

M.A. Part-I

Sociology Paper- 1 – Theoretical Perspective in Sociology

Objectives :

This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century and which continue to concern the practitioners of sociology today. The main focus of this course will be on structural, functional and conflict theories and symbolic interactionism, phenomenology, ethnomethodology and neomarxism. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Course Outline :

(1) Introduction

Sociological Theory-Meaning characteristics and its structure- Functions of Theory- Major theoretical Perspectives- School approach.

(2) Structural- functionalism

The idea of social structure : A.R.Radcliffe-Brown- The problems of role analysis: S.F.Nadel- Functional dimensions of

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- social system: T.Parsons- Codification, Critique and reformulation of functional analysis: R.K.Merton- Neofunctionalism: J. Alexander
- (3) Structuralism and post-structuralism
Human nature and cultural diversity: C.Levi-Strauss- Structuralism and post structuralism: Miche! Foucault
- (4) Conflict Theory
Introduction and intelletual roots- Two traditions of conflict theory and their differences – Critical Traditions : The Frunkfurt School : its introduction and development, views of adorno, Marcuse and Erick Fromm; C.Wright Mills: Functional Analysis of Conflict; Lewis Coser- Dialectics of conflict: Ralf Dahrendorf : Lifeworld and systems: Jurgen Habermas- Strucralism Marxism: L.Althusser- Hegemony: A.Gramsci
- (5) Interactionist prespective
Symbolic interactionism: G.H.Mead and H.Blumer – Phenomenological Sociology: A.Schutz – Social construction of reality: P.Berger and T.G. Luckmann- Ethnomethodology: H.Garfinkel
- (6) Recent trends in sociological theorising
Strucuration: Anthony Giddens – Habitus and field: Bourdieu – Postmodernism- Semiotics- Convergence

Essential readings:

1. Wallace Ruth and Alison wolf 1980: Contemporary Sociological Theory; Prentice Hall Inc. Englewood cliffs, N.J.
2. Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological theory since world war II. New York: Columbia University Press.
3. Bottomore, Tom.. 1984. The Frankfurt school. Chester, Sussex: Ellis Horwood and London: Tavistock Publications.
4. Craib, Ian. 1992. Modern Social Theory: From parsons to Habermas (2nd edition). London: Harvester Press.
5. Collins, Randal, 1977. (Indian edition) Sociological theory. Jaipur and New Delhi: Rawat.
6. Giddens, Anthony, 1983. Central Problems in social theory: Action, Structure and contradiction in social analysis. London: Macmillan.
7. Kuper, Adam. 1975. Anthropologists and anthropology: The British School, 1922-72. Harmondsworth, Middlesex: Penguin Books.
8. Kuper, Adam and Jessica Kuper(eds.). 1996 (2nd edition). The Social science encyclopaedia. London and New York: Routledge.
9. Ritzer, George. 1992 (3rd edition). Sociological theory. New York: McGraw- Hill.

10. Sturrock, John (ed.). 1979. Structuralism and since: From Levi Strauss to Derrida. Oxford: Oxford University Press.
11. Turner, Jonathan H. 1995 (4th edition). The Structure of sociological theory. Jaipur and New Delhi: Rawat.
12. Zeitlin, Irving M. 1988 (Indian edition). Rethinking Sociology: A Critique of contemporary theory. Jaipur and New Delhi: Rawat.
13. Turner Jonathan H. (Revised edition) : The Dorsey Press Homewood Illinois
14. Ritzer George (Revised edition) Sociological Theory Alfred a knopf, New York.

Pedagogy

The biographical details of the sociologists mentioned may be used only to place their theoretical contribution in appropriate intellectual contexts.

It is necessary to evaluate the relevance and significance of the perspectives listed for understanding society in general and society in India in particular. Illustrations may be drawn from empirical studies influenced by or bearing on these perspectives.

Course Outline

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

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; center-periphery, world-systems, unequal exchange

Paths and Agencies of Development: capitalist, socialist, mixed economy, Gandhian; state, market, non-governmental organizations

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

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

Agrawal, B. 1994. A Field of One's Own: Gender and Land Rights in South Asia. 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. 11nd Edition: New York: W.W.Norton &

M.A. Part- I
Sociology Paper- 2 – Sociology of Change and
Development

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.

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Course Outline

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

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; center-periphery, world-systems, unequal exchange

Paths and Agencies of Development: capitalist, socialist, mixed economy, Gandhian; state, market, non-governmental organizations

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

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

Agrawal, B. 1994. A Field of One's Own: Gender and Land Rights in South Asia. 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. 11th Edition: New York: W.W. Norton &

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, S.L. 1980. "Criteria of Social Development", Journal of Social Action. Janmar.

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

Sharma, S.L. 1994. "Saliency 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 Berkely.

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.

Reference:

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, S.L. 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 Immanuel. 1974. The Modern World System. New York: OUP

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

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

Padagogy

A special feature of the pedagogy of this course should be to take the students to sides of success stories of development as well as the failure stories of development in the region. The students may also be encouraged to participate in workshops to critically examine the existing indicators of human development, social development and sustainable development.

