MAHATMA GANDHI CENTRAL UNIVERSITY

[Established by an Act of Parliament]

Temp Camp, Zila School Campus, Motihari, District – East Champaran, Bihar – 845 401

DEPARTMENT OF SOCIOLOGY
SCHOOL OF SOCIAL SCIENCES

RESEARCH PROGRAMME

Course Work: PhD (Structure)

S. No.	Course	Course Code	Credits
1	Theoretical Orientations in Sociological Analysis	SOCY 6001	4
2	Research Methods in Social Sciences	SOCY 6002	4
3	Research and Publication Ethics (As per UGC Guidelines as attached as Annexure VI)	SOCY 6003	2
4	**Optional (May be taken any one course)**		**4**
4a	Sociology of Marginalised Section	SOCY 6004	4
4b	Sociology of Development	SOCY 6005	4
4c	Sociology of Education	SOCY 6006	4
4d	Environmental Sociology	SOCY 6007	4
4e	State, Society and Politics in India	SOCY 6008	4
Total Credits			14

Core Courses

1. Theoretical Orientations in Sociological Analysis
2. Research Methods in Social Sciences
3. Research and Publication Ethics

Optional Courses: Any 1 or 2 optional courses may be offered

1. Sociology of Marginalised Section
2. Sociology of Development
3. Sociology of Education
4. Environmental Sociology
5. State, Society and Politics in India

Theoretical Orientations in Sociological Analysis (SOCY 6001)

Unit 1: Scope and problems of sociological analysis, sociological theory and empirical research

Unit 2: History of developments in sociological theory with special emphasis on the contributions of Comte, Marx, Max Weber and Durkheim

Unit 3: Major schools of sociological theory I

Functionalism, Marxism & Conflict theory, Structuralism, Social action theory, Social system, Middle range theory, Interactionism, Phenomenology and Ethnomethodology

Unit 4: Major schools of sociological theory II

Modernism, Post Structuralism & Post Modernism, Structuration theory, World System theory and Globalization

Selected Readings:

Choudhary, Sujit Kumar. 2006. *Thinkers & Theories in Sociology: From Comte to Giddens.* New Delhi: Gagandeep Publications.
John Rex. 1961. *Key Problems of Sociological Theory*. Routledge and Kegan Paul.
Jon Martindale. 1961. *The Nature and Types of Sociological Theory*. Routledge and Kegan Paul.
R.K. Merton. 1968. *Social Theory and Social Structure*. Indian Edition.
T. Parsons, Shils, et.al. 1961. *Theories of Society*, Vol. I & II. The Free Press, Glencoe.

Research Methods in Social Sciences (SOCY 6002)

Unit 1: The nature and process of research, selection and formulation of a research problem. Research design: explanatory and descriptive studies, testing of hypothesis.

Unit 2: Problems of measurement. Data collection: observational methods, questionnaires and interviews, projective and other indirect methods. Use of available data as source material. Scaling techniques. Sampling.

Unit 3: Analysis and interpretation; establishment of categories, coding, tabulation, statistical analysis. The use of non-quantified data in analysis and interpretation. The research report. Application of social sciences, research and theory. Values and Objectivity in Social Science Research.

Unit 4: Computer Application in Social Science Research; Use of Special Packages for Social Sciences (SPSS)

Suggested Readings:

Pauline V. Young. 1966. *Scientific Social Surveys and Research*, 4th edition, Prentice Hall, Ind.

Goode and Hatt. 1952. *Method in Social Research*. International Student Edition, McGraw-Hill.

Moser & Kalson. 1971. *Survey Methods in Social Investigation*. Heinemann Educational Book Ltd., London.

Clair Seltiz, M. Jahoda, Morton Deutch & Stuart W. Cook. 1964. *Research Methods in Social Relations*, Holt, Rinehart & Winston.

Cohen and Nagel. 1934. *Introduction to Logic and Scientific Method*, Harcourt, Brace, New York.

Lazarsfeld and Rosenberg. 1955. *Language of Social Research*. Free Press, N.Y.

