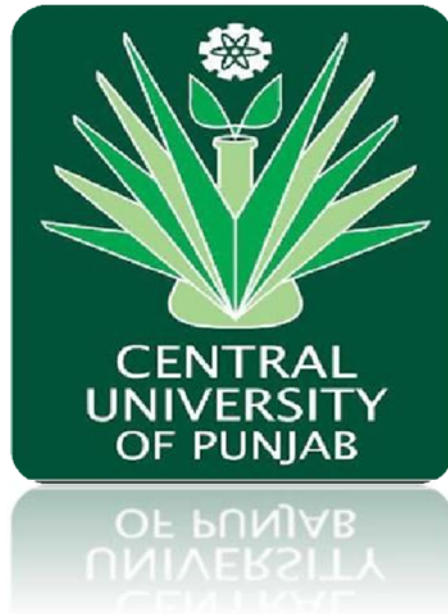# CENTRAL UNIVERSITY OF PUNJAB

**VPO Ghudda, District Bathinda-151401**

## Syllabus



# Ph.D. in Sociology
# 2024-26

# Department of Sociology

## School of Social Sciences

# PHD COURSE WORK SOCIOLOGY

**Learning Outcomes**

**The students of PhD. course work will be able to:**

1. Develop a thorough knowledge and a comprehensive understanding of scientific methods and techniques applicableto their own research.
2. Apply advanced sociological theories, methodologies, and knowledge to address fundamental questions inSociology
3. Plan and pursue research of significance in the discipline or an interdisciplinary or creative project.
4. Make use of principles of ethics in their field and in academia.

## COURSEWORK

| Course Code | Course Title | Credit Hours | | | Total Credits per week |
|---|---|---|---|---|---|
| | | L | T | P | |
| SOC.701 | Research Methodology in Social Sciences | 4 | - | - | 4 |
| SOC.702 | Computer Applications in Statistics | 1 | - | 2 | 2 |
| SOC.703 | Advanced Sociological Theories | 4 | - | - | 4 |
| SOC.751 | Research and Publication Ethics | 2 | - | - | 2 |
| SOC.752 | Teaching Assistantship | 0 | 0 | 2 | 1 |
| UNI.753 | Curriculum, Pedagogy and Evaluation | 1 | 0 | 0 | 1 |
| **Thesis** | | | | | |
| **Total** | | **12** | **0** | **04** | **14** |

| L | T | P | Credits |
|---|---|---|---------|
| 4 | | - | 4 |

**Course Code: SOC. 701**

**Course Title: Research Methodology in Social Sciences**

**Total Hours: 60**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

- CLO 1: Integrate theory, perspective and method for conducting social research.

- CLO 2: Design research

**Course Contents**

| Unit/Hours | Content | Mapping with CLOs |
|------------|---------|-------------------|
| Unit I, 15 hours | **Philosophical Background of Science and Social Science:** Karl Popper: falsification, critique of historicism and holism. Thomas Kuhn: paradigm and paradigm shift, progression of knowledge. Foucault: Genealogy, Archaeology of knowledge, Knowledge and power. Paul Feyerabend: Methodological anarchism. **Learning activities:** Class discussion and brain storming | CLO 1 |
| Unit II, 15 hours | **Major sources of data in Sociological research:** Historical sources: Archives, biographies, autobiographies, travelogues. Official sources: Census, National Sample Survey Organisation (NSSO), National Family Health Survey (NFHS), Gazetteers, District handbooks, People of India Project and other macro data on society. Visual sources: Documentaries, Films and artefacts. Art and Literature as a source to understand social reality. **Learning activities:** Brain storming and Group discussion and students applying research methods relating theory and practice. | CLO 1 |

| | | |
|---|---|---|
| Unit III, 15 hours | **Writing Report/Thesis:** Review of Literature and defining research problem.<br><br>Developing Theoretical Framework for Research. Research Synopsis, Structure of thesis. Issues related with research ethics in sociology.<br><br>**Learning activities:** Group discussion. | CLO 1 and CLO 2 |
| Unit IV, 15 hours | **Presentations and book review**<br><br>**Learning Activities:** Brain storming andpresentation by the students. | CLO 2 |

