

Curriculum Analysis of Master's Level Sociology Program in Tribhuvan University

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Abstracts

The TU's MA Sociology academe has completed with the highest international sociological curricula by maintaining its strong motivation. Now, to analyze the strengths and weaknesses of the MA Sociology Curriculum (2025) at Tribhuvan University based on international standards. In this contest, the paper-wise assessment requires to reflect theoretical, methodological, and issue-wise wisdom, investigation orientation, significance, and international malleability.

The objectives are to analyze the Sociology and some compare them with other universities. the Curriculum Analysis of the Master's Level Sociology Program in Tribhuvan University and compare the Curriculum of the Program in other Universities. The method had applied to study has a Review of the previous and current curriculum, compared with global ' courses of study of master level. The comparison with some other different reasons and continents has operating practices, like North America, Europe, and South Asian universities.

Nepalese first and Millstone University TU provides the best theoretical foundation and provide sound research approaches in new emerging issues, but some weak emphasis on modern techniques like vast data analytics, which are gradually essential to global sociology. The differences in the curriculum are less adaptive to digital changes, misplaced areas like algorithmic bias, digital characters, and virtual governance, and it also engages a good teaching method, but imperfect connection with resources, international partnerships,

and interdisciplinary methods, which are important in the best collective plans. Analytical method has been applied for acquiring the objectives.

The major Strengths of TU's Program are a Strong theoretical foundation in traditional and modern sociological models. It is necessary to place Importance on the Nepali and South Asian situation, creation it applicable for local scholars and as well as Applied research emphasis through thesis writing and field-based projects.

Keywords: Sociology curriculum 2025, master's program, analysis, global and local

Introduction

Since ancient times, people have been fascinated by the relationship between individuals and the societies to which they belong. The ancient Greeks might be said to have provided the foundations of sociology through the distinction they drew between *physis* (nature) and *nomos* (law or custom). Whereas nature or *physis* for the Greeks was “what emerges from itself” without human intervention, *nomos*, in the form of laws, customs, or ways of life, was human conventions designed to shape human behaviour. The modern sociological term “norm” (i.e., a social rule that regulates human behaviour) comes from the Greek term *nomos*. Histories by Herodotus (484–425 BCE) was a proto-anthropological work that described the great variations in the *nomos* of different ancient societies around the Mediterranean, indicating that human social life was not a product of nature but a product of human creation. (Herodotus tens, 2007) If human social life were the product of an invariable human or biological nature, all cultures would be the same. The concerns of the later Greek philosophers — Socrates (469–399 BCE), Plato (428–347 BCE), and Aristotle (384–322 BCE) — with the ideal form of human community (the *polis* or city-state) can be derived from the ethical dilemmas of this difference between human nature and human norms (Aristotle, 1984) puts it, humans create the *polis* or community “not only given living but rather for living well.” Moreover, in a very modern sociological formulation, he argued “the *polis* is by nature before the family [oikia] and to each individual, because the whole is necessarily before the parts.” (Little, 2020).

The development of sociology is rarely analyzed from a sociological point of view, using the insights, concepts, and methods of the discipline itself. The most common historical reconstructions are textbook histories, written for pedagogical purposes, presenting the canonical figures in a more or less chronological order. In the absence of a standard sociological account, the development of the discipline may be conveniently regarded as a long-term process structured by five major stages: a long predisciplinary stage up to 1830, marked by what in retrospect may be recognized as proto-sociologies; the formation of an

intellectual discipline, both as an idea and an ideal (1830–90); the formation of an academic discipline with diverging national traditions (1890–1930); the establishment of a fully-fledged academic discipline (with autonomous degrees, departments, research facilities); and an emerging international hierarchy (1930–70); and a period of crisis and fragmentation, attempts at new synthesis, and globalization (1970–present) (Gane, 2018)

History of sociology

Nepal does not have a long history of study in social science, Human behavior, and cultural analysis. Specifically, sociology is a young social science in the Nepali context. The semester system does not have a long history; our experience is short and just 10 years, and we are launching a new, revised one new course. Now, hear about going to a comparison of old and new courses with global comparisons.

This system prefers two types of student evaluation: theoretical and class assessments. Students have to attempt the theoretical exam in the central exam system, and the teacher has to evaluate in class preferences has a weightage of 60-40 ratio. In addition, the student has completed the most complete dissertation writing to complete all internal procedures, including Viva.

