friedmann, Harriet and Wayne, Jack (1977) 'Dependency theory: A critique,' *The Canadian Journal of Sociology*, 2(4), 399-416.

Unit III: Practices on Change and Development

(12Hrs.)

- 3.1 Discourses on change and development
- 3.2 Policy and planning
- 3.3** Institutional development: decentralization and development
- 3.4** Community participation: PRA, RRA
- 3.5 Social development: education, health, livelihood
- 3.6 Migration, remittance and development
- 3.7 Environment, climate change and development
- 3.8 Sustainable development

Key Reading Materials:

- Sztompka, P. (1993). *The sociology of social change*. Blackwell Publishers. (Part 1- Fundamental concepts in the study of change, 1-9). (Optional).
- Cornwall, Andrea (2007) 'Buzzwords and fuzz words: Deconstructing development discourse,' *Development in Practice*, 17(4), 471-484.
- Gautam, T. R. (2024). Education, Household Consumption and prosperity in Nepal. *Collage: Journal of Interdisciplinary Studies-Peer-reviewed Journal*, Vol. 7 (1), pp. 144-159, 2024.
- Kerala's Decentralization Model (2019). Decentralized planning experience in Kerala, Asian Development Bank. (Chapter 2, Pp. 3-6). <https://dmeo.gov.in/sites/default/files/2019-10/Decentralized%20Planning%20Experience%20in%20Kerala.pdf>
- Asian Development Bank [ADB] (2022). *Strengthening Fiscal Decentralization in Nepal's Transition to Federalism*. (Chapter II, Institutional arrangements for achieving the objectives of fiscal federalism in Nepal.
- Midgley, J. (2024). *Social Development: Theory & practice*. Sage Publications Ltd. (Part I, Understanding social development, Pp.1-13).

https://api.pageplace.de/preview/DT0400.9781446295984_A24018993/preview-9781446295984_A24018993.pdf

- National Planning Commission (2024). Sixteenth Five Year (2024/25 -2028/2029). NPC. (Chap. Five, Major programs, 93-99).
- Zamora, R.G. Mexico: International migration, remittances and development. *Migration, Remittances and Development*. OECD Publishing. (Chapter 3: 81-87).
- Government of Nepal [GON] Ministry of Forests and Environment [MOFE] (2019). *Climate Change Scenarios for Nepal*. (Chap.2, Pp.3-5).
- Vijay, Singh (August,7, 2024). What is sustainable development initiatives. *Foundation for Development Initiatives*.
<https://www.developmentinitiatives.org/2024/08/07/what-is-a-sustainable-development-iniative-how-it-helps-in-community>.
- Rapid Rural Appraisal (RRA). *Manual: An Introduction to RRA and PRA, Pp.1-14*.
https://courses.washington.edu/pbaf531/CRS_RRA_Manual.pdf
- Falzon, D., Roberts, J. T. & Brulle, R. J. (2021). Sociology and Climate Change: A Review and Research Agenda. In B. S. Caniglia., A. Jorgenson., S. A. Malin., L. Peek., D. N. Pellow., & X. Huang (Eds.), *Handbook of Environmental Sociology* (pp. 189-217). Springer Nature.
- Giddens, A. (2009). Climate Change, Risk and Danger, In *Politics of Climate Change* (pp. 17-34). Polity.
- Castles, S. (2001). Studying social transformation. *International Political Science Review*, 22(1), 13. <https://doi.org/10.1177/0192512101221002>.
- Gautam, T. R. (2066). *Social Research Methodology* (Text in Nepali).Vidhayarthi Pustak Bhandar.(Unit Five- PRA and RRA, Pp.215-222).

Unit IV: Social Change and Development in Nepal

(9 Hrs.)

- 4.1 Social change and transformation in Nepali society
- 4.2 Political, economic and democratic transformation
- 4.3 Social media and social change in countryside Nepal
- 4.4 Political economy of historic reform and social change
- 4.5 Social mobilization, organizing for change and Nepali women.

