

## Sociology of Development and Democracy

Year:	Fourth	Full marks:	100 (70+30)
Subject code:	So426	Pass marks:	40 (28+12)
Category:	Compulsory	Teaching hours:	150 (100+50)

**Course Description.** The idea of development carries multiple meanings. This is one of the buzzwords in the field of social science. The term is complex and contested, ambiguous and elusive. To put it simply, development can be related to something like social change that allows people to achieve their human potential. Development is the sum total of growth, sustainability, inclusion, equity, human capability enhancement, enlarging people's choices, and so on. In the renewed understanding of development, particularly after the 1990s, one thing is broadly shared that development implies something more than production (growth) and includes such things as democracy, justice and fairness, for example. In this sense, development entails a process of societal change that undoubtedly puts people at the center.

**Learning Objectives.** This course intends to enable the students to:

- Familiarize themselves with the multiple, contested and shifting meanings of development (from sociological as well as developmental senses),
- Navigate with the broader claims and assertions in the name of development theories (from the post-war orthodox modernization theory to the post-developmental stance of people-centred development,
- Expose with contemporary developmental issues and challenges Nepal has been facing,
- Debating the intricacies of development and democracy (both broadly and in the context of Nepal), and
- Learn from Nepal's developmental priorities and strategies as reflected in ongoing plans, policies and commitments to international 'promises.'

The required readings for this course are chosen with two considerations in mind. First, they are chosen for their simplicity in their exposition at its theoretical and conceptual level. (Although, not every text will effectively address this consideration.) Second, the texts were written about different aspects of developmental issues in Nepal or policy frameworks, and research about Nepali society are chosen.

It is advised to the teachers that for 'practicum,' which covers about one-third of the total weightage of the course, students are encouraged to think, write and carry mini-researches on different aspects of development relevant to their community, *palika*, or group. For example, students may inquire what is the local understanding of development in their community? How are local-level development priorities fixed? What have been the contested issues of development in their *palika*? How is *lokatantra* practised at the community level? And, how does the practice of *lokatantra* paves the way for service delivery, inclusion and equity, for example?



- Course Contents -

**Unit I. Understanding Development**

(25 hrs.)

- a) Classical sociological interpretations of social change (and development) (Comte, Durkheim, Spencer, Maine, Tonnies, Toynbee and others)
- b) Shifting meanings of development
  - Economic growth and development
  - Sustainable development
  - Happiness and development
  - Human development
  - Inclusive development

**Readings**

Dube, S. C. (1996). Understanding change: Perspectives from Sociology, in *Understanding Change: Anthropological and Sociological Perspectives*, New Delhi: Vikas Publishing House, pp. 49-55.

SOAS, University of London. (2021). Economic growth and development, in *Conceptualising Development*, web resource, retrieved on 4 October 2021, [https://www.soas.ac.uk/cedep-demos/000\\_P516\\_EID\\_K3736-Demo/unit1/page\\_10.htm](https://www.soas.ac.uk/cedep-demos/000_P516_EID_K3736-Demo/unit1/page_10.htm).

Webster, Andrew. (1990). The sociology of development, in *Introduction to the Sociology of Development*, Second ed., New York: Palgrave, pp. 1-10.

Hulme, David and Mark Turner. (1990). Sociological aspects of change in developing countries *Sociology and Development: Theories, Policies and Practices*. New York: Harvester Wheatsheaf [Read ", " pp. 68-98].

Rapley, John. (2007). The progress of development, in *Understanding Development: Theory and Practice in the Third World*. Boulder: Lynne Rienner Publishers, pp. 1-12.

Katie, Willis. (2011). *Theories and Practices of Development*, Second ed., New York: Routledge, pp. 1-33, 103-128, 129-163.

ul Haq, Mahbub. (1990). The human development paradigm, In *Reflections on Human Development*, Chapter 2, New York: Oxford University Press, pp. 13-23.

Brockmann, Hilke and Jan Delhey. (2010). Introduction: The Dynamics of Happiness and the Dynamics of Happiness Research, *Social Indicators Research*, vol. 97(1), pp. 1-5.