Research and Publication Ethics (SOCY 6003)

Credits: 2 (Annexure VI is attached as prescribes by the UGC)

Sociology of Marginalized Sections (SOCY 6004)

Objectives

In recent years, there has been a growing emphasis on the contextualization of Indian sociology. One of the ways of going about this task is to focus on those segments of the population which have lived on the margins of society and which have not received, until recently, adequate scholarly attention. This course is aimed at sensitizing students to the significance of the sociological study of Dalits, tribal communities and nomadic castes and tribes. The focus of the paper is on groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

Course Outlines

Unit 1: Marginalization and its socio-economic indices: poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness; inequality; a critical view of the caste system; untouchability: historical and social roots, dysfunctions.

Unit 2: The social structure and culture of marginalized communities: the status of SC, ST, nomadic castes and tribes and de-notified tribes; problems; social mobility; development; identity formation.

Unit 3: Perspectives on marginalization: role of ideology in marginalization; the views of Jotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya and Gandhi.

Unit 4: Social movements among marginalized communities: nature and dynamics; perspectives on social movements: protest, reform, sub-nationalism, nativism, millenarianism; role of Christian missionaries in social reform movements; role of NGOs.
Marginalization and affirmative action: Constitutional provisions; implementation; impact on marginalized communities; limitations; critical review.

Essential readings:

Beteille, Andre 1981: Backward classes and the new social order (Delhi: Oxford University Press)

Beteille, Andre, 1992: The Backward Classes in Contemporary India (Delhi: Oxford University Press)

Charsley, S.R. and G.K. Karanth, 1998 – eds.: Challenging Untouchability (Delhi: Sage)

Chaudhuri, S.N. 1988: Changing Status of depressed castes in contemporary India (Delhi: Daya Publishing House)

Gore, M.S. 1993: The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar (New Delhi: Sage)

Gupta, Dipankar, 1991: Social Stratification (New Delhi: Oxford University Press)

Jogdand, P.G., 2000: New Economic Policy and Dalits (Jaipur : Rawat)

Jogdand P.C., 1991: Dalit Movement in Maharastra (New Delhi : Kanak Publications, 1991)

Mahajan, Gurpreet, 1998: Democracy, Difference and Social Justice (New Delhi: Oxford University Press)

Omvedt, Gali, 1995: Dalit Visions: the anti-caste movement and the construction of an Indian Identity (New Delhi: orient Longman)

Omvedt, Gali, 1999: Dalits and the Democratic Revolution (New Delhi: Sage)

Oommen, T.K., 1990: Protest and Change: Studies in Social Movements. (Delhi: Sage)

Robb, Peter, 1993, eds.: Dalit Movements and the meeting of labour in India (Delhi: Sage)

Shah, Chansham, 1990: Social Movements in India : a Review of Literature. (Delhi: Sage)

Singh, K.S., 1998: The Scheduled Castes (Delhi: Anthropological survey of India)

Singh, K.S. 1995: The Scheduled Tribes (Delhi : Oxford University Press)

Western India (Bombay; Scientific Socialist Educational Trust, 1976)

Zelliot, Eleanor, 1995: From Untouchable to Dalit: Essays on the Ambedkar Movement (New Delhi: Manohar)

Sociology of Development (SOCY 6005)

Objectives

Social change has always been a central concern of sociological study. More recently, it has gained in greater salience partly because of its unprecedented rapidity and partly because of its planned character. Not surprisingly, development has emerged as a pronounced concern and as a remarkable feature of our times. Accordingly, the relevance of the course 'Sociology of Change and Development' can hardly be overemphasized. The course is designed to achieve the following objectives:

- to provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature;
- to offer an insight into the ways in which social structure impinges on development and development on social structure; and
- to address in particular the Indian experience of social change and development.

- to prepare the students for professional careers in the field of development planning, including governmental, non-governmental and international agencies engaged in development.