Key Reading Materials:

- Parajuli, Pardip. (2024). An Analysis of Social Media Awareness and practices in Rural Nepal. *Collage: Journal of Interdisciplinary Studies-Peer-reviewed Journal*, Vol. 7 (1), pp. 101-116, 2024.
- Subadi, Laxman. (2024). Ageing and Disability: Condition of Senior Citizens with Disability in Nepal. *Collage: Journal of Interdisciplinary Studies-Peer-reviewed Journal*, Vol. 7 (1), pp. 23-32, 2024.
- Gautam, T. R. (2023). Social Transformation and Changing Dalithood in Nepal. *Collage: Journal of Interdisciplinary Studies-Peer-reviewed Journal*, Vol. 6 (1), pp. 116-138, 2023.
- Gautam, T. R. (2018). Development and Disparity in Nepal: Deconstructing the Myth of Equality. *Myagdi Guru: A Journal of Interdisciplinary Studies*, Vol. 1, 28-35.

Dhakal, M. (2012). *Change and development: Monism, multiculturalism and pluralism from social exclusion and inclusion perspectives*. In M. B. Karki (Ed.), *Centre for Nepal and Asian Studies*.

Unit V: Social Change and Development in Karnali Region

(9 Hrs.)

5.1 Inter and Intra Caste Hierarchy and Differences in Karnali.

5.2 Major social changes in Karnali region.

5.3 Developmental practices in Karnali region.

5.4 Challenges of development in Karnali region.

5.5 Development: potentials and projects.

5.6 Women in Leadership.

Key Reading Materials:

Adhikari, J. (2024). Livelihood practices and vulnerabilities: Changing dynamics. In *Food Crisis in Karnali: A historical and politico-economic perspective* (2nd ed., 79 - 132). Martin Chautari.

Shrestha, R. (2025). Roads to change: The Karnali highway and occupational shift among Dalits in Nepal. *Nepal Sociological Journal*, 1(1), 127–139. <https://doi.org/10.3126/nsj.v1i1.81099>

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Dhakal, A. P. (2024). An Analysis on Domestic Tourism Development Prospective in Karnali Province, Nepal. *NPRC Journal of Multidisciplinary Research*, 1 (4), 12–30. <https://doi.org/10.3126/nprcjmr.v1i4.70941>

Muktan, B. B., & Gupta, G. S. (2024). An Operational Status of Micro Enterprises in Karnali Province of Nepal. *A Bi-Annual South Asian Journal of Research & Innovation*, 11 (1-2), 42–47. <https://doi.org/10.3126/jori.v11i1-2.77849>

Aidee, N. (2023). KARNALI Paradigm in the Development Domain. *International Journal of Multidisciplinary Approach Research and Science*, 1(02), 201–206. <https://doi.org/10.59653/ijmars.v1i02.80>

Giri, Madhu. (2022). Inter Caste and Intra Caste Hierarchy and differences among Various Caste Ethnic Groups at Golabazar, Sirha. *Collage: Journal of Interdisciplinary Studies-Peer-reviewed Journal*, Vol. 5 (1), 35-59, 2022.

Ghimire, Harihar and, Parajuli, Pardip. (2022). Women and Leadership: A study of women in Kathmandu. *Collage: Journal of Interdisciplinary Studies-Peer-reviewed Journal*, Vol. 5 (1), 12-24, 2022.

Mid-West University
Graduate School of Humanities and Social Sciences
BA in Sociology

Course code with Title: SOC 125: Sociology of Gender and Feminism **Credit Hour:** 3
Year/Part: First/Second **Teaching Hour:** 48
Semester: Second **Full Marks:** 100
Theory/Practical: Theory

Course Description:

This course introduces students to the sociological study of gender and feminist thought. It examines how gender is socially constructed and reproduced through institutions such as family, economy, politics, religion, and education. The course explores major feminist theories, gender relations in Nepal, and key issues such as gender-based violence, migration, development, and social inclusion. It also highlights the historical and contemporary feminist movements in Nepal and globally. Students will engage with both classical and emerging debates, and learn methodological approaches used in gender research.

