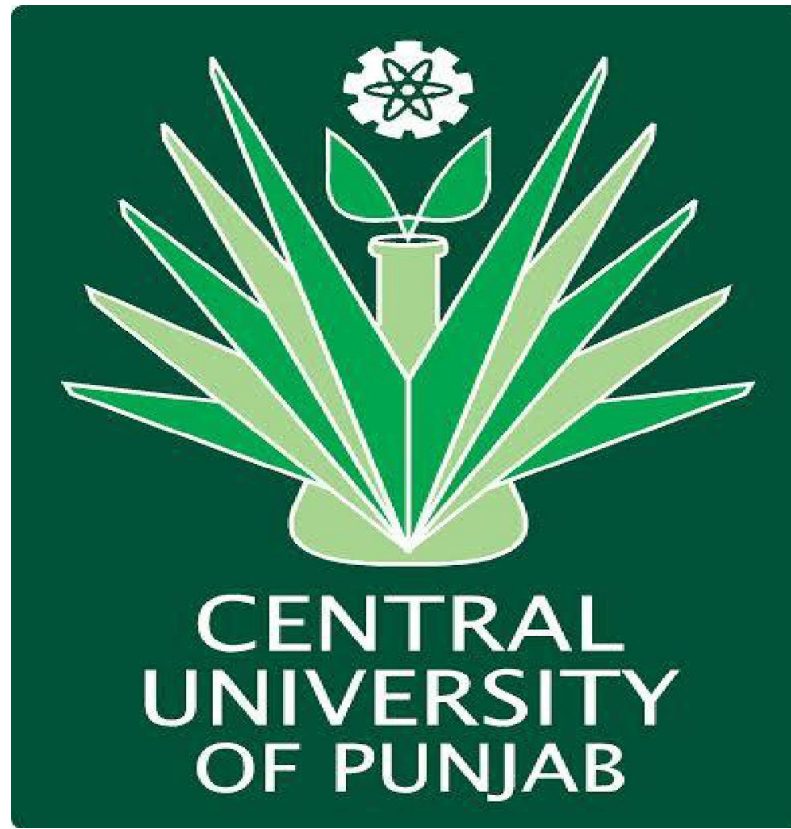


Central University of Punjab



**Syllabus
Ph.D. in Sociology
Session 2021**

**Department of Sociology
School of Social Sciences**

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 applicable to their own research.
2. Apply advanced sociological theories, methodologies, and knowledge to address fundamental questions in Sociology
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

		Credit Hours			
Course Code	Course Title	L	T	P	Cr
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	11	-	1	14

L	T	P	Credits
4		-	4

SOC. 701: Research Methodology in Social Sciences

Learning outcomes:

At completion of the course the learner will be able to:

- integrate theory, perspective and method for conducting social research.
- design social research.

1. Philosophical Background of Science and Social Science 15 hours

- 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

2. Major sources of data in Sociological research 15 hours

- 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.

3. Writing Report/Thesis 15 hours

- Review of Literature and defining research problem.
- Developing Theoretical Framework for Research.
- Research Synopsis, Structure of thesis.
- Issues related with research ethics in sociology.

4. Presentations and book review 15 hours

Transaction Mode:

Lecture/Demonstration/ProjectMethod/Seminar/GroupDiscussion/Tutorial/E-learning/Flip Learning/Blended Learning

Suggested Reading:

- Bickman, Leonard, Pertti Asaswetari and Julia Brannen (eds.), 2008, Sage Handbook of Social Research, Sage Publications, London.
- Cicourel, A. V., 1964, Method and Measurement in Sociology, Free Press, Glencoe.
- Denzin, Norman, K., 1989, The Research Act, Prentice-Hall, Inc., New Jersey.
- Feyerabend, Paul, 2010, Against Method, Verso, London.
- Foucault, M., 1982, The Archaeology of Knowledge: And the Discourse on Language, Vintage, London.
- Hindess, Barry, 1977, Philosophy and Methodology in Social Sciences, The Harvester Press, Brighton, Sussex.