**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, - e-learning, Flip learning and Blended learning

**Suggested Readings:**

1) Bickman, Leonard, Pertti Asaswetari and Julia Brannen (eds.), 2008, Sage Handbook of Social Research, Sage Publications, London.
2) Cicourel, A. V., 1964, Method and Measurement in Sociology, Free Press, Glencoe.
3) Denzin, Norman, K., 1989, The Research Act, Prentice-Hall, Inc., New Jersey.
4) Feyerabend, Paul, 2010, Against Method, Verso, London.
5) Foucault, M., 1982, The Archaeology of Knowledge: And the Discourse on Language, Vintage, London.
6) Hindess, Barry, 1977, Philosophy and Methodology in Social Sciences, The Harvester Press, Brighton, Sussex.
7) Jenks, Chris (ed.), 1998, Core Sociological Dichotomies, Sage Publication, New Delhi.
8) Kuhn, Thomas, 2012, The Structure of Scientific Revolutions, University of Chicago Press.
9) Mukherjee, Partha N., 2000, Methodology in Social Research, Sage Publication, New Delhi.
10) OommenT. K., 2007, Knowledge and Society; Situating Sociology and Social Anthropology, New Delhi, Oxford University Press.
11) Popper, Karl, 2002, The Logic Of Scientific Discovery, Routledge, London.
12) Popper, Karl, 2002, Conjectures and Refutations: The Growth of Scientific Knowledge, Routledge, London.
13) Ridley, Diana, 2008, The Literature Review: A Step-by-Step Guide for Students, Sage Publications, London.
14) Strauss, Anselm, 1990, Basics of Qualitative Research: Grounded Theory, Procedures and Techniques, Sage Publications, New Delhi.
15) Uberoi, Patricia, Nandini Sundar and Satish Deshpande (eds.), 2007, Anthropology in the East, Permanent Black, Ranikhet.

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

**Course Code: SOC.702**

**Course Title: Computer Application and Statistics**

**Total Hours: 30**

**Course Learning Outcomes:**

At completion of the course the learner will be able to

- CLO 1: Apply basic statistical concepts, quantitative techniques for description of sociological data.

- CLO 2: Demonstrate appropriate statistical software in accordance with the data.

**Course Contents**

| Unit/Hours | Content | Mapping with CLOs |
|------------|---------|-------------------|
| Unit-I 5 hours | **Basics of Social Statistics:** Meaning and Significance of Statistics in Social Research. Variables-discrete and continuous, quantitative and qualitative; independent and dependent. Levels of measurement-Nominal, ordinal and interval. Frequency distribution, grouping error, cumulative frequency distribution, Arithmetic mean, median and mode **Learning activities:** Class discussion and brain storming | CLO 1 |
| Unit II, 10 hours | **Descriptive Statistics:** Range, semi-interquartile range, average absolute deviation,variance, standard deviation. Coefficient of variation, Symmetry and Kurtosis. Bivariate distributions-Bivariate contingency tables, Frequency tables. Measures of Association-Lambda, Cramer's V, Spearman's rank correlation. Gamma and Pearson's product moment correlation coefficient, correlation &regression. **Measures of Association:** Correlation and Regression Analyses, Estimation and Significance of coefficients of correlation and regression; diagnostics of regression. **Learning activities:** Brain storming and Group discussion and students applying research methods. | CLO 1 and CLO 2 |

| Unit III,<br>5 hours | **Inferential Statistics:** Statistical Inference-Simple random sampling. Sample and universe, statistic and parameter, sampling distribution. Standard error of statistic, level of significance.<br>**Learning activities:** Group discussion. | CLO 1 and<br>CLO 2 |
|---|---|---|
| Unit IV,<br>10 hours | **Software application:** MS-Excel/SPSS<br>**Learning activities:** Brain storming and application of software by the students. | CLO 2 |

**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning.

**Suggested Readings:**

1. Blalock, H.M. (1979) Social Statistics, New York, McGraw Hill Book Company.

2. Loether, H.J. and Tavish, Mac D.G. (1974) Descriptive Statistics for Sociologists: An Introduction, Boston, Allyn and Bacon Inc.

3. Mark Sirkin R. (1995) Statistics for the Social Sciences, London, Sage Publications.

4. Muller John and Kar. F. Schusseller and Herbert, L. Costner, Statistical Reasoning in Sociology, Boston, HoughtonMiffin Co.