Course Objectives:

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

- Understand key concepts and theories related to gender, patriarchy, and feminism.
- Analyze gender relations sociologically, with specific attention to Nepali society.
- Examine how gender shapes social institutions such as family, economy, politics, religion, and media.
- Critically evaluate feminist perspectives and their relevance to Nepal's social, cultural, and political contexts.
- Identify and assess contemporary gender issues, including gender-based violence, migration, development, and inclusion.
- Understand feminist research methodologies and apply gender-sensitive analytical skills.
- Recognize the history and significance of feminist movements in Nepal and the global context.

Course Content:

Unit I: Introduction

(6 Hrs.)

- 1.1 Concepts of sex and Gender
- 1.2 Social construction of gender roles
- 1.3 Mind, self, and society
- 1.4 Gender norms in Nepali society
 - 1.4.1 Feminism
 - 1.4.2 Feminism and Gender Roles

Key Reading Materials:

Haralambos, M., Martin, H., Steve, C. & Stephen, M. (2017). *Sociology: Themes and perspectives*. Collins. (Chapter 2, 95-104).
Marshall, K. M., Eyre, A., Campbell, R. & McKenzie, J. (1996). *Making sense of society:*

An introduction to society. (Chapter, 279-286).

Mead, G. H. (1934). *Mind, self and society: From the standpoint of social behaviorists*. The University of Chicago (Introduction II, XI-XXVI).

Haralambos, M., Martin, H., Steve, C. & Stephen, M. (2017). *Sociology: Themes and perspectives*. Collins. (Chapter 2, 101-103).

Unit II: Theories and Methods on Gender and feminism (9 Hrs.)

- 2.1 Cultural Feminism- Gender Difference
- 2.2 Liberal feminism- Gender Inequality
- 2.3 Psychoanalytical/ Radical Feminism- Gender Oppression
- 2.4 Socialist Feminism-Structural Oppression
- 2.5 Feminism and post-modernism
- 2.6 Standpoint Theory
- 2.7 Qualitative and quantitative methods in feminist research
- 2.8 Feminist epistemology: standpoint, reflexivity, power relations

Key Reading Materials:

Ritzer, G. (2000). *Sociological Theory*. McGraw-Hill. (Chapter 13, 443-477).

Haralambos, M., Martin, H., Steve, C. & Stephen, M. (2017). *Sociology: Themes and perspectives*. Collins. (Chapter 2, 95-104).

<https://people.wku.edu/steve.groce/Dorothy%20Smith%20Standpoint%20Theory.pdf>

Landman, M. (2006). Getting quality in qualitative research: A short introduction to feminist methodology and methods. In *Proceedings of the Nutrition Society*, 65, 429-433). <https://dl.icdst.org/pdfs/files3/afcf0c3830d2654af935442869ac7454.pdf>

Unit III: Key Concepts in Gender Sociology (9 Hrs.)

- 3.1 Patriarchy in Nepal (familial, political, economic)
- 3.2 Gender socialization in the Nepali family and community
- 3.3 Division of labour, unpaid care work, and household responsibilities
- 3.4 Masculinities (hegemonic, subordinate, complicit) in Nepal
- 3.5 Intersectionality: caste, ethnicity, region, class, religion, and gender
- 3.6 Gender identity, expression, and LGBTQI+ issues in Nepal

Key Reading Materials:

Tamang, S. (2000). Legalizing state patriarchy in Nepal. In *Studies in Nepali History and Society*, 5(1), 127-156.

Chaulagain, A. (2025). Gender socialization and its impact on career choices: A sociological analysis. *International Research Journal of MMC*, 6(1), 233-246.

Singh, S. (2017). Understanding the Role of Unpaid Care Work in Women's Entrepreneurial Growth: A Case Study of Kavre. Ministry of Women, Children and Social Welfare. (1-34).