TU's program has a rigid structure with limited elective choices, whereas global programs emphasize specialization and cross-disciplinary learning.

Om Gurung's paper "*Sociology and Anthropology: An Emerging Field of Study in Nepal 990*" offers a critical overview of the historical and institutional development of sociology and anthropology in Nepal. He traces their late emergence due to Nepal's isolation until 1950 and the influx of foreign scholars' post-1950, whose ethnographic work—though foundational—often romanticized hill and mountain communities while neglecting the Terai. (Gurung, 1998)

Gurung highlights the institutional milestones, particularly the establishment of the Central Department of Sociology and Anthropology at Tribhuvan University in the 1980s. The paper underscores the disciplines' evolving engagement with national development, especially through feasibility and evaluation studies in programs like the Integrated Rural Development Programme (IRDp).

A key argument in the paper is the urgent need for Nepali sociologists and anthropologists to shift from relying on Western theories to developing indigenous frameworks rooted in Nepal's socio-political realities. Gurung advocates for a transformative, not just

interpretive, approach—one that engages with development, politics, and history to address real societal issues.

Objectives: The research objectives are to analyze the curricula of the Master Level Sociology Program in Tribhuvan University and some compare them with other universities. The specific objectives are as follows:

- To describe the Curriculum Analysis of the Master's Level Sociology Program in Tribhuvan University.
- To compare the Curriculum of the Master's Level Sociology Program in Universities of the Global

Methods: The document analysis method has been applied to obtain the objectives of a comparative Analysis of the Master's Level Sociology Program course of study in Tribhuvan University. This study has a Review of the previous and current curriculum, compared with other universities' courses of study. The comparison with some other different reasons and continents has operating practices in sociology, like North America, Europe, and South Asian universities.

This study has analyzed the curriculum to identify of week and strengths, and an analysis of the current course 2025 has compared in paper-wise strengths and weaknesses of has subject matter. On the other hand, to compare with the old course 2014 and current course 2025 paper has distributions and focuses on universities in theory, research, and Issues.

The research has studied different theory, method, and issue and their weight. These universities offer different semester-wise papers, credits, and issues. It also has an analysis of the MA Sociology Program for the Master's Level. Strengths and weaknesses.

It has also used empirical experience and informal sharing of senior professors' views, ideas, with suggestions.

Compression with Local and Global

In current Nepalese structure has a focus on producing competitive human power in social science. The Master's program at the university consists of a sociology course of study, 2025 of 63 credit hours divided into four semesters, which is an extra 3 credit hours of the previous structure. They are divided to focus knowledge into three major aspects, like theory, research Methods, and research-oriented courses. Structurally, it includes compulsory paper courses which focus on classical-contemporary sociological theories, socio-scientific research methodologies, and contempered Nepalese studies, which are

included in elective subjects in gender studies, migration, caste, class, development, environment, climate change, and South Asian etc.

University of South Florida (USF) The Sociology M.A. program offers a solid background in various sociological theories and research methods. It also allows students to pursue specific interests through elective Sociology courses, courses from other departments, and thesis research. Alongside general training in theory and methods, we provide focused study in these areas: - Identities and communities, - Social inequalities and social justice, - Social movements and globalization, - Immigration and migration, - Race, ethnicity, and religion, - Networks, health, and wellbeing, - Urban problems and culture, - Gender, sexualities, and families, - Childhood, youth, and education. Students must complete at least 36 credit hours. Core requirements include courses in Research Methods, Sociological Theory, Statistics, several elective courses, and a thesis. Full-time students usually finish their M.A. within two academic years. The program is available online or during the summer; all require in-person attendance during the regular academic year. <https://www.usf.edu/>

University of Birmingham, ranked top 20 for Sociology in the UK. The MA Sociology program uses a blended teaching approach that combines traditional and interactive learning methods. Students participate in various academic activities, including lectures, seminars, computer lab sessions, and field visits to places like Birmingham City Council and the UK Parliament. These components aim to improve both theoretical understanding and practical experience. The curriculum includes two main types of modules: taught modules and research-based modules. The taught modules consist of classroom lectures, seminars, journal clubs, and workshops that help students build foundational knowledge and analytical skills. In contrast, research-based modules focus on independent and collaborative research. Students conduct investigations with regular supervision, working both individually and in groups. Assessment in the program is diverse, designed to evaluate different academic skills. It includes traditional essays, policy reports, and a dissertation. These varied formats ensure that students can apply sociological theories to real-world problems effectively. The program is led by academic staff involved in sociological research. Most faculty members are part of the Department's "Social Theory and Social Transformation" research group, which examines societal change, social relationships, and cultural dynamics at local, national, and global levels. This research-focused teaching ensures that students receive a high-quality, current educational experience.