Deb, Debal. (2009). *Beyond Developmentality: Constructing Inclusive Freedom and Sustainability*, London: Earthscan Publications, (the doctrine of development) pp. 15-41, 327-384.

Woodbridge, Michael. (2015). *From MDGs to SDGs: What are the Sustainable Development Goals?* ICLEI Briefing Sheet, Urban Issues, No. 1, Bonn: ICLEI – Local Governments for Sustainability, retrieved on 17 October 2021, <https://www.local2030.org/library/251/From-MDGs-to-SDGs-What-are-the-Sustainable-Development-Goals.pdf>.

**Unit II. Theories of Development: How Does Development Take Place?**

(20 hrs)

- a) Modernization theory (W. W. Rostow)
- b) Dependency theory (A. G. Frank)
- c) World-systems perspective (Wallerstein)



- d) Neoliberal development (Vallier)
- e) Environment and development (Willis)
- f) People-centred development (Korten)

### Readings

- Gereffi, Gary. (1989). Rethinking development theory: Insights from East Asia and Latin America, *Sociological Forum*, vol. 4(4), pp. 505-533.
- Webster, Andrew. (1990). *Introduction to the Sociology of Development*, Second ed., New York: Palgrave, pp. 41-62.
- Harrison, David. (2005). *The Sociology of Modernization and Development*. London: Routledge, pp. 32-60.
- Harrison, David. (2005). *The Sociology of Modernization and Development*. London: Routledge, pp. 68-78.
- Harrison, David. (2005). *The Sociology of Modernization and Development*. London: Routledge, pp. 79-84.
- Frank, Andre Gunder. (1966). The development of underdevelopment, *Monthly Review*, vol. 18(4), pp. 17-31.
- Vallier, Kevin. (2021). Neoliberalism, *The Stanford Encyclopedia of Philosophy* (Summer 2021 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/sum2021/entries/neoliberalism/> retrieved on 4 October 2021.
- Willis, Katie. (2011). Environment and development theory, Chapter 6, in *Theories and Practices of Development*, Second ed., New York: Routledge, pp. 164-195.
- Korten, David C. (1987). Third generation NGO strategies: A key to people-centered development, *World Development*, vol. 15, pp. 145-156.

### Unit III. Nepal's Development Experience: Issues and Challenges (18 hrs.)

- a) Challenges of ensuring equity and reducing poverty
- b) Poverty, migration, remittance and livelihoods
- c) Changing status of women, empowerment and inclusion
- d) Multi-hazards, vulnerability and disasters (including pandemic)
- e) Nepal's demographic transition and development opportunity

### Readings

- NPC. (2020). Ensuring equity and reducing poverty, in *Nepal Human Development Report 2020*. Kathmandu: Government of Nepal. National Planning Commission and UNDP Nepal, pp. 105-111.
- Gautam, Yograj. (2017). Seasonal migration and livelihood resilience in the face of climate change in Nepal, *Mountain Research and Development*, vol. 37(4), pp. 436-445.
- NPC. (2021). Multidimensional poverty in 2019 in Nepal, Chapter 3, *Nepal: Multidimensional Poverty Index: Analysis Towards Action*. Kathmandu: Government of Nepal, National Planning Commission, pp. 9-22.
- Bennett, Lynn, Sijapati Bandita, and Deepak Thapa. (2013). *Gender and Social Exclusion in Nepal*. Kathmandu: Himal Books, pp. 3-49.

MoHA. (2017). *Nepal Disaster Report 2017*, Kathmandu: Ministry of Home Affairs, Government of Nepal, pp. 11-22.

United Nations Nepal. (2021). COVID-19 Nepal: Preparedness and Response Plan, Kathmandu, [https://reliefweb.int/sites/reliefweb.int/files/resources/10 January Revision CPRP%202020%20consolidated%20FINAL.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/10%20January%20Revision%20CPRP%202020%20consolidated%20FINAL.pdf), retrieved on 8 October 2021.

NPC. (2017). *Demographic Changes of Nepal: Trends and Policy Implications*. Kathmandu: Government of Nepal, National Planning Commission and UNICEF, pp. 1-3, 12-15.