Course Outlines

Unit 1: Sociology of Social Change

- Meaning and Forms of Social Change: evolution, progress, transformation; change in structure and change of structure
- Theories and Factors of Social Change: linear, cyclical and curvilinear; demographic, economic, religious, bio-tech, info-tech and media
- Social Change in Contemporary India: trends of change, processes of change – sanskritization, westernization, modernization, secularization

Unit 2: Sociology of Development

- Changing Conceptions of Development: economic growth, human development, social development; sustainable development, the question of socio-cultural sustainability, multiple sustainabilities
- Critical Perspectives on Development: ecological, liberal, marxian
- Theories of Development and Underdevelopment: modernization theories, centre-peripheri, world-systems, unequal exchange
- Paths and Agencies of Development: capitalist, socialist, mixed economy, Gandhian; state, market, non-governmental organizations

Unit 3: Social Structure, Culture & Development

- Social Structure and Development: structure as a facilitator/inhibitor, development and socio-economic disparities, gender and development
- Culture and Development: culture as an aid/impediment to development, development and displacement of tradition, development and upsurge of ethnicity
- Indian Experience of Development: sociological appraisal of Five-Year Plans, social consequences of economic reforms, socio-cultural repercussions of globalization, social implications of info-tech revolution

Unit 4: Formulating social policies and programmes

Policy and project planning, implementation, monitoring and evaluation of methodologies

Essential readings:

Abraham, M.F. 1990. Modern Sociological Theory: An Introduction. New Delhi: OUP

Agarwal, B. 1994. A Field of One's Own : Gender and Land Rights in South Asia. Cambridge: Cambridge University Press.

Appadurai, Arjun. 1997. Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP

Dereze, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: OUP.

Desai, A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan.(Chapter 2).

Giddens Anthony, 1996. "Global Problems and Ecological Crisis" in Introduction to Sociology. IInd Edition: New York: W.W.Norton & Co.

Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.

Haq, Mahbub Ul. 1991. Reflections on Human Development. New Delhi, OUP

Moor, Wilbert and Robert Cook. 1967. Social Change. New Delhi: Prentice-Hall (India)

Sharma, SL 1980. "Criteria of Social Development", Journal of Social Action. Jan-Mar.

Sharma, SL1986. Development: Socio-Cultural Dimensions. Jaipur: Rawat.(Chapter 1).

Sharma, S.L. 1994. "Salience of Ethnicity in Modernization: Evidence from India", Sociological Bulletin. Vol.39, Nos. 1&2. Pp.33-51.

Srinivas, M.N. 1966. Social Change in Modern India. Berkley: University of Berkley.

Symposium on Implications of Globalization. 1995. Sociological Bulletin. Vol.44. (Articles by Mathew, Panini & Pathy).

UNDP. Sustainable Development. New York: OUP. World Bank. 1995. World Development Report. New York.

References:

Amin, Samir. 1979. Unequal Development. New Delhi: OUP.

Giddens, Anthony. 1990. The Consequences of Modernity. Cambridge: Polity Press.

Kiely, Ray and Phil Marfleet(eds). 1998. Globalization and the Third World. London: Routledge.

Sharma, SL 1992. "Social Action Groups as Harbingers of Silent Revolution", Economic and Political Weekly. Vol.27, No.47.

Sharma, S.L. 1994. "Perspectives on sustainable Development in South Asia: The Case of India" In Samad (Ed.) Perspectives on Sustainable Development In Asia. Kuala Lumpur: ADIPA

Sharma, S.L. 2000. "Empowerment Without Antagonism: A Case for Reformulation of Women's Empowerment Approach". Sociological Bulletin. Vol.49. No.1

UNDP. 1997. Human Development Report. New York: Oxford University Press.

Wallerstein Imnanual. 1974. The Modern World System. New York:OUP

Waters, Malcoln. 1995. Globalization. New York: Routledge and Kejan Paul.

World Commission on Environment and Development. 1987. Our Common Future. (Brundland Report). New Delhi. OUP

Sociology of Education (SOCY 6006)

Objectives

This course plan is designed to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories. It is divided into two parts. The first part acquaints the students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society. The second part shifts to the Indian situation. Beginning with a historical perspective, it moves to the contemporary situation. It carries forward the discussion of the some dimensions/themes from the first part and embeds them in the Indian context.