Delhi University offers a two-year Master of Arts (M.A.) in Sociology program is a full-time, structured postgraduate course of study. Parts I and II are the two separate sections of

the program, each lasting two semesters. Part I is made up of Semesters I and II, and Part II is made up of Semesters III and IV. Beyond the required courses, students in Part II must choose six elective courses. At least four of these electives must come from the Department's list. These electives will be taken in the third and fourth semesters. To provide academic flexibility and encourage interdisciplinary study, students may take two courses, one in Semester III and one in Semester IV, from other departments at the university. The Department aims to provide a variety of elective options. It will announce at least five electives for each semester in Part II before the start of the academic year. These courses are typically offered only if at least five students enroll. Students must submit their elective choices by specific deadlines, which will be posted on the Department's notice board and website.

We need to compare with some other different reasons and continents that have operating practices in sociology, like North America, Europe, and South Asian universities. The North American sociology programs typically have greater flexibility, allowing students to customize their coursework based on research interests.

Similarly, Europe, especially in Western sociology studies, has to make comparisons and interdisciplinary points of study, emphasis on core and incorporating political science, anthropology, and digital sociology. In the context of South Asia, these universities, especially in India, have followed a mixed model, balancing core theoretical and methodological with region-specific national studies.

Theory Focus and Global comparisons: TU has a focus on curriculum major authors of classical sociological theories (Marx, Durkheim, Weber) and reviews the contribution of regional contributions, such as South Asian and as well as Nepali sociologists.

Western universities have focused on cutting-edge theories such as post colonialism, feminist theories, environmental sociology, and digital sociology. And also, Indian sociology has a primary focus on colonial and subaltern studies, which is a broader framework for comparisons in TU.

Research Methodology: The approach of methodology the TU offers detached courses in two aspects, one is quantitative which has been taught as research method and the other is qualitative research methods, which places a strong emphasis on developing qualities of academic proposal writing and thesis

Similarly, in the Global Comparison, western institutions have more focus on students frequently experiencing rigorous training of mixed-methods research, with access to them

for large data investigation, computational, and new-fangled approaches. Emphasize ethnography, numerical civilizations, and policy-oriented research. Additional comparison with Indian institutions has found that they involve a strong field-based study institution, with organized public engagement plans and projects.

Learning Approach: The learning Approach of the TU applies the lecture or dialogic and student-centered approach, with a major focus on classroom and discussions, peer learning, and a little bit applies in fieldwork, and also uses to famous approach is compendium-based learning.

Global sociology, especially in Western institutions, has more focus on critical teaching, where students engage in seminar-style discussions, interdisciplinary collaborations, and autonomous research developments. And in Asian universities has work in severely on lecture-oriented and text-based analysis.

Contemporary Issues: The contemporize issues TU focuses on the papers on gender, Caste, South Asia, globalization, republic, and social change, etc. The curriculum does not completely combine digital sociology, AI-driven research, etc., which are today usual in the best international agendas.

In the Global Evaluation, U S and European academies show solid progress in numerical sociology, AI and civilization, social media, and identity policies. Ans also in Indian institutions are assimilating cyber culture, numerical governance, and investigation studies.

The Paper-wise Strengths and Weaknesses

The curriculum of ongoing curriculum has an overview on the basis of the week and the strengths of this major, which requires paper. There is an attempt to analyze this course 2025 paper-wise strengths and week-by-week part of the subject matter. In this part, divided into two parts, the first part is in the required curriculum, the second part includes optional or student choices in the required subject matter is no choice for academic studies, and the second part has given limited choices on burning issues or market-oriented subject Issues.