#### Unit IV. Development and Democracy

(18 hrs)

- a) Sociology of development and democracy
- b) Bourgeois democracy, social democracy and “socialist democracy”
- c) The idea of democracy deepening: democratization, civil society and social movement
- d) Public goods, power and vote in democracy
- e) Debating democracy and development in Nepal
  - Political-ideological roadmaps of development and democracy in Nepal
  - Democratization, ethnic diversity and inequality
  - Democracy and service delivery

#### Readings

Rueschemeyer, Dietrich, Evelyne Huber Stephens and John D. Stephens. (1992). Capitalist development and democracy: a theoretical framework, Chapter 3, In *Capitalist Development and Democracy*. Chicago: University of Chicago Press, pp. 40-63.

Wikipedia. (2021). Liberal democracy ([https://en.wikipedia.org/wiki/Liberal\\_democracy](https://en.wikipedia.org/wiki/Liberal_democracy)), social democracy ([https://en.wikipedia.org/wiki/Social\\_democracy](https://en.wikipedia.org/wiki/Social_democracy)), and democratic socialism ([https://en.wikipedia.org/wiki/Democratic\\_socialism](https://en.wikipedia.org/wiki/Democratic_socialism)), retrieved on 7 October 2021.

Heller, Patrick. (2011). Towards a sociological perspective on democratization in the Global South: lessons from Brazil, India and South Africa, paper prepared for the Comparative Research Workshop, Yale University, 8 February 2011. [https://www.patrickheller.com/uploads/1/5/3/7/15377686/democratic\\_deepening\\_in\\_brazil\\_india\\_and\\_south\\_africa\\_vale\\_present.pdf](https://www.patrickheller.com/uploads/1/5/3/7/15377686/democratic_deepening_in_brazil_india_and_south_africa_vale_present.pdf)

Min, Brian. (2015). Introduction, In *Power and the Vote: Elections and Electricity in the Developing World*. Cambridge: Cambridge University Press, pp. 1-12.

Adhikari, Yagya Prasad. (nd). Social Democracy and BP Koirala, Kathmandu: BP Chintan Pratisthan (archived in BP Koirala Archives and Records), <https://bipinadhikari.com.np/bpkoirala-archives/socialism3.php>, retrieved on 7 October 2021.

भण्डारी, मदनकुमार । (२०४९) । नेपाली क्रान्तिको कार्यक्रम जनताको बहुदलीय जनवाद २०४९, माघ १४-२० मा सम्पन्न नेपाल कम्युनिस्ट पार्टीको पाँचौँ महाधिवेशनमा प्रस्तुत दस्तावेज, पृ. १-७, २१-२७ ।

Hangen, Susan I. (2010). Democratization, ethnic diversity and inequality in Nepal, in *The Rise of Ethnic Politics in Nepal: Democracy in the Margins*, London: Routledge, pp. 21-33.



Limbu, Sangita Thebe. (2017). Does democracy deliver development? Guest column, *Nepali Times*, # 857, 5-11 May 2017, <https://archive.nepalitimes.com/regular-columns/GUEST-COLUMN/does-democracy-deliver-development-nepal.904>, retrieved on 7 October 2021.

#### Unit V. Nepal's Development Strategies and Priorities

(19 hrs.)

- a) Constitutional roadmap to Nepal's prosperity (post-2015 era)
  - Lokatantra
  - Federalism
  - Empowered local government
  - Secularism
  - Inclusive development
- b) Role of sector actors in development
  - Public sector
  - Private sector
  - The cooperative (*sahakari*) sector
  - NGO, civil society and community
- c) Nepal's developmental aspirations and LDC graduation
- d) SDGs and their implementation
- e) State of human development in Nepal