5. Norman, R. Kurtz (1985) Introduction to Social Statistics, London, McGraw Hill Book Company.

6. Weiss, Roberts (1968) Statistics in Social Research, New York John Wiley & Sons, Inc.

7. Jane, L. Fielding & G. Nigel Gilbet (2000), Understanding Social Statistics; Sage Publications: London.

8. Deshpande, J.V., Gore, A.P., Shanubhogve (1995), Statistical Analysis of Nominal Data: New Age International Publishers: New Delhi

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4       |

**Course Code: SOC.703**

**Course Title: Advanced Sociological Theories**

**Total Hours: 60**

**Course Learning Outcomes:**

Upon completion of this course, scholars will be able to:

- CLO 1: Explore the reflexive understanding towards theoretical debates in sociology. CLO 2: Examine the politics of social theorization.

- CLO 3: Assess the construction of critical theoretical perspective and the re-emergence of German sociological tradition.

- CLO 4: Appraise the contributions made by different social thinkers in the construction of theories from sociological to social nature.

- CLO 5: Evaluate the post-modern and late-modern perspectives within sociological domain.

**Course Content**

| Unit/Hours | Content | Mapping with CLOs |
|------------|---------|-------------------|
| **Unit I**<br>**15 Hours** | **Debates in the Post War Sociological Traditions:**<br><br>Challenges to Parsonian sociology – Alwin Gouldner & C. Wright Mills,<br><br>The re-emergence of micro-social theorization – Goffman & Garfinkel,<br><br>Micro-Macro Integration: Giddens – Structuration theory, Bourdieu – Theory of Practice.<br>**Learning Activity:** Through analytical and critical reading, writing and discussions learners will explore the reflexive understanding towards theoretical debates in sociology and the politics of social theorization. | **CLO 1 &**<br>**CLO 2** |

| Unit II 15 Hours | **Critical Theory & re-emergence of German Sociological Tradition:** Socio-historical Context of the emergence of Critical Theory: Adorno – Culture as industry. Habermas – Theory of communicative action. Critical reflections from Sociology of India – B.R. Ambedkar, N. Ram **Learning Activity:** Through analytical and critical reading, writing and discussions learners will assess the construction of critical theoretical perspective and the re-emergence of German sociological tradition. | **CLO 1 & CLO 3** |
|---|---|---|
| Unit III 15 Hours | **Towards Social Theory:** Post-structuralism and rise of 'social' theory: Foucault – Knowledge and Power, *Neo-Marxist social theory:* Lukacs – Theory of reification, theory of class consciousness, Althusser –Structural Marxism **Learning Activity:** Through analytical and critical reading, writing and discussions learners will appraise the contributions made by different social thinkers in the construction of theories from sociological to social nature. | **CLO 1 & CLO 4** |
| Unit IV 15 Hours | **The Debate: Post-modernity versus Late Modernity:** Post-modern(ism) – as a social theory: Lyotard – the postmodern condition, Knowledge in post-modern era: Jameson, In defense of Sociological theory: Bauman: Liquid modernity, Giddens: Reflexivity and Modernity. **Exercise:** Through analytical and critical reading, writing and discussions learners will evaluate the post-modern and late-modern perspectives within sociological domain. | **CLO 1 & CLO 5** |

**Transaction Mode**: Lecture, Seminar/Group Discussion,Tutorial/E-learning

**Suggested Readings:**

1. Agger, Ben, 1979, *Western Marxism: An Introduction,* Goodyear Publications, California.

2. Althusser, Louis, 2008, On ideology, Verso.

3. Ambedkar, B.R., 1979-2003, Chapters from Writings and Speeches Vol. 1 to 17, Ministry of Social Justice andEmpowerment, Government of India, New Delhi.

4. Bell, D., 1973, *The Coming of Post- Industrial Society*, Basic Books, New York.

5. Callinicos, A., 1989, *Against Postmodernism*, Polity Press, Cambridge.

6. Cuff, E.C. et al, 2009 (First published in 1979), *Perspectives in Sociology*, Routledge, London & New York.

7. Förster, Rosalie, 2013, Micro-Sociology on the Rise: The Changing Sociological Field in the 1960s and the Case of Conversation Analysis, The American Sociologist, June 2013, Vol. 44, No. 2 (June 2013), pp. 198-216.