Table 1: Status Paper-wise Strengths and Weaknesses

SN	Paper	Strengths	Weak Aspects
First Semester			
1.	Introduction to Sociology (Compulsory)	<ul style="list-style-type: none"> classical and contemporary theories. Emphasis on Nepali context and global perspectives. 	<ul style="list-style-type: none"> Lacks global ties like digital sociology, AI, and computational sociology. Postcolonial and indigenous theories.
2.	Quantitative Research Methods (Compulsory)	<ul style="list-style-type: none"> Solid foundation in survey research, sampling, and data analysis. Integration of national datasets 	<ul style="list-style-type: none"> Lacks computational methods Does not introduce new statistical tools
3.	Theories of Social Change and Development (Compulsory)	<ul style="list-style-type: none"> Covers classical and critical theories Includes South Asian perspectives on social change 	<ul style="list-style-type: none"> Weak integration of contemporary debates Lacks focus on climate change and sustainability studies.
4.	Structural-Functional Perspective (Compulsory)	<ul style="list-style-type: none"> Strong emphasis on Durkheim, Parsons, and Merton. Provides a historical foundation for sociological analysis. 	<ul style="list-style-type: none"> Lacks critical perspectives like conflict theory, feminism, and postmodernism less relevant in contemporary sociology
5.	Studies on Caste and Class (Compulsory)	<ul style="list-style-type: none"> Excellent focus on Nepali caste and class hierarchies. Incorporates Ambedkar, Dumont, Weber, and Marxist perspectives 	<ul style="list-style-type: none"> Could include intersectionality (gender, caste, and ethnicity together). comparative perspectives from other South Asian and global contexts.
Second Semester			
6.	Marxist Perspective (Compulsory)	<ul style="list-style-type: none"> Covers historical materialism, class struggle, and political economy. Engages with Lenin, Mao, Gramsci alongside Marx. 	<ul style="list-style-type: none"> Contemporary applications like neo-Marxist critiques of capitalism Overlooks Marxist feminism and race-class intersections.
7.	Research Design and Proposal Writing (Compulsory)	<ul style="list-style-type: none"> Essential for thesis preparation and academic writing. Focus on qualitative and quantitative design 	<ul style="list-style-type: none"> Lacks exposure to grant writing, ethics approval, and funding. Integrate academic publishing training
8.	Practices of Development in Asia	<ul style="list-style-type: none"> Strong regional focus on Asian development trajectories. 	<ul style="list-style-type: none"> Lacks sustainability and indigenous development models.

	(Compulsory)	<ul style="list-style-type: none"> Discusses globalization, migration, and social change 	<ul style="list-style-type: none"> Digital transformations in development
9.	Sociology of Urban Life (Compulsory)	<ul style="list-style-type: none"> Covers urbanization, migration, housing, and informal economies. Includes perspectives from South Asia and Nepal 	<ul style="list-style-type: none"> Smart cities, urban AI governance, Lacks comparative insights from Global urban sociology.
10.	Sociology of Environment and Climate Change (Compulsory)	<ul style="list-style-type: none"> Highly relevant given Nepal's environment and climate change. Ecological sociology, environmental justice, and policy debates. 	<ul style="list-style-type: none"> disaster management, renewable energy sociology, and global climate agreements. urban resilience, sustainable cities, and indigenous ecological knowledge.
Third Semester			
11.	World-System Perspective (Compulsory)	<ul style="list-style-type: none"> Strong theoretical grounding in Wallerstein's world-systems theory. Historical capitalism and globalization. 	<ul style="list-style-type: none"> Deglobalization, digital labor, post-capitalism, and new power Asian and African perspectives on world-systems.
12.	Qualitative Research Methods (Compulsory)	<ul style="list-style-type: none"> Well-structured training in ethnography, interviews, and participatory research. Strong emphasis on Nepali qualitative research traditions. 	<ul style="list-style-type: none"> digital ethnography, autoethnography, and computational qualitative analysis. Needs more focus on interdisciplinary methodologies.
13.	Identity, Inequality and Intersectionality (elective)	<ul style="list-style-type: none"> Timely focus on identity politics, intersectionality, and inequalities. Covers race, gender, caste, and class intersections. 	<ul style="list-style-type: none"> Needs global case studies Could integrate social media and identity politics.
14.	Disaster Risk Reduction and Management (elective)	<ul style="list-style-type: none"> Relevant for Nepal's earthquake, flood, and landslide vulnerability. Discusses policy frameworks and community-based risk management. 	<ul style="list-style-type: none"> Could integrate climate finance, green technology, and global best practices. Lacks data-driven disaster modeling.
15.	Globalization, Migration and Social Change (elective)	<ul style="list-style-type: none"> Covers remittances, labor migration, and transnational communities. The Nepali labor migration focus makes it locally relevant. 	<ul style="list-style-type: none"> Needs new debates on digital nomadism, the gig economy, and refugee crises. Lacks South-South migration perspectives.
Fourth Semester			
16.	Agency-Structure Perspectives (Compulsory)	<ul style="list-style-type: none"> Balances structuralist and post-structuralist approaches. Covers Giddens, Bourdieu, and postmodern critiques. 	<ul style="list-style-type: none"> Integrate neurocognitive sociology and behavioral theories.