#### Readings

- Nepal Law Commission. (2015). *The Constitution of Nepal*. Kathmandu: Government of Nepal (relevant sections only). (if any amendment is made in the 2015 Constitution, use the latest version)
- NPC. (2020). Goals and targets, in *The Fifteenth Plan (Fiscal Year 2019/20-2023/24)*, Kathmandu: Government of Nepal, National Planning Commission, pp. 48-63. (after the 15<sup>th</sup> Plan expires in 2023/24, use the 16<sup>th</sup> Plan)
- NPC. (2020). Long-term vision 2043, in *The Fifteenth Plan (Fiscal Year 2019/20-2023/24)*, Kathmandu: Government of Nepal, National Planning Commission, pp. 23-28. (after the 15<sup>th</sup> Plan expires in 2023/24, use the 16<sup>th</sup> Plan)
- NPC. (2020). Sector wise role in development, in *The Fifteenth Plan (Fiscal Year 2019/20-2023/24)*, Kathmandu: Government of Nepal, National Planning Commission, pp. 64-68. (after the 15<sup>th</sup> Plan expires in 2023/24, use the 16<sup>th</sup> Plan)
- NPC. (2020). LDC graduation: present status, in *Nepal Human Development Report 2020*. Kathmandu: Government of Nepal. National Planning Commission and UNDP Nepal, pp. 45-53.
- NPC. (2020). Tracking the Progress of the SDGs, Chapter 5, *National Review of Sustainable Development Goals*, Kathmandu: Government of Nepal, National Planning Commission, pp. 26-58.
- NPC. (2020). State of human development, in *Nepal Human Development Report 2020*. Kathmandu: Government of Nepal. National Planning Commission and UNDP Nepal, pp. 15-29.



## Unit VI. Guideline for Practicum

(50 hrs.)

As part of the internal evaluation, Subject Teachers are suggested to divide the students into groups and assign each group mini-research or project work and ask them to write a report. The Subject Teachers may support the students in this process. Each group of students will submit a report in a format of proper academic writing within the specified time. Each group of students will make an oral presentation (viva voce) in the class.

Originality and level of efforts put in mini-research or project work, its oral presentation (about 5 to 10 minutes) and/or the quality of report (about 3 to 4 typed pages) will be the basis of the evaluation of 30 marks allocated for practicum.

- Group of students who choose to conduct mini-research can have few interviews (or case studies, or field visits) on a particular theme/issue relevant to the contents of this module and also relevant to the community and society of their own. The purpose is to help them learn to link the knowledge gained in course of this module with the everyday societal reality of their own. This will also be an opportunity for them to develop writing skills.
- Group of students who choose project work instead of mini-research will primarily engage in deskwork. Academic engagement in the form of deskwork may involve writing an essay, reviewing an article/book chapter, reviewing a contribution of a particular sociologist, doing a literature review, etc. (not more than 3 to 4 pages typed).

The Subject Teachers are suggested that students get adequate and timely mentoring support to pursue these assignments, whose ultimate aim is to help them form a habit of independent thinking, academic writing, and describing their community (colleges, markets, government offices, local leaderships, family and marriage systems, patterns of migration, processes like urbanization, and so on) from the sociological gaze (above and beyond layperson observations).



## Academic Research and Writing

Year:	Fourth	Full marks:	100 (70+30)
Subject code:	So427	Pass marks:	40 (28+12)
Category:	Compulsory	Teaching hours:	150 (100+50)

**Course Description:** This module discusses the concept and the process of academic research highlighting its importance in higher education particularly focusing on university education. The module deals with all the basic steps of the research process beginning with developing research questions and ends with an argument/conclusion based on sociological reasoning. Students will also be taught/instructed about the nature and process of academic writing. During the entire process of research and writing, students will be engaged in both understanding theoretical knowledge and working with their own individual/group research project. The Subject Teachers will instruct in each step with substantive/constructive comments/guidance. As part of the practicum, by the end of the academic session, this module expects a paper or research report based on the individual/group research project of the students.

**Objectives:** This paper aims to familiarize the students with the concept and basic steps of academic research and writing process focusing on developing students' skills. It will therefore enable students in developing academic arguments based on logical reasoning.

### - Course Contents -

#### Unit I. Comprehending Academic Research

(15 hrs.)

- Facts, concepts, theories, problems
- Academic research
- Social research
- Research process
- Relationship between theory and empirical research
- Developing sociological thinking
- Choosing theme/issue/topic and highlighting its significance

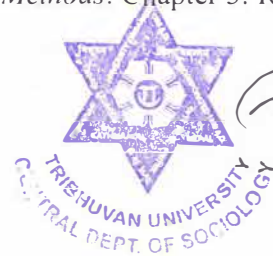
**Practical activities:** You are starting your research/project from here. While starting your project you should identify your research theme/issue/topic and discuss why it is important to study or research theoretically/empirically.