8. Garfinkel, H., 1967, Studies in Ethnomethodology, Englewood Cliffs, Prentice Hall, New Jersey.

9. Giddens A., 1984, *Constitution of Society: Outline of the Theory of Structuration*, Polity Press, Cambridge.

10. Giddens, A. in Quentin Skinner. (ed.), 1990, *The Return of Grand Theory in the Human Sciences*, CambridgeUniversity Press, Cambridge.

11. Horkheimer, M. and T. Adorno, 1979, *Dialectic of Enlightenment.* London: Verso.

12. Jameson, F., 1993, *The Postmodernism or the Critical logic of Late Capitalism*, Verso, London.

13. Jeffrey, Alexander ed. 1990, Culture and Society: Contemporary Debates, Cambridge University Press, Cambridge.

14. Merton, R., 1968, Social Theory and Social Structure, New York, The Free Press.

15. Merton, Robert K., 1968, Social Theory and Social Structure, Free Press, New York.

16. Owens, Robert B., 2010, Producing Parsons Reputation: Early Critiques of Talcott Parsons' Social Theory and the Making of a Caricature, Journal of the History of Behavioural Sciences, Vol. 46, No. 2, pp. 165-188.

17. Parsons, T., 1937/1949/1968, The Structure of Social Action, New York, The Free Press, New York.

18. Parsons, Talcott, 1951/1991, The Social System, Routledge, London.

19. Popper, Karl, 1959/2002, The Logic of Scientific Discovery, Routledge, London.

20. Ram, Nandu, 1995, Beyond Ambedkar: Essays on DAlits in India, Har Anand Publications, Delhi.

21. Ritzer, George, 2019 (1997), Postmodern Social Theory, Rawat Publications, Jaipur.

22. Schutz, Alfred, 1960/1972, The Phenomenology of the Social World, North Western University Press, Illinois.

23. Strauss, Claude-Levi, 1963, Structural Anthropology, Library of Congress Catalogue, USA.

24. Staubmann, Helmut, 2021, C. Wright Mills' The Sociological Imagination and the Construction of Talcott Parsons as a Conservative Grant Theorist, The American Sociologist, Vol. 52, pp. 178-193.

25. Weber, Max, 1958, Protestant Ethic and the Spirit of the Capitalism, Charles Scribner's Sons, New York,Republished Dover Publications (2003).

| L | T | P | Credits |
|---|---|---|---------|
| 2 | | - | 2 |

**SOC.751: Research and Publication Ethics**

**Course Objective:**

The objective of this course is to familiarize the students with the ethics of research andpublishing research outcomes.

1) **Philosophy & Ethics**

   Introduction to Philosophy: Definition, Nature & Scope, Concept, Branches. Ethics: Definition, Moral Philosophy, Nature of Moral Judgements & Reactions

2) **Scientific Conduct**

   Ethics with regard to science & Research, Intellectual Honesty & Research Integrity, Scientific Misconducts: Falsification, Fabrication & Plagiarism (FFP), Redundant Publications, Duplicate & Overlapping Publications, Salami Slicing, Selective Reporting & Misrepresentation of Data

3) **Publication Ethics**

   Publication Ethics: Definition, Introduction& Importance, Best Practices/Standards Setting Initiatives &Guidelines: COPE, WAME etc. Conflicts of Interest, Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour & vice versa, types. Violation of Publication Ethics, Authorship & Contributorship, Identification of Publication Misconduct, Complaints & Appeals, Predatory Publishers & Journals.

4) **Open Access Publishing**

   Open Access Publications & Initiatives, SHERPA/RoMEO Online Resource to check publisher copyright & self-archiving policies. Software tools to identify predatory publications developed by SPPU, Journal Finder/Journal Suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc.

5) **Publication Misconduct**

   Group Discussion (2 Hours): Subject Specific Ethical Issues, FFP, Authorship, Conflicts of

Interest, Complaints & Appeals: Examples and Fraud from India & Abroad.

Software Tools (2 Hours): Use of Plagiarism Software like Turntin, Urkund & other Open Source Softwaretools

6) **Databases & Research Metrics**

Databases (4 hours): Indexing Databases, Citation Databases: Web of Science, Scopus etc.

Research Metrics (3 Hours): Impact Factor of Journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score. Metrics: h-index, g index, i10 index, altmetrics.