			<ul style="list-style-type: none"> • Needs AI and automation perspectives on structure-agency.
17.	Basic Statistics in Sociological Research (Compulsory)	<ul style="list-style-type: none"> • Essential for survey research and quantitative analysis. • correlation, regression, and hypothesis testing 	<ul style="list-style-type: none"> • modern software training • data visualization and GIS mapping techniques.
18.	Thesis Research - 6 (Compulsory)	<ul style="list-style-type: none"> • Strong research component with supervised thesis writing. • Encourages empirical fieldwork and policy-oriented research. 	<ul style="list-style-type: none"> • academic publishing training and conference skills. • Collaboration opportunities with international universities

Source: Course of Study (2025) Master of Arts in Sociology

In addition to the contribution of this course, some new and applicable national issue-related curricula have been underdeveloped, and some are being developed in semester IInd and IVth. This contemporary issue is more applicable to address the national social issue as well as policy level. The most burning and academically relevant issues are including like Marriage, Family and Household in Transition, Gender, Globalization, Migration and Social Change, Development Displacement and Safeguard Management, Indigenous Knowledge Systems, Survey Research and Computer Data Analysis, South Asian Studies and Sociology, Tourism, Media, Information and Communication Technology, Law and Criminal Studies, Madhesh Studies, etc.

The Previous and Current Curricula

This part has a comparison between the previous curriculum and the current one. Divided into two parts, the first part is in the previous curriculum, and the last part has the current one in this part, trying to combine with old and current paper distributions.

Table 2: Comparison with previous and current curriculum

SN	Previous Courses of Study 2014	Current Courses of Study 2025
First Semester		
1.	Introduction to Sociology	Introduction to Sociology (Compulsory)
2.	Qualitative Research Methods in Sociology	Quantitative Research Methods (Compulsory)
3.	Structural-functional Approach	Theories of Social Change and Development

		(Compulsory)
4.	Caste and Class	Structural-Functional Perspective (Compulsory)
5.	Theories of Social Change and Development	Studies on Caste and Class (Compulsory)
Second Semester		
6.	Marxist Perspective	Marxist Perspective (Compulsory)
7.	Quantitative Research Methods in Sociology	Research Design and Proposal Writing (Compulsory)
8.	Practice of Social Change and Development in Asia	Practices of Development in Asia (Compulsory)
9.	Politics and Society: Interface between Nation, State, and the Globe	Sociology of Urban Life (Compulsory)
10.	Sociology of Health	Sociology of Environment and Climate Change (Compulsory)
Third Semester		
11.	World-System Perspective	World-System Perspective (Compulsory)
12.	Basic Statistics in Sociological Research**	Qualitative Research Methods (Compulsory)
13.	Sociology of Gender	Identity, Inequality, and Intersectionality (elective)
14.	Identity, Inequality and Intersectionality	Disaster Risk Reduction and Management (elective)
15.	Migration, Social Network, Remittance and Development	Marriage, Family, and Household in Transition (elective)
16.	Sociology of Ageing and Disability	Sociology of Gender (elective)
17.	Power Leadership, Governmentality, and Development	Globalization, Migration, and Social Change (elective)
18.	Urban Sociology	Development Displacement and Safeguard Management (elective)

19.	Sociology of Disaster	Indigenous Knowledge Systems (elective)
Fourth Semester		
20.	Agency/Micro versus Structure/Macro Perspectives	Agency-Structure Perspectives (Compulsory)
21.	Survey Research and Computer Data Analysis (Practical)**	Basic Statistics in Sociological Research (Compulsory)
22.	Research Design and Writing	Survey Research and Computer Data Analysis (elective)
23.	Gender, Power, and Sexuality	South Asian Studies and Sociology (elective)
24.	Changing Livelihoods	Sociology of Tourism
25.	Market and Society	Media, Information and Communication Technology (elective)
26.	Sociology of Education	Sociology of Law and Criminal Studies (elective)
27.	Sociology of Tourism	Madhesh Studies (elective)
28.	--	Globalization, Democracy and Citizenship
29.	Thesis – 6	Thesis Research -6 (Compulsory)