#### Readings

Bulmer, Martin. (1984). Chapter 1: Facts, Concepts, Theories and Problems. In Martin Bulmer (Ed.) *Sociological Research Methods: An Introduction* (pp. 37-36). Second Edition London: Macmillan Education.

मिश्र, चैतन्य । (२०१०) । सामाजिक अनुसन्धान: परम्परा र व्यवहार, वदलिंदो नेपाली समाज, काठमाडौं: फाइन प्रिन्ट, पृ. २२५-२३५ ।

Singh, Kular. (2007). *Quantitative Social Research Methods*. Chapter 3: Research Process, New Delhi: Sage Publications, pp. 62-87.



Bulmer, Martin. (1984). Introduction: problems, theories and methods in Sociology- (how) do they interrelate? In Martin Bulmer (ed.), *Sociological Research Methods: An Introduction*, Second ed., London: Macmillan Education, pp. 1-33.

Migliaccio, Todd and Jacqueline Carrigan. (2017). Producing better writers in sociology: A programmatic approach, *Teaching Sociology*, Vol. 45(3), pp. 228-239.

Gournelos, Ted, Joshua Hammonds and Maridath A. Wilson. (2019). Part 1: Get the party started right, in *Doing Academic Research: A Practical Guide to Research Methods and Analysis*, New York: Routledge, pp. 1-70.

## Unit II. Conceptualizing Academic Writing (15 hrs.)

- a) Why do students write?
- b) What do they write?
- c) Types of writing: essay, extended essay, report, thesis, dissertation, case study, scientific paper
- d) The stages of writing
- e) Reasoning in academic research

**Practical activities:** Based on the discussion on academic writing write down why you write and what you write on the theme/issue you have selected in Unit I focusing on the stages of writing.

### Readings

McCormack, Joan and Slaght John. (2005). Introduction to the skills of extended writing and research, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, pp. 8-11, retrieved on 17 October 2021, [https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills\\_TB.pdf](https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf).

Hohnson, Ralph. (1999). Reasoning, argumentation and the network problem, in *Proto Sociology*, Vol. 13, pp. 14-28.

## Unit III. Reviewing Existing Knowledge (Literature) (20 hrs.)

- a) Literature: sources and importance
- b) Preparing bibliography
- c) Identifying appropriate and relevant literature
- d) Review the literature (and summarize the ideas/knowledge)
- e) Identifying the research gap and developing research questions
- f) Incorporating sources (citing references)
- g) Avoiding plagiarism

**Practical activities:** Now, students should develop a few research questions that answer three broad headings of research: introduction; main body; and conclusion. At this stage, students have to prepare a reading list (bibliography), identify the appropriate and relevant literature, review them and summarize the key ideas from the literature. The most important task here is to identify the research gap and formulate research questions. Finally, they should also manage to reference in both in-text citation and reference list.

### Readings

McCormack, Joan and Slaght John. (2005). Using evidence to support your ideas, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of





Reading, pp. 12-16, retrieved on 17 October 2021, [https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills\\_TB.pdf](https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf).

McCormack, Joan and Slaght John. (2005). Structuring your project and finding information, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, pp. 17-21, retrieved on 17 October 2021, [https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills\\_TB.pdf](https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf).

McCormack, Joan and Slaght John. (2005). Developing your project, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 4, pp. 40-49, retrieved on 17 October 2021, [https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills\\_TB.pdf](https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf).

Gournelos, Ted, Joshua Hammonds, and Maridath A. Wilson. (2019). *Doing Academic Research: A Practical Guide to Research Methods and Analysis*. New York: Routledge, pp. 1-70.

Hart, Chris. (1998). The literature review in research, in *Doing a Literature Review: Releasing the Social Science Research Imagination*. New Delhi: Sage Publications, pp. 1-26.

#### **Unit IV. Developing a Research Topic**

(15 hrs.)