Course outlines

Unit 1: Sociology of Education: Theoretical Perspectives

- Functionalism
- Conflict/Radical Perspectives/Cultural Reproduction
- Micro-Interpretative approaches: phenomenology/symbolic interactionism
- Feminism
- Modernism and post-modernism

Unit 2: Education & Society I

- Socialization, family and social class
- State, ideology and educational policy
- Education and social stratification, social change and social mobility
- School as a system: schooling as process.
- Language as medium of instruction
- Curriculum and identity
- Assessment and evaluation
- Teacher as change agent

Unit 3: Education & Society II

- Multi-culturalism, ethnicity and education
- Equality of educational opportunity: equity, excellence and efficiency
- Gendering inequalities: education; employment; leadership and management
- Education and Information Technology
- Educational Alternatives and protest: M.K.Gandhi, Paulo Freire, Ivan Illich

Unit 4: Education and society in India

- Socio-historical context: education in pre-colonial and colonial India
- Education, diversities and disparities: region, tribe, caste, gender, rural-urban residence
- Education and modernization
- Equity and equality: positive discrimination and reservations
- Gendering inequalities: education of girls and women
- The State and Education
- Basic education and social development
- Higher Education: system, governance and finance
- Higher Education: skill development, globalisation and social mobility

Essential readings:

Acker, S. 1994. Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press.

Banks. Olive. 1971. Sociology of Education, (2nd Ed.), London: Batsford.

Banks, James A. And Lynch, James (eds.) 1986. Multicultural Education in Western Societies, London: Holt Saunders.

Blackledge, D. And Hunt, B. 1985. Sociological Interpretations of Education. London: Crom Helm.

Brint, Steven. 1998. Schools And Societies. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.

Chanana, Karuna. 1988. Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.

Chanana, Karuna. 1979. 'Towards a Study of Education and Social Change'. In Economic and Political Weekly, 27,14 (4):157-64.

Chitnis, Suma & P.G. Altbach. 1993. Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage.

Craft, Maurice (ed.). 1970. Family, Class and Education: A Reader; London: Longman.

Dreze, Jean and Amartya Sen. 1995. India Economic Development and Social Opportunity. Oxford: Oxford University Press.

Gandhi, M.K.1962. Problems of Education, Ahmedabad: Navjeevan Prakashan. Gore, M.S. et.al. (ed.).1975. Papers on the Sociology of Education in India, New Delhi, NCERT. Halsey, A.H., Hugh Lander, Phillips Brown and Amy S.Wells, 1997. Education, Culture,

Economy and Society, Oxford: Oxford University Press. Illich, Ivan.1973. Deschooling Society, London: Penguin. Jejeebhoy, Shireen. 1995. Women's Education, Autonomy and Reproductive Behaviour.

Oxford: Clarendon Press. Meighan, Roland and Iram Siraj–Blatchford. 1997. A Sociology of Educating. London:

Cassell. Third Edition. Ramnathan, G. From Dewey to Gandhian Economy. Asia Publishing House. Robinson, P. 1987. Perspectives in the Sociology of Education: An Introduction;

London: Routledge and Kegan Paul. Sen, Amartya. 1992. Inequality re-examined. Delhi: Oxford University Press. Shatrugan, M.1988. Privatising Higher Education, EPW.pp.2624.

References

Ahmad Karuna. 1984. Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No.3, pp.1-35.

Doyal, Lesley and Sophie Watson. 1999. Engendering Social Policy. Buckingham: Open University Press.

Durkheim, E. 1956. Education and Sociology. New York: Free Press.

Friere, Paulo.1972. Pedagogy of the Oppressed, Harmondsworth: Penguin Books.

Halsay, A.H. et.al: 1961. Education, Economy and Society: A Reader in the Sociology of Education, New York: Free Press.

Hurtado, Sylvia ed. Al. 1998. 'Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice'' In The Receiving Higher Education, 21 (3): 279-302.

Jayaram, N.1990. Sociology of Education in India, Jaipur: Rawat Publication.

Jefferey, R. And Alaka M.Basu. 1996. Girls' Schooling, Women's Autonomy and Fertility Change in South Asia, New Delhi: Sage.

Kamat, A.R. 1985. Education and Social Change in India. Bombay: Somaiya.

Karabel, J. And A.H.Halsey (eds.) 1977. Powers and Ideology in Education. New York: Oxford University Press.

Naik, J.P. 1975. Quality, Quantity and Equality in Education, New Delhi: Allied Publishers, Whole Book.

Tyler, William. 1977. The Sociology of Educational Inequality. London: Methuen.

Environmental Sociology (SOCY 6007)

UNIT 1: Introduction to Environmental Sociology

a) Theoretical Perspectives in Environmental Sociology

1. Catton Jr., William R., and Riley E. Dunlap. 1978. "Environmental Sociology: A New Paradigm." American Sociologist 13(1):41–49.
2. Dunlap, Riley E., and Brent K. Marshall. 2006. "Environmental Sociology." Pp. 329–340 in 21st Century Sociology: A Reference Handbook, Vol. 2, edited by Clifton D.

b) The Origins of Modern Environmentalism

1. Guha, "The Ideology of Scientific Conservationism". (chapter 3).
2. _____, "The Growth of the Wilderness Idea". (chapter 4) (optional).

c) The Sixties – A New Paradigm Emerges

1. Guha, "The Ecology of Affluence". (Chapter 5).

d) The Limits of the Traditional Debate

1. Gottlieb, "Resources and Recreation: Limits of the Traditional Debate". (chapter 1).
2. Gottlieb, "Urban and Industrial Roots: Seeking to Reform the System". (chapter 2).

e) Environmentalism as Part of a Larger Social Critique

1. Gottlieb, "The Sixties Rebellion: The Search for a New Politics". (chapter 3).

Unit 2: Social Construction of Nature and Consumption

a) What Is Nature?

1. Bird, Elizabeth Ann R. 1987. "The Social Construction of Nature: Theoretical Approaches to the History of Environmental Problems." Environmental Review: ER 11(4):255–264.
2. Gould & Lewis [G&L], 20 Lessons in Environmental Sociology, Introduction; Chapter 1
3. Laszewski, Chuck. 2008. "The Sociologists' Take on the Environment." Contexts 7(2):20–25.
4. Krieg, Eric. 2008. "The Greenwashing of America." Contexts 7(2):58–59.

b) Consumption, Materialism, and Natural Limits

1. Durning, Alan. 1993. "How Much Is Enough?" Social Contract 3(3):177–179.
2. Shove, Elizabeth, and Alan Warde. 1998. "Inconspicuous Consumption: The Sociology of
3. Consumption and the Environment." On-Line Paper, Department of Sociology, Lancaster University:http://www.lancs.ac.uk/fass/sociology/research/publications/papers/shovewarde-inconspicuous-consumption.pdf

c) The North-South Divide and the Sustainable Development Debate (any two readings)
1. Caldwell, "Globalizing Environmentalism: Threshold of a New Phase in International Relations" (chapter 6 of Dunlap & Mertig, eds., 1992).
2. United Nations Development Programme, A Guide to World Resources, 2000 - 2001: People and Ecosystems: The Fraying Web of Life: Executive Summary.
3. Speth, Red Sky at Morning: chapter 3 - "Pollution and climate change in a full world"; chapter 4 - "First attempt at global environmental governance". .
4. World Commission on Environment and Development, "Towards Sustainable Development" (chapter 22 of Conca & Dabelko, eds., 2004).

UNIT 3: Environmental Movements

1. Guha, "The Southern Challenge". (chapter 6).
2. Shiva, "Let Us Survive: Women, Ecology and Development"

3. Brulle, Robert J. 2000. Agency, Democracy, and Nature: The U.S. Environmental Movement from a Critical Theory Perspective. Cambridge, MA and London: MIT Press. Chapter 10: The Dynamics of the Environmental Movement:237-268.
4. Hadden, Jennifer. 2015. "From science to justice: What explains framing shifts in climate activism?" Mobilizing ideas's website. https://mobilizingideas.wordpress.com/2015/05/04/from-science-to-justice-whatexplains-framing-shifts-in-climate-activism/
5. Gold, Tanya. 2012. "This Plastic Bag Conspiracy Is a Truly Deadly Distraction." The Guardian's website. Retrieved August 4, 2012 (http://www.guardian.co.uk/commentisfree/2012/aug/03/plastic-bagconspiracy-deadly-distraction).

Unit 4: Gender, Class and Environment (any of four readings)

1. Peet, Richard and Michael Watts. (ed.). 1996. Liberation Ecologies. London: Routledge. Chs. 8, 9 and 10.
2. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. Environmental Issues in India: A Reader. New Delhi: Pearson.
3. Gottlieb, "Gender and Place: Women and Environmentalism".(chapter 6).
4. Gottlieb, "A Question of Class: The Workplace Experience". (chapter 8).
5. Levenstein, "Dying for a Living". eText.
6. Foster, "The Limits of Environmentalism Without Class". eText.
7. *Emily Huddart Kennedy and Liz Dzialo. 2015. "Locating Gender in Environmental Sociology." Sociology Compass 9(10): 920-929.