Source: Course of Study (2014 & 2025) Master of Arts in Sociology

The new course has any changes in the first semester to comparison to the previous 2014. In second semester has some changes in the subject and the requirements of the paper. The research design has shifted in this semester and is adding some new papers, like environment and climate change, and urban life. Similarly, there has shift out to Politics and Society: Interface between Nation, State and the Globe and Sociology of Health paper. There is one major change is all these papers are compulsory in 2025.

In the third semester, there are changes in the new course content in 2014. In this semester, there is the World-System Perspective, Sociology of Gender, Identity, Inequality and Intersectionality, Sociology of Disaster, which will continue in 2025 too. Besides this, some new papers have been included in this semester, like Marriage, Family and Household in Transition, Globalization, Migration and Social Change, Development Displacement and Safeguard Management, Indigenous Knowledge Systems, etc.

In the Fourth semester, there are also changes in the new course comparison in 2014. In this semester, there are Agency-Structure Perspectives, Basic Statistics in Sociological Research, Survey Research and Computer Data Analysis, and Sociology of Tourism, which will continue in 2025 too. Besides this, some new papers have been included in this semester, like South Asian Studies and Sociology, Media, Information and Communication Technology, Sociology of Law and Criminal Studies, Madhesh Studies, Globalization, Democracy and Citizenship, etc.

The Thematic Issues of the University

In this theme, has trying to comparisons are made with universities wise focusing on courses. The Different university has a focus on their sectors. They are divided into theory, research, and Issues.

Table 3: Focus on different thematic issues

SN	University	Theory	Method	Current Issue
1.	Nepal Tribhuvan University	Theories of Social Change and Development, Structural-Functional Perspective, Marxist Perspective, World-System Perspective,	Quantitative Research Methods, Research Design and Proposal Writing, Qualitative Research Methods, Basic Statistics in Sociological Research, and thesis writing.	Studies on Caste and Class, Development in Asia, Urban Life, Environment and Climate Change, Identity, Inequality and Intersectionality, Disaster Risk Reduction and Management, Globalization, Migration and Social Change, Agency-Structure Perspectives
2.	North America (US) University of South Florida	Contemporary Sociological Theory	Methods of Research, Sociological Statistics, Qualitative Research Methods, Directed Research	Ethnography, Independent Study, Special Topics in Sociology, City and Community, Race and Ethnicity, Seminar in Teaching Sociology, Seminar in Sociology of Education, Sociology of Disability in Urban Society, Social

				Problems, Identity & Community, Emotions in Everyday Life, Comparative Social Movements, Thesis: Master's
3.	European (UK) University of Birmingham	Policy Futures: Theories and Concepts in International Policymaking	Applied Qualitative and Quantitative Data Analysis	Environment, Policy and Society, Communicating Science in Diverse, Unequal and Polarized Societies, Crime and Justice in a Globalized World, Crime and Social Harm, Financial Wellbeing and Inclusion: a Social Policy Perspective, Global Policy Institutions and Networks, Globalization, International Migration and Citizenship, Migration, Superdiversity, Policy and Practice, Philosophies of Welfare: Creating New Societies, Policy Evaluation, Poverty, Wealth & Inequality, Sociology of race and racism
4.	South Asia (India) Delhi University	Sociological Theories in Sociological Theories: Some Conceptual Issues	Methods of Sociological Research	Religion and Society. Political Sociology. Sociology of India-II, Social Stratification, Sociology of Development, Sociology of Symbolism, Industry and Society, Gender and Society, Sociology of Education, Sociology of Organizations,

				Population and Society, Urban Sociology Area Study: (a) South East Asia, (b) South West Asia, or (c) China Sociology of Science. Agrarian Structure, Sociology of Law, Medical Sociology, Sociology of Media. Society and Ecology
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Source: Course of Study (2025) Master of Arts in Sociology

The Universities on Focusing Issues

The universities have been offering different theory, method, and issue and their applications. These universities have offered different semester-wise papers, credits, and issues.