- a) Focusing on the theme chosen
- b) Developing a topic and narrowing down it
- c) Establishing a working title
- d) Identifying unit of analysis and key variables/indicators

**Practical activities:** All the students should focus on their particular theme/concept and make efforts in developing a topic. Based on the topic they developed they should again narrow down it (concept) to establish a working title. Since the questions are focused on a specific aspect of the concept they have to identify the variables/indicators to be measured to explore the answer to the questions. It will take a number of classes to discuss the research title of each students.

#### **Readings**

McCormack, Joan and Slaght John. (2005). Developing a focus, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 5, pp. 49-54, retrieved on 17 October 2021, [https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills\\_TB.pdf](https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf).

Flick, Owe. (2011). From research idea to research questions, in *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage Publications India, Chapter 2, pp.18-25.

#### **Unit V. Developing a Research Plan (Research Design)**

(15 hrs.)

- a) Conceptualizing and locating the field
- b) Selecting samples/cases/secondary data set
- c) Identifying research methods/tools/techniques



- d) Collecting data/doing fieldwork

**Practical activities:** All the students should identify the key variables to be measured in the field. They should also locate their field from whether they can gather the data their research questions require. To collect the required information/data, they should select a particular research method and develop specific research tools/techniques (questionnaire, checklist, etc.). They should collect the data their research questions demand.

### Readings

McCormack, Joan and Slaght John. (2005). Developing a focus, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 5, pp. 49-54, retrieved on 17 October 2021, [https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills\\_TB.pdf](https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf).

Gournelos, Ted, Joshua Hammonds, and Maridath A. Wilson. (2019). Methodology overview, in *Doing Academic Research: A Practical Guide to Research Methods and Analysis*. New York: Routledge, pp. 71-144.

### Unit VI. Analyzing Data and Writing Paper/Report

(20 hrs.)

- a) Choosing analytical framework/developing thematic categories
- b) Presenting/analyzing data under each theme and interpretation
- c) Discussion and drawing findings
- d) Drawing conclusions and developing arguments

**Practical activities:** Now all the students are at the final stage of their academic research journey. They should now develop the themes under the concept/title they are working on. For their guidance, there is one paper (Ballard and Daniel, 2016) recommended in this unit. Before working on their results and analysis (data analysis) section they must discuss the way of data analysis presented in the paper. Then all the students should write their paper/report following the standard format of academic paper/report/article. Also, there is one sample project in McCormack and Slaght (2005, Annex 1).

### Readings

McCormack, Joan and Slaght John. (2005). Introductions, conclusions and definitions, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 6, pp. 55-65, retrieved on 17 October 2021, [https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills\\_TB.pdf](https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf).

McCormack, Joan and Slaght John. (2005). Preparing for presentations and editing your work, in *English for Academic Study: Extended Writing and Research Skills*, Reading: University of Reading, Chapter 8, pp. 76-83, retrieved on 17 October 2021, [https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills/English.for.Academic.Study\\_Extended.Writing.and.Research.Skills\\_TB.pdf](https://bayanebartar.org/file-dl/library/IELTS10/English.for.Academic.Study_Extended.Writing.and.Research.Skills/English.for.Academic.Study_Extended.Writing.and.Research.Skills_TB.pdf).

Weinstein, Jay Alan. (2010). *Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology*. Maryland: Rowman & Littlefield Publishers, Chapter 15.



Gournelos, Ted, Joshua Hammonds, and Maridath A. Wilson. (2019). Methodology overview, in *Doing Academic Research: A Practical Guide to Research Methods and Analysis*. New York: Routledge, pp. 71-144.

Ballard, Chet and Daniel. Brittany. (2016). What skills are important? A replication, *Journal of Applied Social Science*, Vol. 10(1), pp. 67-79.

**Unit VII: Guideline for Practicum**

(50 hrs.)

As part of the internal evaluation, the Subject Teacher(s) will regularly supervise the students during the entire course of theoretical learning and practical activities under this module. Based on the performance of the students in each step of academic research and writing he/she will evaluate the overall performance of the students. In the end, each student or group of students will submit an independent research paper prepared under the guidance of the Subject Teacher.

The Subject Teachers are suggested to divide the students into groups if the number of students is large, and assign each group a research theme, and ask them to write a scientific report following proper methodology. The Subject Teachers may support the students in this process. Each group of students will submit a report in a format of proper academic writing within the specified time.

  
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