**Transaction Mode:** Class Room Teaching, Guest Lecture, Group Discussions & Practical Sessions.

**Suggested Readings:**

A. Loue Sana (2019), *Text book of Research Ethics: Theory & Practice*, Springer.

B. Bryman & Bell (2018), *Business Research Methods*, Oxford.

**Course Code: SOC.752**

**Course Title: TEACHING ASSISTANTSHIP**

| L | T | P | Credit |
|---|---|---|--------|
| 0 | 0 | 2 | 1 |

**Total Hours: 30**

**Course Learning Outcome:**

At the end of this skill development course, the scholars shall be able to

1. Familiarize themselves with the pedagogical practices of effective class room delivery andknowledge evaluation system
2. Manage large and small classes using appropriate pedagogical techniques for different types ofcontent

**Activities and Evaluation:**

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the class room delivery or transaction process one period per week.
- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).
- The scholars shall be involved in examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.
- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following evaluation criteria:
- The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialization to prepare lessons and deliver in the class room before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).
- The scholars shall be evaluated for a total of 50 marks comprising content knowledge (10 marks), explanation and demonstration skills (10 marks), communication skills (10 marks), teaching techniques employed (10 marks), and classroom interactions (10 ).

| L | T | P | Credit |
|---|---|---|--------|
| 1 | 0 | 0 | 1 |

**Course Code: UNL.753**

**Course Title: Curriculum, Pedagogy and Evaluation**

**Total Hours: 15**

**Course Learning Outcomes:**

After completion of the course, scholars shall be able to:

- CLO 1. Analyze the principles and bases of curriculum design and development

- CLO 2: Examine the processes involved in curriculum development

- CLO3: Develop the skills of adopting innovative pedagogies and conducting students' assessment

- CLO4: Develop curriculum of a specific course/programme

**Course Content**

| Unit/Hours | Content | Mapping with CLOs |
|------------|---------|-------------------|
| Unit I<br>4. Hours | **Bases and Principles of Curriculum:** Curriculum: Concept and Principles of curriculum development, Foundations of Curriculum Development.<br>Types of Curriculum Designs- Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation<br>**Learning activities:** Class discussion and brain storming | CLO 1 |
| Unit II<br>4 hours | **Curriculum Development:**<br>Comparison among Interdisciplinary, multidisciplinary and trans-disciplinaryapproaches to curriculum.<br>**Learning activities:** Class discussion and brain storming | CLO 2 |

| | | |
|---|---|---|
| Unit III<br><br>3 hours | Curriculum and Pedagogy: Conceptual understanding of Pedagogy., Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning, Three e- techniques: Moodle, Edmodo, Google classroom<br><br>**Learning activities:** Class discussion and brain storming | CLO 3 |
| Unit IV<br><br>4 hours | **Learners' Assessment:**<br><br>Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions.<br><br>Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments; evaluation: Formative and Summative assessments, Outcome-based assessment, and scoring criteria<br><br>**Learning activities:** Class discussion and brainstorming | CLO 4 |

**Transaction Mode:** Lecture, dialogue, peer group discussion, workshop

**Evaluation criteria:**

There shall be an end-term evaluation of the course for 50 marks for a duration of 2 hours. The course coordinator shall conduct the evaluation.

**Suggested Readings**

1. Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). Curriculum Planning and Development.Boston: Allyn & Bacon.

2. Brady, L. (1995). Curriculum Development. Prentice Hall: Delhi. National Council of Educational Research and Training.

3. Deng, Z. (2007). Knowing the subject matter of science curriculum, Journal of Curriculum Studies, 39(5), 503-535. https://doi.org/10.1080/00220270701305362

4. Gronlund, N. E. & Linn, R. L. (2003). Measurement and Assessment in teaching.

5. Singapore: Pearson Education

6. McNeil, J. D. (1990). Curriculum: A Comprehensive Introduction, London: Scott,

7. Foreman/Little

8. Nehru, R. S. S. (2015). Principles of Curriculum. New Delhi: APH Publishing Corporation.

9. Oliva, P. F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman

10. Stein, J. and Graham, C. (2014). Essentials for Blended Learning: A Standards-Based

Guide. NewYork, NY:Routledge.

**Web Resources**

- https://www.westernsydney.edu.au/ data/assets/pdf_file/0004/467095/Fundamentals_of _Blended_Learning.pdf
- https://www.uhd.edu/academics/university-college/centers-offices/teaching-  learningexcellence/Pages/Principles-of-a-Flipped-Classroom.aspx
- http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-BasicPrinciples-of- Dialogue- by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf