

**Course Structure and Detailed Syllabus of Ph.D. Sociology**

Maulana Azad National Urdu University, Hyderabad

**Department of Sociology**

Courses and Credit Format as per the CBCS Pattern:

Course Code	Course Category	Course Title	Credits
PHSO101CCT	Core	Research Methodology	4
PHSO102CCT	Core	Theoretical Perspectives in Sociology	4
PHSO101DST	Elective Course	Themes and Perspectives in Sociology of Education	4
PHSO102DST	Elective Course	Sociology of Health and Medicine	4
PHSO103DST	Elective Course	Sociology of Development: Issues of Exclusion and Inclusion	4
<b>PHCC104CCT</b>	Core	<b>Research Publication and Ethics</b>	2

L=Lecture, T=Tutorial, P=Practical

**Note:**

1. Research scholars provisionally admitted to the PhD Program shall be required to undertake the course work prescribed by the Department. The course work shall be treated as prerequisite for PhD preparation.
2. The Department of Sociology offers three courses/papers in the Course Work for Ph.D. programme in Sociology. The following shall be the outline for course work in Ph.D. Semester I:
  - a. Two Core courses are compulsory courses i.e. Research Methodology (4 credits/100 marks) and Theoretical Perspectives in Sociology (4 credits/100 marks).
  - b. The candidate has to choose one optional course (4 credits/100 marks) out of offered discipline specific electives in the Department.
3. As per the Ph.D. Regulation of the University, the course work should be completed in the initial first two semesters failing which his/her Ph.D. registration shall automatically get cancelled.

**Detailed Syllabus****Course Code**  
**PHSO101CCT****Course Title**  
**Research Methodology****Semester**  
**1****Scheme of Instruction**

Total Duration : 60 hours  
 Periods/Week : 4  
 Credits : 4  
 Instruction mode : Lecture

**Scheme for Examination**

Maximum Score : 100  
 Internal Evaluation : 30  
 End Semester : 70  
 Exam Duration : 3 Hrs

**Course Objectives:** The purpose of this course is to explain and understand the multiplicity of various philosophical approaches, research methods and tools. It also focuses to explain appropriateness / inappropriateness of research designs, various tools for data collections and analysis. It provides a detailed understanding of various methods and techniques of data collection, analysis and presentation.

**Course Outcomes:** Students are expected to learn different techniques of data collection which they may use in their own research or project for data collection, interpretation and report writing. It is expected that the learners shall get a comprehensive understanding of various tools and techniques of doing social research.

Unit	Course Content	Instruction Hours
I	<b>Philosophy of Research</b> 1.1 Epistemological and methodological approaches 1.2 Positivism, Inductive and deductive methods; Debating reason and rationality 1.3 Hermeneutics and constructivist methods 1.4 Scientific revolution and knowledge building (Kuhn and Popper)	15
II	<b>Research Design</b> 2.1 Quantitative and qualitative research: Meaning and significance 2.2 Research design: types and relevance 2.3 Review of literature and problem formulation	15
III	<b>Techniques and Methods of Data Collection</b> 3.1 Qualitative methods: ethnography, focus group discussion, case studies, content analysis 3.2 Survey method, sampling procedures, questionnaire construction, and Interview process 3.3 Statistical analytical tools: SPSS, measures of central tendency and dispersion, correlation and difference: chi-square, pearson's and t-tests	15
IV	<b>Issues and Concerns in Research</b> 4.1 Mixing and triangulation: Quantitative and qualitative 4.2 Reliability and validity in research 4.3 Research and theory building 4.4 Ethical and political issues in research	15
<b>Examination and Evaluation Pattern:</b> The course shall be evaluated on the basis of Continuous Internal Evaluation (CIE) and Semester-End Examination (SEE), the weightage of which shall be as follows: Continuous Internal Evaluation (CIE) : 30% of allocated marks Semester-End Examination (SEE) : 70% of allocated marks. The Continuous Internal Evaluation in a theory course shall comprise of written tests (at least two); assignments/annotated bibliographies/review papers (at least one); and presentations/seminars (at least one).		
<b>Text Books and References</b>		
<b>Essential Readings</b> Bailey, K.D. (1978). <i>Methods of Social Research</i> . New York: The Free Press. (selected chapters)		

Bryman, A. and Cramer, D. (2009) *Quantitative Data analysis with SPSS 14, 15 and 16*. London: Routledge.