Dhakal, M. (2023): We are not ‘different’, we are what we are: LGBTQI+ rights in Nepal. *Alert. International*
<https://www.international-alert.org/blogs/we-are-not-different-we-are-what-we-are-lgbtqi-rights-in-nepal/>

The Kathmandu Post (December 6, 2025). *LGBTQIA+ people face challenges in accessing SRHR*.
<https://kathmandupost.com/national/2024/12/21/lgbtqia-people-face-challenges-in-accessing-srhr>

Unit IV: Gender and Development

(8 Hrs.)

- 4.1 Policy approaches: WID, WAD, GAD, GESI
- 4.2 SDGs and gender quality targets
- 4.3 Women's empowerment and microfinance
- 4.4 Community forestry and gender inclusion (Nepal case studies)
- 4.5 Disaster, climate change, and gender vulnerability
- 4.6 Social inclusion policies (*Dalit, Janajati, Madhesi women, Muslim women*)

Key Reading Materials:

- Pradhan, B. (2006). Gender and human development. In *Nepal: Readings in Human Development*. (Chapter 4, 81-115).
- National Human Rights Commission of Nepal (2021). *Gender Equality and Social Inclusion Policy*. (Background, 1-5).
- Gender Equality in Forest Management: Literature Review for Identifying Research Priority in Nepal's Changing Context (2015). In a research series on *Agroforestry and Community Forestry in Nepal*, 1-7
- Sharma, A. (2016). Climate change instability and Gender vulnerability in Nepal: A case study on the Himalayan Region. *Master's Final Research Paper* Submitted to the faculty of Clark University, Worcester. (Introduction and Literature review, 1-4).
- Gurung, O. (2009). Social Inclusion: Policies and Practices in Nepal. In *Occasional Papers in Sociology and Anthropology, 11*, 1–15.

Unit V: Gender and Law in Nepal

(8 Hrs.)

- 5.1 Constitutional provisions on gender equality (2015 Constitution)
- 5.2 Citizenship, property rights, and inheritance
- 5.3 Legal provisions on marriage, divorce, and reproduction
- 5.4 CEDAW, ICPD, Beijing Platform
- 5.4. Gender-responsive budgeting (GRB) and state policy commitments

Key Reading Materials:

- Constitution of Nepal (2072). *Fundamental Rights and Duties*. Ministry of Law, Justice, and Federal Affairs. (4-18)

- National Civil (Code) Act (2017). *Family*. Ministry of Law, Justice and Parliamentary Affairs. (Part-3, Chapter 1-6, 40-85)
- United Nations (1995). Fourth World Conference on Women, Beijing, 4-15 September 1995 (Annex I, 2-5).
- Bhul, B. (2022). Gender responsive budgeting and its implementation efforts in Nepal. *Journal of Management and Development Studies*, 31(1). Nepal Administrative Staff. 10-22

Unit VI: Practices on Gender and Feminism in Karnali Region (8 Hrs.)

- 6.1 Gender and Socio-economic Characteristics
- 6.2 Gender and Education
- 6.3 Gender and Health
- 6.4 Feminism and Cultural Site
- 6.5 Feminism and Movement

Key Reading Materials:

Factsheet on Women Nepal, Province 6 – Karnali

https://un.org.np/sites/default/files/doc_publication/2021-03/RevisedWomenFactsheet-2021-Province6-final%20revised_0.pdf

Singh, L. & Jagwani, S. (2025). The role of education in women's empowerment: A survey study in Kalikot District of Karnali Province. *NPRC Journal of Multidisciplinary Research*, 2(6), 107-120.

Government of Karnali (2080). *Provincial Health Annual Report (2079/2080)*. Government of Karnali. (1-8).

Gurung, R. K. (2022). Exploring Feminism on *Ghatu* Cultural Site. *Journal of NELTA Karnali (JoNK)* 1, 32-40. [32-40+Raj+Kumar+Gurung,+PhD \(1\).pdf](#)

Karnali Utsav (2081). *Kuda Karnalika. Women's Movements in Karnali* (Karnali Utsav-1st to 4th Editions).

<https://thestorykitchen.org/event/womens-movement-in-karnali-karnali-utsav/#:~:text=During%20the%20discussion%2C%20Laxmi%20Kumari,partner%20in%20this%20significant%20event.>