

**Tribhuvan University**  
**Faculty of Humanities and Social Sciences**

**Course of Study**  
**Bachelor in Political Science**

**Kirtipur, Kathmandu**

**Nepal**

**2019**



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## POLITICAL SCIENCE

The Political Science discipline offers seven areas of studies at this level and one elective paper for the students coming from other disciplines. Each paper carries 100 marks.

### Objectives:

At this level the students are expected to in-depth conceptual, analytical, and critically evaluated knowledge about the fields of Political Science, which would help them build their career.

The following list details titles of all papers offered in different four academic years with their codes and full marks.

Year	Paper	Code No.	Title	Full Marks
1 <sup>st</sup>	I	Ps. 421	Political Theory	100
1 <sup>st</sup>	II	Ps. 422	Political Thought	100
2 <sup>nd</sup>	III	Ps. 423	Major Political Systems	100
2 <sup>nd</sup>	IV	Ps. 424	International Studies	100
3 <sup>rd</sup>	V	Ps. 425	Public Administration	100
3 <sup>rd</sup>	Elective	Ps. 410	Government and Election in Nepal	100
4 <sup>th</sup>	VI	Ps. 426	Politics of Nepal	100
4 <sup>th</sup>	VII	Ps. 427	Research Methodology	100



# Political Theory

BA: Pol. Sc. 421  
Level: B. A. (4 yrs.)  
Paper: I  
Year: 1st

Full marks: (70+30) = 100  
Pass marks: (28+12) = 40  
Total periods: 150  
Per period: 50minutes

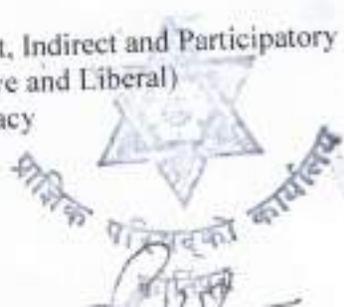
## Course Description

The course deals with imparting the theoretical as well as analytical knowledge of Political Theory. It also introduces the students with the knowledge of modern political analysis within the framework of newly emerged political ideas.

## Objectives

- To provide students with the basic concepts, and in-depth knowledge of the theoretical framework as well as of modern practices in Political Theory and Analysis.
- To familiarize the students with definitions and arguments of the concepts, theories analytical frameworks of the Political Theory along with the practical knowledge and understanding of the subject matter.

Unit	Lectures
<b>I Introduction to Political Science</b> <ul style="list-style-type: none"><li>• Meaning, Definition, Scope and Importance</li><li>• Political Science: Art or Science?</li><li>• Relationship between Political Science and other Social Sciences – Sociology, History, Economics, Geography, Demography</li><li>• Approaches to the study of Political Science: Classical and Modern</li></ul>	20
<b>II State and Nation</b> <ul style="list-style-type: none"><li>• Meaning and Development of State</li><li>• Elements of State</li><li>• Meaning and Elements of Nation and Nationality (Common Language / Common Culture/ Convergence and Divergence</li><li>• State and Government: Power and Authority</li><li>• Concept and Importance of Welfare State</li></ul>	20
<b>III Organs of Government</b> <ul style="list-style-type: none"><li>• Legislature, Executive and Judiciary : Meaning and Function</li><li>• Theory of Separation of Power and 'Check &amp; Balance'</li></ul>	25
<b>IV Democracy</b> <ul style="list-style-type: none"><li>• Concept of Democracy : Direct, Indirect and Participatory</li><li>• Types of Democracy: (Inclusive and Liberal)</li><li>• Power, Authority and Legitimacy</li></ul>	20



V Franchise and Election

30

- Concept: Election as a tool of Representative Democracy
- Relationship between Democracy and Election
- Electoral Systems
  - FPTP (Single/multi-member representation and Two Round System)
  - PR (List system, Single Transferrable/ Preferred Voting System/ mixed System)
- Theory of Franchise & its Evolution
  - Limited Franchise-Women Suffrage
  - Universal Adult Franchise
  - Indicators of Democratic Elections - Free, Fair & Periodic Elections
- Election Process in Nepal

VI Political System and Process

25

- Political System (Input-output Analysis/ Structural Functional Analysis)
- Political Communication
- Political Socialization
- Political Participation
- Political Culture

VII Political Parties

10

- Concept, Origin
  - Types: One Party, Two Party and Multi Party
- Functions of Political Parties

\*Evaluation Pattern

After the completion of almost two - third of the course (class lectures) the subject class teacher may conduct internal evaluation. The detail of the suggested evaluation pattern is given at the last part of the overall (this) BA Pol. Sc. Course.



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## Prescribed Readings

- Asirvatham, E. and Misra K. K. (2004). *Political Theory* (13<sup>th</sup> Revised edition). New Delhi: S. Chand & Company,
- Dahl, R. (1972). *Modern Political Analysis*. New Delhi: Prentice-Hall of India.
- O.P. Gauba, (2003). *An Introduction to political Theory* (4<sup>th</sup> Edition). . New Delhi: Macmillan India Ltd.
- Verma, S.P. (2001). *Political Theory*. New Delhi: Vikash Publication.

## Reference Readings

- Easton, D. (1965). *The Political System*. New York: Alfred.
- Garner, J. W. (1951). *Political Science and Government*. Calcutta: World Press.
- Johari, J.C. (2009). *Principles of Political Science*. New Delhi: Sterling Publication.
- Khand, Jitendra Dhoj (2019). *Political Theory*. Kathmandu: Adwaita Dhoj Khand and Rig Veda Khand.
- Khanal, R. (2000). *Democracy in Nepal: Challenges and Prospects*. Kathmandu: Smriti Books.
- Pokhrel, K. (2076 B.S). *Adhunik Rajnitik Siddhant*. Kathmandu: M.K. Publishers & Distributors.
- Sibakoti, G. and Dahal, R. K., (2050 B.S). *Adhunik Rajnitik Vigyan (Modern Political Analysis)*. Kathmandu: Ratna Pustak Bhandar.



# Political Thought

BA: Pol. Sc. 422  
Level: B. A. (4 yrs.)  
Paper: II  
Year: 1st

Full marks: (70+30) = 100  
Pass marks: (28+12) = 40  
Total periods: 150  
Per period: 50minutes

## Course Description

The course orients the students with the major political philosophies of the world. Basically, this course encompasses the knowledge of political thought from ancient to modern period along with the newly emerged ideas.

## Objectives

- To acquaint students with the basic knowledge about the major political philosophies and political ideas from as well as political issues and isms; and
- To provide students with comparative knowledge of the important political philosophies and ideas.

Unit	Lectures
<b>I General Characteristics of Greek Political Thought</b> <ul style="list-style-type: none"><li>• Concept, Scope and Characteristics</li></ul>	15
<b>II Greek Political Thinkers</b> <ul style="list-style-type: none"><li>• Plato: Justice and Ideal state</li><li>• Aristotle: Classification of Government and Citizenship</li></ul>	20
<b>III Mediaeval Political Thought</b> <ul style="list-style-type: none"><li>• Church VS Secularism:<ul style="list-style-type: none"><li>- Factors governing the conflict</li><li>- Conflict and Conciliation</li><li>- Church and Contemporary theory: Concept and domain</li></ul></li></ul>	10
<b>IV Transition from Medieval to Modern Political Thought</b> <ul style="list-style-type: none"><li>• Renaissance and Machiavelli: Statecraft - Concept, Role, Importance</li><li>• Jean Bodin and John Austin's theory of Sovereignty</li></ul>	15
<b>V Contractualist Thinkers</b> <ul style="list-style-type: none"><li>• Thomas Hobbes: Concept of Absolute Monarchy</li><li>• John Locke: Concept of Individual Liberty and Rights</li><li>• Jean Jacques Rousseau: Concept of Popular Sovereignty</li></ul>	10
<b>VI Idealist and Liberalist Thinkers</b> <ul style="list-style-type: none"><li>• Thomas Hill Green: Concept of Popular Sovereignty</li><li>• George Wilhelm Fredrich Hegel: Dialectical Method</li><li>• John Stuart Mill: On Liberty</li></ul>	20



VII Marxism

20

- Ideas of Karl Marx on:
  - Economic or materialistic interpretation of history
  - Dialectical Materialism
  - Theory of Surplus Value
  - Class Struggle
  - Views on State

VIII An Introduction to Eastern Political Thinkers

20

- Manu: Raj Dharma
- Kautilya: Saptang Theory
- Gandhi: Non-Violence
- Buddha: Ideas on Peace
- Mao: New Democracy

IX Issues and Contemporary Isms:

20

- Capitalism
- Socialism

**\*Evaluation Pattern**

After the completion of almost two - third of the course (class lectures) the subject class teacher may conduct internal evaluation. The detail of the suggested evaluation pattern is given at the last part of the overall (this) BA Pol. Sc. Course.



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## Prescribed Readings

- Agarwal, R.C. (1996). *Political Theory* (7<sup>th</sup> Edition). New Delhi: S. Chand and Company LTD.
- Bhandari, D.R. (1967). *History of Political Philosophy*. Banglore, India: The Banglore Printing and Publishing Co. Ltd.
- Suda, J.P. (1995). *Theory of Political Thought*. (Vol. I-IV). Merrut, India: K. Nath and Co.
- Tank, S. L. and Kamal, K.L. (1986). *History of Western Political Thought: Plato to Karl Marx*. Jaipur, India: R.B.S.A Publishers.
- Wyper, C.L. (1965). *Political Thought*. London: Hutchinson.

## Reference Readings

- Dahal, R. K. (2052 B.S). *Rajnitik Chintan (Political Thought)*. Kathmandu: Ratna Pustak Bhandar.
- Joad, C. M. (1946). *Introduction to Modern Political Theory*. London: Oxford University Press.
- Joshi, S. P. (2055 ). *Rajnitik Chintan Ra Badharu*. Kathmandu: Pairabvi Prakashn
- Khand, Jitendra Dhoj (2012). *Political Thought*. Kathmandu: Chandra Prava Khand.
- Mahajan, V. (2013). *Political Theory* (5<sup>th</sup> Edition). New Delhi: S. Chand and Company LTD.
- Pokharel, K. (2076 B.S). *Bishwa Ka Pramukh Rajnitik Bicharak Ra Bad*. Kathmandu: M.K. Publisher.



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प्राज्ञिक परिषद्को कार्यालय  
काठमाडौं



# Major Political Systems

BA: Pol. Sc. 423  
Level: 4 yrs. B. A.  
Paper: III  
Year: 2nd

Full marks: (70+30) =100  
Pass marks: (28+12) =40  
Total periods: 150  
Per period: 50minutes

## Course Description

This course deals with major constitutional systems of the world including the U.S.A., Russia, the U.K., France, and People's Republic of China, Switzerland and India.

## Objectives

- To familiarize the students with the political system of major states and their Governments; and
- To provide broader knowledge regarding the major constitutional systems of the world.

Unit	Lectures
<b>I Forms of State</b> <ul style="list-style-type: none"><li>• Concept and characteristics of Unitary and Federal forms of Government</li><li>• Unitary form of States- France and Bangladesh</li><li>• Federacy- United Kingdom and China</li><li>• Federal form of States - India, Confederation to Federation - U.S.A, Switzerland</li></ul>	10
<b>II Forms of Government:</b> <ul style="list-style-type: none"><li>• Parliamentary form of Governments – United Kingdom and India</li><li>• Presidential form of Governments – USA</li><li>• Semi-Presidential Government – France, Sri Lanka</li><li>• Socialist Form of Government - (New Democracy) China- Role of Communist Party</li></ul>	20
<b>III United Kingdom</b> <ul style="list-style-type: none"><li>• British Constitution – Features, Major developments</li><li>• Executive<ul style="list-style-type: none"><li>- British Crown</li><li>- British Cabinet</li></ul></li><li>• Parliament – Structure, Composition, Power and Function<ul style="list-style-type: none"><li>- House of Lords</li><li>- House of Commons</li><li>- Opposition Leader (main)</li></ul></li><li>• Judiciary and its Structure</li></ul>	20



<b>IV</b>	<b>The Government of United States of America</b>	<b>20</b>
	<ul style="list-style-type: none"> <li>• Features of the American Constitutional System</li> <li>• Executive : <ul style="list-style-type: none"> <li>- The President</li> </ul> </li> <li>• Legislature: Structure, Composition, Power and Function</li> <li>• Judiciary</li> </ul>	
<b>V</b>	<b>The Government of France</b>	<b>20</b>
	<ul style="list-style-type: none"> <li>• Features of the French Constitutional System</li> <li>• Executive</li> <li>• Legislature : Structure, Composition, Power and Function</li> <li>• Judiciary</li> </ul>	
<b>VI</b>	<b>The Government of The Russia</b>	<b>20</b>
	<ul style="list-style-type: none"> <li>• Features of the Russian Constitution</li> <li>• Executive</li> <li>• Legislature (Russian Duma) : Structure, Composition, Power and Function</li> <li>• Judiciary</li> </ul>	
<b>VII</b>	<b>Government of The People's Republic of China</b>	<b>20</b>
	<ul style="list-style-type: none"> <li>• Chinese Constitution-Features and Major Development (1982)</li> <li>• Executive</li> <li>• Legislature (The National People's Congress) : Structure, Composition, Power and Function</li> <li>• Role of Communist Party</li> <li>• Judiciary : Structure and Significance</li> </ul>	
<b>VIII</b>	<b>Government of The Indian Republic</b>	<b>20</b>
	<ul style="list-style-type: none"> <li>• Indian Constitution- Features and Major Development</li> <li>• Executive</li> <li>• Legislature (Parliament), Structure, Composition, Power and Function</li> <li>• Judiciary</li> </ul>	

**\*Evaluation Pattern**

After the completion of almost two - third of the course (class lectures) the subject class teacher may conduct internal evaluation. The detail of the suggested evaluation pattern is given at the last part of the overall (this) BA Pol. Sc. Course.



### Prescribed Readings

- Gabriel, A. Almond, Bingham G. Russell, J. Dalton and Storm karee (2014). *Comparative Politics Today : A World View*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Bhagwan, Vishnoo and Bhusan Vaidya (2011). *World Politics: A Comparative Study*. New Delhi: Sterling Publishers Pvt. Ltd.
- Friedrich, Care J. (1968). *Constitutional Government and Democracy: Theory and Practice in Europe and America* (4<sup>th</sup> Edition). Calcutta: Oxford & IBH.
- Finer, Samuel Edward (1975). *Comparative Governments*. Harmondsworth: Penguin Books.
- Kapur, Anupchand (2017). *Constitutions- Selected Constitution U.K, USA, France, Canada, Switzerland, USSR, China, Japan and India* ( 9<sup>th</sup> Edition). New Delhi : S Chanda and Company.
- Robert G. Wesson (1981). *Modern Governments (Three Worlds of Politics)*, Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632.

### Reference Readings

- Mahajan, VD (1995). *Select Modern Governments*. New Delhi: S. Chand & Co. Ltd.
- Pokhrel, Krishna ( 2075). *Major parliamentary and Non- Parliamentary Political Systems (in Nepali, Pramukh Sansadiya Ra Gair- Sansadiya Rajnitik Pranali)*. Kathmandu: MK Publishers & Distributors.
- Khand, Jitendra Dhoj (2013). *Comparative Politics (A Study of Major Political Systems)*. Kathmandu: Mahes and Prapti Khand/Malla.



# International Studies

BA: Pol. Sc. 424  
Level: 4 yrs. B. A.  
Paper: IV  
Year: 2nd

Full marks: (70+30) = 100  
Pass marks: (28+12) = 40  
Total periods: 150  
Per period: 50minutes

## Course Description

The content of this paper acquaints students with the concept and basic knowledge of international politics. It also covers the significant areas of international relations as governed by the International Law including the issues of contemporary international practices.

## Objectives

- To familiarize students with the concept of International Politics and International Law; and
- To impart students with analytical knowledge and skills to understand core areas of international relations and also of the emerging issues in international politics.

Unit	Lectures
<b>I An Introduction to International Studies: Politics and Relations</b>	<b>18</b>
<ul style="list-style-type: none"><li>• Concept, Nature and Characteristics</li><li>• Approaches to the study of International Relations: Traditional and Scientific (Modern)</li><li>• National Interest as the determining factor</li><li>• Changing patterns of International Politics and Relations</li></ul>	
<b>II Power and capabilities of Nation</b>	<b>16</b>
<ul style="list-style-type: none"><li>• Meaning and Concept of Power and Capabilities</li><li>• Forms, Determinants and Limitations of Power</li><li>• Balance of Power: Concept, Methods and Significance</li></ul>	
<b>III Foreign Policy and Diplomacy</b>	<b>18</b>
<ul style="list-style-type: none"><li>• Nature and Characteristics</li><li>• National Interest</li><li>• Determinants of Foreign Policy</li><li>• Nepal's Foreign Policy, its Characteristics and NAM</li></ul>	
<b>IV International and Regional Organizations</b>	<b>16</b>
<ul style="list-style-type: none"><li>• United Nations and Its Organs</li><li>• SAARC and ASEAN</li><li>• Nepal's role in the UN</li><li>• Peace Keeping role of Nepal in the UN</li></ul>	



<b>V</b>	<b>An Introduction to International Law</b>	<b>18</b>
	<ul style="list-style-type: none"> <li>• Concept, Origin, and Characteristics</li> <li>• Sources of International Law</li> <li>• Relationship between International Law and Municipal Law</li> <li>• Jurisdiction of International Law</li> </ul>	
<b>VI</b>	<b>Treaties and Agreements</b>	<b>14</b>
	<ul style="list-style-type: none"> <li>• Meaning and Distinction of Treaties and Agreement</li> <li>• Classification of Treaty</li> <li>• Ratification and Termination of Treaty</li> </ul>	
<b>VII</b>	<b>Landlocked Countries</b>	<b>14</b>
	<ul style="list-style-type: none"> <li>• Meaning and Constraint</li> <li>• Rights of Landlocked Countries and UN Convention on Law of the Sea, 1982.</li> </ul>	
<b>VIII</b>	<b>Human Rights</b>	<b>18</b>
	<ul style="list-style-type: none"> <li>• Meaning, definition and Origin</li> <li>• Universal declaration of Human Rights, 1948</li> <li>• Distinction between Human Rights and Fundamental Rights</li> <li>• Protection of Human Rights in Nepal</li> <li>• National Human Rights Commission of Nepal / Non-governmental Organizations based on Human Rights activities</li> </ul>	
<b>IX</b>	<b>Major Issues of International Law</b>	<b>18</b>
	<ul style="list-style-type: none"> <li>• Recognition of States and Governments</li> <li>• Extradition and Asylum</li> <li>• Neutrality, Intervention and Law of War</li> <li>• Settlement of Disputes: Peaceful and Coercive Action</li> <li>• Blockade and its Validity</li> <li>• Measures to prevent Blockade</li> <li>• International Terrorism and International Law</li> </ul>	

### **\*Evaluation Pattern**

After the completion of almost two - third of the course (class lectures) the subject class teacher may conduct internal evaluation. The detail of the suggested evaluation pattern is given at the last part of the overall (this) BA Pol. Sc. Course.



## Prescribed Reading

- Fenwick, C.G. (1975). *International Law*. Bombay: Vikils, Feffer and Simons Pvt. Ltd.
- Holsit, K.J. (1969). *International Politics: A Framework for Analysis*. New Delhi: Prentice Hall.
- Johari, J.C. (1985). *An Introduction to International Relations*. New Delhi: Sterling Publication.
- Morgenthau, Hans J. (1978). *Politics Among Nations: The Struggle for Power and Peace*. New York: Alfred A. Knopf.
- L. Oppenheim, (1972). *International Law. Treatise. Vol.1*. London: English Language book society.

## Reference Readings

- Charles o. Lerche, Jr. Abul A. Said (1972). *Concepts of International Politics ( 2<sup>nd</sup> Edition)*. New Delhi: Prentice-Hall of India Private Limited
- Hingoorani, R.C. (1982). *Modern International Law*. Oxford and IBH Publication.
- Klabbers, Jan (2013). *International Law*. New York: Cambridge University press.
- Khand, Jitendra Dhoj (2018). *International Relations*. Kathmandu: Sachin and Aarati.
- Malhotra, Jyoti (2016). *International Relations: Theory and Practice*. New Delhi: Adriot Publishers.
- Shaw, Malcolm N. (2008). *International Law*. New Delhi: Cambridge University press.
- Mignst, Karen A. (1999). *Essentials of International Relations*. New York: W.W. Norton & Company.
- Pokharel, Krishna (2075 BS). *Antarastriya Adhyayan (International Studies)*. Kathmandu: MK Publishers and Distributers.
- United Nations Charter, 1945.*
- Universal Declaration of Human Rights, 1948.*



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# Public Administration

BA: Pol. Sc. 425  
Level: 4 yrs. B. A.  
Paper: V  
Year: 3rd

Full marks: (70+30) = 100  
Pass marks: (28+12) = 40  
Total periods: 150  
Per period: 50 minutes

## Course Description

This course introduces the students with conceptual and theoretical aspects of Public Administration. It focuses on the practical aspects of essential knowledge relating to the area. The course also deals with the basic understanding of the Nepalese Administrative System.

## Objectives

- To familiarize students with Public Administration along with its basic concepts and theories including the concept of Development Administration; and
- To provide students with basic knowledge about Public Policy and Nepalese Administrative System.