Bryman, Alan. (1988). *Quantity and Quality in Social Research*. London, Unwin Hyman, Chap. 2 & 3.

Geertz, Clifford. (1973). *Interpretation of Cultures*. New York: Basic Books. Ch.1.

Burgess, Robert G. (1982). *Field Research: A Sourcebook and Field Manual*. George Allen & Unwin: London Ch. 18.

Goode & Hatt (2006). *Methods in Social Research*. Surjeet Publications: Delhi

Moser, C. A. and G. Kalton (1971). *Survey Methods in Social Investigations*. London: Heinemann Educational Books. Chapters 1-4.

Sayer, Andrew. (1992). *Method in Social Science*. New York: Routledge. (relevant chapters)

Seale, Clive (2004). *Social Research Methods*. Routledge. (Selected readings)

Whyte, W. F. (1955). *Street Corner Society*, Chicago: University of Chicago Press. Appendix

Pertti J. Pelto, Gretel H. Pelto (1978). *Anthropological Research: the structure of inquiry*. Cambridge: Cambridge University Press.

### Suggested Readings

Bernard, H. Russell (1998 Ed). *Handbook of Methods in Cultural Anthropology*. Sage.

Epstein, A.L. & Srinivas, M.N. (1978). *The Craft of Social Anthropology*. Transaction Publishers.

Gupta, S. P. (1990). *Elementary Statistical Methods*. Sultan Chand: New Delhi.

Kerlinger, F.N. (1973). *Foundations of Behavioral Research*. Surjeet publications: Delhi.

Kumar, R. (2009). *Research Methodology: A Step by Step Guide for Beginners*. Pearson.

Norman Blaikie (2000). *Designing Social Research: The Logic of Anticipation*. Polity Press.

Srinivas, M.N and Shah, A.M. (1979). *Field Worker and the Field*, OUP, New Delhi.

Srivastava, V.K (2004). *Methodology and Fieldwork*. OUP: New Delhi.

Young, P.V (195). *Scientific Social Surveys and Research*. PHI: New Delhi.

**Course Code**  
**PHSO102CCT**

**Course Title**  
**Theoretical Perspectives in Sociology**

**Semester**  
**1**

**Scheme of Instruction**

Total Duration : 60 hours

Periods/Week : 4

Credits : 4

Instruction mode : Lecture

**Scheme for Examination**

Maximum Score : 100

Internal Evaluation : 30

End Semester : 70

Exam Duration : 3 Hrs

**Course Objectives:** This paper attempts to orient the students on different theoretical perspectives in the discipline of sociology. It also tries to imbibe learners to gain sociological imaginations to understand social realities with multiple lenses. The course also acquaints the learners with the ideas of some of selected contemporary social thinkers whose work has profoundly influenced sociological perspectives.

**Course Outcomes:** It is expected that the students will develop an understanding of sociological theories and shall be able to apply them to understand the social issues and concerns in society.

Unit	Course Content	Instruction Hours
I	<b>Early developments, functionalism and structuralism</b> 1.1 Sociological theories: Meaning and significance 1.2 Early contributions of Ibn Khaldun and Comte 1.3 Functionalism (Malinowski, Parsons and Merton) and structuralism (Levi-Strauss)	15
II	<b>Marxist and neo-marxist perspectives</b> 2.1 Class structure, conflict and change: Marx's concepts and their critique 2.2 Structure, function and conflict: Coser and Althusser 2.3 Culture, consumption and capitalism: Horkheimer and Adorno	15
III	<b>Micro-interpretative understanding</b> 3.1 Interpretative sociology: Weber 3.2 Symbolic interactionism: Mead and Goffman 3.3 Phenomenology (Schultz), and ethnomethodology (Garfinkel)	15
IV	<b>Contemporary theoretical perspectives</b> 4.1 Forms of capital, habitus and field, social and cultural reproduction (Bourdieu) 4.2 Post-structuralism (Derrida and Foucault), Post-modernism (Baudrillard) and its critique (Giddens) 4.3 Feminist perspectives	15

**Examination and Evaluation Pattern:** The course shall be evaluated on the basis of Continuous Internal Evaluation (CIE) and Semester-End Examination (SEE), the weightage of which shall be as follows: Continuous Internal Evaluation (CIE) : 30% of allocated marks Semester-End Examination (SEE) : 70% of allocated marks. The Continuous Internal Evaluation in a theory course shall comprise of written tests (at least two); assignments/annotated bibliographies/review papers (at least one); and presentations/seminars (at least one).

**Text Books and References****Essential Readings**

Abbott, P., Wallace, C. & Tyler, M. (2005). *An Introduction to Sociology: Feminist Perspectives*, London: Routledge.

Althusser, L. (1971) Ideology and Ideological State Apparatuses, in L. Althusser (ed.) *Lenin and Philosophy and Other Essays*. New Left Books: London.

Berger, Peter L. and Thomas Luckmann, (1966). *The social construction of reality*. London: Allen Lane The Penguin Press. Part 1.

Black, Max (1961). *Social Theories of Talcott Parsons: A Critical Examination*. Englewood Cliffs, N.J. Prentice-Hall. Pp: 1-63.

Bowles Samuel and Gintis Herbert (1976). *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. New York: Basic Books. (Selected chapters)

Delgado, R. and Jean S. (2011). *Critical Race Theory: An Introduction*. New York: New York Univ. Press. Selected chapters

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Doubleday Anchor. Introduction, Chap. 6 and 7.

Levi-Strauss (1963). *Claude Structural Anthropology*. Penguin: Harmondsworth. (Selected chapters)

Luckmann, Thomas (1978). *Phenomenology and Sociology*. Middlesex: Penguin Books, Chap.12.

Mead, G.H. (1934). *Mind Self and Sociology*. Chicago: University of Chicago Press. Section III- “The Self”.

Mead, George Herbert (1964). *On Social Psychology*, Chicago: University of Chicago Press. (Selected Chapters).

Merton, R. (1968). *Social Theory and Social Structure*. New York: The Free Press. Chap 3.

Parsons, T. and E. Shils (1951). *Towards a General Theory of Action*, New York: Harper and Row Publishers. Pp. 3-29.

Radcliffe Brown, A.R. (1976). *Structure & Function in Primitive Society*. New York: The Free Press. Chap. 9 and 10.

Schutz, Alfred, (1964). *The Stranger: An Essay in Social Psychology*. The Hague: Martinus Nijhoff.

Schutz, Alfred, (1970). *On Phenomenology and Social Relations*. Chicago: University of Chicago Press. (p.72-78).

Yosso Tara J. (March 2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8, 1, 69–91.

### Suggested Readings

Aron Raymond, (1968). *Main Currents in Sociological Thought*. Harmondsworth: Penguin Books.

Abbot, Pamela; Wallace, Claire; Tyler, Melissa (1996). *An Introduction to Sociology: Feminist Perspectives* (2nd ed.). London: Routledge. Introduction and relevant chapters

Black, Max (1961). *Social Theories of Talcott Persons: A Critical Examination*, Englewood Cliffs, N.J. Prentice-Hall. PP:1-63.

Bottomore, T. (1983). *Dictionary of Marxist Thought*. Oxford: Basic Blackwell Publisher.

Bowles Samuel and Gintis Herbert (1987). *Democracy and Capitalism*. New York: Basic Books.

Coser L.A. (1979). *Masters of Sociological Thought Ideas in Historical & Social context*. New York: Harcourt Brace Jovonorich inc.

Giddens, Anthony (1971). *Capitalism and Modern Social Theory: An analysis of the writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press.

Holmes, M. (2007) *What is Gender: Sociological Approaches*, New Delhi: Sage Publications.

Nisbet, R.A. (1967). *The Sociological Tradition*. London: Heinemann.

Randall, Collin (1997). *Sociological Theory*. Jaipur & New Delhi: Rawat.

Ritzer, George (1992). *Sociological Theory*. London: McGraw Hill.

Turner, J.H. (1987). *The Structure of Sociological Theory*. Jaipur: Rawat.

**Course Code** PHSO101DST **Course Title** Themes and Perspectives in Sociology of Education **Semester** 1

**Scheme of Instruction**

Total Duration : 60 hours

Periods/Week : 4

Credits : 4

Instruction mode : Lecture

**Scheme for Examination**

Maximum Score : 100

Internal Evaluation : 30

End Semester : 70

Exam Duration : 3 Hrs

**Course Objectives:** The objective of the course is to help students get exposed to sociological understanding of education. The course covers a wide range of issues from theories, concepts to various debates around equity, quality and excellence in education.

**Course Outcomes** The students are expected to develop interest and understanding the role of education as a transmitter of existing culture as well as powerful agent of social change.

Unit	Course Content	Instruction Hours
I	<b>Sociology and education</b> 1.1 Social structure and education 1.2 Theories of socialization 1.3 Stratification, mobility and change	15
II	<b>Perspectives on education</b> 2.1 Classical perspectives: Durkheim, Marx and Dewey 2.2 Alternative and contemporary: Illich and Freire; Bourdieu and Bernstein 2.3 Indian: Tagore, Gandhi, Sir Syed, Maulana Azad and Ambedkar	15
III	<b>Issues in education in Indian society</b> 3.1 Educational inequalities (caste, class, gender, ethnicity and tribe) 3.2 Education systems and reforms; Privatisation and global impacts 3.3 Education of minorities: Issues of Urdu medium and Madrasa education	15
IV	<b>Current debates in Indian education</b> 4.1 Equality versus excellence 4.2 Affirmative action debates 4.3 Curriculum and language debates	15

**Examination and Evaluation Pattern:** The course shall be evaluated on the basis of Continuous Internal Evaluation (CIE) and Semester-End Examination (SEE), the weightage of which shall be as follows: Continuous Internal Evaluation (CIE) : 30% of allocated marks Semester-End Examination (SEE) : 70% of allocated marks. The Continuous Internal Evaluation in a theory course shall comprise of written tests (at least two); assignments/annotated bibliographies/review papers (at least one); and presentations/seminars (at least one).

**Text Books and References****Essential Readings**

Apple, M.W, S. J. Ball, and Gandin, L.A. (2010). *Routledge International handbook of Sociology of Education*, London: Routledge.

Bourdieu, P. (2002) "The Forms of Capital" in A.H. Halsey et. al. (Eds.) *Education, Culture, Economy, Society*. Oxford: OUP.

A.H. Halsey (Eds. 1977). *Power and ideology in education*, OUP, New York.

Chanana, K. (1988) *Education, socialisation and gender*. New Delhi: Sangam.

Durkheim, E. (1977). *On Education and Society* in Karabel, J. and Halsey A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. (pp. 92-104).

Friere, P. (1970). *Pedagogy of the Oppressed*, New York: Continuum.



Illich, Ivan (1971). *De-schooling Society*. Penguin Books.

Nambissan, Geetha B. and Rao, S. Srinivasa (2013). *Sociology of Education in India: Changing Contours and Emerging Concerns*, New Delhi: Oxford University Press.

Parsons, T. (1961). "The School Class as a Social Systems" in A.H. Halsey et. al. (Ed.) *Education Economy and Society: A Reader in the Sociology of Education*. New York: The Free Press.

Sadovanik, A.R. and Coughlan, R. (2010). *Sociology of Education: A Critical Reader*. Routledge.

### Suggested Readings

A.H. Halsey et. al. (2002). *Education, Culture, Economy Society*. Oxford University Press.

Althusser, L. (1971). Ideology and Ideological State Apparatuses, in L. Althusser (ed.) *Lenin and Philosophy and Other Essays*. London: New Left Books.

Apple, M. W. (1982). *Cultural and Economic Reproduction in Education: Essays on class, ideology and the state*. RKP: London.

Banks. Olive. (1971). *Sociology of Education*. London: Batsford.

Bernstein, Basil. (1996). *Pedagogy, Symbolic Control and Identity*. London: Taylor and Francis.

Blackledge, D and Hunt, B. (1985). *Sociological Interpretations of Education*. London: CromHelm.

Bowles, Samuel and Herbert Gintis (1976). *Schooling in Capitalist America: Educational Reforms and Contradictions of American Life*. New York: Basic Books.

Chanana, Karuna (190a). The Dialectics of tradition and modernity and education of women, *Sociological Bulletin*, 39 (1&2), March-September, 75-91

Chanana, Karuna (190b). Structure and Ideologies: Socialization and Education of Girl Child in South Asia, *The Indian Journal of South Asia*, 3(1), PP:53-71.

Channa, Karuna(2001). *Interrogating Women's Education*, Jaipur and New Delhi: Rawat Publications.

Coleman, J. S. (1968). The Concept of Equality of Educational Opportunity. *Harvard Educational Review*, 38(1): 7-22.

Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Free Press.

Durkheim, E. (1956). *Education and Society*. New York: Teachers College Press.

Gandhi, M.K. (1977). *Basic Education*, in The Collected Works. Ahmedabad: Navajivan.

Gramsci, A. (1987). *Selections from the Prison Notebooks of Antonio Gramsci*. New York: International Publishers.

Havighurst, R.J and Bernice L. Meugarten, (1975.) *Society and Education* (4TH edition) Allyn and Bacon, Inc. Beston

Holt, John (1985). *The Under-achieving School*, An Eklavya Publication.

James Ainsworth (2013) (ed.) *Sociology of Education: A To Z Guide Sage References*. London: kegan Paul.

Jerome Karabel and H.Halsey (1977). *Power and Ideology in Education*, OUP.

Kumar, K. (2002) *Prejudice and Pride*, New Delhi: Viking.

Nambissan, Geetha.B (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children, in S. Thorat and K.S. Newman (eds), *Blocked by Caste: Economic Discrimination in Modern India*, New Delhi: OPU. 253-87.

Ottaway A.K.C. (1960). *Education and Society- An Introduction to Sociology of Education*, Routledge

Pathak, Avijit (2002). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Delhi: Rainbow.

Rao, S. Srinivas, (2008). India's Language Debates and Education of Linguistic Minorities. *EPW*, 43 (36) 63-69.

Rao, S. Srinivasa (2002). Dalits in Education and Work Force, *Economic and Political Weekly*, 37 (29), 2998-3000.

Rao, S. Srinivasa (2002). Equality in Higher Education: Impact of Affirmative Action Policies in India, in E.F. Beckham (eds.) *Global Collaborations: The Role of Higher Education in Diverse Democracies*, Washington D C., Association of American Colleges and Universities, 41-62.

Thapan, M. (1991). *Life at School*. New Delhi: Oxford.

Velaskar, P. (1992). Unequal Schooling as a Factor in Reproduction of Social Inequality. *Sociological Bulletin*. 39, 1&2), 131-146, 1992.

Woods, P. (1983) *Sociology and the School*. London: Routledge.

ANNEXURE 3: PH.D. COURSE WORK SYLLABUS



**Course Code**  
**PHSO102DST**

**Course Title**  
**Sociology of Health and Medicine**

**Semester**  
**1**

**Scheme of Instruction**

Total Duration : 60 hours

Periods/Week : 4

Credits : 4

Instruction mode : Lecture

**Scheme for Examination**

Maximum Score : 100

Internal Evaluation : 30

End Semester : 70

Exam Duration : 3 Hrs

**Course Objectives:** This course covers the study of human behaviour and its role in health and disease. It attempts to give a theoretical understanding of sociology of health, how it emerged and varied notions of medical and its practices. It also intends to impart knowledge about organisational behaviour, social process including family functions, social classifications, social pathology and health hazards of poverty in relation to health and disease, nature of practices, evidences and different stakeholders in the area of health and medicine.

**Course Outcomes:** The learners shall make a comprehensive understanding of various, concepts, theories and debates in health and medicine. They would be able to develop a critical viewpoint on various issues, research problems and contemporary trends in the field of health and medicine.

Unit	Course Content	Instruction Hours
I	<b>Introduction</b> 1.1 Concepts of health and medicine 1.2 Perspectives on health (Functional, Interactionist and Marxist) 1.3 Medicalization, ethno-medicine and medical pluralism	15
II	<b>Narrating health and illness</b> 2.1 Illness and social Stigma 2.2 Narrative as evidence 2.3 Patients and practitioners	15
III	<b>Health challenges in India</b> 3.1 State, health and medicine 3.2 Reproductive, child health and poverty reduction 3.3 Occupational health	15
IV	<b>Contemporary policies and issues</b> 4.1 Health policies in India: A critique 4.2 Privatization and corporatization of health, 4.3 Contemporary Issues: Social pathology, euthanasia, drug abuse, surrogacy, etc.	15

**Examination and Evaluation Pattern:** The course shall be evaluated on the basis of Continuous Internal Evaluation (CIE) and Semester-End Examination (SEE), the weightage of which shall be as follows: Continuous Internal Evaluation (CIE) : 30% of allocated marks Semester-End Examination (SEE) : 70% of allocated marks. The Continuous Internal Evaluation in a theory course shall comprise of written tests (at least two); assignments/annotated bibliographies/review papers (at least one); and presentations/seminars (at least one).

**Text Books and References****Essential Readings**

Akram, M. (2014). *Sociology of Health*. New Delhi: Rawat Publications.

Arnold, David (1993). *Colonizing the Body: State, Medicine and Epidemic in 19th century India*. Berkley: Univ. of California Press.

Calnan, Michael (1987). *Health and Illness*.

Dingwall, Robert (2011). *Aspects of Illness*, US: St. Martin's Press.

Foucault, M, (1973). *The Birth of Clinic*, Tavistock Publications Limited.

Gandhi, C. Kumar, P. Saha, et.al. (2011). *India Human Development Report; Towards Social Inclusion*. New Delhi: OUP.

Mukopadhyay, Indranil (2008). Analysing Health Inequalities: Social Capital and Its Infirmities. *Social Scientist*, 36-11 -12.

Nettleton, Sarah (1995) *The Sociology of Health and Illness*. New York: Routledge.

Santag, Susan (1977). *Illness as Metaphor*. Toronto: McGraw-Hill Ryerson Ltd.

White, Kelvin (2002). *An Introduction to the Sociology of Health and Illness*, London: Sage.

William C. Cockerham, (2007). *Social Causes of Illness and Disease*, USA: Polity Publication.

### Suggested Readings

Anand, Sudhir, Peter Fabienne, and Sen Amartya (ed.), (2006), *Public Health, Ethics and Equity*, OUP, New Delhi

Bhardwaj, Ruby (2010) "Medical Pluralism in India: The Interface of Complementary and Alternative Therapies with Allopathy", in Arima Mishra (ed.), *Health, Illness and Medicine: Ethnographic Readings*, Orient Blackswan, New Delhi

Conrad, Peter (2007), *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*, Johns Hopkins University Press

Conrad, Peter (2008). *The Sociology of Health and Illness*. Macmillan.

Good, B. (1994). *Medicine, Rationality, and Experience: An Anthropological Perspective*. Cambridge: Cambridge University Press.

Joshi, P C (2000). 'Relevance and Utility of Traditional Medical Systems (TMS) in the Context of a Himalayan Tribe', *Psychology and Developing Societies*, 12, 5-29.

Kulczycki, Andrzej (1999). *The Abortion Debate in the World Arena*. New York: Routledge.

Nettleton, Sarah (2006) *The Sociology of Health and Illness*. Polity.

Nichter, M. (2008) *Global Health: Why cultural perceptions, social representations and biopolitics matter*. Tucson: Univ. of Arizona Press,

Porter, Dorothy (1999). *Health, Civilization, and the State A History of Public Health from Ancient to Modern Times*, Routledge

Scheper-Hughes, Nancy and Loïc Wacquant (eds. 2002) *Commodifying Bodies*. London: Sage.

Seale, C. and Julia, A.-Hall (1994). 'Euthanasia: Why people want to die earlier', *Social Science and Medicine*, 39, 5, 647-654.

**Course Code****PHSO103DST****Course Title****Sociology of Development: Issues of Exclusion and Inclusion****Semester****1****Scheme of Instruction**

Total Duration : 60 hours

Periods/Week : 4

Credits : 4

Instruction mode : Lecture

**Scheme for Examination**

Maximum Score : 100

Internal Evaluation : 30

End Semester : 70

Exam Duration : 3 Hrs

**Course Objectives:** The paper focuses to impart an understanding on various existing and emerging themes and issues of research in sociology with special reference to sociology of development. This course covers wide themes on development, education, gender and various contemporary in the domain of sociological scholarship.

**Course Outcomes:** The learners are expected to develop a broad understanding on the critical research areas, wide ranging debates, issues and concerns in contemporary Indian.

Unit	Course Content	Instruction Hours
I	<b>Sociology of development</b> 1.1 Concepts: Development, underdevelopment and post-development 1.2 Theoretical perspectives: Modernisation theory, dependency theory and world system theory	15
II	<b>Gender, education and development in India</b> 2.1 Concept of gender and socialisation; Gender as social construct 2.2 Gendered inequalities and discrimination 2.3 Educational systems; Equity, quality and commercialisation of education	15
III	<b>Exclusion, inclusion and development</b> 3.1 Concepts of inequalities, discrimination and social exclusion 3.2 Caste, class and religion as major paradigm of exclusion 3.3 Tribes and ethnic communities: issues and concerns	15
IV	<b>Contemporary debates</b> 4.1 Dominance of English, status of Urdu and shrinking space of other Indian languages 4.2 Language, Identity and discrimination 4.3 Affirmative action	15

**Examination and Evaluation Pattern:** The course shall be evaluated on the basis of Continuous Internal Evaluation (CIE) and Semester-End Examination (SEE), the weightage of which shall be as follows: Continuous Internal Evaluation (CIE) : 30% of allocated marks Semester-End Examination (SEE) : 70% of allocated marks. The Continuous Internal Evaluation in a theory course shall comprise of written tests (at least two); assignments/annotated bibliographies/review papers (at least one); and presentations/seminars (at least one).

**Text Books and References****Essential Readings**

Beteille, A. (1983). 'Introduction in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice*. Delhi: OUP. (1-27).  
 A.H. Halsey et. al. (2002). *Education, Culture, Economy Society*. Oxford University Press.  
 Dipankar Gupta (ed.) (2000). *Social Stratification*. Delhi: Oxford University Press. PP:471-491.  
 Jodhka, S.S. (Ed.) (2002). *Communities and Identities: Contemporary Discourse on Culture and Politics in India*. New Delhi: Sage.  
 Durkheim, E. (1977). *On Education and Society* in Karabel, J. and Halsey A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. (pp. 92-104).  
 Friere, P. (1970). *Pedagogy of the Oppressed*, New York: Continuum.  
 Illich, Ivan (1971). *De-schooling Society*. Penguin Books.

Nambissan, Geetha B. and Rao, S. Srinivasa (2013). *Sociology of Education in India: Changing Contours and Emerging Concerns*, New Delhi: Oxford University Press.  
 Wharton, A.S. (2005) *The Sociology of Gender: An Introduction to Theory and Research*. London: Blackwell.  
 Holmes, M. (2007) *What is Gender: Sociological Approaches*, New Delhi: Sage Publications.