Table 4: University major focusing on Issues

SN	University	Credit/semester	Focuses issue
1	Nepal Tribhuvan University	63 credits. And 4 semesters	Theories of Social Change and Development, Structural-Functional Perspective, Marxist Perspective, World-System Perspective, Quantitative Research Methods, Research Design and Proposal Writing, Qualitative Research Methods, Basic Statistics in Sociological Research, and thesis writing. Studies on Caste and Class, Development in Asia, Urban Life, Environment and Climate Change, Identity, Inequality and Intersectionality, Disaster Risk Reduction and Management, Globalization, Migration and Social Change, Agency-Structure Perspectives

2.	North America (US) University of South Florida	36 credits. And 2 Academic years	Contemporary Sociological Theory Methods of Research, Sociological Statistics, Qualitative Research Methods, Directed Research; Ethnography, Independent Study, Special Topics in Sociology, City and Community, Race and Ethnicity, Seminar in Teaching Sociology, Seminar in Sociology of Education, Sociology of Disability in Urban Society, Social Problems, Identity & Community, Emotions in Everyday Life, Comparative Social Movements, Thesis: Master's
3.	European (UK) University of Birmingham,	100 credits. And 4 semesters	Policy Futures: Theories and Concepts in International Policymaking Applied Qualitative and Quantitative Data Analysis Environment, Policy and Society, Communicating Science in Diverse, Unequal and Polarized Societies, Crime and Justice in a Globalized World, Crime and Social Harm, Financial Wellbeing and Inclusion: a Social Policy Perspective, Global Policy Institutions and Networks, Globalization, International Migration and Citizenship, Migration, Superdiversity, Policy and Practice, Philosophies of Welfare: Creating New Societies, Policy Evaluation, Poverty, Wealth & Inequality, Sociology of race and racism
4.	South Asia (India) Delhi University	62 credits. And 4 semesters	Sociological Theories in Sociological Theories: Some Conceptual Issues, Methods of Sociological Research, Religion and Society. Political Sociology. Sociology of India-II, Social Stratification, Sociology of Development, Sociology of Symbolism, Industry and Society, Gender and Society, Sociology of Education, Sociology of Organizations, Population and Society, Urban Sociology; Area Study: (a) South

			<i>East Asia, (b) South West Asia, or (c) China; Sociology of Science. Agrarian Structure, Sociology of Law, Medical Sociology, Sociology of Media. Society and Ecology</i>
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Source: Course of Study

The Overall Assessment of the Course

Appraising the Appropriateness of Tribhuvan University's MA Sociology Program for Master's Level. Strengths of TU's MA Sociology Program include a Strong theoretical foundation in classical and contemporary sociology; it also has a good balance of qualitative and quantitative research training. The major focus of studies is on Nepali social issues, making research locally relevant. Also addressing the issue of Focus on climate change, caste/class, and urban development, and Incorporation of South Asian perspectives, giving a regional focus.

Similarly, the Weaknesses and a need for some Improvement to make the subject competitive locally and globally. In this part, try to list some lakes. Lack of interdisciplinary approaches – Courses should integrate environmental sociology, data science, and digital sociology. Limited exposure to global sociology – More emphasis is needed on African, Latin American, and East Asian sociology. Weak computational and digital skills – Courses must include big data, GIS mapping, and AI-driven research methods. Limited professional development training – Grant writing, publishing, and job market skills should be included. Outdated theoretical perspectives in some papers – New debates in neoliberalism, platform capitalism, and AI sociology should be added. By modernizing its course structure and integrating global research trends, TU's MA Sociology program can enhance its competitiveness in both academic and applied sociology fields.

Besides this, some arguments have been included to make this discipline for betterment. Tribhuvan University's MA Sociology program is well-structured for Master level students, offering a strong theoretical foundation, diverse methodological training, and a focus on Nepali and South Asian contexts. However, its suitability must be critically analyzed against global standards, contemporary academic trends, and the evolving demands of the job market.

1. Strengths Supporting Its Suitability

Strong Theoretical and Conceptual Foundation: The program provides in-depth training in classical sociological theories, including Marxism, Functionalism, and World-System

Theory, essential for understanding foundational sociological debates. It covers modern sociological debates on intersectionality, globalization, and social change, which are crucial for a Master level critical engagement. A Master's program must offer a strong theoretical base to prepare students for higher research and analytical skills. TU's program meets this requirement by blending classical theories with contemporary issues relevant to Nepal and South Asia.