Unit 5: New Politics of Environmentalism

1. Daly, "The Shape of Current Thought on Sustainable Development". (Introduction). Recommended: Daly, "Moving to a Steady-State Economy" and "Elements of Environmental Macroeconomics". eText (chapters 1 & 2).
2. Schor, "The Visible Lifestyle: American Symbols of Status" (chapter 3). eText.
3. Schor, "Towards a New Politics of Consumption". eText.
4. Shove & Warde, "Inconspicuous Consumption". eText.
5. Murphy & Cohen, "Consumption, Environment, and Public Policy" (chapter 1). eText.

Suggested Reading

1. Bryant and D. Peck. Thousand Oaks, CA: Sage. Dryzek, The Politics of the Earth: chapter 1 - "Making Sense of the Earth's Politics: A Discourse Approach".
2. Hannigan, John A. 1995. Environment Sociology: A Social Constructionist Perspective. London: Routledge Ch.1 and 5.
3. Cronon, William. (ed.). 1996. Uncommon Ground: Rethinking the Human Place in Nature. New York: W.W. Norton. (Introduction and essay by William Cronon and Jennifer Price).

4. Brara, Rita. 2004. Ecology and Environment. In Veena Das ed. Handbook of Indian Sociology. New Delhi: Oxford University Press, Chapter 5.
5. William R. Catton, Jr. and Riley E. Dunlap (1978) "Environmental Sociology: A New Paradigm." American Sociologist 13(1): 41-49.
6. Frederick H. Buttel (1978) "Environmental Sociology: A New Paradigm?" American Sociologist 13(4): 252-256.
7. Frederick H. Buttel (1987) "New Directions in Environmental Sociology." Annual Review of Sociology 13: 465-488.

State, Society and Politics in India (SOCY 6008)

Unit – I: Theoretical Issues:

The Textual (Dumont) and the field view (M.N.Srinivas): The Binary Focus; Synthesis of Textual and field view (A.M.Shah): Dialectical Perspective (A.R.Desai).

Unit - II: Composition of Groups and Communities:

Caste, Class, Village Community and Family; Religious, Linguistic, Ethnic Communities: Regional Politics and Cultural Identities.

Unit – III: Sate and Development Issues:

Constitution, Planning and Social Legislations –Their impact on SC, ST, BC & OBC; Development issues: Population, Socio-Economic Disparity, Slums, Displacement, Ecological Degradation and Environmental Pollution.

Unit –IV: State and Politics:

Nation building and National Identity; Exclusion and inclusion policies: its consequences; Role of State in containing Dalit, Women and Tribal Movement in India.

Suggested Readings:

Beteille, Andre (1987), Essay in Comparative Sociology, New Delhi, Oxford University Press.
Beteille, Andre (1992), Society and Politics in India: Essays in Comparative Perspective, New Delhi, Oxford University Press.

DeSouza, P.R. ed. (2000), Contemporary India – Transitions, New Delhi, Sage Publications.
Dhanagare, D.N. (1993), Themes and Perspectives in Indian Sociology, Jaipur Rawat Publications.
Dube, S.C. (1973), Social Sciences in a Changing Society, Lucknow, University Press.

Dube, S.C. (1967), The Indian Village, London, Routledge, 1955.

Dumont, Louis (1970), Homo Hierarchicus: The Caste System and its implications, New Delhi, Vikas.

Dereze, Jean and Amartya Sen (1986), India: Economic Development and Social Opportunity, New Delhi: OUP.

Desai, A.R. (1985), India's Path of Development: A Marxist Approach, Bombay, Popular Prakashan (Chapter-2).

Harrison, D. (1989), The Sociology of Modernization and Development, New Delhi, Sage Publication.

Mohan, R.P. and A.S. Wilke, eds (1994), International Handbook of Contemporary Developments in Sociology, London, Mansell.

Madan T N (1994), Pathways, Approach to the Study of Society in India, OUP, New Delhi.

Oommen, T.K. and P.N.Mukherjee eds. (1986), Indian Sociology : Reflections and Introspections, Popular Prakashan, Bombay.

