

# SIKKIM UNIVERSITY

*(A Central University Established by an Act of Parliament of India, 2007)*

**LEARNING OUTCOME - BASED  
CURRICULUM**

**PH.D. (SOCIOLOGY) COURSEWORK**

**(With effect from Academic Session 2023-24)**



**DEPARTMENT OF SOCIOLOGY**

**SIKKIM UNIVERISTY**

**6<sup>TH</sup> MILE, TADONG - 737102**

**GANGTOK, SIKKIM, INDIA**



**Preamble**

The PhD programme in the Department of Sociology, Sikkim University is of five years duration. Students with Master Degree in Sociology from a recognized institution are eligible to apply for the course. The candidates are selected on the basis of written entrance test followed by an interview conducted by a selection committee comprising members of departmental council.

The programme begins with a rigorous coursework which facilitates scholars to critically engage with foundational and advanced sociological perspectives, methodological debates and examine their relevance in understanding contemporary social processes and issues. The intensive coursework comprising papers on 'Methodology of Social Research', 'Sociological Theory' will give ample scope for scholars to engage and develop deeper insight on various methodological and theoretical contestations and apply in respective areas of research. The papers on 'Research and Publication Ethics' and 'Preparation of Research Proposal' will also acquaint scholars with standard ethical norms of doing social research, which will equip them with principles of conducting research. In addition, the duration of coursework also provides an opportunity to the scholars to work on proposal working in close coordination with the supervisor. Therefore, the coursework as a preparatory phase is crucial and is devoted to the process of planning and conducting research for developing a Ph.D thesis. The programme thus trains the scholar to carry out independent research in future and contribute towards generating knowledge in various social domains.

**PROGRAMME LEARNING OUTCOMES**

**PLO1:** Develop in-depth reading and understanding of theoretical and methodological approaches in Sociology

**PLO2:** Identify research gaps through literature review and formulating research questions and objectives.

**PLO3:** Acquire skills to develop research design, identify relevant tools, techniques, execute fieldwork, collect data, tabulate and analyze it.

**PLO4:** Disseminate knowledge in the academic community and beyond.

**CURRICULUM STRUCTURE**

Sl. No	Paper Code	Name of Paper	Credit	Marks
1.	SOC-C-701	Methodology of Social Research	04	100
2.	SOC-C-702	Engagement with Western Theoretical tradition	04	100
3.	SOC-R-703	Preparation of Research Proposal	04	100
4.	SOC-C-704	Research and Publication Ethics	02	50
	Total	-	14	350

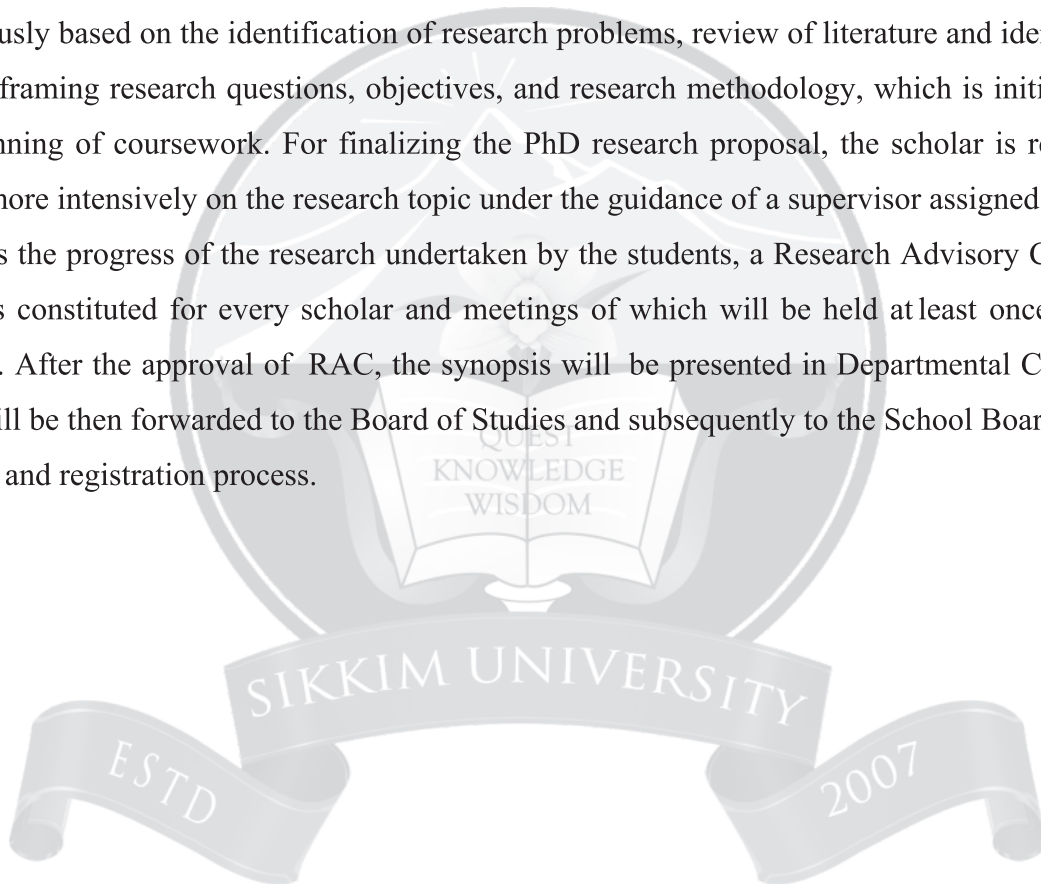
\*Research and Publication Ethics is a UGC mandated course



**ASSESSMENT FRAMEWORK:**

The program follows a comprehensive and systematic plan of evaluation containing both formative and summative evaluation methods. There will be three sessional tests followed by an end term examination. Out of the three sessional, the best two will be marked. Each sessional test carries 25 marks while end semester evaluation is for 50 marks.

The course teacher can opt for various pedagogical practices and assessment methods like book review, presentation, term paper, written tests and seminar for continuous and comprehensive evaluation. The summative evaluation will be through a written examination towards the end of semester. Evaluation for the paper on 'Preparation of Research Proposal' is done continuously based on the identification of research problems, review of literature and identification of gaps, framing research questions, objectives, and research methodology, which is initiated from the beginning of coursework. For finalizing the PhD research proposal, the scholar is required to engage more intensively on the research topic under the guidance of a supervisor assigned to them. To assess the progress of the research undertaken by the students, a Research Advisory Committee (RAC) is constituted for every scholar and meetings of which will be held at least once in every semester. After the approval of RAC, the synopsis will be presented in Departmental Committee, which will be then forwarded to the Board of Studies and subsequently to the School Board for final approval and registration process.



**SOC-C-701**

**METHODOLOGY OF SOCIAL RESEARCH**

**Coursework Course Level: 700**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits    Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

**COURSE LEARNING OUTCOMES**

At the end of the Course, the scholars are expected to achieve the following learning outcomes:

**CLO1:** Critically engage with the philosophical debates while doing research

**CLO2:** Getting acquainted with the emerging methods of data collection & analysis,

**CLO3:** Framing of research design and carrying out research and developing it into a thesis in accordance to ethical standard of research

**Course Content**

**Unit I: Philosophical Roots and Approaches**

Epistemological Issues: forms and types of knowledge, validation of knowledge  
Philosophy of social science: Enlightenment, reason and science,  
Cartesian philosophy, structure of scientific revolution (Kuhn)  
Positivism and its Critiques  
Contributions of Comte, Durkheim  
Karl Mannheim, Karl Popper, C Wright Mills, Feyerabend, Phenomenology (Edmund  
Husserl, Alfred Schultz), Hermeneutics: Descriptive, Interpretative

**Unit II: Quantitative methods and survey research**

Assumptions of quantification and measurement  
Survey techniques  
Hypothesis formulation  
Sampling design  
Questionnaire construction, interview schedule  
Measurement and Scaling

**Unit III: Statistics in social research**

Significance of statistics in social research  
Measures of central tendency: Mean, median,  
mode  
Measures of Dispersion: Standard/Quartile Deviation  
Correlational Analysis: Tests of Significance and

Covariance Application of Computers in Social Science  
Research SPSS

#### Unit IV: Qualitative Research Techniques

Techniques and methods

Participant observation/ethnography, interview guide,

Case study method, Content analysis, Oral history, narratives, Life history, genealogy

Methodological dilemmas and issues in qualitative research Encounters and experiences in field work.

Qualitative data format and processing. Validity and reliability in qualitative Ethical issues in Social Research

#### TEACHING LEARNING STRATEGIES

- Lecture cum interactive session
- Discussion and debate on methodological issues.
- Book Review, assignment and presentation
- Video Lecture followed by discussion.

#### Course Assessment Framework:

Evaluation Methods	CLO1	CLO2	CLO3
Class Test	Y	Y	-
Seminar Presentation	Y	-	Y
Books/Articles review	Y	Y	Y
Preparation of Research Proposal			Y
Group Discussions	Y	Y	
<b>Summative Evaluation</b>	<b>CLO1</b>	<b>CLO2</b>	<b>CLO3</b>
End Semester Examination	Y	Y	

**Suggested Readings:**

1. Behar, R., & Gordon, D. A. (1995). *Women writing culture*. University of californiapress.
2. Beteille, A. & T.N. Madan. (1975). *Encounter and experience: Personal accounts of field work*. Vikas publishing house.
3. Bryman, A. (1992). *Quantity and quality in social research*. Routledge.
4. Colton, D. & Covert, R. W. (2007). *Designing and constructing instruments for social research and evaluation*. Jossey-Bass
5. Durkheim, E. (1982). *The rules of sociological method and selected texts on sociology and its method*. (Ed.) Steven lukes, translated by W.D Halls. The Free press.
6. Goode, W.J. & P.K. Hatt. (1962). *Methods in social research*. McGraw hills.
7. Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. Sage
8. Neuman, W. (2014) *Social research methods: Qualitative and quantitative approaches*. Pearson.
9. Porta D.D. & Keating M. (ed) (2009). *Approaches and methodologies in social sciences*, Cambridge university press.
10. Punch, K. (2005). *Introduction to social research: Quantitative and qualitative approaches*. Sage publications.
11. Rose, A.M. (1954). *Theory and method in the social sciences*, University of Minnesota press
12. Srivastava, K.V. (2004). *Methodology and field work*. Oxford university press.
13. Strauss, A.L. (1987). *Qualitative analysis for social sciences*. Cambridge university press.
14. Weber, M. (1949). *Methodology of social sciences*. Free press.
15. Young, P.V. (1949). *Scientific social surveys and research*. Prentice hall
16. Benton, T. & Craib, I. (2011). *Philosophy of social science: The philosophical foundations of social thought*. Palgrave macmillan.



## SOC-C-702

## ENGAGEMENT WITH WESTERN THEORETICAL TRADITION

Coursework

Course Level: 700

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits    Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

**Course Learning Outcomes**

**CLO1:** Develop ability to comprehend and critically engage with the theoretical debates in Sociology

**CLO2:** Enable them to understand the relevance of sociological theory (classical and contemporary) in examining social reality.

**CLO3:** Inculcate ability to theorize social phenomena.

**Course Content****Unit I: Classical Theoretical Tradition and its Relevance**

Marx, Weber, Durkheim

**Unit II: Post Marxism** Habermas, Gramsci Althusser**Unit III: Structuralism, Post-Structuralism**

F. De Saussure, Levi Strauss: Structuralism

Foucault and Derrida: Discourse Analysis and Deconstruction Giddens: Agency and Structure (Critique of Structuration) Pierre Bourdieu: Field and Habitus

**Unit IV: Modernity and Capitalism**

Anthony Giddens- Modernity and reflexivity Ulrich Beck- The risk society

Zygmunt Bauman - Liquid Modernity

Manuel Castells - Network theory and spaces of flows David Harvey - Accumulation through dispossession

**TEACHING LEARNING STRATEGIES**

- Lecture cum interactive session
- Discussion and debate on relevance of sociological theory and its application
- Book Review, assignment and presentation
- Video Lecture followed by discussion

**Course Assessment Framework:**

<b>Evaluation Methods</b>	<b>CLO1</b>	<b>CLO2</b>	<b>CLO3</b>
Class Test	Y	Y	Y
Seminar Presentation	Y	Y	Y
Books/Articles review	Y	Y	-
Group Discussions	Y	Y	Y
<b>Summative Evaluation</b>	<b>CLO1</b>	<b>CLO2</b>	<b>CLO3</b>
End Semester Examination	Y	Y	Y

**Suggested Readings:**

1. Bauman, Z. (1999). *Liquid modernity*. Wiley
2. Bourdieu, P. (1990). *In other words: Essays toward a reflective sociology*. Stanford university press.
3. Beck, U. (1992). *Risk society: Towards a new modernity*. Sage publication.
4. Boyne, R. (1990). *Foucault and Derrida: the other side of reason*. Routledge.
5. Calhoun, C. et al (Ed.) (2012). *Contemporary sociological theory*. Wiley-Blackwell.
6. Castells, M. (2002). The space of flows in Ida Susser (ed) *The castells reader on cities and social Theory*. Blackwell publishers, pp 314-66.
7. Eisenstadt, S. N. (2000). Multiple modernities. *Daedalus* 129 (1): pp1-29. The MITpress.
8. Elliot, A. (2014). *Contemporary social theory: An introduction*. Routledge
9. Giddens, A. (1986). *The constitution of society: outline of the theory of structuration*. University of California press
10. Giddens, A. (1990). *The consequences of modernity*. Polity press.

11. Harvey, D. (2010). The right to the city: From capital surplus to accumulation by dispossession. In Swapna Banerjee-Guha *Accumulation by Dispossession: Transformative cities in the new global order* (pp17-32). Sage publications.
12. Levi-Strauss, C. (1974). *Structural anthropology*, Basic books.
13. Morrison, K. (2006). Marx, Durkheim, Weber (2<sup>nd</sup> ed.). Sage publications.

### SOC-R-703

#### PREPARATION OF RESEARCH PROPOSAL

**Coursework**

**Course Level: 700**

**Total Marks: 100**

**L+T+P: 1+1+2 = 4 Credits    Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 30 Hrs**

#### Course Learning Outcomes:

**CLO1:** Reviewing of relevant literature to identify the gaps

**CLO2:** Getting acquainted with reference writing, end note/footnote and bibliography

**CLO3:** Develop a research proposal for Ph.D

#### Course Content

1. Review of Literature
2. Reference writing (style of writing, preparation of footnotes and end notes, bibliography)
3. Developing a research proposal
4. Seminar Presentation

#### TEACHING LEARNING STRATEGIES

- Lecture cum interactive session
- Review of Literature and identification of gaps
- Preparation of Research Proposal and seminar presentation
- Preparation of Research tool

#### Suggested Readings:

1. Colton, D. & Covert, R. W. (2007). *Designing and constructing instruments for social research and evaluation*. Jossey-bass

2. Srivastava, K.V. (2004). *Methodology and field work*. Oxford university press.
3. Hugh, G. (2008). *Ethnographic research: In a pluralist guide to qualitative methods in international relations*. Edited by Audie Klotz and Deepa Prakash. Palgrave macmillan.
4. John, V.M. (1988). *In pursuit of culture: On writing ethnography*. University of Chicago press.

**SOC-C-704**

**Research and Publication Ethics**

**Coursework**

**Course Level: 700**

**Total Marks: 50**

**L+T+P: 1+1+0 = 2 Credits Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 00=30 Hrs**

**Course Learning Outcomes (CLOs):**

**CLO 1.** To be aware of ethical issues involved in social science research

**CLO 2.** To comprehend major strands in publication ethics.

**CLO 3:** To apply research ethics while conducting research and publication.

**Course Content**

**Unit 1: Code of Conduct in Scientific Research** Ethics in scientific research and integrity

Principle of Accountability and Transparency

Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) Selective reporting and manipulation of data.

**Unit II: Publication Ethics**

Introducing Publication ethics and its importance, Authorship credit Identification of publication misconduct and remedial measures

Violation of publication ethics, Predatory Publishers and Journals Quality Publishers: Journals and books

**Suggested Teaching Learning Strategies**

Classroom Lectures, Seminar Presentations and Group Discussions, Assignment

**Course Assessment Framework:**

Tools/Methods	CLO-1	CLO-2	CLO 3
Class Test	Y	Y	Y
Seminar Presentation and group discussion	Y	Y	-
Assignment	Y	Y	Y

**Suggested Readings**

1. MacIntyre, A. (1967). *A short history of ethics*. Routledge.
2. Chaddah, P. (2018). *Ethics in competitive research: Do not get scooped; do not get plagiarized*, ISBN :978-9387480865
3. Resnik, D.B. (2011). What is ethics in research & why is it important. National Institute of environmental health science, 1-10 Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
4. Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), p179. <https://doi.org/10.1038/489179a>
5. Kishor, S.B. & Kushwaha, A.S. et al. (2023). *Research and publication ethics*. Das Ganu Prakashan.

