

३० वर्ष

# TRIBHUVAN UNIVERSITY

## FACULTY OF HUMANITIES AND SOCIAL SCIENCES



### SOCIOLOGY AND ANTHROPOLOGY

CURRICULUM FOR THREE YEAR BACHELOR LEVEL  
PROGRAMME IN SOCIOLOGY AND ANTHROPOLOGY  
**2065**

SOCIOLOGY AND ANTHROPOLOGY SUBJECT COMMITTEE  
TRIBHUVAN UNIVERSITY, KIRTIPUR, KATHMANDU  
NEPAL

## Course Content

<u>Code No.</u>	<u>Title of the course</u>	<u>Full Marks</u>	<u>Pass Marks</u>
SoAn 311	Introduction to Sociology and Anthropology	100	35
SoAn 312	Theoretical Perspectives in Sociology and Anthropology	100	35
SoAn 313	Society and Culture in Nepal	100	35
SoAn 314	Perspective on Development	100	35
SoAn 315	Research Methods in Sociology and Anthropology	100	35
SoAn 316	Developmental Practices in Nepal Functional Paper	100	35

The revised syllabus incorporates the following features:

1. The syllabus has been revised without destracting and deviating from the core thematic issues of the previous one. This consideration was kept in mind so that teachers of the respective paper will not find it completely new and different. Their readings and experiences will help them much even before the orientation for the new courses.
2. The revision has been made with an objective to provide logical grounds for the revision of MA courses in future. Since this is a mid-level revised course, the coverage is wider in issues with basic analysis.
3. Suggestions from a number of teachers currently involved in teaching BA level in different campuses have been incorporated to a greater extent.
4. There is no prescribed text book for any course of studies. Since the number of basic books recommended for each course is minimal, students are also suggested to read some other reference books.
5. Many of the recommended books have appeared in revised version and latest edition, teachers and students are suggested to go through them accordingly.

## Introduction to Sociology and Anthropology

SoAn 311

Paper I	
Full Marks 100	
Pass Marks 35	
Lectures 150	

### Objectives:

The main objective of this course is to make the students familiar with the disciplines of Sociology and Anthropology and thereby make them able to analyze social and cultural institutions and processes.

### Unit I: General Introduction

20

Definition of Sociology and Anthropology as separate fields of study; nature and scope of Sociology and Anthropology; Sub-fields of sociology and anthropology, similarities and differences between Sociology and Anthropology and with other social sciences (history, political science, economics, psychology)

### Unit II: Human Society and Culture through Time

15

Palaeolithic, Mesolithic and Neolithic Cultures; Hunting and gathering societies; Pastoral, agricultural and industrial societies, Modes of production: Communal, slave owning, feudal, capitalist and socialist modes of production

### Unit III: Micro Social Institutions

25

Marriage: definition, types of marriage by rules of mate choice, location of married partners and number of spouses; social significance of marriage institution.

Family: definition, types by composition of members, rules of inheritance and descent, and roles and responsibilities; social significance of family as an institution.

Kinship: meaning of kin and kinship system; kinship types according to connection of blood and distance of relationship; fictive kinship, social significance of kinship system.

### Unit VII: Macro Institutions

35

Economy as an institution: economy as an adaptive institution of society; tasks of economic institution such as production, distribution, exchange and use/consumption of resources and services; economic role of household, community and state level institutions; social significance of household, community and state level economic activities.

Polity as an institution: polity as a decision making component of society, political role of household, community and state level institutions; social significance of political roles performed at and by household, community and state.

Education as an institution: education as a process of transforming human organism into

## Course Content

<u>Code No.</u>	<u>Title of the course</u>	<u>Full Marks</u>	<u>Pass Marks</u>
SoAn 311	Introduction to Sociology and Anthropology	100	35
SoAn 312	Theoretical Perspectives in Sociology and Anthropology	100	35
SoAn 313	Society and Culture in Nepal	100	35
SoAn 314	Perspective on Development	100	35
SoAn 315	Research Methods in Sociology and Anthropology	100	35
SoAn 316	Developmental Practices in Nepal Functional Paper	100	

The revised syllabus incorporates the following features:

1. The syllabus has been revised without destroying and deviating from the core thematic issues of the previous one. This consideration was kept in mind so that teachers of the respective paper will not find it completely new and different. Their readings and experiences will help them much even before the orientation for the new courses.
2. The revision has been made with an objective to provide logical grounds for the revision of MA courses in future. Since this is a mid-level revised course, the coverage is wider in issues with basic analysis.
3. Suggestions from a number of teachers currently involved in teaching BA level in different campuses have been incorporated to a greater extent.
4. There is no prescribed text book for any course of studies. Since the number of basic books recommended for each course is minimal, students are also suggested to read some other reference books.
5. Many of the recommended books have appeared in revised version and latest edition, teachers and students are suggested to go through them accordingly.

a cultural being; education as an institution for creation, maintenance and transfer/transformation of culture and knowledge in society; education as a socialization process; role of family, community, state and other types of agencies for providing education/socializing people in society; social significance of education.