Quantitative and Qualitative Methods: The inclusion of Quantitative Research Methods and Qualitative Research Methods provides students with a comprehensive methodological toolkit. The Research Design and Proposal Writing course ensures that students can develop independent research projects. A strong Master's curriculum must prepare students for empirical research. TU's MA program successfully does this by training students in both statistical analysis and ethnographic methods, making them capable researchers.

Emphasis on Nepali Contexts: The program highlights Nepali caste structures, development issues, and environmental challenges, making it highly relevant for local research. The comparative approach in papers like Globalization, Migration, and Social Change exposes students to global sociological perspectives. Master's students in Nepal need contextualized sociological knowledge that enables them to address local social issues while also preparing them for international research collaborations. TU's program balances both these aspects well.

2. Weaknesses That Challenge Its Suitability for Master's Level

Limited Global Integration and Emerging Sociological Trends: While the program covers traditional and regional perspectives, it does not sufficiently engage with postcolonial sociology, digital sociology, AI-driven research, and computational methods. Compared to leading programs in the US, UK, and India, TU's program lacks courses on social media, technology, and globalization's impact on identity formation.

Counter-Argument: A Master level program must evolve to include emerging global discourses. Sociology today is expanding into cyberspace, AI ethics, and digital labor, areas missing from TU's syllabus. Without these, graduates may struggle to compete internationally.

Weak Practical and Professional Training: There is no dedicated course on grant writing, academic publishing, or policy analysis, which are critical for postgraduate careers. Computational sociology (big data analysis, network analysis) is missing, limiting students' ability to engage with modern research techniques.

Counter-Argument: A Master's program must prepare students for academia, policymaking, and industry. TU's MA Sociology program focuses heavily on theory and traditional research methods, but lacks career-oriented skills.

Conclusions

The MA Sociology program at TU is well-positioned among international programs because it offers a solid theoretical foundation and research training. However, it highlights flaws in contemporary approaches that are being more and more crucial for global relevance, such as big data analytics, digital sociology, algorithmic bias, virtual governance, interdisciplinary approaches, and international cooperation. The major Strengths of TU's Program are a Compact theoretical underpinning in traditional and modern sociological models. It is necessary to place Importance on the Nepali and South Asian situation, creation it applicable for local scholars and as well as Applied research emphasis through thesis writing and field-based projects.

The sociology curriculum provides a strong foundation in classical and contemporary theories, research methods, and regionally relevant topics, particularly in the Nepali context. In the first semester, courses cover introduction to sociology, quantitative research, social change, structural-functional analysis, and caste and class studies, offering solid theoretical and methodological grounding while highlighting national perspectives. However, they lack exposure to digital sociology, AI, computational methods, postcolonial and indigenous theories, and intersectional approaches. The second semester expands to Marxist perspectives, research design, development practices in Asia, urban sociology, and environmental and climate studies, emphasizing regional relevance and practical applications, yet it overlooks neo-Marxist critiques, climate finance, smart city planning, and renewable energy issues. The third semester introduces world-systems theory, qualitative research, identity and intersectionality, disaster risk management, and globalization and migration, with strengths in local relevance and qualitative methods, but limited integration of digital ethnography, interdisciplinary approaches, and global case studies.

Finally, the fourth semester emphasizes agency-structure perspectives, basic statistics, and supervised thesis research, supporting empirical work and policy-oriented projects, but still needs greater focus on AI, automation, modern software tools, data visualization, GIS mapping, and international collaboration. Overall, while the curriculum excels in theoretical depth, local context, and methodological training, it could be further strengthened by incorporating emerging global trends, digital and computational approaches, climate and

sustainability studies, and interdisciplinary perspectives to make it more contemporary and globally aligned

Furthermore, there is our need for some Improvement, like to permitting students to study in new field applicable global digital economy, dogmatic economy, and conservational impartiality. It is needed to add international theoretical viewpoints, including postcolonial and world order, intersectionality, and subaltern revisions. In addition, the Improvement methodological practicum incorporates computational common knowledge, GIS mapping, an AI-driven studies tool, and international collaboration, complete scholar exchange plans, workshops with external academies, and research facilities.

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