- Jenks, Chris (ed.), 1998, Core Sociological Dichotomies, Sage Publication, New Delhi.
- Kuhn, Thomas, 2012, The Structure of Scientific Revolutions, University of Chicago Press.
- Mukherjee, Partha N., 2000, Methodology in Social Research, Sage Publication, New Delhi.
- Popper, Karl, 2002, The Logic Of Scientific Discovery, Routledge, London.
- Popper, Karl, 2002, Conjectures and Refutations: The Growth of Scientific Knowledge, Routledge, London.
- Ridley, Diana, 2008, The Literature Review: A Step-by-Step Guide for Students, Sage Publications, London.
- Strauss, Anselm, 1990, Basics of Qualitative Research: Grounded Theory, Procedures and Techniques, Sage Publications, New Delhi.

L	T	P	Credits
1		2	2

SOC. 702: Computer Applications and Statistics

Learning outcomes:

At completion of the course the learner will be able to:

- apply basic statistical concepts, quantitative techniques for description of sociological data.
- demonstrate appropriate statistical software in accordance with the data.

● **Basics of Social Statistics**

5 hours

- 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

2. **Descriptive Statistics**

10 hours

- 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.

3. **Inferential Statistics**

10 hours

- Statistical Inference-Simple random sampling
- sample and universe, statistic and parameter, sampling distribution
- Standard error of statistic, level of significance.

4. **Software application**

10 hours

- MS-Excel/SPSS

Transaction Mode:

Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning

Suggested Reading:

- Blalock, H.M. (1979) Social Statistics, New York, McGraw Hill Book Company.
- Loether, H.J. and Tavish, Mac D.G. (1974) Descriptive Statistics for Sociologists: An Introduction, Boston, Allyn and Bacon, Inc.
- Mark Sirkin R. (1995) Statistics for the Social Sciences, London, Sage Publications.
- Muller John and Kar. F. Schusseller and Herbert, L. Costner, Statistical Reasoning in Sociology, Boston, Houghton Mifflin Co.
- Norman, R. Kurtz (1985) Introduction to Social Statistics, London, McGraw Hill Book Company.
- Weiss, Roberts (1968) Statistics in Social Research, New York John Wiley & Sons, Inc.
- Jane, L. Fielding & G. Nigel Gilbet (2000), Understanding Social Statistics; Sage Publications: London.
- Deshpande, J.V., Gore, A.P., Shanubhogve (1995), Statistical Analysis of Nominal Data: New Age International Publishers: New Delhi.

L	T	P	Credits
4		-	4

SOC.703: Advanced Sociological Theories**Learning Outcomes:** Upon completion of this course, scholars will be able to:

- Explore the reflexive understanding towards theoretical debates in sociology.
- Examine the politics of social theorization.
- Assess and interrogate the location of a particular research study in the theoretical debates and the scope for intervention by the researcher.
- Analyze and research social systems in terms of relevant theoretical and methodical frameworks.

1. Debates in the Post War Sociological Traditions:**15 hours**

- Challenges to Parsonian sociology – Alwin Gouldner & C. Wright Mills.
- The re-emergence of micro-social theorization – Goffman & Garfinkel.
- Micro-Macro Integration: Giddens – Structuration theory, Bourdieu – Theory of Practice.

2. Critical Theory & re-emergence of German Sociological Tradition**15 hours**

- Socio-historical Context of the emergence of Critical Theory

- Adorno – Culture as industry.
- Habermas – Theory of communicative action.

3. Towards Social Theory

15 hours

- 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

4. The Debate: Post-modernity versus Late Modernity

15 hours

- Post-modern(ism) – as a social theory: Lyotard – the postmodern condition.
- Knowledge in post-modern era: Jameson.
- In defence of Sociological theory: Bauman: Liquid modernity, Giddens: Reflexivity and Modernity.