Religion as an institution: religion as a belief system; diversity of religious beliefs in society; religion as a factor of generating integration and conflict in society; significance of religion at household, community and state level institutions; religion and secularization.

#### **Unit V: Social Stratification**

25

Social stratification as a process of hierachical division of people into various types of ranked groups; economic, political, and other dimensions of social stratification/ ranking the population; division and diversity formed in terms of caste, ethnicity, class, gender and region based groupings of the population.

#### **Unit VI: Social and Cultural Change**

20

Society as a dynamic process; myth of a singular factor of social change: technological, demographic, economic, political and cultural factors for bringing change in social and cultural practices; technological, demographic, economic, political and cultural dimensions of social change in Nepal; revolutionary and planned types of social change.

#### **Unit VII: Application of Sociology and Anthropology**

10

Use of sociological and anthropological knowledge in solving problems of society; Use of sociological and anthropological inputs for development works.

#### **Basic Books**

1. Bottmore, T.B. 1986. *Sociology: A Guide to Problem and Literature*. New Delhi: Blackie and Son (India) Limited. (Part I).
2. Haralambos, M. and R M Heald 1980 *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press. (Chap. 1).
3. MacIver, R.M. and C.H. Page 1996. *Society: An Introductory Analysis*. Delhi: Macmillan India Limited. (Chaps. 1, 14, 15).
4. Ember, C.R. and M. Ember 1995 *Anthropology*. New Delhi: Prentice Hall of India (Chaps. 7,8,9,10).
5. Tumin, Melvin M. 2003. *Social Stratification: the Forms and Functions of Inequality*. New Delhi: Prentice Hall of India.
6. Moore Wilbert E. 2004. *Social Change*. New Delhi: Prentice Hall of India.
7. Evans-Pritchard,E. E. 1992."Applied Anthropology" in *Social Anthropology*. New Delhi: Universal Book Stall. (3<sup>rd</sup> Indian Reprint, Chap.5).
8. Mishra, Chaitanya 2007. *Essays on Sociology of Nepal* (pp. 267-322), Kathmandu: Fine Prints Inc.
9. Kottak, Conard Phillip 2000. *Anthropology: The Exploration of Human Diversity*. Mc Graw Hill: The University of Michigan

## SoAn 312

### Theoretical Perspectives in Sociology and Anthropology

Paper II

Full Marks 100

Pass Marks 35

Lectures 150

#### Objectives of the course:

The objective of this course is to introduce the students with some of the important theoretical approaches available for the analysis of society and culture. After the study of this course, the students will be able to explore and interpret the meaning of social events and processes from different perspectives.

#### 1. Introduction

What is theory? difference between concept and theory, social concept and social theory, relationship between social theory and social research, theory as a means for fact based explanation of social reality, historical context of rise and development of sociological and anthropological thoughts and theories; crisis of faith on ascribe social status hinged in feudalism, growth of capitalist economy demanding changes in existing forms of social organizations, and enlightenment revolution in social thought practices demanding fact based explanation of social problems; positivist and interpretive debates on sociological theory.

#### 2. Society and Culture from Evolutionary and Diffusionist perspectives

20

L.H Morgan: views on evolution of society from savagery through barbarian to civilized stages; E.B. Taylor: views on cognitive basis of evolution of culture and religion; Boasian attack on uniform process of growth of all cultures; E. Smith's conceptions about diffusion of culture originated in one place to other areas; strengths and weaknesses of these approaches.

#### 3. Society and Culture from Structural Functionalist perspective:

30

E. Durkheim: society as a collective representation; Talcott Parsons: society as a system, functional imperatives of society and the role of its subsystems; Radcliffe Brown: concept of structure and organic analogy of society; B. Malinowski: culture for the satisfaction of human needs; strengths and weaknesses of these arguments.

#### 4. Cultural Ecology: Relationship between Culture and Environment

20

J. Steward: culture as a means of adaptation to environment, relationship between environment, population of culture, multilinear ways of development of culture; Roy Rappaport: human activities as one among the roles played by multiple components of ecosystem in the environment, strengths and weaknesses of these arguments.

#### 5. Conflict Theory: Social Relations Guided by Interest-Based Differences Among Peoples

30

Karl Marx: social relations rooted on the pattern of ownership and distribution of means of production; inequality in distribution of resources as a cause of conflicting types of social

relations, economic inequality and division of people between different types of classes, dynamics of modes of production and structure of classes, class conflict as a mechanism of social change, strengths and weaknesses of the approaches.

## 6. Feminist and Post Modern Theories

20

Feminist theory: arguments about the need to consider women as a separate social category; post modernism as a critique of the arguments of the existence of universally applicable theories and methods of social analysis.

### Basic Books

1. Abraham, Francis M 1982. "What is Sociological Theory" in *Modern Sociological Theory: An Introduction*. New Delhi: Oxford University Press (Chaps. 1, 3, 4 and 5).
2. Bohannan, Paul and Mark Glazer 1988. *High Points in Anthropology*. New York: Alfred A Knopf Inc. (Chaps. 2, 3, 17 and 18).
3. Gurung, Om P. 2008 (reprinted). Historical Development of Anthropological Theory. In SASS Journal Vol. III
4. Ritzer, George 1996. *Modern Sociological Theory*. (4<sup>th</sup> edition). New York: McGraw Hill. (Chaps. 1, 12 and 13)

### Suggested References

1. Applebaum, Herbert (ed.) 1987. "Nineteenth Century Evolutionism" and "The Boasian Attack – Historical Particularism" in *Perspectives on Cultural Anthropology*. New York: State University of New York Press, (Part 2 and 3).
2. Bottmone, T.B. 1986. *Sociology: A Guide to Problem and Literature*. New Delhi: Blackie and Son (India) Limited. (Chap. 1).
3. McGee, R. John and Richard L. Warms 2000. *Anthropological Theory: An Introductory History*. New York: McGraw Hill. (Selected Chapters)
4. Turner, J.H. 1995. "The Nature of Sociological Theorizing" in *The Structure of Sociological Theory*. Jaipur: Rawat Publications.

## SoAn 313

### Society and Culture in Nepal

Paper III  
Full Marks 100  
Pass Marks 35  
Lectures 150

#### Objectives of the course:

The objective of this course is to make the students familiar with the structure of Nepali society and culture, the historical process of growth and development of Nepali society and culture and the current dynamics as experienced by peoples of Nepal.

#### Unit I. Introduction

15

Evolution of Nepali society and culture; State formation and its socio-political and economic dimensions, the concepts of syncretism and composite culture in modern Nepal.

#### Unit II: Structure of Nepali Society

45

Population structure: population composition and regional distribution: age/sex distribution of total population and the population of rural urban areas as well as mountain, hill, Tarai and development regions; occupational structure of the population; historical trend of migration in Nepal; internal and international migration: its causes and consequences.

Caste system: fundamental features of Nepali caste system; caste structure of the hill and Tarai regions; rigidity and mobility of caste system, changes on caste based values.

Ethnicity: fundamental features, ethnic diversity and distribution, caste ethnic interface and cross cultural change.

Gender role and position of women: concept of gender including the third gender, division of labour, property rights and rule of inheritance, decision making role and participation, cross cultural comparison of gender roles.

Class-based division and diversity: disparity in distribution of power and economic resources, mobility and changes in the structure and relationship between classes, classes in relation to caste.

Geo-ecological variation and Regional differences

#### Unit III: Economy and Society

50

Sectoral structure of production: agriculture, industry, tourism, forest and mining, objectives of production: subsistence, conspicuous consumption and commercial production; shifts in the structure of production after the 1980s.

Labour organization in different sectors of production: domestic labour, wage labour, contractual labour in the forms of patron-client relations: *Jainagni, kamaiya, halaya, lagiyā etc.* and voluntary labour in the forms of *migrant prime or pareli*.

Landownership and land reform: pattern of distribution of land in the country, Land reform measures of the post 1950 period.

Traditional social and economic organizations: *Guthi, Dhikari, Rodhi and Bheja,*

Changes in livelihood practices: changes in Modes of Production, objectives of production and sources of earnings; employment status and trends of international labour migration from the country.

#### Unit IV: Social Activism and Changes in Nepal 30

Social Movement for Democracy; Social Movements for Identity: Janajati movements, Dalit movements, Madhesi movements, feminist movement

##### Basic Books

1. Burghart, R. 1984. The Formation of the Concept of Nation State in Nepal. In *Journal of Asian Studies* XIV (1):101-125.
2. Deschen, Mary and Pratyus Oita (eds.) *Nepal ko sandarya ma Samaj Sastriya Chintan* (Sociological Thoughts in the Nepalese Context). (pp. 61-96, 126-154, 418—446, 475-521, 522-557), Kathmandu: Social Science Baha
3. Dhakal, Suresh Haruwa, the Unfree Agree Cultural Labourer: A Case Study from Eastern Tarai, in *Contribution to Nepalese Studies*, Vol 34 (2), 2007. Centre for Nepal and Asian Studies, Tribuvan University
4. Dhakal, Suresh, Bheja Cultural Strategy for Resource Management in BāraMagarāt, in In *Occasional Papers in Sociology and Anthropology* (Vol. V). Kirtipur: T. U., Central Department of Sociology and Anthropology
5. Gautam, Bhaskar, Jagannath Adhikary and Purna Basnet (eds.) 2004 *Nepal ma Garibi:ko bahas* (Discourses on Poverty in Nepal), (pp. 274-280, 281-292, 440-452) Kathmandu: Martin Chautari (selected articles)
6. Gellner, David N., Joanna Pfaff-Czarnecka & John Whelpton 1997 *Nationalism and Ethnicity in a Hindu Kingdom: the Politics of Culture in Contemporary Nepal*. (pp. 3-32, 419-470, 471-494, 495-532, Australia: harwood academic publishers (selected articles only)).
7. Gurung, Om P. 2003. Notes on Laci-Lagtya Relations in Jumla. In *Occasional Papers in Sociology and Anthropology* (Vol. VIII). Kirtipur: T. U., Central Department of Sociology and Anthropology
8. Messerschmidt, Donald 1995 *Development Studies* EMR Publishing House.
9. Mishra, Chaitanya 2005 *Pujibadra Nepal*. Mulyankan Prakashn Grīha.
10. Sharma, Prayag Raj 2004. *The State and Society in Nepal: Historical foundations and contemporary trends*. Kathmandu: Himal Books.

## PERSPECTIVES ON DEVELOPMENT

SoAn: 314:

Paper: IV

Full Marks: 100

Pass Marks: 35

### Objectives:

The objectives of this course are:

- a. To familiarize students with dominant global perspectives on development and to help them to utilize these perspectives.
- b. To comprehend and analyze the unfolding developmental processes in Nepal

### Unit I: Concepts Related to Issues of Development

30

Development as a process of social change; dimensions of development processes: economic development, social development, human development, equitable development, participatory or people centred development, women and development, environment and development, inclusive development, self reliant or sustainable development, human right and development; approaches to development: paternalistic vs. right based approach to development, supply driven or induced vs. demand driven or participatory/democratic approach to development; development and underdevelopment.

### Unit II: Perspectives on Development

- A. Modernisation theory: historical context and key assumptions; implications and criticisms with particular reference to Rostow, W.W. 10
- B. World system theory in development: historical context and key assumptions; implications and criticisms with particular reference to I. Wallerstein 10
- C. People centred theory in development: historical context and key assumptions; implications and criticisms with particular reference to David Korten. 10
- D. Evolutionary and dialectical notions of development. 10

### Unit III: Contemporary Development: Ideology and Practices in Nepal

- A. State-led development strategy and planned process of social change: assumptions about the needs of state involvement in development practices; a brief history of planned development in Nepal, centralized and decentralized process of involvement of the state, concept of local self governance and the extent of democratic practices in local development, strengths and weaknesses of state-led development strategy. 20
- B. Market-led development strategy and the role of individual entrepreneurs in development processes: assumptions about need of operation of market in development practices, role of market in production, distribution, and consumption sectors of economy in the peripheral context of Nepal, effects of liberalization, globalization in socio-economic life of people, strengths and weaknesses of market-led development strategy. 20
- C. NGO/INGO-led development strategy: historical context of emergence and growth of NGO/INGO led strategy in development; assumptions about the needs of NGO/INGO's involvement in development practices, patterns of growth and expansion of non-governmental institution in the context of Nepal, major areas of

- focused activities of non-governmental organizations, sources of financial resources and relative level of independent involvement of non-governmental institutions in development practices, strengths and weaknesses of NGO/INGO-led development strategy.
- D. Community-led development strategies: assumptions about the needs of community involvement in development practices, strengths of local community to promote local development, relationship between state policies and authority and rights of local community to involve in developmental activities, shortcomings of community-led development approach to development.