Parekh, Bhikhu (2000), Rethinking Multiculturalism: Cultural Diversity and Political Theory, London: Macmillan.

Singh Y. (1986), Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar.

Singh Y. (1973), Modernization of Indian Tradition, Delhi, Thomson Press.

Singer, Milton and Bernard Cohn. Eds. (1968), Structure and Change in Indian Society, Chicago: Aldine Publishing Company.

Sharma, SL (1980), Criteria of Social Development, Journal of Social Action, Janmar.

Sharma, SL (1986), Development: Socio-Cultural Dimensions, Jaipur, Rawat (Chapter – 1).

Sharma, SL (1994), Salience of Ethnicity in Modernization; Evidence from India, Sociological Bulltein Vol.39, Nos. 1 & 2. Pp.33-51.

Srinivas, M.N. (1966), Social Change in Modern India, Berkley: University of Berkley.

Shah, A. M. (2000), Sociology in Regional Context, Seminar, 495.

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)

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प्रो. रजनीश जैन
सचिव
Prof. Rajnish Jain
Secretary

ज्ञान-विज्ञान विमुक्तये

सत्यमेव जयते

D.O.No.F.1-1/2018(Journal/CARE)   December, 2019

Respected Sir/Madam,

University Grants Commission in its 543rd meeting held on 9th August, 2019 approved two Credit Courses for awareness about publication ethics and publication misconducts entitled **"Research and Publication Ethics (RPE)"** to be made compulsory for all Ph.D. students for pre-registration course work (**attached as Annexure**).

In view of the above, you are requested to ensure that the above two Credit courses may be made compulsory for all Ph.D. students for pre-registration course work undertaken in your University from the forthcoming academic session.

With regards,

Yours sincerely,

(Rajnish Jain)

TO THE VICE-CHANCELLORS OF ALL UNIVERSITIES

Course Title:

- **Research and Publication Ethics (RPE)-**Course for awareness about the publication ethics and publication misconducts.

Course Level:

- 2 Credit course (30 hrs.)

Eligibility:

- M.Phil., Ph.D. students and interested faculty members (It will be made available to post graduate students at later date)

Fees:

- As per University Rules

Faculty:

- Interdisciplinary Studies

Qualifications of faculty members of the course:

- Ph.D. in relevant subject areas having more than 10 years' of teaching experience

About the course

Course Code: CPE- RPE

Overview
- This course has total 6 units 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 this course.

Pedagogy:

- Class room teaching, guest lectures, group discussions, and practical sessions.

Evaluation

- Continuous assessment 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.

Course structure

- The course comprises of six modules listed in table below. Each module has 4-5 units.

Modules	Unit title	Teaching hours
Theory		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
Practice		
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Databases and Research Metrics	7
	Total	**30**

Syllabus in detail

THEORY

- ### RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)

  1. Introduction to philosophy: definition, nature and scope, concept, branches
  2. Ethics: definition, moral philosophy, nature of moral judgements and reactions

- ### RPE 02: SCIENTIFICCONDUCT (5hrs.)

  1. Ethics with respect to science and research
  2. Intellectual honesty and research integrity
  3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
  4. Redundant publications: duplicate and overlapping publications, salami slicing
  5. Selective reporting and misrepresentation of data

- ### RPE 03: PUBLICATION ETHICS (7 hrs.)

  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 behavior 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

PRACTICE

- ### RPE 04: OPEN ACCESS PUBLISHING(4 hrs.)

1. Open access publications and initiatives
2. SHERPA/RoMEO online resource to check publisher copyright & 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.

- **RPE 05: PUBLICATION MISCONDUCT (4hrs.)**

   A. Group Discussions (2 hrs.)

   1. Subject specific ethical issues, FFP, authorship
   2. Conflicts of interest
   3. Complaints and appeals: examples and fraud from India and abroad

   B. Software tools (2 hrs.)

   Use of plagiarism software like Turnitin, Urkund and other open source software tools

- **RPE 06: DATABASES AND RESEARCH METRICS (7hrs.)**

   A. Databases (4 hrs.)
   1. Indexing databases
   2. Citation databases: Web of Science, Scopus, etc.

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

References

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Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1–10. Retrieved from https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm
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