Transaction Mode:

Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning/video-based learning/blended learning/brainstorming

Suggested Reading:

1. Agger, Ben, 1979, *Western Marxism: An Introduction*, Goodyear Publications, California.
2. Bell, D., 1973, *The Coming of Post- Industrial Society*, Basic Books, New York.
3. Callinicos, A., 1989, *Against Postmodernism*, Polity Press, Cambridge.
4. Cuff, E.C. et al, 2009 (First published in 1979), *Perspectives in Sociology*, Routledge, London & New York.
5. Giddens A., 1984, *Constitution of Society: Outline of the Theory of Structuration*, Polity Press, Cambridge.
6. Giddens, A. in Quentin Skinner. (ed.), 1990, *The Return of Grand Theory in the Human Sciences*, Cambridge University Press, Cambridge.
7. Horkheimer, M. and T. Adorno, 1979, *Dialectic of Enlightenment*. London: Verso.
8. Jameson, F., 1993, *The Postmodernism or the Critical logic of Late Capitalism*, Verso, London.
9. Althusser, Louis, 2008, *On ideology*, Verso.
10. Garfinkel, H., 1967, *Studies in Ethnomethodology*, Englewood Cliffs, Prentice Hall, New Jersey.
11. Jeffrey, Alexander ed. 1990, *Culture and Society: Contemporary Debates*, Cambridge University Press, Cambridge.
12. Merton, R., 1968, *Social Theory and Social Structure*, New York, The Free Press.
13. Merton, Robert K., 1968, *Social Theory and Social Structure*, Free Press, New York.
14. Parsons, T., 1937/1949/1968, *The Structure of Social Action*, New York, The Free Press, New York.
15. Parsons, Talcott, 1951/1991, *The Social System*, Routledge, London.
16. Popper, Karl, 1959/2002, *The Logic of Scientific Discovery*, Routledge, London.
17. Schutz, Alfred, 1960/1972, *The Phenomenology of the Social World*, North Western University Press, Illinois.
18. Strauss, Claude-Levi, 1963, *Structural Anthropology*, Library of Congress Catalogue, USA.
19. 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 familiarise the students with the ethics of research and publishing research outcomes.

1. Philosophy & Ethics

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

1. 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

2. 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.

3. 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 Suggester etc.

4. 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 Turnitin, Urkund & other Open Source Software tools

5. 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:

1. Loue Sana (2019), *Text book of Research Ethics: Theory & Practice*, Springer.
2. 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

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 and knowledge evaluation system
2. manage large and small classes using appropriate pedagogical techniques for different types of content

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).

Course Code: UNI.753

Course Title: CURRICULUM, PEDAGOGY AND EVALUATION

L	T	P	Credit
1	0	0	1

Learning outcomes:

Total Hours: 15

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

- analyze the principles and bases of curriculum design and development
- examine the processes involved in curriculum development
- develop the skills of adopting innovative pedagogies and conducting students' assessment
- develop curriculum of a specific course/programme

Course Content

Unit I Bases and Principles of Curriculum

4 hours

1. Curriculum: Concept and Principles of curriculum development, Foundations of Curriculum Development.
2. 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.

Unit II Curriculum Development

4 hours

1. Process of Curriculum Development: Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and learning experiences, transaction process.
2. Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.

Unit III Curriculum and Pedagogy

3 hours

1. Conceptual understanding of Pedagogy.
2. Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning
3. Three e- techniques: Moodle, Edmodo, Google classroom

Unit IV Learners' Assessment

4 hours

1. Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions.
2. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments.

3. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria.

Transaction Mode

Lecture, dialogue, peer group discussion, workshop

Evaluation criteria

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

Suggested Readings

- Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). Curriculum Planning and Development. Boston: Allyn & Bacon.
- Brady, L. (1995). Curriculum Development. Prentice Hall: Delhi. National Council of Educational Research and Training.
- Deng, Z. (2007). Knowing the subject matter of science curriculum, Journal of Curriculum Studies, 39(5), 503-535. <https://doi.org/10.1080/00220270701305362>
- Gronlund, N. E. & Linn, R. L. (2003). Measurement and Assessment in teaching.
- Singapore: Pearson Education
- McNeil, J. D. (1990). Curriculum: A Comprehensive Introduction, London: Scott, Foreman/Little
- Nehru, R. S. S. (2015). Principles of Curriculum. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman
- Stein, J. and Graham, C. (2014). Essentials for Blended Learning: A Standards-Based Guide. New York, 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>