#### Basic Books

1. Bhattachan, K.B, and Chaitanya Mishra (eds.) 1996. *Developmental Practices in Nepal*. Kathmandu: Central Department of Sociology/Anthropology.
2. Bongartz, Heinz 1993. *Development Theories; NGOs and Self-help Organisations*. NEFAS Kathmandu.
3. Chambers, Robert 1983. *Rural Development: Putting the Last First*; Longman Scientific and Technical, Essex.
4. Cowen, P.C. & R.W. Shenton 1996. *Doctrines of Development*. London: Routledge.
5. Frank, A.G. 1996. 'The Underdevelopment of Development' in S. Chew and R. Denemark (eds.) *The Underdevelopment of Development* London: Sage (pp 17-55).
6. Korten, David and Rudi Klauss 1984. *People Centred Development*. West Hartford: Kumarian Press.
7. Olivier de Sardan, Jean-Pierre 2005. *Anthropology and Development: Understanding Contemporary Social Change*. London: Zed Books.
8. Rostow, W.W. 1961. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press.
9. UNDP 2006. *Nepal: Readings in Human Development*. Kathmandu: UNDP.

# RESEARCH METHODS IN SOCIOLOGY AND ANTHROPOLOGY

SoAU. 315

Paper: V  
Full Marks: 100  
Pass Marks: 35

## Objective:

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

## Unit I: Introduction

20

- Social research; meaning, objectives and importance;
- Basic concepts in social research; concepts, variables, measurements; reliability, validity, induction, deduction, generalization, empiricism; hypothesis; theory; interrelationship between theory and research;
- Ethical consideration in social research

## Unit II: Research-Design

15

Research design: meaning and importance; qualitative and quantitative types of research; descriptive, exploratory and experimental research designs; cross sectional and longitudinal research designs; characteristics, usefulness and limitations of research designs.

## Unit III: Sampling:

15

Sample design for the selection of study sites and study units; probability and non-probability sampling; types of probability sampling: simple random sampling, stratified random sampling, multi stage sampling, systematic sampling, usefulness and limitations of the probability sampling designs; types of non-probability sampling: purposive sampling, quota sampling, convenience sampling, snow-ball sampling, usefulness and limitations of non-probability sampling designs.

## Unit IV: Research Tools and Techniques

30

Social survey; questionnaire, interview, observation; case study, genealogy, content analysis, focused group discussion, rapid/participatory rural appraisal (RRA/PRA) using techniques like social-resource mapping, time line analysis, mobility map, pair-wise ranking, seasonal and ritual calendar, daily routine diagram, etc.; uses and limitations of different types of research tools and techniques.

## Unit V: Research Proposal

15

Preparation of research proposal;  
Elements of a research proposal: identification of research topic, statement of research problem, setting objectives of research, literature review, selection of research sites; research design, universe and sampling, techniques of data collection, preparation of work schedule, budget plans and preparation of bibliography

### Unit VI: Fieldwork:

5

Preparation for fieldwork; conducting fieldwork; rapport building; data collection through use of various types of research tools, note taking; editing data in the field;

### Unit VII: Data Analysis and Presentation

25

Classification of qualitative notes, summarizing notes for data; Processing and presentation of quantitative data: editing, coding, classification and tabulation;

Presentation of data in pie chart and bar diagrams;

Use of statistical tools: frequency distribution, ratio, proportion and percentage, measures of central tendency (mean, median and mode); measures of dispersion (range, quartile deviation, average deviation) and standard deviation

### Unit VIII: Report Preparation and Presentation

5

Essential elements of research report; the process of report writing; report presentation and dissemination

### Unit IX : Practicum (Project Work)

20

Writing research proposal: identification of research topics, statement of the research problem, setting the study objectives; review of literature; selection of research design; formulation of conceptual framework; Preparation of appropriate research tools of data collection; Defending and finalizing of research proposal and research tools; conducting a fieldwork and writing a field report.

### Basic Books

1. Baker, Threse L. 1999. *Doing Social Research*. New Delhi: McGraw Hill.
2. Bhandarkar P. L and T. S. Wilkinson 1992 (reprinted 1999). *Methodology and Techniques of Social Research*. Mumbai: Himalaya Publishing House
3. Chambers, R. 1985 'Shortcut Method of Gathering Information for Rural Development Project' in M. Cernea (ed.) *Putting People First*. New Delhi: Oxford University Press
4. Gupta, S.P. 1987 .*Statistical Methods*. New Delhi: S Chand and Sons,
5. Kothari, C.R. 1995. *Research Methodology: Methods and Techniques*. New Delhi: Vishwo Prakashan.
6. McCracken, J. A. et al 1988 *An Introduction to Rapid Rural Appraisal for Agriculture Development*; London : IED (Reprinted by Winrock International, 1990)
7. Wolf, H. K. and P. R Pant, 1979 *A Handbook of Social Science Research and Thesis Writing*. Kathmandu: Tribhuvan University.

## DEVELOPMENTAL PRACTICES IN NEPAL

S0 An 316

Paper: VI

Full Marks: 100

Pass Marks: 35

### Objective:

The main objective of this course is to make students familiar with the basic concepts of development and developmental practices in Nepal.

### Unit I: Basic concepts of Development:

Growth, Change, Development; Transformation, People and State, Planned/Induced Development; Innovative Development, Grassroots, Development from above and development from below; Development processes: modernization, westernization, Sanskritization, Indigenization, Localization, Community Development: Community oriented and community based developmental practices Endogeneity and Exogeneity of Development. Development Analysis: Social, Cultural, Political, Holistic, Humanistic, Monolithic, Polycentric, Local National and Third World Perspectives.

60

### Unit II: Historical Roots of Developmental practices in Nepal:

Early developmental practices: Parma, Guthi, Nogyar, Rodi, Bheja, Dharam Bhakari, Philanthropic works, Sharing and Caring during birth, marriage, community-based cooperative activities, sharing of agricultural seeds: communal hunting/fishing and distribution among community members .

Nepal's planned Development intervention on the following sectors: Agriculture, forestry, water and renewal resources. Special focus will be given to policies, strategies and achievements made in the above sectors.

### Recent developmental practices in Nepal:

Decentralization and devolution of powers and resources; local self governance, Human rights-based development programs, sustainable and equitable development, Socio-political and economic empowerment

50

### Unit III Developmental Practices in Nepal:

A review of state, Market, INGO/NGO; people led Developmental strategies with special focus on their perspectives, strategies, actions and achievement so far made in the development of Nepal.

Recent Discourses on Development: Empowerment, policy lobbying; advocacy and awareness raising development programs social exclusion and social movements

Conflict and Development: Geographical/spatial, social, Cultural, Economic, political and

psychological roots of conflict in Nepal. Review of conflict mitigation strategies in Nepal.

Practicing Development in Nepal: Development practitioners' role as: animator, match-maker, change agent, facilitator, agency watch Dog, friend philosopher and guide.

#### Basic Books

1. Bhattachan, K.B. and Chaitanya Mishra (eds) 1996. *Developmental Practices in Nepal*. Kathmandu: Central Department of Sociology/Anthropology, Tribhuvan University.
2. Bongartz, Heinz 1993. *Developmental Theories: NGOs and Self-help Organizations*, Kathmandu: NEFAS
3. Devokata, Padam Lal 2008. *Anthropological Approach to Rural Development in Nepal: The Interlocking of Theory and Practice*. Kathmandu: Academic Books Centre
5. Geiser, A. 2005. *Social Exclusion and Conflict Transformation in Nepal*: Women, Dalit and Ethnic Groups; FAST County, Risk Nepal, Bern: Swiss Peace.
6. Government of Nepal. Recent Development Plan Documents.
7. Gurung, S.B. 1998 *Rural Development Approaches in Nepal*. Kathmandu: Deva Publications
8. Lynton, Rolf of P. and Udai Pareek (eds) 1992 *Facilitating Development*. New Delhi; Sage Publications
9. Mikkelsen, Britta 1995. *Methods of Development Works and Research: A guide for Practitioners*, New Delhi: sage publications
10. Mishra, Chaitanya 2007. *Essay on the Sociology of Nepal* (pp.163-214) Kathmandu: Fine Prints, Inc.
11. Pradhan, B.B. 1986. *Integrated Rural Development Programmes in Nepa*. Kathmandu: ICIMOD