### Suggestive Readings

Chakravarti, U. (1995). 'Gender, Caste, and Labour', *Economic and Political Weekly*, 30, 36, 2248-56.  
 Rao, S. Srinivasa (2013). Structural Exclusion in Everyday Institutional Life: Labeling of Stigmatised Groups in an IIT in *Sociology of Education in India: Changing Contours and emerging Concerns*, eds. by G. B. Nambissan and S. Srinivasa Rao, New Delhi: OUP.  
 Taket, Ann at al (2010). *Theorising Social Exclusion*. New York: Routledge.  
 Chowdhry, P. (1997). 'Enforcing Cultural Codes: Gender and Violence in Northern India', *EPW*, 32, 19, 10119-28.  
 De Beauvoir, S. (1983). *The Second Sex*. Harmondsworth: Penguin.  
 Desai, A.R. (1948). *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.  
 Dube, Leela (1988). On Construction of Gender: Hindu Girls in Patrilineal India, *EPW*, Vol. XXIII, 11-19.  
 Ilaiah, Kancha (1996). *Why I am not a Hindu*. Calcutta: Samya (Bhatkal & Sen).  
 Jayal, Niraja Gopal (2013). *Citizenship and Its Discontents: An Indian History*, Ranikhet: Permanent Black.  
 Kakar, S. (1996) *Indian Identity*. New Delhi: Penguin Books.  
 Khare, R.S. (1998). *Cultural Diversity and Social Development*. New Delhi.  
 Kumar, Dharma (1992). 'The Affirmative Action Debate in India', *Asian Survey*, 32, 3, 290- 302.  
 Oommen, T. K. (2005). *Crisis and Contention in Indian Society*, New Delhi Sage Publications,  
 S. Thorat and K.S. Newman (eds), *Blocked by Caste: Economic Discrimination in Modern India*. New Delhi: OUP.  
 Sen, Amartya (2000). *Social exclusion: Concept, application and scrutiny*. ADB.  
 Shah, G., (2001). *Dalit Identity and Politics*. New Delhi: Sage, , Ch.1 & 7.  
 Srinivas, M N (ed. 1996) *Caste: Its Twentieth Century Avatar*. New Delh: Penguin Books.  
 Apple, M.W, S. J. Ball, and Gandin, L.A. (2010). *Routledge International handbook of Sociology of Education*, London: Routledge.  
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**Course Code**  
PHCC104CCT

**Course Title**  
Research Publication and Ethics (RPE)

**Semester**  
1

**Scheme of Instruction**

Total Duration : 30 hours

Credits : 2

Pedagogy: Classroom teaching, guest lectures, group discussions, and practical sessions.

**Overview:** This course has 6 units mainly focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact factor, etc.) and plagiarism tools will be introduced in the course.

**Course Outcomes:** Students are expected to get aware about the publication ethics and publication misconducts. The course shall help to enhance quality of the research and publications.

Unit	Course Content	Instruction Hours
<b>Theory</b>		
<b>RPE 01</b>	<b>PHILOSOPHY AND ETHICS</b> 1. Introduction to philosophy: definition, nature and scope, concept, branches 2. Ethics: definition, moral philosophy, nature of moral judgments and reactions.	4
<b>RPE 02</b>	<b>SCIENTIFIC CONDUCT</b> 1. Ethics with respect to science and research 2. Intellectual honest and research integrity 3. Scientific misconducts: falsification, fabrication, and plagiarism. 4. Redundant publications: duplicate and overlapping publications, salami slicing 5. Selective reporting and misrepresentation of data.	4
<b>RPE 03</b>	<b>PUBLICATION ETHICS</b> 1. Publication ethics: definition, introduction and importance 2. Best practices/standards setting initiatives and guidelines: COPE, WAME, etc. 3. Conflicts of interest 4. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types 5. Violation of publication ethics, authorship and contributorship 6. Identification of publication misconduct, complaints and appeals 7. Predatory publishers and journals	7
<b>Practice</b>		
<b>RPE 04</b>	<b>OPEN ACCESS PUBLISHING (4 HRS)</b> 1. Open access publications and initiatives 2. SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies. 3. Software tool to identify predatory publications developed by SPPU 4. Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.	4
<b>RPE 05</b>	<b>PUBLICATION MISCONDUCT</b> <b>A. Group Discussions (2 hrs)</b> 1. Subject specific ethical issues, FFP, authorship 2. Conflicts of interest 3. Complaints and appeals: examples and fraud from India and abroad <b>B. Software tools (2 hrs)</b> Use of plagiarism software like Turnitin, Urkund and other open source software	4

	tools.	
<b>RPE 06</b>	<b>DATABASES AND RESEARCH METRICS</b> <b>A Databases (4 hrs)</b> 1. Indexing detabases 2. Citation detabases: Web of Science, Scopus, etc.  <b>B. Research Metrics (3 hrs)</b> Impact Factor of journal as per journal citation report, SNIP, SJR, IPP, Cite Score.  Metrics: h-index, g index, i10 index, altmetrics	7
<b>Evaluation:</b> Continuous evaluation will be done through tutorials, assignments, quizzes, and group discussions. Weightage will be given for active participation. Final written examination will be conducted at the end of the course.		
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