## Unit

## Lectures

- | Unit  | Lectures  |
|---|-----------|
| <b>I Introduction to Public Administration</b>  | <b>30</b> |
| <ul style="list-style-type: none"><li>• Definition, Nature, Scope and Importance of Public Administration; Features of Public and Private Administration; Public Administration and its relationship with other Social Sciences</li><li>• Development Administration: Definition, History, Attributes and Pre-conditions, Problems of Developing Countries &amp; Development Administration in Nepal.</li></ul> |           |
| <b>II Theories on Public Administration</b>   | <b>15</b> |
| <ul style="list-style-type: none"><li>• Classical Theory, Scientific Management Theory, Human Relation Theory, Prismatic Theory &amp; Bureaucratic Theory</li></ul>   |           |
| <b>III Personnel Administration and Bureaucracy</b>   | <b>15</b> |
| <ul style="list-style-type: none"><li>• Meaning, Scope and Importance of Personnel Administration; Recruitment, Training, Promotion and Retirement in Nepal</li><li>• Bureaucracy - Meaning, Types, Merits and Demerits, Strength and Weakness of bureaucratic system of Nepal</li></ul>  |           |
| <b>IV Organization and Management</b>   | <b>15</b> |
| <ul style="list-style-type: none"><li>• Organization and Management Meaning and Types</li><li>• Hierarchical Structure of Organization</li><li>• Staff and Line Agencies - Meaning, Role, Importance and Functions</li><li>• Administrative structure of Nepal; 3 tiers - Relationship among 3 tiers (Central, State and Local)</li></ul>   |           |



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V	<b>Public Administration and Good Governance</b>	15
	• Concept, Meaning, Types and Importance of Good Governance, Role of Good Governance in the Nepalese Context.	
VI	<b>Public Policy and Planning</b>	15
	• Significance and Process of Public Policy: Group Theory & Elite Theory; Planning - Concept, Role and Functions of National Planning Commission - Federal Planning in Nepal.	
VII	<b>Politics and Public Administration</b>	15
	• Interrelationship/ Distinction between Politics and Public Administration- Leadership: Types, Importance, Role and Development	
VIII	<b>Concept of Budgetary Process</b>	15
	• Definition, Objectives & Features of Budget - Budget Cycle, Budget Type; Incremental Budget, Performance Budget & Zero Based Budgets, Budgetary Process in Nepal	
IX	<b>Public Administration in Nepal</b>	15
	• Public Service Commission: Role of Public Service Commission • Ministry of Federal Affairs and General Administration, its role in Administrative Management	

### \*Evaluation Pattern

After the completion of almost two - third of the course (class lectures) the subject class teacher may conduct internal evaluation. The detail of the suggested evaluation pattern is given at the last part of the overall (this) BA Pol. Sc. Course.



## Prescribed Readings

- Holzer, Marc & Schweser, Richard W. (2015). *Public Administration*. New Delhi: PHI Learning Pvt. Ltd.
- Hen, Nicholas (2014). *Public Administration & Affairs*. New Delhi: PHI Learning Pvt. Ltd.
- Khanal, Rabindra (2006). *Local Government in Nepal: Democracy at Grassroots*. Kathmandu: Smriti Books.
- Pokhrel, Krishana (2015). *Public Administration in Nepal*. Kathmandu: M.K Publishers.
- Shrestha, Tulshi Narayan (1996). *The Concept of local Government and Decentralization*. Kathmandu: Ratna Pustak Bhandar.

## Reference Readings

- Adhikari, Dev Raj (2003). *Organizational Behavior*. Kathmandu: Buddha Academic Publishers.
- Basu, Rumki (2000). *Public Administration: Concept and Theories*. New Delhi: Sterling Publications Pvt. Ltd.
- Bhatta, Bhim Dev (2075 BS). *Sarbanjanik Prasasan ko Adharbhut Siddanta*. Kathmandu: Sopan Masik.
- Sadana, B. L. & Sharma, M. P. (2006). *Public Administration in Theory and Practice*. New Delhi: Kitab Mahal.
- Sapru, Radhakrishan (2017). *Public Policy: A Contemporary Perspective*. New Delhi: Sage Publication Pvt. Ltd.



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सामाजिक परिचयको कार्यालय  
कोलिनपुर



# Government and Election in Nepal

BA: Pol. Sc. 410  
 Level: 4 yrs. B. A.  
 Paper: Elective  
 Year: 3rd

Full marks: (70+30) =100  
 Pass marks: (28+12) =40  
 Total periods: 150  
 Per period: 50minutes

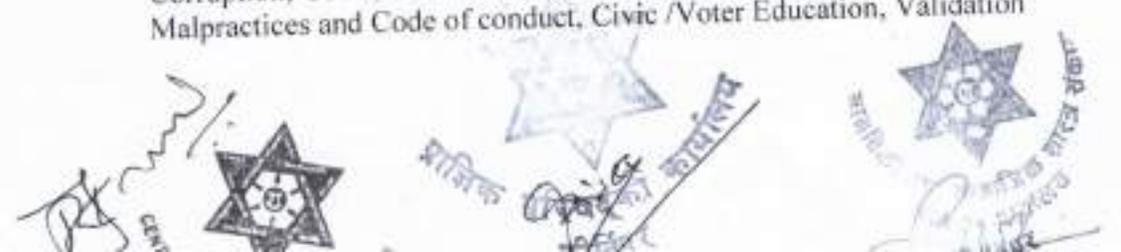
## Course Description

This course is intended for the students majoring in the disciplines other than Political Science. It provides a cursory overview of the means and ways of the formation and functioning of Government in Nepal. It also acquaints students with the current political practice.

## Objectives

- To familiarize the students with the matters of politics as well as the government and electoral system of the country; and
- To impart students with the knowledge about the relevant constitutional provisions and electoral process of the country.
- To involve students with the practical knowledge about the process of Election in Nepal (Demonstration by Practical means)

Unit	Lectures
<b>I Significance of Political Science</b> <ul style="list-style-type: none"> <li>• Concept, Scope and Importance</li> <li>• Relationship between Political Science and other Social Sciences (History, Geography, Sociology, Economics).</li> </ul>	15
<b>II Introduction to State and Government</b> <ul style="list-style-type: none"> <li>• Concept and Elements of State</li> <li>• Government and State</li> <li>• Organs of Government</li> </ul>	20
<b>III Democracy and Government</b> <ul style="list-style-type: none"> <li>• Democracy and brief history of representative government and Nepal's Federal Structure</li> <li>• Franchise as a means of Democracy and Universal Adult Franchise</li> <li>• Electoral System and Electoral System in Nepal                             <ul style="list-style-type: none"> <li>- FPTP (Single/multi-member representation and Two Round System)</li> <li>- PR (List system, Single Transferrable/ Preferred Voting System/ mixed System)</li> </ul> </li> </ul>	30
<b>IV Key Terminology of Election</b> <ul style="list-style-type: none"> <li>• Electoral Role, Registration, Nomination, Candidate, Campaign, Free and Fair, Periodic, Polling booth, Polling Officer, Election Officer, Constituency, Delineation, Corruption, Court, Election Commission, Election Commissioner, Electoral Integrity, Malpractices and Code of conduct, Civic /Voter Education, Validation</li> </ul>	25



V Election Process in Nepal

30

- Constituency Delineation
- Announcement of Election and Voter Registration
- Political Party Registration
- Candidate Nomination
- Election Campaigns
- Election Security
- Ensuring Free and Fair Election/ Observation and Monitoring
- Voting – Secret Ballot
- Counting and Result Declaration

VI Election Commission of Nepal

30

- Constitutional Provision and Rules
- Composition, Power and Functions
- Coordination with Stakeholders
- Dispute, Complaint and Resolution- Election Court

**\*Evaluation Pattern**

After the completion of almost two - third of the course (class lectures) the subject class teacher may conduct internal evaluation. The detail of the suggested evaluation pattern is given at the last part of the overall (this) BA Pol. Sc. Course.



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## Prescribed Readings

- Andrew Reynolds, Ben Reilly and Andrew Ellis (2008). *Electoral System Design: The New International IDEA Handbook*. Sweden: SE-10334 Stockholm.
- Garner, J. W. (1951). *Political Science and Government*. Calcutta: World Press.
- Gupta, A. (1993). *Politics In Nepal (1950-60) (Second Enlarge)*. Delhi, India: Kalinga Publications.
- Johari, J.C. (2009). *Principles of Political Science*. New Delhi: Sterling Publication.
- Nepalko Nirbachan Itihas (2072). Kathmandu: Election Commission.
- Nepalko Samsadiya Nirbachan Darpan (2067). Tanahu: Mrs. Srijana Pandit.
- Nepal Yan Sangraha Khanda 3 (2075). Kathmandu: Kanoon Kitab Byabasta Samittee, GON, Ministry of Law, Justice and Parliamentary Affairs.
- Rose, Richard. (1980). *Electoral Participation -A Comparative Analysis*. London: SAGE Publications, Beverly Hills.
- The Constitution of Nepal (2072). Kathmandu: Kanoon Kitab Byabasta Samittee, GON, Ministry of Law, Justice and Parliamentary Affairs.

## Reference Readings

- Borre, Ole, Pandey and Tiwari (1994). *Nepalese Political Behaviour*. Denmark: AARHUS University Press.
- Baral, Lok Raj (Eds.). (2011). *Constitutional Government and Democracy in South Asia*. Kathmandu: Nepal Centre For contemporary Studies (CNNS).
- Evans, G. & Norris, P. (Eds.). (1999). *Critical Elections: Voters and Parties in Long -term Perspective*. London: Sage.
- Hachhethu, Krishna et. al. (2008). *Nepal in Transition: A Study on State of Democracy*. Stockholm: International IDEA.
- Mishra, Birendra P. (2060). *Prajantra Nirbachan Pranali Ra Pratinidhitto*. Kathmandu: Nepal Dachin Asia kandra.
- POLSAN, *Parliamentary Process and Political Parties*. Kathmandu: Political Science Association of Nepal.
- Pokhrel, K. (2076 B.S). *Adhunik Rajnitik Siddhant*. Kathmandu: M.K. Publishers & Distributors.



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प्रान्तिक परिषद्को कार्यालय  
काठमाडौं  
वी.सि.प. १९

# Politics of Nepal

BA: Pol. Sc. 426  
Level: 4 yrs. B. A.  
Paper: VI  
Year: 4th

Full marks: (70+30) =100  
Pass marks: (28+12) =40  
Total periods: 150  
Per period: 50minutes

## Course Description

This course deals with the political developments and process of Nepal's march towards statehood. It encompasses the influencing aspects of domestic politics as well as the functioning of government.

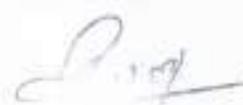
### Objectives:

- To orient students with the developments that have taken place in the Nepalese politics and its march towards the statehood; and
- To impart students with the knowledge about the forms of government that it pursues.

Unit	Lectures
<b>I Introduction to Nepali Politics and Government</b>	<b>30</b>
<ul style="list-style-type: none"><li>• A reflection on the post-unification politics</li><li>• A brief overview of the political situation of the country since the 2007 BS phase and thereafter.</li><li>• The consequence of 2007 BS Jankranti (Peoples Movement) and its significance of the political changes in Nepal</li><li>• First practice of Multi party polity and the political transition to parliamentary democracy (2007 – 2017 BS)</li></ul>	
<b>II Party-less Panchayat System</b>	<b>10</b>
<ul style="list-style-type: none"><li>• Constitutional Provision and Rules</li><li>• Governmental System of Active Leadership of the King</li><li>• Constitutional Arrangement of the Sovereign King</li><li>• Referendum of 2036 BS and its Consequence</li></ul>	
<b>III Restoration of Parliamentary Democracy</b>	
<ul style="list-style-type: none"><li>• Restoration of Multiparty Parliamentary Democracy (2046 BS)</li><li>• Trends and Culture in the functioning of newly introduced Democratic System</li><li>• Challenges in the Governance and the Rise of CPN Maoist Uprising</li><li>• King Gyanendra's Direct Rule and the Political Instability</li></ul>	

  
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काठिण्ड





- IV **Causes and Consequence of the 2062/63 Jan Andolan** 30
- Factors and Purpose of 2062/63 Movement
  - Reinstallation of Parliament
  - Interim Constitution and the Politics of consensus
  - Initiation for Federalism
  - Restructuring of the State, Politics and Governance (Monarchy/ Unitary & Hindu state and the need of Inclusionary policy)
  - Constituent Assembly 2064 and 2070
  - Making of new Constitution (2072 BS).
- V **Provision in the New Constitution of Nepal (2072)** 35
- Introduction of New Constitution:
    - Republic
    - Federalism
    - Secularism
    - Inclusion
    - Provision of Three Tiers of Governmental Organs - Central/ Provincial/ Local Levels
    - Sovereignty vested in the people
    - Electoral System in Nepal
- VI **Party System and the Major Political Parties** 30
- Major Political Parties of Nepal
    - Ideology
    - Role and Function
    - Nepali Congress Party (NCP)
    - Communist party of Nepal (CPN)
    - Rastriya Janata Party (RJP) Nepal
    - Nepal Samajbadi Party (NSP) Nepal
  - Implementation of the new Constitution (2072BS) – a brief discourse on Government and Politics.

**\*Evaluation Pattern**

After the completion of almost two - third of the course (class lectures) the subject class teacher may conduct internal evaluation. The detail of the suggested evaluation pattern is given at the last part of the overall (this) BA Pol. Sc. Course.



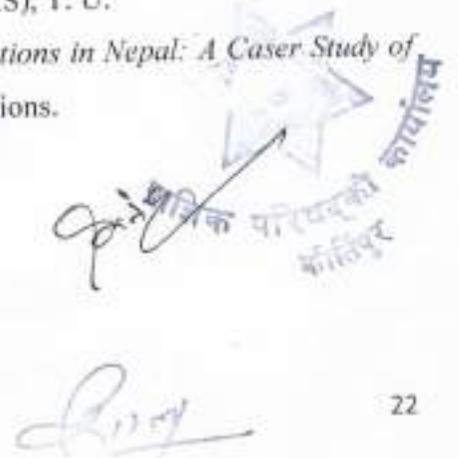
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## Prescribed Readings:

- Baral, Lokraj (2012). *Nepal-Nation-State in the wilderness: Managing State, Democracy, and Geopolitics*. New Delhi: Sage.
- Einsiedel, Sebastian Von, David M Malone and Suman Pradhan (Eds.). (2012). *Nepal in Transition: from People's War to Fragile Peace*. New Delhi: Cambridge University Press India Pvt. Ltd.
- Hachhethu, Krishna (2002). *Party building in Nepal: A comparative Study Between Nepali Congress and Communist Party of Nepal (United Marxist-Leninist): People, Organization and Leadership*. Kathmandu: Mandala Book Point.
- Joshi, Bhuwan Lal and Leo E. Rose (1966). *Democratic Innovation in Nepal*. Berkeley: University of California Press.
- Kumar, Dhruva (Eds.). (1995). *State Leadership and Politics in Nepal*. Kathmandu: Centre for Nepal and Asian Studies (CNAS), T. U.
- Rose, Leo E. and Fisher, Margrett W. (1970). *The Politics of Nepal*. Ithaca: Cornell University Press.

## Reference Readings

- Hachhethu, Krishna et. al. (2008). *Nepal in Transition: A Study on State of Democracy*. Stockholm: International IDEA.
- Jha, Prashant (2014). *Battle of the New Republic: A Contemporary History of Nepal*. New Delhi: Aleph Book Company.
- Khanal, Rabindra (2001). *Democracy in Nepal: Challenges and Prospects*. Kathmandu: Smriti Books
- Kumar, Dhruva (Eds.). (2000). *Domestic conflict and Crisis of Governability in Nepal*. Kathmandu: Centre for Nepal and Asian Studies (CNAS), T. U.
- Pradhan, Bhuvanlal & Rose Leo E. (2004). *Democratic Innovations in Nepal: A Caser Study of Political Acculturation*. Kathmandu: Mandala Publications.



# Research Methodology

BA: Pol. Sc. 427  
Level: 4 yrs. B. A.  
Paper: VII  
Year: 4th

Full marks: (70+30) =100  
Pass marks: (28+12) =40  
Total periods: 150  
Per period: 50minutes

## Course Description

This course introduces the preliminary knowledge about the process and methods of conducting research activities. It focuses to equip students with research skills, techniques and formats required to pursue knowledge in Political science Research.

## Objectives

- To enable the students to understand the concepts of Research Methodology and Report Writing, and acquire the basic skills necessary to carry out the Research Work; and
- To familiarize students with the changing nature of political science research and its application.

Unit	Lectures
<b>I Introduction to Research Methodology</b>	20
<ul style="list-style-type: none"><li>• Meaning, Concept and Goals of Research</li><li>• Types of Research</li><li>• Importance of Research in Political Science</li></ul>	
<b>II Basic Terminology of Research Methodology</b>	30
<ul style="list-style-type: none"><li>• Choosing a Topic, Research Problems/ Questions (Statement of Problem), Methods and Methodology, Literature Review, Hypothesis, Deductive and Inductive Methods, Data Collection, Qualitative and Quantitative Methods, Census and Sampling, Validity and Reliability, Citation- APA and MLA (Foot Note), Plagiarism/ Ethics of Research, Research Proposal, Reference/ Bibliography, Field Report.</li></ul>	
<b>III Research Design</b>	25
<ul style="list-style-type: none"><li>• Meaning and Types of Research Design</li><li>• Essentials of Research Design</li><li>• Descriptive and Analytical Design</li><li>• Preparing Research Proposal<ul style="list-style-type: none"><li>- Introduction/Background, Problem Identification, Objective, Theory, Significance, Methodology, Data Collection, Organization of the Research, Qualitative or Quantitative, Analysis, Findings (Conclusion)</li></ul></li></ul>	

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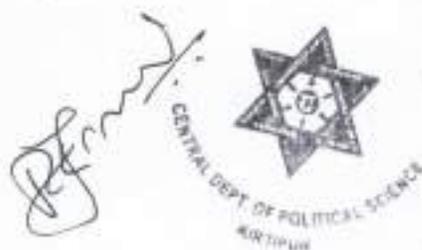


- IV Sources of Data** **20**
- Concept and Meaning of Research Data and Data Collection/tools and Methods
    - Primary - Audio/Visual - Interview/ Speech/ Talk/ Observation Seminar Workshop (Unpublished.)
    - Secondary - Books, Journal, News Paper/Magazine, Documents, Reports, Website Source, Research Papers, Thesis/ Dissertation, Seminars Proceedings/Reports (Published Documents).
- V Data Collection Techniques** **25**
- Survey Method
  - Interview Method
  - Questionnaire Method
  - Observation Method
  - Reviewing of Documentary/Website and Library Method
- VI Report Writing** **30**
- Proposal Writing
  - Preparation for Report Writing - Drawing the Outlines
  - Preliminary Part
    - Front Page with Research Title - indicating Purpose of the Research
    - Recommendation Letters from the concerned Officials
    - List of Contents
    - Abstract/ Executive Summary
  - Main Content (Text) writing
    - Introductory Chapter (First Chapter) -Basic Components
    - Theoretical Part
    - Analytical Part
    - Data Collection and Analysis, Classification, Coding, Tabulation, Thematic/Logical Presentation and Analysis to address the set objectives.
    - Findings, Conclusion Recommendations/Suggestions (Concluding Chapter) (As per the relevance and necessity Chapters could be devised)
  - Reference/Bibliography, Appendix/Annex

#### **\*Evaluation Pattern**

After the completion of almost two - third of the course (class lectures) the subject class teacher may conduct internal evaluation. The detail of the suggested evaluation pattern is given at the last part of the overall (this) BA Pol. Sc. Course.

**Note:** 10 marks should be done as research work/ field work (10 pages report writing). For this purpose concerned Department may raise additional fees from the students, if necessary, for the field research.

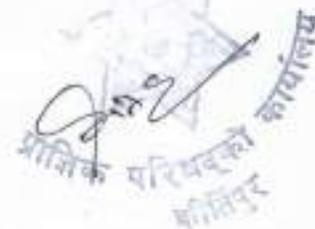


## Prescribed Readings

- Baral, Uma Nath (2017). "Social Science Research: Meaning and Goals" in *PRAGYIK PRABHAHA*. Vol. VI. Pokhara: Faculty of Law-PNC, TU.
- Becker, Howard S. (1986). *Writing for Social Scientists*. Chicago: University of Chicago Press.
- Bell, J. (2010). *Doing Your Research Project (5<sup>th</sup> Edition)*. New Delhi: Viva Books Private Limited.
- Brewer, J., & Hunter, A. (2006). *Foundations of Multimethod Research: Synthesizing styles*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research*. Los Angeles, CA: Sage.

## Reference Readings

- Baral, Uma Nath (1998). "Basic Steps in Research Proposal", in *Journal of Political Science*, Vol. I. Pokhara: Department of Political Science-PNC.
- Beckear, Howard (1986). *Writing for Social Scientist*. Chicago: University of Chicago Press.
- Bell, J. (2010). *Doing Your Research Project (5<sup>th</sup> Edition)*. New Delhi: Bikas Books Pvt. Ltd.
- Goode and Hatt (1985). *Methods in Social Research*. Singapore: Mc. Graw Hill Book Co.
- Johnson, J. B. and Joslyn, R. A. (1998). *Political Science Research Method*. New Delhi: Prentice-Hall of India Pvt.Ltd .
- McNabb, David (2005). *Research Methods for Political Science*. New Delhi: Prentice-Hall of India.
- Menheim, Jarol B. and Richard C. Rich (1995). *Empirical Political Analysis: Research Methods in Political Science*. New York: Longman.
- Pandey, Sushil R. (1993). "Research Methodology in Political Studies and Nepalese Politics" in *Nepali Political Science and Politics-Vol. 2*. Kathmandu: POLSAN.



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## \*Evaluation Pattern

Following criteria of evaluation patterns are suggested for conducting evaluations of any of the paper included in the syllabus.

### a. Internal Evaluation (10+20=30 Marks)

The performance of the students will be evaluated through Mid Term Examination and other teaching/learning activities including attendance, discipline, presentation, field work, group work, mini project work, report writing etc. The Mid Term Examinations shall be held by the concerned campus. The question pattern of Mid Term Examinations will be of long and short answer questions with one hour duration. The performance of the student will be evaluated through internal criteria and tests containing altogether 30 percent marks weight-age.

Among the above criteria for evaluation, concerned subject teacher may apply any of them or any other pattern according to the nature of the Paper. The following table outlines the internal evaluation pattern with marks distribution.

Evaluation		
<b>1. Teaching/Learning Activities (20 Marks)</b>		
a. Attendance		5
b. class activities, class presentation, discipline		5
c. Research Report (mini project work) field work, Report Writing and Presentation, group work		10
<b>2. Mid Term Examinations (10 Marks)</b>		
Total 2 out of 3 short questions to be answered	(2 x 2 = 4 marks)	10
Total 1 out of 2 long questions to be answered	(1 x 6 = 6 marks)	
Grand Total		30

### b. Final Examination (Theoretical 70 Marks)

The performance of the students will be evaluated through the annual examination to be held by the Office of the Controller of Examinations. The question pattern of the annual examination will be in the nature of comprehensive/ critical analysis, long as well as short answers.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks	Remarks
Group A: Comprehensive/Critical question	1 out of 2 questions	1 x 20 marks	20	Exam hours 3:00  रिपटको कार्यालय कोशीपुर
Group B: Long question/ answer	3 out of 4 questions	3 x 10 marks	30	
Group B: Short question/ answer	4 out of 6 questions	4 x 5 marks	20	
Total			70	



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Updated, 2020

Tribhuvan University  
**Faculty of Humanities and Social Sciences**

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



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

2019



## Bachelor of Arts in Sociology

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

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

The course has relatively heavy emphasis on practicum (worth of 30 percent weightage). In each paper, students are required to link the text they read and discuss with the society they come from or they are living in. Hence, whereas understanding Sociology is important, their ability to apply such understanding to their own community and society is also important. Finally, in order to enhance their ability to organize ideas in a systematic manner and enable them in writing and communicating such ideas in effective ways, skills in research and writing have also been emphasized.

**Course objectives:** The course has the following specific objectives:

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

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

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

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

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

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

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

First Year

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

Second Year

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

Third Year\*

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

Fourth Year\*

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

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



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

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

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

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

- Course Contents -

**Unit I: Understanding society and sociology**

(15 hrs)

- a) The building blocks of society
  - Social interaction
  - Social structure (interactions, institutions, societies)
  - Social interaction in everyday life
- b) Understanding society sociologically
  - Social structural approach (Norbert Elias)
  - Sociological imagination (C. Wright Mills)
  - The sociology of knowledge (Berger and Luckman)
  - Comparative historical approach (Charles Tilly, Michael Mann)
- c) Contemporary transformations in Nepali society



*Sharma*

**Readings**

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

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

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

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

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



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

**Unit II: Key contributions in classical sociology**

**(15 hrs)**

- a) Contributions of classical sociologists
  - Auguste Comte
  - Karl Marx
  - Emile Durkheim
  - Max Weber
- b) Sociology in Nepal: Institutional, academic and research history

**Readings**

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

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

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

**Unit III: Science and Sociology**

**(10 hrs)**

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

**Readings**

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

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

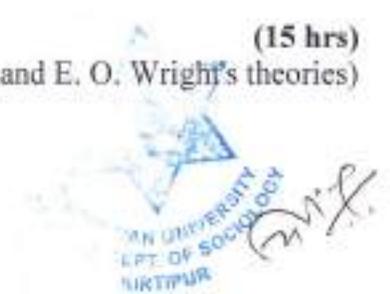
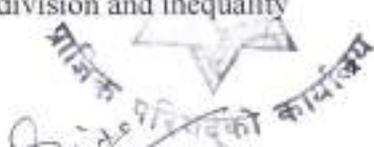
Bryman, A. (2012) *Social Research Methods*, 5<sup>th</sup> ed., Oxford: OUP (Chapter 1, Nature and process of social research, pp. 3-14).

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

**Unit IV: Social Stratification and inequality**

**(15 hrs)**

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



- Class and social mobility
  - Gender inequalities
  - Ethnicity and inequality
- c) Aspects of class and caste hierarchies in Nepali society

### Readings

- Giddens, Anthony (2001) *Sociology*, 4<sup>th</sup> ed., Cambridge: Polity Press (Class, stratification and inequality, pp. 283-303).
- Smelser, Neil J. (1993) *Sociology*, 4<sup>th</sup> edition, New Delhi: Prentice-Hall of India (Class and social mobility, pp. 173-179).
- Luintel, Youba Raj (2018) *Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal*, Kathmandu: Academic Book Center (Disposition of contemporary caste hierarchy, pp. 69-99).
- Luintel, Youba Raj (2018) The Expanding and Consolidating Middle Class in Post-1990 Nepal: A Framework of Analysis, a conference paper presented in the 7<sup>th</sup> Annual Kathmandu Conference on Nepal and the Himalaya, 25-27 July 2018, Social Science Baha.
- Gautam, Tika Ram (2017). Ethnicity, Access to Education and Inequality in Nepal. *Contemporary Social Sciences*, 26 (1): 17-48.

### Unit V: Micro social institutions

(15 hrs)

- a) Structure and functions of basic social institutions
- Marriage
  - Family
- b) Variations in family: single parents, cohabitation, same-sex couples, staying single, divorce and remarriage, intimate violence
- c) Globalization and family life

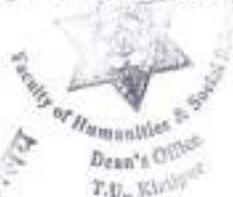
### Readings

- Ember, C. R and Melvin Ember (1993) *Anthropology*, 6<sup>th</sup> edition, New Delhi: Prentice-Hall of India, (Marriage, pp. 326-343).
- Haralambos, Michael (1980) *Sociology: Themes and Perspectives*, Delhi: Oxford University Press (The family, pp. 325-355).
- Little, W. (2014) *Introduction to Sociology - 1st Canadian Edition*. Victoria, B.C.: BCCampus. Available at <https://opentextbc.ca/introductiontosociology/> (pp. 446-451, pp. 455-460).
- Mills, Melinda (2014) "Globalisation and family life," in Angela Abela and Janet Walker (eds.) *Contemporary Issues in Family Studies: Global Perspectives on Partnerships, Parenting and Support in a Changing World*, West Sussex: John Wiley & Sons (pp. 249-259).

### Unit VI: Macro social institutions

(15 hrs)

- a) Economic institutions
- Work
  - Occupations



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- Division of labour
- Transformation of work
- b) Political institutions
  - Power and politics (Functionalist and Marxist perspectives)
  - The elite theory
  - Pluralism
  - Voting behaviour
  - The democratic idea
- c) Educational institutions
  - Education (functionalist, liberal and Marxian perspectives)
  - Class and educational attainment
  - Education, opportunity and inequality

### Readings

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

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

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

### Unit VII: Understanding social change

(15 hrs)

- a) Change, development and progress
- b) Understanding social change
  - Theories of social change
  - Factors in social change
  - Types of social change
- c) Social change in developing countries
- d) Globalization, social change and Nepal



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### Readings

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

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

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

### Unit VIII: Practicum: Project Work and Report Writing

(50 hrs)

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



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

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



*Vishayee*



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

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

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

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

- Course Contents -

**Unit I: Dynamics of Contemporary Nepali Society**

- Identity and ethnicity: concept and debate
- Inclusion and exclusion: concept and debate
- Nationalism: conceptual debate and practice
- Federalism: concept, models, application
- Secularism: conceptual debate and practice



(20 hrs)

*Mishra*

**Readings**

- Mishra, Chaitanya. 2010. Nepali Samajako Rupantaran (Adhyaya 1). In *Badhindo Nepali Samaj* edited by Rajendra Maharjan. Kathmandu: Fine Print.
- Gautam, Tika Ram. 2012. "Dynamics and Dilemma in Nation-Building: Issues of Inclusion in Public Sphere in Nepal". *Proceedings of the 4<sup>th</sup> Next-Generation Global Workshop, November 24-25, 2011*:410-429. Japan: Kyoto University.
- Oomen, TK. 2012. "Ethno-nationalism and Building National States in South Asia: Towards Federalization". Pp. 6-16 in *Ethnicity and Federalization in Nepal*, edited by Chaitanya Mishra and Om Gurung. Kathmandu: Central Department of Sociology/Anthropology.
- Mishra, Chaitanya. 2012. "*Nepalma Jatiya Ubhar ra Sanghiyakaranko Sandarbha*" ("Ethnic Upsurge in Nepal: Implications for Federalization" translated into Nepali by Tika Ram Gautam). Pp. 41-71 in *Bichar Bishesh*, edited by Dilliram Subedi and Coordinated by Gagan Thapa. Kathmandu: Public Policy Pathshala.
- Pandey, Tulsiram. 2012. "Quest of the Federal State: Understanding Issues of Social Diversity and Difference". Pp. 251-275 in *Ethnicity and Federalization in Nepal*, edited by Chaitanya Mishra and Om Gurung. Kathmandu: Central Department of Sociology/Anthropology.
- Gellner, David N. 2008. "Ethnicity and Nationalism in the World's only Hindu State". Pp. 3-32 in *Nationalism and Ethnicity in Nepal*, edited by David N. Gellner, Joanna Pfaff-Czarnecka and John Whelpton. Reprinted and Published in Nepal. Kathmandu: Vajra Book Shop.

*Mishra*

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

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

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

## Unit II: Economy and Society

(25 hrs)

- Socio-economic history of Nepali society
- The land tenure and taxation system in a historical perspective
- The Growth of Development planning in Nepal
- Modes of production and social structure
- Foreign labor migration, remittance and impact on national economy

### Readings

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

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

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

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

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

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

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

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

## Unit III: Education, Health and Society

(15 hrs)

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

### Readings



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

#### Unit IV: Politics and Society

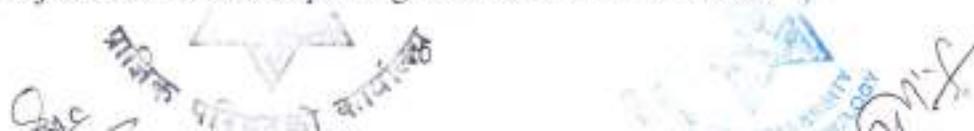
- Nepali culture and society: an historical overview
- The process of nation-building
- The evolution of Nepali nationhood
- Ethnicity, nationality and culture
- Diversity and national integration
- Constitutions of Nepal

(20 hrs)



#### Readings

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



- Sharma, Prayag Raj. 2006. "Ethnicity and national integration in Nepal: A Statement of the Problem". Pp. 203-210 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.
- Pudasaini, Surabhi. 2017. Writing Citizenship: Gender, Race and Tactical Alliances in Nepal's Constitution Drafting. *Studies in Nepali History and Society* 22(1): 85-117.
- Hyome, K. 2006. Madhesipratiko Vibhed ra Samanata Andolan. In Madhes: Samasya ra Samadhan. Basanta Thapa and Mohan Mainali, eds., pp. 112-126. Kathmandu: Social Science Baha.
- Ahuti. 2004. Hindu Samajma Dalit Jatiya Muktiko Prashna. In *Nepalko Sandarvama Samajshastriya Chintan*, Mary DesChene and Pratyoush Onta, Eds, pp. 475-521. Kathmandu: Social Science Baha.
- Gurung, Harka. 2004. Rastriyata ra janajati. In *Nepalko Sandarvama Samajshastriya Chintan*, Mary DesChene and Pratyoush Onta, Eds, pp. 475-521. Kathmandu: Social Science Baha.
- Guneratne, Arjun. 2009. Introduction. In *Regionalism and National Unity in Nepal*, by Frederick H Gaige. Kathmandu: Social Science Baha and Himal Books.

**Unit V: Social Demography of Nepal**

(20 hrs)

- Notion of social demography
- Population processes and dynamics (fertility, mortality, migration)
- Caste and ethnic groups
- Urbanization

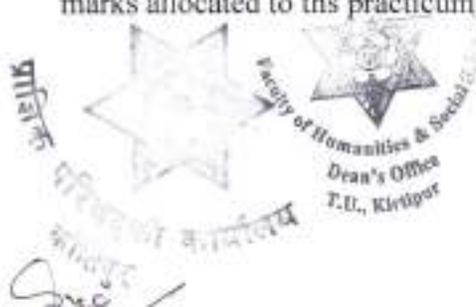
**Readings**

- Sharma, Pitamber. 2014. *Some Aspects of Nepal's Social Demography: Census 2011 Update*. Kathmandu: Himal Books.
- Sharma, Pitamber. 2006. Nepalma Saharikaran: Ek Simhavalokan. In *Saharikaran: Jeevikako Vividh Aayam*. Bhaskar Gautam ra Jagannath Adhikari, eds., pp. 27-74, Kathmandu: Martin Chautari.
- Gurung, Harka. 2001. *Nepal Social Demography and Expressions*. Kathmandu: New ERA.

**Unit VI: Practicum: Project Work and Report Writing**

(50 hrs)

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



*M. Shrestha*  
11



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

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

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

- Course Contents -

**Unit I: Introduction to Sociological Theories (15 hrs)**

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

**Readings**

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

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

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

**Practicum (6 hrs)**

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

**Unit II: Structural-Functionalism (15 hrs)**

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



- e) R. K. Merton, and manifest and latent functions
- f) Strengths and weaknesses of structural-functionalism

**Readings**

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

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

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

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

**Practicum**

**(6 hrs)**

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

**Unit III: Conflict Theory**

**(15 hrs.)**

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

**Readings**

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

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

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

**Practicum**

**(6 hrs.)**

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing a seminar paper on any social event, process or institution, and pursue students-led discussion in the class. In this process they will apply Conflict Theory particularly focusing on how useful it is for them to understand their own society.

**Unit IV: Symbolic Interactionism**

**(15 hrs.)**

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



*Mahaya*



### Readings

- Ritzer, George. (2011). *Sociological Theory*. 5<sup>th</sup> ed., New York: McGraw Hill, pp. 357-361.
- Wallace, Ruth A. and Alison Wolf. (2006). *Contemporary Sociological Theory: Expanding the Classical Tradition*, New Delhi: PHI Learning Private Limited., pp. 204-17, 238-41.
- Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction*. New York: Oxford University Press, pp. 213-15.
- Ritzer, George. (2011). *Sociological Theory*. 8<sup>th</sup> ed., New York: McGraw Hill, pp. 371-372.

### Practicum

(6 hrs.)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing a seminar paper as project work, based on group discussion or field observation. Students will apply Symbolic Interactionism to analyze the issue chosen from their own society.

### Unit V: Exchange and Rational Choice Theories

(8 hrs.)

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

### Readings

- Abraham, M. Francis. (2001). *Modern Sociological Theory: An Introduction*. New York: Oxford University Press, pp. 147-148.
- Ritzer, George. (2011). *Sociological Theory*. 8<sup>th</sup> ed. New York: McGraw Hill, pp. 407-14, 432-41.

### Practicum

(4 hrs.)

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

### Unit VI: Ethnomethodology and Phenomenology

(8 hrs.)

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

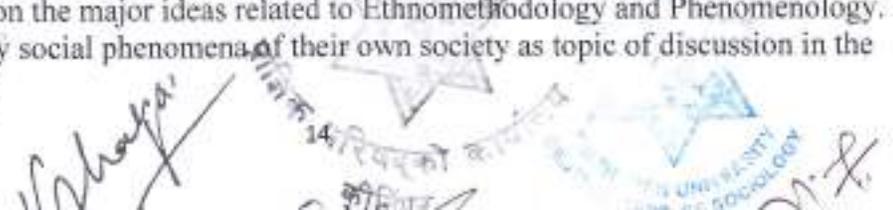
### Readings

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

### Practicum

(4 hrs.)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing a group report based on group discussion or field observation focusing on the major ideas related to Ethnomethodology and Phenomenology. Students can make any social phenomena of their own society as topic of discussion in the



class. They will apply Ethnomethodology or Phenomenology for analyzing that phenomena, and present it as a project work.

### Unit VII: Gender and Feminist Theories

(12 hrs)

- Key assumptions
- Liberal feminism and gendered division of labor
- Marxist feminism and capitalist patriarchy
- Socialist feminism and the theory of domination
- Radical feminism and the notion of patriarchal oppression
- Black feminism and intersectionality
- Strengths and weaknesses of feminist theories

#### Readings

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

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

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

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

#### Practicum

(6 hrs.)

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

### Unit VIII: Linking Micro and Macro

(12 hrs.)

- Key assumptions
- Anthony Giddens and structuration theory
- Pierre Bourdieu and social practice
- Jurgen Habermas, and system and lifeworld
- Strengths and weaknesses of the theory



*Vishay*

#### Readings

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

#### Practicum

(6 hrs.)

After completion of this unit, teaching faculty will divide the students into a number of groups and will assign them writing a seminar paper as project work, based on group discussion or field observation of everyday life focusing on the major ideas related to Linking Micro and Macro. Students can choose one of the following or similar issues, such as school education, basic health, local governance, remittance and migration, community based

organizations (such as *Aama Samuha*, *Tole Sudhar Samitti*), rural economy, agricultural market, urban society, or any such issues as topic of discussion. They will attempt to relate micro and macro sociological theories together in analyzing such issues, and present it as seminar paper in the class.

**Unit IX: Report Writing and Viva Voce**

**(6 hrs)**

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

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



*Signature*

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

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

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

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

- Course Contents -

**Unit I: Understanding Research as a Process**

(14+4 hrs)

- a) Social research: characteristics and scope
- b) Types and objectives of pure research, applied research, action research and historical research
- c) Conceptualizing research problem
  - Distinguishing research problem from social problems
  - Sources of research problem
  - Characteristics of good research problem
  - Steps in the formulating research problem
- d) Considering research variables during the formulation of research problem
- e) Process of social science research
- f) Making research sociological
- g) Practicum: The purpose of this unit is to train students about social research and engage them in developing a research problem for a mini research. Primarily it aims to expose them in understanding how research is conducted.

**Readings**

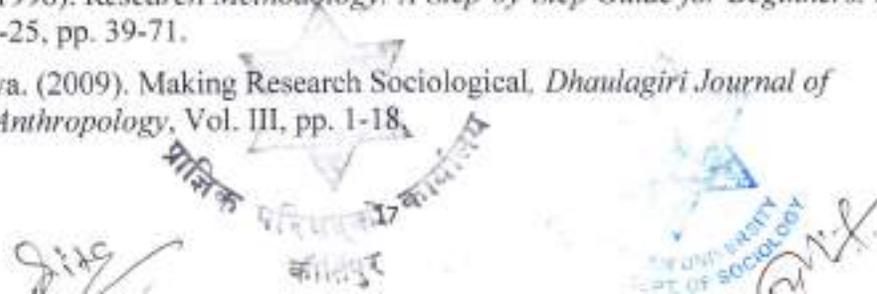
Baker, T. L. (2014). *Doing Social Research*. Third ed., New Delhi: McGraw Hill India, pp. 91-113.

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

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

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

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



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

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

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

### Unit II: Literature Review

(8+5 hrs)

- Why do we do literature review in a research?
- Sources of literature
- Literature search procedure
- Procedure for reviewing literature
- Linking literature review with research problem formulation
- Literature review and finding research gaps
- Practicum: The purpose of this unit is to develop skills in doing literature review and understanding the purpose of conducting it. It helps student to identify knowledge gap in the chosen field of inquiry.

### Readings

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

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

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

### Unit III: Linking Research with Theory

(8+4 hrs)

- Theory and research interlinks
- Theoretical considerations: positivism and interpretivism
- Linking theory to research strategy: quantitative and qualitative
- Linking theory to research process
  - Inductive reasoning
  - Deductive reasoning, and
  - Empirical generalization
- Practicum: The purpose of this unit is to help students internalize theory as a process of research and to enable them to link theory with research in a practical way.

### Readings

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

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

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

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

#### Unit IV: Research Design

(10+4 hrs)

- a) Research design as a research plan
- b) Components of research design
- c) Types of research design
  - Descriptive research design: Meaning and process
  - Exploratory research design: Meaning and process
  - Explanatory research design : Meaning and process
  - Brief introduction to cross sectional, longitudinal and historical research design
- d) Practicum: Three of the most influential and common purposes of research are exploration, description and explanation. The purpose of this unit is to enable students to developing overall research strategy. It provides outline for the collection, measurement, and analysis of data.

#### Readings

- Frankfort-Nachmias, Chava, David Nachmias and Jack DeWaard. (2000). *Research Methods in the Social Sciences*, Sixth ed., New York: Worth Publishers, pp. 87-135.
- Kothari, C. R. (2009). *Research Methodology: Methods and Techniques*. Second rev. ed., New Delhi: Wishwa Prakashan, pp. 39-67.
- Wilkinson, T. S. and P. L. Bahandarkar. (1992). *Methodology and Techniques of Social Research*. New Delhi: Himalaya Publishing House, pp. 97-145.
- Hedrick, Terry E., Leonard Bickman & Debra J. Rog. (1993). The Nature of Applied Research, in *Applied Research Design*, Chapter 1, SAGE Publication, Inc., pp. 3-41. (for practicum)

#### Unit V: Sampling

(12+4 hrs)

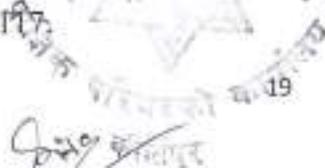
- a) Census and survey research
- b) Why do we do sampling in a research
- c) Universe and sampling
- d) Sample size and its determination
- e) Sample as a process of research
- f) Sampling method
  - Probability sampling: simple random, systematic, stratified, cluster, multistage
  - Non-probability sampling: purposive/judgemental, accidental, quota, snowball
- g) Selection of informants and research participants in qualitative research
- h) Practicum: Different sampling methods are widely used in social science research. The purpose of this unit is to equip students with idea and process of sample selection on the basis of qualitative or quantitative nature of the research.

#### Readings

- Frankfort-Nachmias, Chava, David Nachmias and Jack DeWaard. (2000). *Research Methods in the Social Sciences*, Sixth ed., New York: Worth Publishers, pp. 161-186.
- Singh, Arun Kumar. (1986). *Tests, Measurement and Research Methods in Behavioural Sciences*. New Delhi: McGraw Hill Publishing Company, pp. 287-304.
- Guba, E. G. & Y. S. Lincoln. (1994). Competing paradigms in qualitative research, in N. K. Denzin & Y. S. Lincoln (eds.), *Handbook of Qualitative Research*, Thousand Oaks, CA: Sage, pp. 105-117.



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

#### Unit VI: Tools of Data Collection

(15+5 hrs)

- Questionnaire: meaning, types and process
- Interview: meaning, types and process
- Observation: meaning, types and process
- Case study: meaning, types and process
- Participatory rural appraisal (PRA/RRA) tools: Social wellbeing, social and resource mapping, preference ranking, seasonal calendar, timeline.
- Practicum: The purpose of this unit is to make students familiar about different types of data collection, i.e. quantitative, qualitative and ethnographic data collection. It helps students in making rational decisions to select relevant data collection tools.

#### Readings

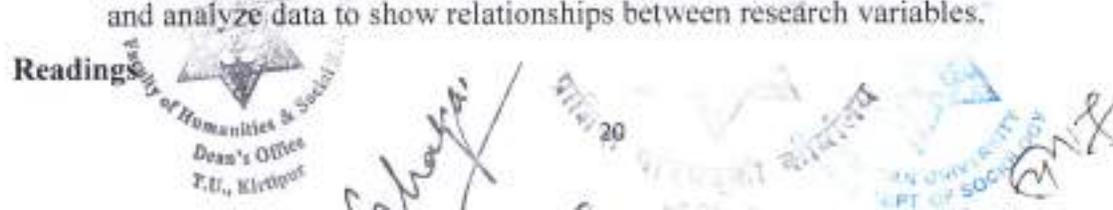
- Lobe, Bojana, David Morgan and Kim A. Hoffman. (2020). Qualitative data collection in an era of social distancing. *International Journal of Qualitative Methods*, vol. 19, pp. 1-8.
- Chamber, Robert (1983). *Rural Development: Putting the Last First*, Essex: Longmans Scientific and Technical Publishers.
- Frankfort-Nachmias, Chava, David Nachmias and Jack DeWaard. (2000). *Research Methods in the Social Sciences*, Sixth ed., New York: Worth Publishers, pp. 205-255.
- Archibald, Mandy M., Rachel C. Ambagtsheer, Mavourneen G. Casey, and Michael Lawless (2019). Using Zoom videoconferencing for qualitative data collection: perceptions and experiences of researchers and participants. *International Journal of Qualitative Methods*, vol. 18, pp. 1-8.
- Wilkinson, T. S. and P. L. Bahandarkar. (1992). *Methodology and Techniques of Social Research*. New Delhi: Himalaya Publishing House, pp. 185-198, 257-264.
- Luintel, Youba Raj. (2004). Agency, Autonomy and the Shared Sexuality: Gender Relations in Polyandry in Nepal Himalaya, *Contributions to Nepalese Studies*, vol. 31(1), pp. 43-83. (Read pp. 49-56 only) (for practicum)
- Diaz-Bone, Rainer, Kenneth Horvath and Valeska Cappel. (2020). Social Research in Times of Big Data. The Challenges of New Data Worlds and the Need for a Sociology of Social Research, *Historical Social Research*, vol. 45(3), pp. 314-341. (for practicum)

#### Unit VII: Measurement and Relationship

(10+5 hrs)

- Variables: independent and dependent; intervening
- Measurement scale: nominal, ordinal, interval and ratio
- Research hypothesis and research assumptions
- Relationship: causal and correlational; symmetrical, asymmetrical and reciprocal relationship; spurious interpretation
- Causality between variables
- Practicum: Social sciences require both accurate and reliable measures. The purpose of this unit is to identify four levels of measurement and ways to collect and analyze data to show relationships between research variables.

#### Readings



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

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

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

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

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

### Unit VIII: Data Analysis and Presentation

(12+4 hrs)

- a) Qualitative data analysis and presentation
  - Editing, coding, classification, description and interpretation of qualitative data
- b) Quantitative data analysis and interpretation with its logic and application
  - Frequency distribution: univariate, bivariate and multivariate
  - Ratio, proportion and presentage
  - Measures of centre tendencies (mean, median, mode)
  - Measures of dispersion (range, quartile deviation, average deviation) and standard deviation.
  - Cross-tabulation: frequency distribution and Chi-square test
  - Application of Correlation: Spearman's Rank Order Correlation, Karl Pearson's Correlation Coefficient
- c) Interpretation of data
- d) Practicum: Data analysis is a process of cleaning, transforming, and modeling data to discover useful information and to apply statistical and logical techniques to describe, illustrate and evaluate data. The main purpose of this unit is to help students identify meaning in data.

### Readings

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

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

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

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

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

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

Samuel, Maiwada and Lawrence Ethelbert Okey. (2015). The Relevance and Significance of Correlation in Social Science Research, *International Journal of Sociology and Anthropology Research*, vol1(3), pp.22-28, (for practicum)

### Unit IX: Academic Writing

(11+5 hrs)

- Major components of a research proposal
- Major components of a research report
- Presentation and dissemination of research report
- Citation, quotation and referencing (APA Style)
- Ethics of social science research
- Role of supervisor in report writing
- Practicum: The purpose of this unit is to improve students' abilities in writing skills, especially in the formal and academic tone. Especially, this unit aims to encourage and assist students in developing research proposal and a research report in a systematic way.

### Readings

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

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

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

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

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

### Unit X: Research, Report Writing and the Viva Voce

(10 hrs)

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

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



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## Microeconomics

Level: Bachelor of Arts  
Year: I  
Code: Econ.421

Full Marks: 100  
Pass Marks: 40  
Teaching hrs. 150

### Course objectives

After the complete of this course, students will be able to understand, explain and explore the concepts, applications and tools of micro economics in theories of demand and supply, production and its related laws, determination of price and output under various market structures, pricing of factors of production, introductory knowledge of simple general equilibrium model and economic welfare.

Units	Contents	Hrs.
<b>I: Introduction</b>	Central problems in economics. Microeconomics: Concept, Types of micro economic analysis: Static, Comparative static, dynamics; Goals of microeconomic policy; Efficiency and equity; Micro economic models: Concepts, Assumptions and applications. Distinction between micro economics and macro economics	10
<b>II: Theory of Demand and Supply</b>	Demand: Law of demand, Demand function with types, Movement and shift in demand curves, Determinants of demand. Supply: Law of supply, Supply function with types, Movement and shift in supply curves, Determinants of supply. Elasticity of demand and supply, types and its measurement (price, income and cross).	15
<b>III: Consumer Behaviour</b>	Utility analysis: Cardinal utility analysis: Assumption, Consumer's equilibrium, criticisms; Ordinal utility: Indifference curve and its properties, Marginal rate of substitution, budget line, Consumer's equilibrium, Income consumption curve, Price consumption curve, Price effect, Income effect and Substitution effects for Normal, Neutral, Inferior and Giffen goods; Decomposition of Price effect into Income effect and Substitution effects (Hicks and Slutsky approaches), Derivation of ordinary demand curve. Consumer's Surplus: Marshall's measurement and measurement through IC.	15
<b>IV: Producer Behaviour</b>	Concept of production function, Production with a single variable input - Law of variable proportion, Production with two variable inputs; Isoquant; Marginal rate of technical substitution and elasticity of substitution, Expansion path and return to scales, Product transformation curve and	15



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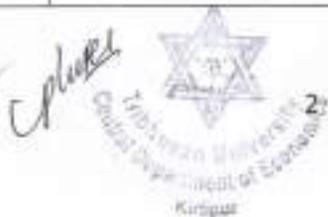


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	its properties, Producer's equilibrium. Cobb-Douglas Production Function,	
<b>V: Costs and Revenue</b>	Different concept of costs: Total, Marginal, and Average costs, Fixed and variable costs, Short run and Long run cost curves, marginal cost curve, Economics of scale and cost curves, shift in cost curves. Revenue: Concepts, Types, Relationship between TR, AR, and MR in competitive and imperfect markets.	<b>15</b>
<b>VI: Price and Output Determination under Competitive Market</b>	Perfect competition: Concept and features, Short and long run equilibrium in a competitive market; Supply curve of a firm and industry in short and long run; Change of technology and long run supply curve of industry.	<b>10</b>
<b>VII: Price and Output Determination under Imperfect Competition Market</b>	A: Monopoly: Concepts and features. Price and output determination in short and long run; Markup pricing; Price discriminating monopolist; Degrees of price discrimination; Welfare cost of monopoly; multi-plant and bilateral monopolist; B: Monopolistic competition: Concepts and features; Price and output determination under monopolistic competition in short and long run; Excess capacity under monopolistic competition; Monopolistic competition and role of advertising. C: Concept of duopoly and oligopoly markets.	<b>25</b>
<b>VIII: Employment and Pricing of Inputs in Competitive and Imperfect Competition Markets</b>	A: Demand curve for single variable input and several variable inputs in competitive market; Input supply; Determination of equilibrium price of factors and employment, Effect of minimum wage laws on employment, Determinants of employment. B: Input demand and supply under monopoly and monopsony markets; Determination of equilibrium price of factors and employment, Minimum wage laws and trade union, Determinants of employment.	<b>25</b>
<b>IX: Theory of Factor Pricing</b>	Rent: Modern theory. Wage: Marginal Productivity Theory, Wage differentials and its causes. Interest: Loanable Fund Theory and Liquidity Preference Theory. Profit: Dynamic Theory and Innovation Theory.	<b>10</b>
<b>X: General Equilibrium and Welfare</b>	Partial and General Equilibrium Analysis; Efficiency in production, consumption and product-mix; Concept of social welfare; Compensation criteria; social welfare function	<b>10</b>
<b>Total</b>		<b>150</b>



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*Kanishk*



*Prakash*

## References

- Agrawal, H.S. (1998). *Principles of Economics*. New Delhi, Konark Publishers (P) Ltd.
- Ahuja, H.L. (2006) *Advanced Economic Theory – Micro Economic Analysis*. New Delhi – S. Chand.
- Baumol, W.J. (1978). *Economic Theory and Operations Analysis*. Delhi, Prentice Hall of India.
- Browning & Browning (1994). *Microeconomic Theory and Applications*. New Delhi, Kalyani Publishers.
- Case, Karl E. & Ray C. Fair, (2002). *Principles of Economics*. Singapore, Pearson Education.
- Dwivedi, D.N. (2003). *Microeconomics Theory and Applications*, Delhi, Pearson Education Pvt. Ltd.
- Dwivedi, D.N. (2010). *Microeconomics Theory and Practice*. New Delhi, Tata McGraw Hill.
- Koutsoyianis, A. (1979). *Modern Microeconomics*. London, Macmillan.
- Lipsey, R.G. & Chrystal KA. (1999). *Principles of Economics*. New York, Oxford University Press.
- Mankiw, N.G. (1998). *Principles of Economics*. Orlando, The Dryden Press (Harcourt Brace College Publishers).
- McConnell CR & S. Brue, (2002). *Economics : Principles, Problems and Policies*. New York, McGraw Hill.
- Pindyck, R. Daniel, L. & Mehta, P. L. (2012). *Microeconomics*. 7ed. Pearson Prentice Hall.
- Salvatore, Dominick. (2004). *Managerial Economics in a Global Economy*. Irwin: McGraw Hill.
- Salvatore, D. (2003). *Microeconomics, Theory and Applications*. New York, Oxford University Press.
- Samulson, P.A. (1999). *Economics*. London, McGraw Hill International Book Company.
- Watson, D.S. & Getz, M. (1995). *Price Theory and Its Uses*. Delhi, AITBS.
- Wilson, J.H& Clark, J.R. (1995). *Economics*. New York, McGraw Hill.



## Mathematics and Statistics for Economics

Level: Bachelor of Arts

Full Marks: 100

Year: I

Pass Marks: 40

Code: Econ. 422

Teaching Hours: 150

### Course Objectives

After the completion of this course, student will be familiarize with basic skills of Mathematics and Statistics so that they will be able to understand and explain quantitative aspects of economic theories. The course will lay foundation for understanding concepts of Mathematical and Statistical methods required for advance study in Economics.

<b>Group - A: Mathematics</b>		<b>Hrs.</b>
<b>Unit - I</b> Review of Fundamentals	Sets, Vectors, Real Number system, Relation and Functions, Limit & Continuity, Logarithms, Permutation and Combination	15
<b>Unit - II</b> Differntiation	Differentiation of function with single variable: Rules of differentiation, Higher order derivatives, Differentiation of function with two or more variables: Partial derivatives, Total differentials, Total derivatives, Homogenous function, and Euler's theorem. Maxima and Minima of a function with one and two variables Economic Applications: Marginal Utility, Marginal revenue, Marginal cost, Elasticity, Partial elasticity, Revenue and Profit Maximization	20
<b>Unit - III</b> Integration and Dynamic Analysis	Indefinite Integrals: Nature of integrals, Basic rules of integration, Rules of operation, Rules involving substitution, Definite integrals, Definite integral as an area under the curve, Economic Applications: Calculation of TR, TU, and TC from MR, MU, and MC, Consumer's and Producer's surplus, First order difference and differential equation with constant coefficient and constant term.	20
<b>Unit - IV</b> Linear Algebra	Matrices: Meaning and types of matrices, Matrix operation: Addition, Subtraction, Multiplication, Transpose of a matrix Determinants: Meaning of determinants, Properties of determinants Rank of a matrix, Inverse of a matrix, Solution of linear equation system up to 3 variables, Cramer's rule.	20
<b>Group - B: Statistics</b>		
<b>Unit - V</b> Review of Central Tendency and Measure of Dispersion	Review of Central Tendency: AM, Median, Mode, HM, GM, Weighted mean, Measure of Dispersion: Range, Mean deviation, Standard deviation, Variance, Coefficient of variation, Lorenz curve, Gini-coefficient, Concept of moments, Kurtosis, Skewness and their measurement by using moments.	10
<b>Unit - VI</b> Probability and Probability Distribution	Basic concept of probability and probability distribution: Concept of probability, Addition and multiplication theorems, Conditional probability, Bayes theorem. Random Variable: Expected value, Discrete probability distribution and continuous density function of single random variable, Mean and Variance. Probability Distribution: Binomial distribution and Normal distribution.	18



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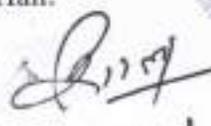
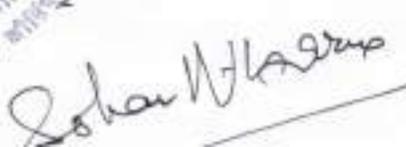
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<b>Unit – VII</b> Correlation and Regression Analysis	<b>Correlation Analysis:</b> Correlation and causation. Types of correlation: positive, negative, partial, multiple measurement of correlation coefficient, Scatter diagram, Karl Pearson's coefficient of correlation, Spearman's rank correlation. Correlation coefficient of bivariate frequency table. <b>Regression Analysis:</b> Meaning, Difference between correlation and regression, Simple linear regression model, Least square method, Two lines of regression (Y on X and X on Y).	20
<b>Unit – VIII</b> Analysis of Time Series	Meaning and importance of time series, Components of time series, Measurement of Trend: Graphic method, Semi - average method, Moving average method, Least square method.	10
<b>Unit - IX</b> Index Numbers	Meaning, Characteristics, Importance, Uses and Classification of Index Numbers. Types of Index Numbers: Price, Quantity and Value Index Numbers. Special Purpose Indices: Cost of living index, Wholesale price index, Consumer price index. Properties of good index number, Problems in constructing index numbers.	10
<b>Unit - X</b> Official Statistics and Computer Applications	Official statistics and various publications from MoF, NRB, NPC and CBS etc. Use of Computers: Data tabulation and graphic presentation of data (Students are encouraged to interpret relevant published data using Excel).	7

### References

- Chiang A. and Wainwright, K. (2005). *Fundamental Methods of Mathematical Economics*. 4<sup>th</sup> ed. New York: McGraw Hill.
- Hoy, M., Livernois J., McKenna C., Rees R. and Stengos, T., (2011). *Mathematics for Economics*, 3<sup>rd</sup> ed. Massachusetts: MIT Press.
- Gupta, S. (2014). *Statistical Methods*. 43<sup>rd</sup> ed. New Delhi: Sultan Chand and Sons.
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- Bhusal, T. P. (2012). *Mathematics and Statistics for Economics*, Dreamland Publication, Kathmandu.
- Gupta, S. and Kapoor, V. (2000). *Fundamentals of Mathematical Statistics: A Modern Approach*. 10<sup>th</sup> ed. New Delhi: Sultan Chand and Sons.
- Lipschutz, S. and Lipson, M. (2011). *Schaum's Outline of Theory and Problems of Probability*. New York: McGraw Hill Professional.
- Monga, G. (2002). *Mathematics and Statistics for Economics*. Noida: Vikas Publishing House Pvt Ltd. India.
- Spiegel, M. and Stephens, L. (2011). *Schaum's Outline of Theory and Problems of Statistics*. New York: McGraw Hill Professional.
- Yongue, T. (1968). *Mathematics for Economists; An Elementary Survey*. 2<sup>nd</sup> ed. New Delhi.: Prentice-Hall.


## Macroeconomics

Level: Bachelor of Arts

Full Marks: 100

Year: II

Pass Marks: 40

Code: Econ. 423

Teaching Hrs: 150

Paper: III

### Course Objectives:

The objectives of this course are to familiarize the fundamental concept of macroeconomics. After the completion of this course, students will be able to understand, explain and use the concept of national income accounting, classical macroeconomics, basic Keynesian model, business cycle and growth models in daily lives.

Units	Contents	Hours
<b>I: Introduction</b>	Concept and scope of macroeconomics; Basic macroeconomic terms: Static, comparative static, dynamic equilibrium, stock and flow; Application of macroeconomics in policy analysis.	10
<b>II: National Income Accounting</b>	Concept and importance of national income accounting (NIA); Economic aggregates: GDP, NDP, GNP, NNP, personal income, and disposable income; Measurement of national income: Value added, income and expenditure approaches; Measurement of GDP in Nepal; Difficulties in measurement of national income; Circular flow of income: Two and three sectors.	20
<b>III: Classical Macroeconomics</b>	Classical macroeconomics: Assumptions, Say's law of market, labour market equilibrium, quantity theory of money and price determination, interest rate determination; Classical model-Determination of income and employment without saving and investment, and its critical assessment.	15
<b>IV: Basic Keynesian Models</b>	Evolution of Keynesian macroeconomics; Principle of effective demand; Equilibrium level of income in two and three sectors economy; Multiplier analysis in two and three sectors economy; Derivation, uses, and leakage; Critical assessment of Keynesian models.	15
<b>V: Consumption</b>	Meaning of consumption and consumption function; Propensity to consume: APC and MPC in short run and long run; Determinants of consumption; Importance of consumption in demand management; Keynesian psychological law of consumption.	15


  
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<b>VI: Saving and Investment</b>	<p><b>Saving:</b> Meaning of saving and saving function; Propensity to save; Relationship between APS and MPS in short run and long run; Determinants of saving, paradox of thrift.</p> <p><b>Investment:</b> Meaning of investment and investment function, Classification, determinants of private investment, investment demand; Marginal efficiency of capital (MEC) and its determinants; Marginal efficiency of investment (MEI); Measures to increase investment; Principle of acceleration; Role of saving and investment in economic growth; Status of saving and investment after 1990s in Nepal.</p>	<b>25</b>
<b>VII: Extended Keynesian Models</b>	Concept of money demand and money supply; Liquidity preference theory; IS-LM Model: Concept, product market equilibrium, derivation of IS curve, money market equilibrium, derivation of LM curve; General equilibrium of the economy using IS and LM curves.	<b>20</b>
<b>VIII: Business Cycle</b>	Concept and phases of business cycle; Theories of business cycle: Schumpeter, Hawtrey, and Hayek; Measures to control business cycle; Global recession of 2007/08.	<b>15</b>
<b>IX: Economic Growth</b>	Concept and importance of economic growth; Computation of growth rates; Harrod-Domar Models and its application in planning; Factors leading to economic growth; Growth scenario of Nepal (after 1990).	<b>15</b>

### References

- Ahuja, H. L. (2008). *Macroeconomics: Theory and policy (advanced analysis)*. New Delhi: S. Chand & Company Ltd.
- Central Bureau of Statistics (2007). *Manual in National Income Accounts*. Kathmandu: CBS, National Planning Commission.
- Dornbusch, R. & Fischer, S. (1987). *Macroeconomics*, 4<sup>th</sup> edition. New York: McGraw Hill Book Company.
- Froyen, R. T. (2003). *Macroeconomics: Theories and policies*, 7<sup>th</sup> edition, New Delhi: Pearson Education.
- Gyanwaly, R. P. (2017). Macroeconomic performance of Nepal. *In Political Economy of Nepal*. Edited by R. P. Gyanwaly. Kathmandu: Central Department of Economics T.U. & FES, Germany.
- Vaish, M. C. (Recent edition). *Macroeconomic theory*. New Delhi: Vikas Publishing House.

## Development Economics, Planning and the Economy of Nepal

Level: Bachelor of Arts

Year: II

Code: Econ. 424

Paper: IV

Full Marks: 100

Pass Marks: 40

Teaching Hrs. 150

### Course Objectives:

The objectives of this course are to acquaint the students with economics of development and planning, and the existing status, issues and possible solutions related to various dimensions of Nepalese economy. Strictly, it aims to acquaint with physical situation of Nepalese economy.

Units	Content	Hours
<b>Group - A: Economics of Development (75)</b>		
<b>I: Concept of Development</b>	Meaning of economic development; Economic growth; Economic progress and economic welfare; Indicators of development and characteristics, and constraints of developing countries.	10
<b>II: Determinants of Development</b>	Capital formation-Meaning, role, reasons for low capital formation in UDCs; Human resource - Concept, role and problems; International trade and economic development; Interrelationship between population and development; Natural resources and economic development; Technology and economic development; State and economic development.	20
<b>III: Theories and Strategies of Development</b>	Classical theory of development; Rostow's stages of economic growth; Lewis theory of unlimited supplies of labor; Marx's theory of economic development; Theory of balanced growth; Theory of unbalanced growth; People centric development.	20
<b>IV: Issues in Development</b>	Poverty and inequality- Concept, causes and remedies; Unemployment- Meaning, causes, types and remedies; Privatization, liberalization and globalization.	15
<b>V: Economic System</b>	Capitalism - Concept, merits and demerits; Socialism - Concept, merits and demerits; Mixed economy - Concept, merits and demerits.	10
<b>Group - B: Economics of Planning (25)</b>		
<b>VI: Development Planning</b>	Concept and importance; Preconditions for successful planning; Process of plan formulation; Types of planning - Short range, medium range and long range, Planning by direction and planning by inducement, Local development planning and regional development planning; Tools of planning - Capital output ratio -(meaning and use); Cost-benefit analysis (criteria and uses).	25

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<b>Group - C: The Economy of Nepal (50)</b>		
<b>VII: Introduction of Nepalese Economy</b>	Characteristics; Natural resources - Role and status of water, minerals, forests and human resources; Agriculture - Role, issues, agricultural finance, and institutional arrangements (land reforms); Industry -Role, status, problems and prospects of cottage, small, medium and large scale industries.	<b>20</b>
<b>VIII: Trade and Payments</b>	Foreign trade of Nepal: Volume, composition and direction; Balance of trade and balance of payments.	<b>05</b>
<b>IX: Money, Banking and Government Finance</b>	Money and capital market (current situation); Role and functions of Nepal Rastra Bank (NRB) and commercial bank; Government finance - Revenue (sources and trends); Expenditure (classification and trends); Foreign aid (sources).	<b>20</b>
<b>X: Planning</b>	Performance of previous plans; Objectives, priorities, policies, strategies and resource allocation of current plan.	<b>05</b>

**Note: Each unit will be discussed with examples and case studies**

#### References

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**Note: Recent editions of CBS, NPC, NRB, ADB and World Bank would be considered.**



## Public Finance

Level: Bachelor of Arts  
Year: III  
Code: Econ. 425  
Paper: V

Full Marks: 100  
Pass Mark: 40  
Teaching hour: 150

### Course Objectives:

The objectives of this course are to provide knowledge to familiarize the issues, needs and effects of public finance along with the performance of public enterprises and to acquaint with fiscal federalism.

Units	Contents	Hours
<b>I: Government and Economy</b>	Role of public sector; Government as a tool for operating the planning process; Market failure: Imperfections, decreasing costs, externalities, shortage of public goods; Market failure and role of government.	15
<b>II: Introduction to Public Finance</b>	Meaning; Historical evolution of public finance: Classical, Keynesian and post-Keynesian view of public finance; Comparison of public finance and private finance; Role of public finance in developed and developing countries.	10
<b>III: Public Goods and Externality</b>	Definition, types, characteristics of public goods; Demand and supply of public goods; Public goods and externality.	10
<b>IV: Public Expenditure</b>	Causes of growth in public expenditure; Principle of maximum social advantages; Effects of public expenditure on production, employment, economic stability and growth, distribution of income and wealth; Canon of public expenditure.	15
<b>V: Public Revenue</b>	Meaning and sources of revenue; Tax and non-tax; Direct and indirect taxes: Features, merits and demerits; Shifting of taxes: Concept, types, theories and factors influencing the shifting of taxes; Incidence and impact of taxation; Division of tax burden: Expediency theory, socio-political theory, benefit received theory; The principle of benefit and ability to pay approaches; Taxable capacity and tax effort ratio; Effects of taxation: consumption, production, distribution, economic stability; Characteristics of a good tax system.	25
<b>VI: Public Debt and Foreign Aid</b>	Introduction to public debt; Types and role in the economy; Public debt management: Principles and techniques; Public debt and economic stabilization; Debt policy in developing country; Debt trap: causes, consequences and remedies; Foreign aid: Introduction, types and importance; Public debt and foreign aid in Nepal; Evolution, trend and issues; Conditional and unconditional grants.	20

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<b>VII: Fiscal Policy</b>	Meaning, evolution, objectives and techniques of fiscal policy; Types and instruments of fiscal policy; Effectiveness of fiscal policy in developing countries; Fiscal reform and fiscal cliff.	15
<b>VIII: Budget and Budget Formulation</b>	Meaning of budget; Process of budget formulation; Reforms in budgeting; Programme budgeting, performance budgeting, zero - based budgeting; Gender responsive budget; Deficit financing: Meaning and sources.	15
<b>IX: Fiscal Federalism</b>	Concept, evolution, types, components of fiscal federalism; Inter - governmental fiscal transfer; Vertical and horizontal, top to bottom and bottom to top grants; Problems of federal finance adjustment; Public private partnership (PPP) model.	15
<b>X: Public Enterprises</b>	Meaning and features; Pricing principles of public enterprises; Public enterprises in liberalization Era; Performance of public enterprises in Nepal.	10

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- Joseph, E. S. (2000). *Economics of the public sector*. New York: Norton & Co.
- Musgrave, R. A. (1959). *The theory of public finance*. Tokyo: McGraw hill, Kogakhusa.
- Musgrave, R. & P. B. Musgrave (1976). *Public finance in theory and practice*. Tokyo: McGraw Hill, Kogakhusa.
- Bhatia, H. L. (2008). *Public finance*. 26<sup>th</sup> edition. New Delhi: Vikas Publishing House Pvt. Ltd
- Singh, S. K. (1996). *Public finance in theory and practice*. New Delhi: S. Chand Company Ltd.
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- Lekhi, R. K. (2007). *Public finance*. New Delhi: Kalyani, Publishers.

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## Elective Economics (For non-economics)

Level: Bachelor of Arts

Year: III

Code: Econ. 410

Paper- VI

Full Marks: 100

Pass Marks: 40

Teaching Hrs: 150 hrs

### Course Objectives:

The objectives of this course are to provide knowledge with the concept of overall Economics and economy of Nepal for non-economics students as an elective paper. The student will gain the knowledge on the existing status, issues and possible solutions related to various dimensions of Economics and Nepalese Economy.

Units	Contents	Hours
<b>I: Introductory Economics</b>	Basic concepts of economics: Desire, wants, demand, supply, utility, goods, consumption, production, exchange, distribution and public finance.	10
<b>II: National Income Accounting</b>	GDP, NDP, GNP, NNP, personal income, and disposable income; Measurement of national income: Value added, income and expenditure; National income accounting in Nepal.	15
<b>III: Economic Development and Planning</b>	Concept of economic development and growth; Indicators of economic development; Characteristics of developing countries; Poverty, inequality and unemployment in Nepal: Causes and remedial measures; Concept of liberalization, privatization and globalization; Objectives and priorities of current plan of Nepal.	25
<b>IV: Public Finance</b>	Meaning of public finance; Concept of public expenditure, Public revenue, Public borrowing, Public debt, Foreign aid; Fiscal policy: Meaning, objectives and instruments; Budget: Budget formulation process, composition of current budget of Nepal; Fiscal federalism: Meaning and features.	20
<b>V: Money and Banking</b>	Money: Meaning, types and functions of money; Inflation: Concept and causes of inflation; Banking: Meaning and functions of central bank and commercial bank; Non-banking financial institutions: Meaning and types; Monetary policy: Meaning, objectives, and instruments; Financial market: Meaning and types (money and capital markets, and primary and secondary markets).	20
<b>VI: Nepalese Agriculture</b>	Role, status, and problems.	08
<b>VII: Natural and Human Resources in Nepal</b>	Role, status, and problems of water, forests and mineral resources; Human resources: Meaning and role; Population: Distribution and composition; Economically active population; Labour migration and remittance: Role, status and problems.	25
<b>VIII: Nepalese Industry and Trade</b>	Role, status, and problems of small, medium and large scale industries; Tourism: Role, status, and problems. Foreign trade: Growth, composition and direction; Balance of trade and balance of	12

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<b>IX: Infrastructures of Nepal</b>	Physical infrastructure: Role and status of transportation, communication, energy and irrigation; Social infrastructure: Role and status of health, education and drinking water.	<b>15</b>

### References

- Agrawal, H. S. (1998). *Principles of economics*. New Delhi: Konark Publishers (P) Ltd.
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- Bhatia, H. L. (2008). *Public finance*. 26<sup>th</sup> edition. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhattarai, P. (2000). *The Nepalese financial system*. Kathmandu: Asmita Books Publishers. Nepal.
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- Singh, S. K. (1996). *Public finance in theory and practice*. New Delhi: S. Chand Company Ltd.
- Todaro, M. P. & Smith, S. C. (2004). *Economic development*. London: Pearson Education.
- Note: Recent publications of MoF, NPC, NRB, CBS, ADB and World Bank would be considered.

## Money, Financial System, and International Trade

Level: Bachelor of Arts

Year: IV

Code: Econ. 426

Paper: VII

Full Marks: 100

Pass Marks: 40

Teaching Hrs: 150 hrs.

### Course Objectives:

The objectives of this paper are to provide students basic concepts of monetary economics, financial systems, international trade; privatization, liberalization, globalization; World Trade Organization (WTO) and South Asian Free Trade Area (SAFTA).

Units	Contents	Hours
<b>Group - A: Money (60)</b>		
<b>I: Basic Concept</b>	Money: Meaning, types, functions and significance.	<b>08</b>
<b>II: Quantity Theory of Money</b>	Transaction approach, cash balance approach, and their similarities and dissimilarities.	<b>07</b>
<b>III: Demand for and Supply of Money</b>	Demand: Meaning and major determinants of money demand, Keynesian approach to money demand including liquidity trap; Money Supply: Meaning and approaches of money supply (Conventional, Chicago, Gurley and Shaw, and Redcliffe Committee), and derivation of money multiplier.	<b>15</b>
<b>IV: Monetary Policy</b>	Monetary policy: Meaning, objectives, instruments (Tools), and limitations.	<b>10</b>
<b>V: Inflation</b>	Inflation: Concept and classification; Concept of deflation; Methods of measuring inflation; Theories of inflation: Demand-pull and cost-push; Causes and effects of inflation; Inflationary and deflationary gap; Anti-inflationary measures.	<b>20</b>
<b>Group - B: Financial System (60)</b>		
<b>VI: Basic Concept</b>	Financial system: Meaning, functions and development.	<b>10</b>
<b>VII: Components of Financial System</b>	<b>a) Financial Institutions: Banking Institutions</b> - Central bank: Meaning, role and functions, principles of note issue, objectives and instruments of credit control; Commercial bank: Meaning, functions, and process of credit creation. <b>Non-banking financial institutions:</b> Formal sector: Role and characteristics of development banks, finance companies, insurance companies, micro-finance financial institutions, cooperatives and mutual funds; Informal sector: Role and characteristics of individual and group money lenders.	<b>20</b>
	<b>b) Financial Instruments:</b> Meaning and types: Foreign currencies, personal cheque, travel cheque, bank draft, bank voucher, certificate of deposits, government bills and bonds, bill of exchange, debenture, promissory notes, debit card, credit card, stocks (ordinary, preferred and promoter), and derivative instruments.	<b>15</b>
	<b>c) Financial Markets:</b> Meaning and features: Money and capital markets, primary and secondary markets; Derivative markets: Future, forward, swap and options.	<b>15</b>

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Group - C: International Trade (30)		
<b>VIII: Theories of International Trade</b>	Comparative cost theory and Heckscher-Ohlin Theorem; Balance of trade and Balance of payment; Causes of disequilibrium and methods of adjustment BoP; Concept of exchange rate and its determinants; Theories of exchange rate determination: Mint parity, purchasing power parity (PPP), interest rate parity (IRP); Origin and goals of International Monetary Fund (IMF), World Trade Organization (WTO) and South Asian Free Trade Area (SAFTA).	<b>30</b>

### References

- Ahuja, H. L. (2008). *Macroeconomics: Theory and policy (advanced analysis)*. New Delhi: S. Chand & Company Ltd., Ram Nagar.
- Batra, G. S. & Dangwal, R. C. (2004). *Globalization and liberalization*. New Delhi: New Development, Deep and Deep Publications Private Ltd.
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## Research Methodology and Academic Writing

Level: Bachelor of Arts  
 Year: IV  
 Code: Econ. 427  
 Paper: VIII

Full Marks: 100  
 Pass Marks: 40  
 Teaching Hrs: 150

### Course Objectives:

The objectives of this course are to acquaint the students with the techniques of conducting social research, and to develop their skill in carrying out project work and writing project research reports. .

Units	Contents	Hours
<b>I: Introduction to Research and Research Problems</b>	Concept of research; Need for research; Steps in conducting research; Identifying a research problems.	15
<b>II: Research Design and Literature Review</b>	Research design: Concept and types; Literature review: Introduction, importance, and its process; Writing literature review with examples.	25
<b>III: Method of Data Collection</b>	Data collection: primary and secondary; Primary data: Methods of collection, merits and demerits; Secondary data: Methods, merits and demerits; Differences between primary and secondary data; Reliability and validity of data	25
<b>IV: Data Processing and Analysis</b>	Data processing (Editing, coding, classification and tabulation); Problems in data processing; Types of data analysis; Application of statistical tools in research: Measures of central tendency, dispersion, asymmetry (Skewness), correlation: Simple, partial and multiple; Regression analysis: Simple and multiple.	35
<b>V: Research Report Writing</b>	Research report: Meaning, importance and types; Research report writing: format, process (title, preface, abstract, background, literature review, data and method of analysis, findings, and conclusions & recommendations, references and annex); Presentation of research report.	30
<b>VI: Academic Writing</b>	Academic writing: Purposes, types, steps and process.	20


  
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<http://www.vsm.sk/Curriculum/academicsupport/academicwritingguide.pdf>
- Dasgupta, M. (ed.) (2007). *Research methodology in economics*. New Delhi: Deep & Deep Publications.
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*Vishar*  *Pranav* *Pranav* *Sudhanu K. Sharma*



*Satish*

*Vishar*



TRIBHUVAN UNIVERSITY  
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Courses for 4 Year BA English Major



### Table of Contents

S.N.	Course Code	Titles	Year	Paper	Contact Our	Page No.
1.		BA English Major Grid				1-2
2.	ENGL.421	Reading, Writing, and Thinking	First	I	150	3-6
3.	ENGL.422	History of English Literature and Criticism	First	II	150	7-10
4.	ENGL.423	Prose: Essays and Short Stories	Second	III	150	11-13
5.	ENGL.424	Reading and Responding to Poetry	Second	IV	150	14-16
6.	ENGL.425	Visual Arts	Third	V	150	17-20
7.	ENGL.410	Professional and Technical Communication	Third	Elective	150	21-22
8.	ENGL.426	Drama and Novel	Fourth	VI	150	23-24
9.	ENGL.427	Research and Writing	Fourth	VII	150	25-28



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**Tribhuvan University**  
**Faculty of Humanities and Social Sciences**  
**Four-Year BA English Major Grid**

2019

English Major Courses for the four-year BA in English aim at developing students' foundational knowledge of English literature, critical tradition, and interpretive practices. These courses will help inculcate in them a spirit of inquiry, critical thinking, and a taste for appreciating literature, besides improving their communicative, analytical, research, and writing skills. The syllabus, by thus consolidating and strengthening the base, looks forward to the specialized study of literature at the Master's and levels thereafter.

**Objectives**

The syllabus, which incorporates current global trends in English Studies while remaining attentive to the national/ local needs, envisages the following broad objectives or outcomes.

Upon the completion of BA English Major Courses, students will be able—

- to provide a broad understanding of English literature, including the heuristics for reading and writing critically about it,
- to embrace and appreciate the core humanistic values—integrity, empathy, and respect to differences,
- to comprehend and appreciate literatures belonging to different cultural and national traditions,
- to acquire necessary knowledge and skills to undertake serious literary and cultural studies independently,
- to recognize the historical formation of ideas, traditions, and social practices,
- to analyze and understand an issue from multiple perspectives, and
- to develop competency in researching, communicating, and problem-solving

**Eligibility**

To be eligible for admission to four-year BA English Major, students will have completed and received a higher secondary certificate (10-puls 2) or equivalent degree in any discipline or stream from any institution recognized by Tribhuvan University.

**Structure of the Courses**

The four-year, English Major, programme at Tribhuvan University consists of seven papers and one elective course (optional elective for non-English majors).


S.N.	Course Code	Titles	Year	Paper	Contact Hours	Full Marks
1.	ENGL.421	Reading, Writing, and Thinking	First	I	150	100
2.	ENGL.422	History of English Literature and Criticism	First	II	150	100
3.	ENGL.423	Prose: Essays and Short Stories	Second	III	150	100
4.	ENGL.424	Reading and Responding to Poetry	Second	IV	150	100
5.	ENGL.425	Visual Arts	Third	V	150	100
6.	ENGL.410	Professional and Technical Communication	Third	Elective	150	100
7.	ENGL.426	Drama and Novel	Fourth	VI	150	100
8.	ENGL.427	Research and Writing	Fourth	VII	150	100

### Evaluation Scheme

Each course carries 100 full marks. Students have to score at least 40 marks to pass the course. Of the total 100 marks, 30 marks will be based on continuous/ internal evaluation and rest of the 70 marks will be awarded based on the students' performance in the final examination taken at the end of the academic year. Students must pass both internal and final examinations. However, ENGL 410 and ENGL 427 have a practicum component (part of internal evaluation) that carries 50% course weight.

  
  
 Central Dept. of English  
 T.U., Kirtipur

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

  
 Registrar  
 T.U., Kirtipur  






Level: BA English Major, Paper I  
Year: First  
Course Title: Reading, Writing, and Thinking  
Course Code: ENGL 421

Full Marks: 100  
Contact hours: 150

### Course Description

This course concentrates on the major elements of literature and provides practical guidelines on reading closely and writing analytically. While the first two units give an exclusive coverage of the genres with a demonstration of the skills needed for a successful reading of and writing about literature with critical thinking, the last two units incorporate some of the well-known topics with wide-ranging tools to help entry level students respond critically to literature at the college level.

### Course Contents

#### Unit I: Study of Literature and Its Close Reading

40 hrs.

- Thinking about Literature
  1. Discussed Text: "Tell all the Truth but tell it slant" (Emily Dickinson)
  2. Discussed Text: "The Sacred" (Stephen Dunn)
  3. Activity Text: "When my love swears that she is made of truth" (William Shakespeare)
- Why Study Literature?
  4. Discussed Text: "Praise Song for the Day" (Elizabeth Alexander)
  5. Discussed Text: "Peanuts" (Charles Schulz)
- Approaching Literature
  6. Discussed Text: "Out, Out—" (Robert Frost)
  7. Activity Text: "Snow" (Julia Alvarez)
- Close Reading
  8. Discussed Text: from *My Antonia* (Willa Cather)
  9. Activity Text: "To an Athlete Dying Young" (A. E. Housman)
- Elements of Style
  10. Activity Text: Re-reading "To an Athlete Dying Young" (A. E. Housman)
  11. Discussed Text: from "Old Mr. Marblehall" (Eudora Welty)
  12. Activity Text: from *The Great Gatsby* (F. Scott Fitzgerald)
- Special Considerations for Reading Poetry Closely
  13. Discussed Text: from "The Red Wheelbarrow" (William Carlos Williams)
  14. Activity Text: "Bright Star, would I were steadfast as thou art—" (John Keats)
  15. Discussed Text: "Delight in Disorder" (Robert Herrick)
  16. Activity Text: "My Father's Song" (Simon Ortiz)
- Talking with the Text
  17. Activity Text: "Promises are like pie-crust, made to be broken" (Christina Georgina Rossetti)
  18. Discussed Text: "When, in disgrace with Fortune and men's eyes" (William Shakespeare)
- Graphic Designer
  19. Discussed Text: from *The Scarlet Letter* (Nathaniel Hawthorne)



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- From Analysis to Essay: Writing a Close Analysis Essay
  20. Discussed Text: from "Slam, Dunk, & Hook" (Yusef Komunyakaa)
  21. Activity Text: "Fast Break" (Edward Hirsch)
  22. Activity Text: "Travelling through the Dark" (William Stafford)
  23. Activity Text: "Woodchucks" (Maxine Kumin)

## Unit II: Elements of Fiction & Drama

40 hrs.

- Elements of Fiction
  24. Discussed Text: "One of These Days" (Gabriel Garcia Márquez)
  25. Discussed Text: from *Pride and Prejudice* (Jane Austen)
  26. Activity Text: from *Hard Times* (Charles Dickens)
  27. Discussed Text: from "The Masque of the Red Death" (Edgar Allan Poe)
  28. Discussed Text: from *The Grapes of Wrath* (John Steinbeck)
  29. Discussed Text: from "Call it Sleep" (Henry Roth)
  30. Discussed Text: from *1984* (George Orwell)
  31. Activity Text: from *Tess of the D'Urbervilles* (Thomas Hardy)
  32. Discussed Text: from *The Beautiful Things That Heaven Bears* (Dinaw Mengestu)
  33. Discussed Text: from *The Adventures of Huckleberry Finn* (Mark Twain)
  34. Discussed Text: from "Miss Brill" (Katherine Mansfield)
  35. Discussed Text: from "The Lottery" (Shirley Jackson)
  36. Discussed Text: from *Mrs. Dalloway* (Virginia Woolf)
  37. Activity Text: "Seeing Eye" (Brad Watson)
  38. Discussed Text: from *A Crime in the Neighborhood* (Suzanne Berne)
  39. Discussed Text: from *Frankenstein* (Mary Shelley)
  40. Activity Text: from *Brooklyn* (Colm Tóibín)
  41. Discussed Text: "The First Day" (Edward P. Jones)
  42. Activity Text: "Girl" (Jamaica Kincaid)
- Special Considerations for Analyzing Drama
  43. Discussed Text: from *Pygmalion* (George Bernard Shaw)
  44. Discussed Text: from *Othello, the Moor of Venice* (William Shakespeare)
  45. Discussed Text: from *A Doll's House* (Henrik Ibsen)
  46. Activity Text: from *A Raisin in the Sun* (Lorraine Hansberry)
  47. Discussed Text: from *The Gin Game* (D. L. Coburn)
  48. Activity Text: *Andre's Mother* (Terrence McNally)
- From Analysis to Essay: Writing an Interpretive Essay
  49. Discussed Text: *Trifles* (Susan Glaspell)



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## Unit III: General Topics in Literature: Family, Culture and Love

35 hrs.

- Home & Family
  50. Activity Text: "The Dead" (James Joyce)
  51. Activity Text: "I Stand Here Ironing" (Tillie Olsen)
  52. Activity Text: "A Prayer for My Daughter" (William Butler Yeats)
  53. Activity Text: "My Papa's Waltz" (Theodore Roethke)
  54. Activity Text: "Those Winter Sundays" (Robert Hayden)



- Home & Family—Student Writing: Comparison and Contrast
- The Writer's Craft —Close Reading (Connotation)
- Identity & Culture
  - 55. Activity Text: *Heart of Darkness* (Joseph Conrad)
  - 56. Activity Text: "Interpreter of Maladies"(JhumpaLahiri)
  - 57. Activity Text: "We Real Cool" (Gwendolyn Brooks)
  - 58. Activity Text: "The White Man's Burden" (Rudyard Kipling)
  - 59. Activity Text: "The Black Man's Burden" (H. T. Johnson)
- Home & Family—Student Writing: Close Reading Fiction
- The Writer's Craft —Close Reading (Specialized, Archaic, and Unfamiliar Diction)
- Love & Relationships
  - 60. Activity Text: *The Importance of Being Ernest* (Oscar Wilde)
  - 61. Activity Text: "To His Coy Mistress" (Andrew Marvell)
  - 62. Activity Text: "Coy Mistress" (Anne Finch)
  - 63. Activity Text: "Is Arranged Marriage Really Any Worse than Craiglist?" (Anita Jain)
  - 64. Activity Text: "Boyfriend" (Randall Munroe)
- Love & Relationships—Student Writing: Analyzing Irony in Drama
- The Writer's Craft —Close Reading (Irony)

#### Unit IV: Binary Topics in Literature

35 hrs.

- Conformity & Rebellion
  - 65. Activity Text: *Hamlet* (William Shakespeare)
  - 66. Activity Text: "The Book of the Dead"(EdwidgeDanticat)
  - 67. Activity Text: "anyone lived in a pretty how town" (E. E. Cummings)
  - 68. Activity Text: "An Epitaph" (Matthew Prior)
  - 69. Activity Text: "The Unknown Citizen" (W. H. Auden)
- Conformity & Rebellion—Student Writing: Close Reading Drama
- The Writer's Craft —Close Reading (Tone)
- Tradition & Progress
  - 70. Activity Text: *Daisy Miller* (Henry James)
  - 71. Activity Text: "Everyday Use" (Alice Walker)
  - 72. Activity Text: "Dover Beach" (Matthew Arnold)
  - 73. Activity Text: "The Negro Artist and the Racial Mountain" (Langston Hughes)
  - 74. Activity Text: from *Plum Bun: A Novel without a Moral* (Jessie RedmonFauset)
- Conformity & Rebellion—Student Writing: Working with Sources
- The Writer's Craft —Close Reading (Syntax)
- War & Peace
  - 75. Activity Text: *Antigone* (Sophocles)
  - 76. Activity Text: "The Shawl" (Cynthia Ozick)
  - 77. Activity Text: "The Management of Grief" (Bharati Mukherjee)
  - 78. Activity Text: "*Dulce et Decorum Est*" (Wilfred Owen)
  - 79. Activity Text: "Soldier's Home" (Ernest Hemingway)
- War & Peace—Student Writing: Analyzing Theme in Drama



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- The Writer's Craft—Close Reading (Imagery)

### Evaluation Scheme

#### Internal: 30%

Total of 30 marks of the internal evaluations can be divided into these categories.

Attendance and Participation	05
Presentation, Portfolio*	15
Mid-term	10

\* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA documenting style as given in *Patterns of College Writing*.

#### External: 70%

Final sit-in Examination

### Prescribed Text

Jago, Carl, *et al.* *Literature and Composition: Reading, Writing, Thinking*. Bedford/St. Martin's, 2011.



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Level: BA English Major, Paper II

Year: First

Course Title: History of English Literature and Criticism

Course Code: ENGL 422

Full Marks: 100

Contact hours: 150

### Course Description

This course covers the key developments in the history of British literature and the history of literary criticism. It emphasizes the growth of English literature, its traditions, conventions and changing characteristics, and includes an overview of the major movements in its literary critical tradition. The course is divided into two segments. The first deals with the history of English literature. In this segment, students will be introduced to the different time periods of English literature, their fundamental concerns, representative writers of those times, and the nature of creative writing. The second segment will familiarize students with the art of criticism from the ancient classical world to the twentieth century. This engagement with the ideas and beliefs, essential for critiquing a piece of literary text, will improve their skill for literary appreciation.

## HISTORY OF ENGLISH LITERATURE

Unit I: Old English Literature to Renaissance and Restoration Drama

30 hrs.

- *Old English Literature*
  1. *Beowulf*
  2. "The Seafarer and the Wanderer"
  3. Battle Poems and "The Dream of the Rood"
  4. Old English Language
  
- *Middle English Literature*
  5. Norman Conquest to Chaucer
  6. Julian Of Norwich, Margery Kempe, *Sir Gawain and the Green Knight*
  7. Geoffrey Chaucer, William Dunbar, Robert Henryson
  8. William Langland, Medieval Drama, Thomas Malory
  
- *Sixteenth-Century Poetry and Prose*
  9. Sir Thomas Wyatt
  10. Sixteenth-Century Prose and the Reformation
  11. The Sonnet: Sir Philip Sidney and William Shakespeare
  12. Edmund Spenser
  
- *Shakespeare*
  13. Shakespeare in Context
  14. Shakespeare's Comedies and Histories
  15. Shakespeare's Tragedies
  16. Shakespeare's Late Plays



- *Renaissance and Restoration Drama*
  17. Renaissance Drama and Christopher Marlowe
  18. Elizabethan and Jacobean Revenge Tragedy
  19. Ben Jonson and the Masque
  20. Restoration Drama

**Unit II: Seventeenth-century Poetry and Prose to the Romantic Period** **30 hrs.**

- *Seventeenth-Century Poetry and Prose*
  21. John Donne
  22. Ben Jonson to John Bunyan and Andrew Marvell
  23. John Milton
  24. John Dryden
- *The Eighteenth Century*
  25. Alexander Pope
  26. The Augustan Age
  27. Edward Gibbon and Samuel Johnson
  28. Sensibility
- *The Novel: The First Hundred Years*
  29. Daniel Defoe
  30. Aphra Behn, Samuel Richardson, Henry Fielding, Lawrence Sterne, Tobias Smollett
  31. Eliza Haywood to Mary Shelly
  32. Walter Scott and Jane Austen
- *The Romantic Period*
  33. The Age of Revolution
  34. William Blake, William Wordsworth, Samuel Taylor Coleridge
  35. Lord Byron, Percy Bysshe Shelley, John Keats
  36. Radical Voices

**Unit III: Victorian Literature to the Twentieth Century** **30 hrs.**

- *Victorian Literature: 1837-1857*
  37. Charles Dickens
  38. Charlotte and Emily Bronte
  39. William Makepeace Thackeray, Elizabeth Gaskell
  40. Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning
- *Victorian Literature: 1857-1876*
  41. Victorian Thinkers
  42. George Eliot
  43. Wilkie Collins and the Sensation Novel
  44. Anthony Trollope, Christina Rossetti



- *Victorian Literature: 1876-1901*
  - 45. Thomas Hardy
  - 46. George Gissing, George Moore, Samuel Butler, Henry James, Robert Louis Stevenson
  - 47. Rudyard Kipling
  - 48. George Bernard Shaw, Oscar Wilde, Late Victorian Poetry
- *The Twentieth Century: The Early Years*
  - 49. Joseph Conrad
  - 50. Arnold Bennett, H. G. Wells, E. M. Foster, Katherine Mansfield
  - 51. D. H. Lawrence
  - 52. Georgian Poetry, War Poetry, W. B. Yeats
- *The Twentieth Century: Between The Wars*
  - 53. T. S. Eliot
  - 54. James Joyce
  - 55. Virginia Woolf
  - 56. The 1930s
- *The Twentieth Century: The Second World War to the End of the Millennium*
  - 57. Wartime and Post-war Britain
  - 58. Drama
  - 59. Novels
  - 60. Poetry
- *Postscript*
  - 61. The Twenty-First Century

### HISTORY OF LITERARY CRITICISM

#### Unit IV: Classical to the Seventeenth Century

30 hrs.

- *The Classical Age*
  - 62. Plato
  - 63. Aristotle
  - 64. Horace
  - 65. Longinus
  - 66. Rhetoric: Cicero, Quintilian, Seneca, Petronius, Martianus, Capella
- *The Renaissance*
  - 67. The Complete Man: Elyot, Ascham
  - 68. The Art of Poetry: Gascoigne, James VI, Puttenham, Webbe
  - 69. The Defence of Poetry: Gosson, Lodge, Sidney, Harington
- *The Seventeenth Century*
  - 70. The Gentleman and the Christian: Peach, Drayton, Reynolds, Milton
  - 71. The Debate about Drama: Flecknoe, Howard, Shadwell



*Neha*



- 72. John Dryden
- 73. The Ancients and the Moderns: Temple, Wotton
- 74. The Moral Debate: Mulgrave, Wolseley, Blackmore, Collier, Vanbrugh, Congreve

**Unit V: Eighteenth to the Twentieth Century**

**30 hrs.**

- *The Eighteenth Century*
  - 75. Joseph Addison
  - 76. The Battle of the Books: Swift, Farquhar
  - 77. Alexander Pope and his Victims
  - 78. Dr. Johnson
  
- *The Romantic Age*
  - 79. William Wordsworth
  - 80. Samuel Taylor Coleridge
  - 81. Romanticism at Bay: Peacock, Shelley, Blake, Keats
  
- *The Victorian Age*
  - 82. Mathew Arnold
  - 83. Aestheticism: Pater, Swinburne, Wilde
  
- *The Twentieth Century*
  - 84. The Modernist Movement: Yeats, Hulme, Pound, Ford
  - 85. Bloomsbury and Eastwood: Woolf, Forster, Lawrence, Murray
  - 86. T. S. Eliot
  - 87. Cambridge Influences: Richards, Empson, Leavis



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**Evaluation Scheme**

**Internal: 30%**

Total of 30 marks of the internal evaluations can be divided into these categories.

Attendance and Participation	05
Presentation, Portfolio*	15
Mid-term	10

\* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA documenting style as given in *Patterns of College Writing*.

**External: 70%**

Final sit-in Examination

**Prescribed Texts**

- Blamires, Harry. *History of Literary Criticism*. Palgrave, 1991.
- Peck, John, and Martin Coyle. *History of English Literature*. Palgrave, 2002.

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Central Dept. of English  
T.U. Kirtipur

**Level:** BA English Major, Paper III  
**Year:** Second  
**Course Title:** Prose: Essays and Short Stories  
**Course Code:** ENGL 423

**Full Marks:** 100  
**Contact hours:** 150

### Course Description

This course first exposes students to a practical understanding of the technical elements of nonfictional essays—grammar, vocabulary, rhetoric, style, structure, meaningful beauty, and historical context—before subjecting them to appreciate some seminal texts in the canon. From nonfiction, the course takes the students towards the critical understanding of some selected short fiction. Stories, also called short fiction, have textual complexity, stylistic variation, and intrinsic interest. The course encourages students to read each story twice at home before devoting themselves to an intensive literary analysis and a wider discussion of the thematic issues based on the textbook's four-part exercise that calls upon their critical analytical skills.

### Course Contents

#### Unit I: Anatomy of Prose (Marjorie Boulton)

30 hrs.

1. The General Form of Prose
2. The Word: Vocabulary
3. The Sentence: Grammar and Idiom
4. The Sentence: Written and Spoken Prose
5. The Paragraph
6. Prose Rhythm
7. Individual and Common Style
8. Common Style and Cheap Style
9. Simplicity and Ornamentation
10. Subdivisions (Objective and Subjective & Abstract and Concrete)
11. Subdivisions (Realism, Romance and Unreality, Some Special Conventions & Prose for Its Own Sake)
12. The Historical Approach
13. The Science Of Rhetoric
14. A Word about Writing Prose

#### Unit II: Selected Essays

60 hrs.

15. "Of Truth" (Sir Francis Bacon)
16. "A Meditation upon a Broom-Stick" (Jonathan Swift)
17. "Thoughts in Westminster Abbey" (Joseph Addison)
18. "On Recollections of Childhood" (Sir Richard Steele)
19. "The Conservative" (Ralph Waldo Emerson)
20. "Night and Moonlight" (Henry David Thoreau)
21. "Thoughts of God" (Mark Twain)



*Vishaya*



22. "On Being Modern-Minded" (Bertrand Russell)
23. "My Own Centenary" (E.M. Forster)
24. "The Death of the Moth" (Virginia Woolf)
25. "Insouciance" (D.H. Lawrence)
26. "The Sterner Sex" (Rebecca West)
27. "On Being the Right Size" (J.B.S. Haldane)
28. "Meditation on the Moon" (Aldous Huxley)
29. "Reflections on Gandhi" (George Orwell)
30. "Adams at Ease" (Lionel Trilling)
31. "The Facts of Buddha" (Sir William Empson)
32. "Columbus and Crusoe" (V.S. Naipaul)
33. "The Bankrupt Man" (John Updike)
34. "At the Dam" (Joan Didion)

**Unit III: Short Stories on Intimate Relationships**

**36 hrs.**

35. "Can-can" (Arturo Vivante)
36. "The Story of an Hour" (Kate Chopin)
37. "Epicac" (Kurt Vonnegut)
38. "The Legacy" (Virginia Woolf)
39. "The Kugelmass Episode" (Woody Allen)
40. "An Intruder" (Nadine Gordimer)
41. "Powder" (Tobias Wolff)
42. "Mother" (Grace Paley)
43. "A Short Digest of a Long Novel" (Budd Schulberg)
44. "The Rocking-Horse Winner" (D. H. Lawrence)
45. "The Boarding House" (James Joyce)
46. "My Oedipus Complex" (Frank O' Connor)



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**Unit IV: Short Stories on Loneliness and Alienation**

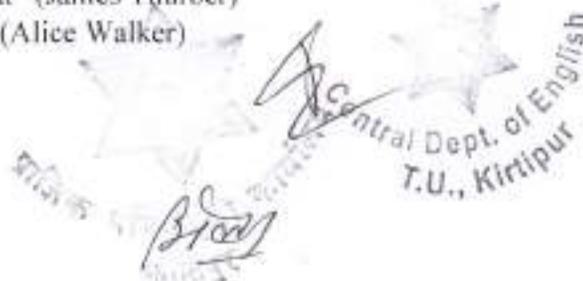
**12 hrs.**

47. "The Model" (Bernard Malamud)
48. "Disappearing" (Monica Wood)
49. "Miss Brill" (Katherine Mansfield)
50. "Teenage Wasteland" (Anne Tyler)

**Unit V: Short Stories on Social Change and Injustice**

**12 hrs.**

51. "Like a Winding Sheet" (Anne Petry)
52. "The Lily-White Boys" (William Maxwell)
53. "The Catbird Seat" (James Thurber)
54. "Everyday Use" (Alice Walker)



## Evaluation Scheme

### Internal: 30%

Total of 30 marks of the internal evaluations can be divided into these categories.

Attendance and Participation	05
Presentation, Portfolio*	15
Mid-term	10

\* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA documenting style as given in *Patterns of College Writing*.

### External: 70%

Final sit-in Examination

## Prescribed Texts

Boulton, Marjorie. *The Anatomy of Prose*. Routledge, 2013.

Gross, John J. *The Oxford Book of Essays*. Oxford UP, 2008.

Marcus, Sybil. *A World of Fiction: Twenty Timeless Short Stories*. New York: Pearson, 2014.



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Level: BA English Major, Paper IV  
Year: Second  
Course Title: Reading and Responding to Poetry  
Course Code: ENGL 424

Full Marks: 100  
Contact hours: 150

### Course Description

This course is designed to enhance the understanding of poetry. In particular, it aims at developing the skills of close reading in students of literature, subsequently leading them to appreciate the art with intellectual excitement and emotional engagement. The first two units lay out a clear map of reading poetry from various perspectives—thematic, formal, and structural—with pertinent examples. The units also allow students to practice the skills in selected group of poems. The final three units provide a selection of poems that are roughly representative of periods, trends, and movements, thus allowing students to read and analyze poetry within the specific historical and literary context. As students progress in the course, they are first expected to learn the ways of reading, understanding, and responding to poetry (first two units) and then apply the skills thus learned to read and respond to an array of poems.

### Part One: Ways to Read and Understand

#### Unit I: Ways of Reading and Focused Readings

20 hrs.

- **Ways of Reading**

1. The poem as life, pp. 3-14
2. The poem as arranged life, pp. 25-53
3. Poems as Pleasure, pp. 67-89
4. Describing Poems, pp. 101-128
5. The play of language, pp. 145-159

- **Focused Readings**

6. "Do Not Go Gentle into That Good Night" (Dylan Thomas), p. 19
7. "Because I could not stop for Death"—(Emily Dickinson), p. 62
8. "The Dance" (William Carlos Williams), p. 95
9. "The Garden" (Andrew Marvell), p. 131
10. "The Wild Swans at Coole" (William Butler Yeats), p. 165

#### Unit II: Ways of Reading and Focused Readings

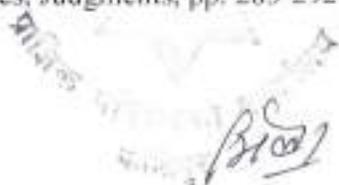
20 hrs.

- **Ways of Reading**

11. Constructing Self, pp. 171-188
12. Poetry and Social Identity, pp. 211-222
13. History and Regionality, pp. 237-245
14. Attitude, Values, Judgments, pp. 283-292



*Vishaya*



• **Focused Readings**

15. "Her Kind" (Anne Sexton), p. 207
16. "Wingfoot Lake" (Rita Dove), p. 234
17. "Lines Composed a Few Miles Above Tintern Abbey" (William Wordsworth), p. 255
18. "Shine, Perishing Republic" (Robinson Jeffers), p. 301
19. "The Gulf" (Derek Walcott), p. 276

**Part Two: Reading and Responding**

**Unit III: Renaissance to Romanticism**

**30 hrs.**

20. "With How Sad Steps, Oh Moon" (Philip Sydney)
21. "Fear Not More the Heat o' the Sun" (William Shakespeare)
22. "The Canonization" (John Donne)
23. "L' Allegro" (John Milton)
24. "Elegy Written in a Country Churchyard" (Thomas Gray)
25. "from *Essay on Man*" (Epistle 1) (Alexander Pope)
26. "A Description of the Morning" (Jonathan Swift)
27. "Tyger" (William Blake)
28. "The Solitary Reaper" (William Wordsworth)
29. "Kubla Khan" (S. T. Coleridge)
30. "Ode to the West Wind" (P. B. Shelley)
31. "To Autumn" (John Keats)
32. "The Snowstorm" (Ralph Waldo Emerson)

**Unit IV: Victorian to Modern**

**40 hrs.**

33. "How I love Thee" (Elizabeth Barrett Browning)
34. "Aftermath" (Henry Wadsworth Longfellow)
35. "Ulysses" (Alfred Lord Tennyson)
36. "My Last Duchess" (Robert Browning)
37. "When Lilacs Last in the Dooryard Bloom'd" (Walt Whitman)
38. "Dover Beach" (Mathew Arnold)
39. "My Life Stood—a Loaded Gun" (Emily Dickinson)
40. "Up-Hill" (Christina Rossetti)
41. "God's Grandeur" (G. M. Hopkins)
42. "Loveliest of Trees, the Cherry Now" (A. E. Housman)
43. "Anthem for the Doomed Youth" (Wilfred Owen)
44. "Among School Children" (W. B. Yeats)
45. "The Road Not Taken" (Robert Frost)
46. "Grass" (Carl Sandberg)
47. "Thirteen Ways of Looking at a Bird" (Wallace Stevenson)
48. "The River Merchant's Wife—A Letter" (Ezra Pound)



*V. Shrestha*



49. "Sweeney among the Nightingales" (T. S. Eliot)  
 50. "The Fish" (Elizabeth Bishop)

**Unit V: Postmodern to Contemporary**

**40 hrs.**

51. "My Papa's Waltz" (Theodore Roethke)  
 52. "Night, Death, Mississippi" (Robert Hayden)  
 53. "Dream Song 4" (John Berryman)  
 54. "The Mother" (Gwendolyn Brooks)  
 55. "For the Union Dead" (Robert Lowell)  
 56. "The Asians Dying" (W. S. Merwin)  
 57. "High Windows" (Philip Larkin)  
 58. "Harlem" (Langston Hughes)  
 59. "Ester Morning" (A. R. Ammons)  
 60. "Punishment" (Seamus Heaney)  
 61. "Lay Lazarus" (Silvia Plath)  
 62. "The White Lilies" (Louise Gluck)  
 63. "Facing It" (Yusef Komunyakaa)  
 64. "Parsley" (Rita Dove)  
 65. "The Interrogation" (Lee-Young Lee)  
 66. "Windigo" (Louise Erdrich)  
 67. "Reservation Love Song" (Sherman Alexie)



*Signature*

**Evaluation Scheme**

**Internal: 30%**

Total of 30 marks of the internal evaluations can be divided into these categories.

Attendance and Participation	05
Presentation, Portfolio*	15
Mid-term	10

\* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA documenting style as given in *Patterns of College Writing*.

**External: 70%**

Final sit-in Examination

**Prescribed Text**

Vendler, Vendler. *Poems, Poets, Poetry: An Introduction and Anthology*. Bedford/ St. Martin, 2009.



Level: BA English Major, Paper V

Year: Third

Course Title: Visual Arts

Course Code: ENGL 425

Full Marks: 100

Contact hours: 150

### Course Description

This interdisciplinary course explores the humanities through different visual art forms. Students in their receptive interactions with representative artworks, including painting, dance, photography, cinema, television, video, and graphic fiction inculcate in the relationships of the humanities to values. Genre-based approach of this course offers participants and audiences opportunities to learn concepts and perspectives, methods and techniques to examine in-depth aesthetics of different artworks.

### Course Contents

#### Unit I: Concepts and Perspectives in Visual Arts 30 hrs.

1. Visual culture and the meanings of culture (Rampley's *Exploring Visual Culture*)
2. Definitions of art and the art world (Mulholland in Rampley's *Exploring Visual Culture*)
3. Global visual culture (Mirzoeff's *Visual Culture*)
4. The Humanities: An Introduction (Ch 01: Martin & Jacobus's *The Humanities through the Arts*)
5. The Interrelationships of the Arts (Ch 15: Martin & Jacobus's *The Humanities through the Arts*)
6. The Interrelationships of the Arts (Ch 16: Martin & Jacobus's *The Humanities through the Arts*)

#### Unit 2: Painting and Dance (from Martin & Jacobus's *The Humanities through the Arts*)

30 hrs.

7. Painting
  - a. Your Visual Powers
  - b. The Media of Painting
  - c. Elements of Painting
  - d. The Clarity of Painting
  - e. The "All-at-Oneness" of Painting
  - f. Abstract Painting
  - g. Intensity and Restfulness in Abstract Painting
  - h. Representational Painting
  - i. Comparison of Five Impressionist Paintings
  - j. Frames
  - k. Some Painting Styles of the Past 150 Years

Texts:

- Kiran Manandhar: "The Female Company"
- Mithila Painting "Kohbar or the Nuptial Chamber," Mithila Nepal Kohbar Painting



*Vishay*



- Artist Hari Prasad Sharma's paintings (with music)  
<<https://www.youtube.com/watch?v=6F0RAk-RcmY&feature=youtu.be&fbclid=IwAR3YgP50B5peen7MP0XnD3V0ko8kPN8qiPI0WZGBD7zzgaSnWXiaGOOxRuo>>

8. Dance

- The Subject Matter of Dance
- Form
- Dance and Ritual
- Ballet
- Modern Dance
- Popular Dance

Texts:

- Newari Dhime Dance/100 Performers in Basantapur/International Folk Festival/ Nepal <<https://www.youtube.com/watch?v=Qopp9ct-LJ0>>
- Tharu Sakhiya Dance By 400 Dancers || 2076 SakhiyaNaach Dang <<https://www.youtu.be.com/watch?v=83BnibT0hJA>>
- New Sorathi Deusi Bhailo Song 2077 <<https://www.youtube.com/watch?v=sFlqUvFAEdc>>
- Tamang selo song <<https://www.youtube.com/watch?v=hebtjyFeoBs>>
- Nepali folk dance Sakela from Khumbu or Rai tribe <<https://www.youtube.com/watch?v=TeUyquTDDKo>>
- TORAN-LHA | Thakali Song | (OFFICIAL MUSIC VIDEO) <<https://www.youtube.com/watch?v=7bWJ8eQS94E>>
- Sherpa Cultural Shebru (NelaSangpo) <<https://www.youtube.com/watch?v=f95xwK2x29w>>

**Unit 3: Photography and Cinema (from Martin & Jacobus's *The Humanities through the Arts*)** 30 hrs.

9. Photography

- Photography and Painting
- Straight Photography
- The Documentarists
- The Modern Eye

Texts:

- "Gertrude Kasebier." Portrait –Miss N. (Evelyn Nesbitt), 1902.
- Min Bajracharya's iconic photograph of Durga Thapa, 22, as she leapt up during a victory rally on 9 April 1990 to shout "Long live democracy!" <<https://www.nepalitimes.com/banner/one-moment-30-years-ago-today/>>

10. Cinema

- The Subject Matter of Film



*V. Shrestha*



- b. Directing and Editing
- c. The Participate Experience and Film
- d. The Film Image
- e. Camera Point of View
- f. Violence and Film
- g. Sound
- h. Image and Action
- i. Film Structure
- j. Cinematic Significance
- k. The Context of Film History
- l. Francis Ford Coppola's *The Godfather*
- m. Experimentation

Texts:

- *The Birds*(Alfred Hitchcock, dir)
- *Caravan*(Eric Valli, dir)

**Unit 4: Television and Video Art (from Martin & Jacobus's *The Humanities through the Arts*)**

**30 hrs.**

- 11. The Evolution of Television
- 12. The Subject Matter of Television and Video Art
- 13. Commercial Television
- 14. Video Art

Texts:

- *The Sixties The Years That Shaped a Generation* {PBS Documentary 2005}.  
<<https://www.youtube.com/watch?v=aWQms7DAcR4>> DVD.
- Top 10 Most Expensive Commercials  
<<https://www.youtube.com/watch?v=00cjfoC67mU>>

**Unit 5: Graphic Fiction**

**30 hrs.**

- 15. *Tintin in Tibet*(Georges Remi“Hergé”)
- 16. *Coraline*(Neil Gaiman)

**Evaluation Scheme**

**Internal: 30%**

Total of 30 marks of the internal evaluations can be divided into these categories.

Attendance and Participation	05
Presentation, Portfolio*	15
Mid-term	10

\* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA documenting style as given in *Patterns of College Writing*.

Department of English  
T.U., Kirtipur

Central Dept. of English  
T.U., Kirtipur

**External: 70%**  
Final sit-in Examination

### Prescribed Texts

Selections from these books

Martin, David F. *The Humanities through the Arts*. McGraw-Hill Education, 2015.  
Mirzoeff, Nicholas. *An Introduction to Visual Culture*. Routledge, 2009.  
Rampley, Matthew. *Exploring Visual Culture*. University of Edinburgh Press, 2005.

Dance

Newari Dhome Dance / 100 Performers in Basantapur / International Folk Festival /  
Nepal, Kathmandu: Kathmandu Durbar Square  
<<https://www.youtube.com/watch?v=Qopp9ct-LJ0>>

Fiction

Remi, Georges "Hergé". *Adventures of Tintin in Tibet*. Boston: Little, Brown and Company, 2003.  
Gaiman, Neil. *Coraline*. New York: Harper Collins, 2012.

Photography

Marien, Mary Warner. "Gertrude Kasebier." Portrait. *Photography: A Cultural History*. New Jersey: Prentice Hall, 2002. Platinum print. National Gallery of Canada/Musee des Beaux-Arts du Canada, Ottawa. P. 193.  
Marien, Mary Warner. "The New Face of America." *Photography: A Cultural History*. New Jersey: Prentice Hall, 2002. Platinum print. National Gallery of Canada/Musee des Beaux-Arts du Canada, Ottawa. P. 493.

Film

Hitchcock, Alfred, dir. *Birds*. California: NBCUniversal Film and Entertainment, 1963. Running time: 120 minutes  
Valli, Eric, dir. *Caravan/ Himalaya*. New York: Kino Video International, 1999. Running time: 108 Minutes

**Prescribed texts:** All of the texts included in respective five units of this syllabus.



*Vishayak*  
महविप  
B. S. B. S.

Level: BA English Major, Paper (Elective)

Year: Third

Course Title: Professional and Technical Communication (Elective)

Course Code: ENGL 410

Full Marks: 100

Contact hours: 150

### Course Description

This course, offered as an elective for BA students of Humanities and Social Sciences, focuses on a range of interpersonal communicative skills, including speaking and preparing formal/informal documents in multiple media. The course not only helps students prepare themselves for the job market but also imparts them with necessary communicative skills that they need to succeed in their professional careers.

### Course Contents

#### Unit I: Foundations

20 hrs.

1. Introduction to Technical Communication
2. Teamwork and Global Issues in Technical Communication
3. The Research Process in Technical Communication
4. Providing Audience with Usual Information
5. Recognizing Ethical Issues in Technical Communication

#### Unit II: Strategies

25 hrs.

6. Structuring Information for Your Reader
7. Writing with a Readable Style
8. Using Audience-Centered Visuals
9. Designing User-Friendly Documents

#### Unit III: Documents

40 hrs.

10. Resumes and Other Employment Materials
11. Memos and Letters
12. Definitions
13. Descriptions
14. Instructions and Procedures
15. Summaries
16. Informal Reports
17. Formal Reports
18. Proposals

#### Unit IV: Digital Media and Presentations

30 hrs.

19. Email and Text Messages
20. Blogs, Wikis and Social Networks



*Vishaya*



21. Web Pages and Online Video

22. Oral Presentation

**Unit V: Speaking, Talking and Presenting**

**35 hrs.**

23. Speaking for Yourself

24. Conversing

25. Discussing Your Work

26. Preparing a Talk or Presentation

27. Preparing Visual Aids

28. Speaking to an Audience

29. Speaking in an Interview

**Evaluation Scheme**

<b>Internal Evaluation (Practicum)</b>	<b>50%</b>
Attendance/ Presentation	10 points
Mid-term exams	15 points
Practicum portfolio	25 points
Practicum portfolio must include:	
i. Presentation notes/ slides	
ii. Memo/ Letters/ descriptions/ summaries (total of 3)	
i. Report or Proposal (one)	
ii. Examples of digital communication (2 pieces)	

**Final Examination** **50%**

**Prescribed Texts**

Robert Barrass, *Speaking for Yourself: A Guide for Students*, Routledge, 2006.

Laura J. Gurak and John M. Lannon, *Strategies for Technical Communication in the Workplace*, Pearson, 2013.



*Vishaya*



Level: BA English Major, Paper VI  
Year: Fourth  
Course Title: Drama and Novel  
Course Code: ENGL 426

Full Marks: 100  
Contact hours: 150

### Course Description

This course offers critical insights into different themes, ideas, issues and concepts in drama and novel. Students make an in-depth study of selected texts. Not only do the students explore and reflect upon the texts and the topics, they also analyze how the themes and issues intersect in and among the different texts. This way, students come to realize the commonalities in the approach to drama and novel as well as appreciate the distinctive features associated with the two genres.

- Unit I: Coming of Age** 30 hrs.
1. *The Playboy of the Western World* (J.M. Synge)
  2. *Nervous Condition* (Tsitsi Dangarembga)
  3. *The House on Mango Street* (Sandra Sisneros)
- Unit II: Myth and Philosophy** 30 hrs.
4. *Oedipus Rex* (Sophocles)
  5. *Hayavadana* (Girish Kanard)
  6. *Fire in the Monastery* (Abhi Subedi)
  7. *The Stranger* (Albert Camus)
- Unit III: Ambition and Power** 30 hrs.
8. *Macbeth* (William Shakespeare)
  9. *One for the Road* (Harold Pinter)
  10. *The Noise of Time* (Julian Barnes)
- Unit IV: Fate and Free Will** 30 hrs.
11. *Shakuntala* (Kalidasa)
  12. *Life is a Dream* (Pedro Caldron de la Barca)
  13. *Anthem* (Ayn Rand)
- Unit V. Class, Race, and Identity** 30 hrs.
14. *The School for Scandal* (Richard Sheridan)
  15. *A Raisin in the Sun* (Hansberry Lorraine)
  16. *Orlando* (Virginia Woolf)

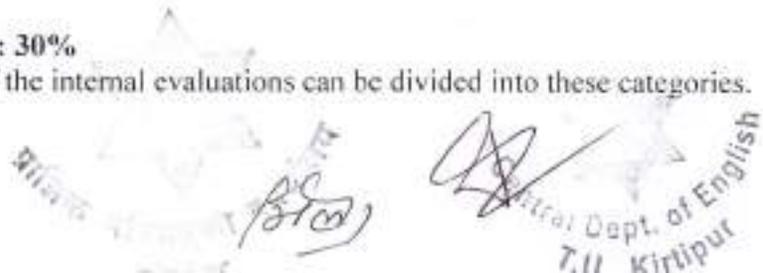


*Vishaya*

### Evaluation Scheme

#### Internal evaluation: 30%

Total of 30 marks of the internal evaluations can be divided into these categories.



Attendance and Participation	05
Presentation, Portfolio*	15
Mid-term	10

\* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA documenting style as given in *Patterns of College Writing*.

**External evaluation: 70%**  
Final sit-in Examination

**Prescribed texts**

All of the texts included in respective five units of this syllabus.

  
 English Dept. of English  
 T.U., Kirtipur

  
 प्राज्ञिक संस्कृत संस्थान  
 काठमाडौं  


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


Level: BA English Major, Paper VII  
Year: Fourth  
Course Title: Research and Writing  
Course Code: ENGL 427

Full Marks: 100  
Contact hours: 150

### Course Description

This course provides students with the key tools and strategies necessary to conduct academic research in English and write research-based papers after a thorough immersion into the processes from topic selection to library search and finally to drafting that agrees with the requirements of the MLA style-sheet and the standards of research in the discipline of English literature.

### Course Contents

#### Unit I. Research Procedure in Literature

34 hrs.

- **Starting the Research Process**

1. Understanding Your Research Paper Assignment
2. Developing a Topic
3. Developing a Search Strategy
4. The Research Process: Five Common Pitfalls and How to Avoid Them

- **Searching Your Library Discovery System or Catalog (Local Adaptation Required)**

5. Is This like *Google*? Your Library's Discovery System
6. The Library's Special Language: Library of Congress Subject Headings
7. Moving beyond the Basics
8. Using Materials from Other Libraries
9. Choosing the Right Library Sources for Your Assignment

- **Searching Subject-Specific Databases**

10. How to Select the Right Database
11. Subject-Specific Databases
12. Advanced Searching in the *MLA International Bibliography*
13. Interdisciplinary Databases

- **Searching the Internet**

14. Finding Scholarship on the Internet
15. Accessing Scholarship Online
16. Searching Smarter: Search Engine Advanced Tools
17. Evaluating Internet Sources
18. Evaluating Library Sources



*Vishaya*

*[Signature]*  
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T.U., Kirtipur

- **Finding Reviews**

- **Using Contextual Primary Sources**

19. What Is a Primary Source?
20. Periodicals as Primary Sources
21. Using Primary Sources in Literary Research
22. Finding Primary Sources through a Library Database or Catalog
23. Finding Primary Sources through the Internet

- **Finding Background Information**

24. Library Sources for Biographical and Historical Information
25. Internet Sources for Biographical and Historical Information
26. Finding a Definition or the Source of a Quotation

- **Managing Sources and Creating Your Bibliography**

27. Creating In-Text Citations and a Works-Cited List
28. Organizing Your Research

- **Guides to Research in English and American Literature**

29. *Harner's Literary Research Guide*
30. Series on Literary Research from Scarecrow Press

**Unit II. Research/Scholarly Writing: The Moves that Matter in Academic Writing 30 hrs.**

- Introduction: Entering the Conversation

31. Part I: "They Say"

- i. "They Say": Starting with What Others Are Saying
- ii. "Her Point Is": The Art of Summarizing
- iii. "As He Himself Puts It": The Art of Quoting

32. Part II: "I Say"

- iv. "Yes / No / Okay, But": Three Ways to Respond
- v. "And Yet": Distinguishing What You Say from What They Say
- vi. "Skeptics May Object": Planting a Naysayer in Your Text
- vii. "So What? Who Cares?": Saying Why It Matters

33. Part III: Tying It All Together

- viii. "As a Result": Connecting the Parts
- ix. "You Mean I can Just Say it That Way?": Academic Writing Doesn't Mean Setting Aside Your Own Voice
- x. "But Don't Get Me Wrong": The Art of Metacommentary
- xi. "He Says Contends": Using the Templates to Revise



**Unit III: Principles and Practices in MLA Style****20 hrs.**

34. Part I: Principles of MLA Style
- i. Introduction
  - ii. Why Document Sources
  - iii. Plagiarism and Academic Dishonesty
  - iv. Think: Evaluate Your Sources
  - v. Select: Gathering Information about Your Sources
  - vi. Organize: Creating Your Documentation
  - vii. The List of Works Cited . . .
35. Part II: Details of MLA Style
- viii. The Mechanics of Scholarly Prose
  - ix. Works Cited
  - x. In-Text Citation
  - xi. Citations in Forms Other Than Print

**Unit IV: Writing about Literature****36 hrs.**

36. Reading
37. Research
38. Essay Topics
39. Structure
40. Writing
41. Some Common Bad Advice
42. Spelling, Punctuation, Grammar
43. Presentation

**Unit V: Student Research and Writing (concurrently with unit 2-4)****30 hrs.**

Students will research and write under instructor supervision; individual conferences with the instructor; topic to be pre-approved by the instructor but can be one the student initiated basic research or writing in a previous class, but has to conduct significant new research and writing to count for this class; final paper length: 5,000-6,000 words (excluding works-cited list)

**Evaluation Scheme****Internal Evaluation (Practicum) 50%**

Attendance/ Presentation	10
Mid-term exams	15
Practicum portfolio	25

Practicum portfolio must include:

- i. Presentation notes/slides
- ii. Examples of In-Text Citation, Works Cited, Annotated Bibliography
- iii. A scholarly paper, earlier drafts included



*Shayya*



**Final Examination**

**50%**

**Prescribed Texts**

Brookbank, Elizabeth, and H. Faye Christenberry. *MLA Guide to Undergraduate Research in Literature*. Modern Language Association of America, 2019.

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say, I Say: The Moves that Matter in Academic Writing*. 4th ed., Norton, 2018.

Modern Language Association of America. *MLA Handbook*. 8<sup>th</sup> ed., MLA, 2016.

Woolf, Judith. *Writing about Literature: Essay and Translation Skills for University Students of English and Foreign Literature*. Routledge, 2005.



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Compulsory English Courses  
First Year  
Course in Reading and Writing in English



Code : C.Eng.401  
Full Marks: 100  
Pass Marks : 40  
Teaching Hours : 150

**Course Description:** This is BA 1<sup>st</sup> year compulsory English courses in 4yr BA system under Faculty of Humanities and Social sciences, Tribhuvan university. This course allows students to explore the art of reading and writing. They will engage themselves with different patterns of writing, read essays and stories associated with the patterns and work through the rhetoric of the language. Students will recognize and practice the important form of "four levels of interacting with the texts," significant for comprehending the art of reading and writing.

**Main Objective :** Help improve students' writing English through the practices of different patterns of writing.

**Other objectives :**

- Help them learn writing through others' writing as given under patterns ( narration, description, comparison and contrast ) and practice them;
- Learn the technique of critical reading through reading texts

**UNIT I: THE WRITING PROCESS:**

20

Reading to Write: Becoming a Critical Reader

Brent Staples. "Cutting and Pasting: A Senior Thesis" (both the ones)

Invention

Arrangement

Drafting and Revising

Editing and Proofreading

**UNIT II: PATTERNS OF WRITING: Narration and Description**

*[Signature]*  
20

**Narration:**

Sandra Cisneros. "Only Daughter"

Bonnie Smith-Yackel. "My Mother never Worked"

Martin Gansberg. "Thirty-Eight who saw the Murder didn't call the Police"

**Description:**

Jhumpa Lahiri. "Rice"



Suzanne Berne. "Ground Zero"  
Heather Rogers. "The Hidden Life of Garbage"

**UNIT III: PATTERNS OF WRITING: Cause and Effect and Comparison and Contrast** 20

**Cause and Effect:**

Stan Cox. "The Case against Air Conditioning"  
Lawrence Otis Graham. "The 'Black Table' is still There"  
Guillermo del Torro and Chuck Hogan. "Why Vampires never Die"

**Comparison and Contrast:**

Bruce Catton. "Gran and Lee: A Study in Contrast"  
Bharati Mukherjee. "Two Ways to Belong in America"  
Amy Chau. "Why Chinese Mothers are Superior"

**UNIT IV: PATTERNS OF WRITING: Definition and Argumentation** 20

**Definition:**

Judy Brandy. "I want a Wife"  
Meghan Daum. "Fame-iness"  
Gayle Rosenwald Smith. "The Wife-Beater"

**Argumentation:**

Jennifer Halperin. "No Pay? Many Interns say, 'No Problem'"  
Alex Tabarrok. "The Meat Market"  
Daniel Engber. "Let them Drink Water!"

**UNIT V: Critical Reading for Writing** 20

Interactions: Four Levels of Interacting with Texts

"Yudhisthira's Wisdom"  
"The Brave Little Parrot"  
"A 1996 Commencement Speech"  
"The Wretched Stone"  
"Marriage is a Private Affair"  
"Scientific Inquiry: Invention and Test"  
"The Stub Book"  
"Keeping Errors at Bay"  
"The Telegram on the Table"  
"A Tale"  
"Why Go to University"

**Evaluation system**

Internal evaluation 30% ( Internal Examination, class presentation)



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External evaluation 70% ( annual examination )

**Prescribed Texts:**

Kriszner, Laurie G. *Patterns of College Writing: A Rhetorical reader and Guide*. (12<sup>th</sup> Edition). Boston, New York: Bedford/St. Martin's. 2012.  
Lohani, Shreedhar and Moti Nissani. *Flax-Golden Tales: An Interdisciplinary Approach to Learning English*. Kathmandu, Nepal: Ekata Books. 2008.



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**Compulsory English Courses**  
**Level: Bachelor of Arts, Third Year**  
**Course Title: Reading & Writing Across the Disciplines**

**Code: Comp. Eng. 403**  
**Full Marks: 100**  
**Pass Marks: 40**  
**Teaching Hours: 150**

**Course Description:** This course, after first providing students with a sound grounding into reading and writing heuristics associated with summary, critique, analysis and synthesis, enables them to internalize tools to create and develop their own motives for advanced level of reading and writing during both the college years and professional life later on. It shares its assumption with the premise of the first-year compulsory English course that in order to become good writers, students must be good readers. But this course transcends its first-year counterpart in terms of disciplinary inclusions and critical complexities.

**UNIT I: SUMMARIES & CRITIQUES (BEHRENS & ROSEN)**

**33 hrs.**

Summary, Paraphrase, and Quotation

- What Is a Summary?
- Can a Summary Be Objective?
- Using the Summary
- The Reading Process
- How to Write Summaries
- Demonstration: Summary
- How Long Should a Summary Be?
- Summarizing Figures and Tables
- Paraphrase
- Quotations
- Avoiding Plagiarism

Critical Reading & Critique

- Critical Reading
- Critique

**UNIT II: SYNTHESSES & ANALYSES (BEHRENS & ROSEN)**

**33 hrs.**

Explanatory Synthesis

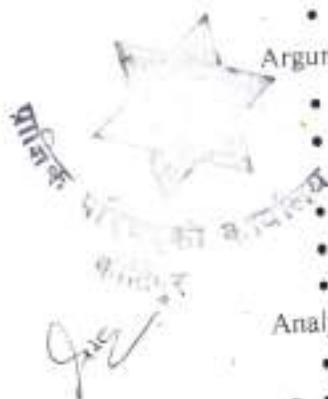
- What Is a Synthesis?
- Purpose
- Using Your Sources
- Types of Syntheses: Explanatory and Argument
- How to Write Syntheses
- The Explanatory Synthesis
- Demonstration: Explanatory Synthesis—The Car of the Future?
- Model Explanatory Synthesis (First Draft)
- Model Explanatory Synthesis (Final Draft)

Argument Synthesis

- What Is an Argument Synthesis?
- Demonstration: Developing an Argument Synthesis Balancing Privacy and Safety in the Wake of Virginia Tech
- Developing and Organizing the Support for Your Arguments
- The Comparison-and-Contrast Synthesis
- A Case for Comparison-and-Contrast: World War I and World War II

Analysis

- What Is an Analysis?
- Demonstration: Analysis



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- How to Write Analyses
- Consider Your Purpose
- Locate an Analytical Principle
- Formulate a Thesis
- Analysis: A Tool for Understanding

28 hrs.

**UNIT III: ARTS & HUMANITIES (Comley, et al.)**

Maya Angelou. "Graduation"  
 Amy Tan. "Mother Tongue"  
 Ernest Hemingway. "A New Kind of War"  
 James Alan McPherson. "Problems of Art"  
 Susan Choi. "Memory work"  
 Plato. "The Cave"  
 John Berger. "Hiroshima"  
 George Orwell. "Politics and the English Language"

28 hrs.

**UNIT IV: SOCIAL SCIENCE & PUBLIC AFFAIRS (Comley, et al.)**

N. Scott Momaday. "The Way to Rainy Mountain"  
 Martin Luther King Jr. "Pilgrimage to Nonviolence"  
 William L. Laurence. "Atomic Bombing of Nagasaki Told by Flight Member"  
 Jon Gertner. "The Futile Pursuit of Happiness"  
 Monica M. Moore. "Nonverbal Courtship Patterns in Women: Context and Consequences"  
 Malcolm Gladwell. "The Naked Face"  
 Jonathan Swift. "A Modest Proposal"  
 Thomas Jefferson. "The Declaration of Independence"

28 hrs.

**UNIT V: SCIENCE & TECHNOLOGIES (Comley, et al.)**

Carl Sagan. Can We Know the Universe? Reflections on a Grain of Salt  
 Robert Frost. Design  
 Bruno Bettelheim. Joey: A "Mechanical Boy"  
 Eric Schlosser. Why McDonald's Fries Taste So Good  
 Jamie Shreeve. The Other Stem-Cell Debate  
 James Jeans. Why the Sky Is Blue  
 David Livingstone Smith. Natural-Born Liars  
 Emily Martin. The Egg and the Sperm: How Science Has Constructed Romance Based on Stereotypical Male-Female Roles

**Evaluation System**

Internal evaluation 30% (Internal examination, class presentation, attendance)  
 External evaluation 70% (Annual examination)

**Prescribed Texts:**

Behrens, Laurence & Leonard J. Rosen. *Writing and Reading Across the Curriculum*. 11<sup>th</sup> ed. Boston: Pearson, 2011.  
 Comley, Nancy, et al. *Fields of Reading: Motives for Writing*. 8th ed. Boston: Bedford/St. Martin's, 2007.

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प्राथमिक परीक्षा का कार्यालय  
 काठमाडौं

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2065/15/16

### अनिवार्य नेपाली विषयको पाठ्यक्रम

पाठ्यांश शीर्षक : अनिवार्य नेपाली (कोड नं. ४०२.)

तह: स्नातक (चार बर्ष)

वर्ष : दोस्रो

पूर्णाङ्क : सै. ७०+ प्रा. ३० = १००

उत्तीर्णाङ्क : ३५

प्रतिहप्ता पाठघण्टा : ६

जम्मा पाठघण्टा : ११०

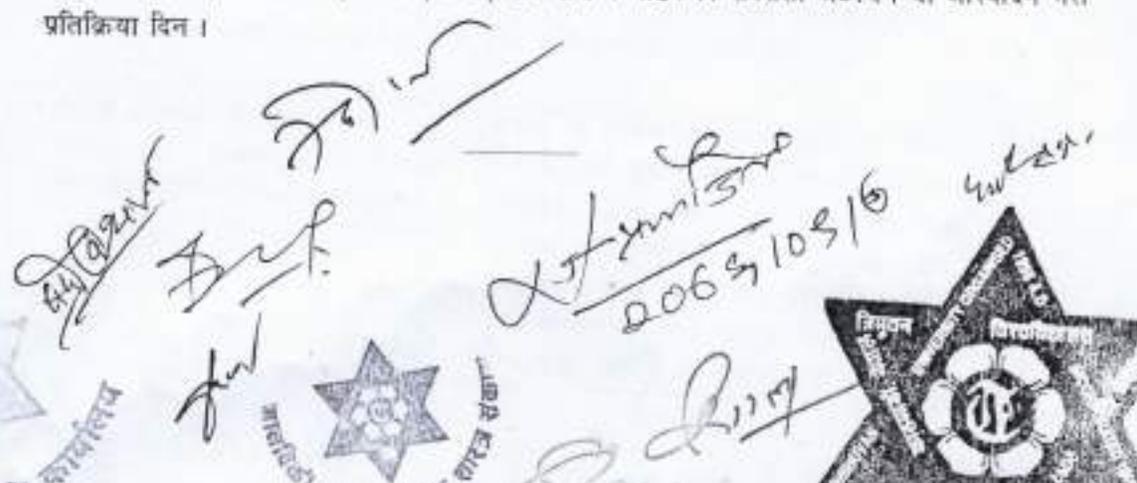
#### १. पाठ्यांश परिचय

यो पाठ्यक्रम त्रिभुवन विश्वविद्यालय अन्तर्गत विभिन्न सङ्कायका स्नातक तहमा अध्ययन गर्ने विद्यार्थीहरूलाई नेपाली भाषामा विशिष्ट बोध, अभिव्यक्ति र रचना कौशलको विकास गर्न तयार पारिएको हो। यस पाठ्यक्रममा नेपाली भाषाको कथ्य र लेख्य स्वरूप, शब्द भण्डार, वाक्यतत्त्वपरक रचना, सङ्कथन संरचना, नेपाली वाङ्मयका विभिन्न क्षेत्रका गद्यांशको पठन बोध, व्यावहारिक लेखन, निबन्धात्मक अभिव्यक्तिका साथै निर्धारित साहित्यिक कृतिहरूको पठन, आस्वादन र अभिव्यक्ति क्षमताको विकास गर्ने पाठ्य सामग्रीहरू समावेश गरिएका छन्।

#### २. पाठ्यक्रमका साधारण उद्देश्य

यस पाठ्यक्रमका पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्न लिखित भाषिक सिप आर्जन गर्न सक्षम हुनेछन् :

- कथ्य र लेख्य नेपालीको भिन्नता पहिल्याई मानक रूपको प्रयोग गर्न,
- नेपाली वाङ्मयका विविध क्षेत्रमा प्रयुक्त शब्दहरूको स्रोत, वर्ग, बनोट र अर्थ बोध गरी वाक्यमा सन्दर्भपूर्ण प्रयोग गर्न,
- तालिका, चित्राकृति (ढायग्राम), रेखाचित्र (ग्राफ) र आरेखका सूचनालाई अनुच्छेदमा तथा अनुच्छेदमा रहेका सूचनालाई तालिका, चित्राकृति, आलेख र आरेखमा रूपान्तर गर्न,
- नेपाली वाक्यतत्त्वको पहिचान गरी वाक्यतत्त्वपरक रचना गर्न,
- पाठ वा पाठ्यांशका सङ्कथनको संरचना पहिल्याउन,
- नेपाली वाङ्मयका विविध क्षेत्रका गद्यांशहरू पढी तिनमा आधारित बोधप्रश्नहरूको उत्तर दिन,
- सम्बद्ध गद्यांशको बुँदा टिपोट र संक्षेपीकरण गर्न,
- पाठ वा पाठ्यांशका विषयवस्तुमा आधारित भई स्वतन्त्र अभिव्यक्ति प्रकट गर्न,
- निर्धारित ढाँचामा आधारित भई विविध व्यावहारिक लेखन र प्रतिवेदन तयार गर्न,
- विभिन्न विषयमा आत्मपरक तथा वस्तुपरक निबन्ध लेख्न,
- निर्धारित कविता, गीत/गजल, निबन्ध, कथा, उपन्यास र नाटकको सरसर्ती अध्ययन वा आस्वादन गरी प्रतिक्रिया दिन।


  
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get.

३. पाठ्यक्रमका विशिष्ट उद्देश्य तथा पाठ्य विषय

विशिष्ट उद्देश्य	पाठ्य विषय	अङ्क	पा.घ.
<ul style="list-style-type: none"> <li>शब्दहरूको अक्षरीकरण गर्न</li> <li>नेपाली वर्ण विन्यास प्रयोग गर्न</li> </ul>	<p>एकाइ एक : अक्षरीकरण र वर्ण विन्यास</p> <p>क) शब्दहरूको अक्षरीकरण</p> <p>ख) नेपाली वर्ण विन्यास</p>	६	९
<ul style="list-style-type: none"> <li>नेपालीका विभिन्न स्रोतका शब्दको पहिचान गर्न</li> <li>शब्दवर्ग छुट्ट्याई शब्दको बनोट देखाउन,</li> <li>शब्दार्थ अनुसार शब्दहरूको प्रयोग गर्न</li> </ul>	<p>एकाइ दुई : नेपाली शब्द भण्डार</p> <p>क) शब्दस्रोत र शब्दवर्ग</p> <p>ख) शब्द बनोट</p> <p>ग) शब्दार्थ र शब्दहरूको प्रयोग (विभिन्न विषय क्षेत्रसँग सम्बन्धित सामान्य र विशिष्ट प्रकृतिका पारिभाषिक शब्दको प्रयोग) र अभ्यास</p>	६	९
<ul style="list-style-type: none"> <li>वर्णनात्मक प्रकृतिका स्वतन्त्र रचना निर्माण गर्न</li> <li>निर्देशित रचना तयार गर्न</li> <li>वाक्य संरलेपण गर्न</li> </ul>	<p>एकाइ तीन : वाक्यतत्त्वपरक रचना</p> <p>क) स्वतन्त्र रचना (लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य, करण अकरणका आधारमा वर्णन)</p> <p>ख) निर्देशित रचना (वाक्यान्तरण)</p> <p>ग) वाक्य संरलेपण</p>	६	९
<ul style="list-style-type: none"> <li>तालिका, चित्राकृति (डायग्राम), रेखाचित्र (ग्राफ) र आरेखको सूचनालाई अनुच्छेदमा र अनुच्छेदमा रहेका सूचनालाई तालिका, चित्राकृति (डायग्राम), रेखाचित्र (ग्राफ) र आरेखमा रूपान्तर गर्न</li> <li>विभिन्न प्रकृतिका स्वतन्त्र स्वतन्त्र तथा निर्देशित अनुच्छेद रचना गर्न</li> </ul>	<p>एकाइ चार : सूचनाको रूपान्तरण र अनुच्छेद लेखन</p> <p>क) तालिका, चित्राकृति (वृत्ताकार र स्तम्भ), रेखाचित्र तथा आरेखका सूचनाको अनुच्छेदमा रूपान्तर र अनुच्छेदका सूचनाको तालिका, चित्राकृति (वृत्ताकार र स्तम्भ), रेखाचित्र तथा आरेखमा रूपान्तर</p> <p>ख) स्वतन्त्र तथा निर्देशित अनुच्छेद लेखन</p>	४	१०
<ul style="list-style-type: none"> <li>शब्दहरूको व्याकरणिक र कोशीय संसक्ति पहिचान, उदाहरण</li> <li>अन्तर्वाक्यात्मक अर्थान्विति पस्तुत लगाउन</li> </ul>	<p>एकाइ पाँच : सङ्कयन / पाठको संरचना</p> <p>क) व्याकरणिक संसक्ति तथा कोशीय संसक्ति</p> <p>ख) अन्तर्वाक्यात्मक अर्थान्विति</p>	४	९
<ul style="list-style-type: none"> <li>नेपाली वाङ्मयका विभिन्न क्षेत्रसँग सम्बन्धित दृष्टांश र अदृष्टांश पाठ / पाठसंग तथा बोधार्थक प्रश्नहरूको अभ्यास गर्न ।</li> </ul>	<p>एकाइ छ : पठन बोध नेपाली वाङ्मयका शिक्षा, अर्थ व्यवस्था, भूगोल, ऊर्जा, वातावरण, जैविक विविधता, विज्ञान, प्रविधि, स्वास्थ्य, खेलकुद, भाषा साहित्य, सूचना, सञ्चार, समाज, संस्कृति, दर्शन, मनोविज्ञान, कानून, कृषि, वन, जीवजन्तु र वनस्पति आदि क्षेत्रसँग सम्बन्धित सामान्य तथा विशिष्ट दृष्टांश र अदृष्टांश पाठ वा पाठ्यांशमा आधारित</p>	१०	२५



शिक्षण विभाग  
राष्ट्रिय शिक्षा परिषद्को कार्यालय  
काठमाडौं

शिक्षण विभाग  
राष्ट्रिय शिक्षा परिषद्को कार्यालय  
काठमाडौं

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*Handwritten signature*

• कविता, गीत / गजल निबन्ध, कथा, उपन्यास र नाटकको सरसर्ती अध्ययन गरी तिनको आस्वादन गर्न

एकाइ एघार : साहित्यिक कृतिको आस्वादन / अध्ययन

८+६=१४

क) कविता / गीत / गजल

- माधव घिमिरे : तिमी र हाँसो मन एक होओस्
- भूपि शेरचन : मेरो चोक
- हरिभक्त कटुवाल : भोलिको नेपाल
- दुर्गालाल श्रेष्ठ : मनको देखो
- अमर गिरी : चराका गीतहरु
- धीरेन्द्र प्रेमर्षि : आँसु लुकाई परेलीमा

ख) निबन्ध

- तक्षमीप्रसाद देवकोटा : के नेपाल सानो छ ?
- शङ्कर लामिछाने : गोधूलि सप्ताह
- भैरव अर्याल : टाउको
- शारदा शर्मा : सुखसत्ता

ग) कथा

- विश्वेश्वर प्रसाद कोइराला : एक रात
- राजेन्द्र विमल : लङ्काकाण्ड
- पद्मावती सिंह : आरुको बोट
- अक्षयराज बराल : पछ्यारिया टोल
- महेश विक्रम शाह : गाउँमा गीतहरु गुन्जिदिनन्

घ) उपन्यास - सरुभक्त : चुली

ङ) नाटक - अ) विजय मल्ल : सत्ताको खोजमा  
आ) कृष्ण शाह यात्री : पीडा आरोहण



*Handwritten signatures and marks at the bottom of the page.*

४. शिक्षण विधि : निर्धारित पाठ्यक्रमलाई कक्षागत र प्रयोगात्मक दुई स्तरमा छुट्याई अभ्यास गराइनेछ ।  
 क) ७० पूर्णाङ्कको शिक्षण कक्षागत व्याख्यान, प्रश्नोत्तर, छलफल, कक्षाकार्य, गृहकार्य, आदिद्वारा गराइनेछ ।  
 ख) सम्बन्धित शिक्षकको निर्देशनमा विद्यार्थी आफैले ३० पूर्णाङ्कको अध्ययन पुरा गर्नेछन् ।
५. मूल्याङ्कन पद्धति : ७० पूर्णाङ्कको वार्षिक वा मास्य परीक्षा लिइनेछ । मास्य परीक्षाका लागि विशिष्टीकरण तालिका (ग्रिड) अनुसार विभिन्न एकाइगत सन्तुलन हुने गरी ७० पूर्णाङ्कका प्रश्नहरू सोधिनेछन् । शैक्षिक वर्षावधिमा सम्बन्धित कक्षा शिक्षकद्वारा पाठ्यक्रममा आधारित भई ३० पूर्णाङ्कको आन्तरिक परीक्षा लिइनेछ ।
६. आन्तरिक परीक्षाको अङ्क विभाजन र क्रियाकलापका लागि सामग्री निर्माणका नमुना आधार
- क) अङ्क विभाजन :
- अ) उपस्थिति- ५ अङ्क
- विद्यार्थीको ८० प्रतिशत उपस्थिति अनिवार्य हुनेछ । उपस्थितिको अङ्क वितरण निम्नानुसार हुनेछ ।
  - ८० प्रतिशत उपस्थितिका लागि ३ अङ्क
  - ८१ - ९० प्रतिशतसम्म उपस्थितिका लागि ४ अङ्क
  - ९१ प्रतिशतभन्दा माथि उपस्थितिका लागि ५ अङ्क
- आ) कक्षा सहभागिता र प्रस्तुति- ५ अङ्क
- पठन पाठनका क्रममा कक्षागत छलफल, प्रश्नोत्तर, जिज्ञासा, शिक्षकले दिएको कक्षाकार्य, प्रश्नको कक्षागत उत्तरको प्रस्तुति आदिलाई सम्बन्धित शिक्षकले मूल्याङ्कन गरी अङ्क प्रदान गर्नेछ ।
- इ) आन्तरिक परीक्षा-१० अङ्क
- सम्बन्धित शिक्षकले आन्तरिक सुधारका रूपमा १०० पूर्णाङ्कको प्रश्नपत्र तयार गरी आन्तरिक परीक्षा लिएर प्राप्तिका लागि १० अङ्कमा परिणत गर्ने छ ।
- ई) परियोजना कार्य-१० अङ्क
- परियोजना कार्यका लागि सम्बन्धित शिक्षकले शैक्षिक सत्र सुरु भएपछि कक्षाका सम्पूर्ण विद्यार्थीलाई विशिष्ट उद्देश्य प्राप्तिका निम्ति तोकिएका पाठ्य विषयसँग सम्बन्धित भई उपयुक्त शीर्षक बनाएर परियोजना कार्य तयार गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउनेछ । शिक्षकले परियोजना कार्यका लागि ६० पूर्णाङ्क र प्रस्तुतिका लागि ४० पूर्णाङ्क राखी मूल्याङ्कन गरेर प्राप्तिका लागि १० प्रतिशतमा परिणत गर्ने छ ।
- (सम्बन्धित शिक्षकले विद्यार्थीले प्रयोगात्मक कार्यमा प्राप्त गरेको सम्पूर्ण अङ्क योग गरी तयार गरेको अभिलेख सम्बन्धित स्नाम्पसको परीक्षा शाखालाई उपलब्ध गराउनु पर्नेछ ।)

ख) क्रियाकलापका लागि सामग्री निर्माणका नमुना आधार

एकाइ	माह्यंश	क्रियाकलापका लागि केही नमुना
एकाइ एक	नेपाली वर्ण विन्यास	अ) वर्ण विन्यासगत अशुद्धियुक्त गद्यांश विई सच्याउन लगाई शुद्धीकरणको आधार वा कारणबारे सम्बद्ध जानकारी कक्षामा प्रस्तुति । आ) लेखाइ र उच्चार्य भिन्नता भएका शब्दहरू भएको अनुच्छेद विई उच्चारणानुसार लेखनमा रूपान्तरण तथा सोही अनुच्छेदका निर्धारित शब्दको अक्षरीकरण गरी कक्षामा प्रस्तुति ।
एकाइ दुई	पारिभाषिक शब्द	शिक्षकले खास प्रयोजनपरक विषय क्षेत्र तोक्यो विद्यार्थीलाई नै सो विषयको अनुच्छेद सङ्कलन गर्न लगाएर त्यसबाट विशिष्ट पारिभाषिक शब्द खोज्न लगाई अर्थबोध सहित वाक्य निर्माण गर्न लगाउने ।

कोशिका  
 H.  
 नेपाली शिक्षक

कक्षा



Handwritten signatures and stamps, including a star-shaped stamp with text in Nepali and English.

<i>Part 1</i>		
एकाइ चार	सङ्कथन	१५० शब्दसम्मको गद्यांश (पाठ) दिई त्यसबाट व्याकरणिक तथा कोशीय संलग्न पहिचान र त्यसको तार्किक पुष्टि गर्न लगाउने। कहीं पहिले नै आयोजित भएको वा विद्यार्थीहरूले नै साहित्यिक वा अन्य कार्यक्रम आयोजना गरी सो कार्यक्रमको सामूहिक प्रतिवेदन निर्माण गर्न लगाई कक्षमा प्रस्तुत गर्न लगाउने। पाठ्यक्रम पढ्दा बाहिरको कुनै साहित्यकारको कुनै कृतिको अध्ययन गरी पाठक प्रतिक्रियाका रूपमा परियोजना पत्र तयार पारी व्यक्तिगत वा सामूहिक रूपमा कक्षमा प्रस्तुत गर्न लगाउने।
एकाइ दश	प्रतिवेदन	
एकाइ एघार	कृतित्वको अध्ययन	पाठ्यक्रममा रहेका कृतिहरूको सरसर्ती अध्ययन गरी पाठक प्रतिक्रिया भेग्न लगाउने

**पाठ्य पुस्तक**

- अनिवार्य नेपाली स्थायी समिति, नेपाली साहित्यिक रचना (परिवर्तित ~~वि.वि.~~), साभा प्रकाशन, काठमाडौं।
- अनिवार्य नेपाली स्थायी समिति वि.वि. पापिके, अनिवार्य नेपाली व्याकरण, बोध र रचना (प्रस्तावित) साभा प्रकाशन, काठमाडौं।

**सहायक सामग्री**

- टड्क न्यौपाने, मानक नेपाली व्याकरण र कार्यमूलक लेखन, श्याम चदर्स, विराटनगर
- मोहनराज शर्मा, शब्द रचना र वर्ण वित्यास, नवीन प्रकाशन, काठमाडौं।
- नालानाथ मुवेदी, नेपाली बोध र रचना कौशल, हिमालय बुक्स स्टल, काठमाडौं।
- हेमाङ्गराज अधिकारी, द्वयोगात्मक नेपाली व्याकरण, साभा प्रकाशन, काठमाडौं।

*Part 1*  
*40/2/20*  
*20/2/20*  
*20/2/20*

*20/2/20*

*20/2/20*