M.A. Part- I

Sociology Paper- 3 – Methodology of Social Research

Objectives :

This course plan aims to provide exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative). It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. In the first section, It introduce certain philosophical ideas underlying the emergence of different methodologies in social science. The second and third sections attempt to sensitize Post-Graduate students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research. Teaching certain quantitative methods, — statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them. Exposure to the fieldwork at the post-graduate level is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

Course Outline:

1. **Philosophical Roots of Social Research**
 - (A) Issues in the theory of epistemology: forms and types of knowledge, validation of knowledge
 - (B) Philosophy of social science: Enlightenment, reason and science, Cartesian philosophy, structure of scientific revolution (Kuhn)
2. **Theory and Research** – Pure and applied research, Methodological issue in social Science Sources for identifying a research problem, Factors influencing selection of a research problem formulation of a research problem.
3. **Research Design criteria for good research Design**, Broad aspects of research design in social research Laboratory / Field experiment, Descriptive/ Analytical study Historical study, Case study, Survey; One-time cross sectional, Longitudinal and trend studies, Evaluative/ non-evaluative, Primary/ Secondary Sources of data.

4. **Surveys** : Background and development of contemporary surveys in social research; Census and sample surveys; Need, use the importance of sample survey's National Sample Surveys.
5. **Sampling Techniques** : Economics and logic of sampling Probability and non-probability sampling procedures Random sampling with and without replacement Stratified random sampling, Multi-stage area probability sampling preparation of sampling frames; error control.
6. **Selection, Definition and measurement of variables**, Variable relevant to the Hypotheses of the study. Operationalization of these Variable (devising of meaningful indicators) Reliability and validity of measurements.
7. (A) **Data Collection**: Observation, Participant observation/ ethnography, Interview, Interview guide, Questionnaire, Case study method, Content analysis, Oral History, Narratives, Encounters and experience in field work.
 (B) Translation of the data collection instrument; when necessary pre-testing and revisions. Selection and training of field workers. Field problems in data collection.
8. **Statistical Procedures** : Introduction to statistical interface Basic elements of the theory of probability; the Addition Rule, the Multiplication Rule Testing Hypothesis : Type I and Type II errors Measures of associations for nominal level data. The chi-square test. Measures of associations for ordinal & metric data. Rank-order correlation (Spearman's and Kendall's tau) The person product- Moment correlation coefficient.
9. **Reporting Research**: Table construction Graphic presentation of data interpretation & generalization of findings Implications of findings, limitations of the study and suggestions for further research.

Essential readings:

- Barnes, John A. 1979. Who should Know What? Social Science, Privacy and Ethics. Harmondsworth: Penguin.
- Blalock, Hubert M. Jr. Social statistics, New York, McGraw-Hill Book Company, Inc 1960, Chapters 7-13, 15, 17, 18, pp. 76-186, 212-241, 273-325
- Bleicher M. 1988. The Hermeneutic Imagination. London: Routledge and Kegan Paul (Introduction only)
- Bose, Pradip kumar, 1995: Research Methodology. New Delhi: ICSSR
- Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin Hyman.
- D.A.de Vaus. 1986. Surveys in Social Research. London : George Relen and Unwin.
- Festinger, Leon & Daniel Katz (eds). Research Methods in the Behavioural Sciences, New York, Wolt Rinehart and Winston, 1966.

Goode, William J & Paul K. Hatt., *Methods in Social Research*, New York, McGraw, Hill Book company, Inc., 1952

Hughes, John. 1987. *The Philosophy of Social Research*. London : Longman.

Irvine, J., L. Miles and J. Evans (eds.) 1979. *Demystifying Social Statistics*, London: Pluto Press.

Kish, Leslie, *Survey Sampling*, New York, Wiley, 1965.

Madge, John. 1970. *The Origins of Scientific Sociology*. London: Tavistock.

Marsh, Catherine. 1988: *Exploring Data*. Cambridge : Polity Press.

Merton, R.K., *Notes on Problem finding in Sociology in Merton, P.K. and others (eds.) Sociology of Today-Problems & Products*, New York, Basic Books, Inc. 1959, pp. XIV.

Moser, C.A. & G.Katton, *Survey Methods in Social Investigation*, London, The English Language book society. Heinemaon Educational Book Ltd., 1973

Muller, John H. & Carl F. Sohuessler, *Statistical Reasoning Sociology*, Boston Houghton, Mifflin, 1961

Punch, Keith. 1986. *Introduction to Social Research*, London: Sage.

Sellitz, Claire, Maire Jahoda, Merton Douth & Stuart W. Cook *Research Method in Social Relations*, New York, Holt, Rinechart and Winston, 1962

Shah, Vimal P., *Research Design*, Ahmedabad, Rachna Prakashan (Revised), 1977

Shah, Vimal P., *Reporting Research*, Ahmedabad, Rachna Prakashan 1977 (Revised)

Siegel, Sidney, *Non-parametric statistics for the Behavioural Sciences*, New York, McGraw-Hill Book Company, Inc., 1956 (Chapter 1-3 pp 1-34)

Srinivas, M.N. and A.M. Shah. 1979. *Field Worker and the field*. New Delhi: Oxford

Stauffer, S.A. "Some observations on study design" *The American Journal of Sociology*, 55 (January, 1950), pp. 355-361. (Also Bobbs- Merrill Reprint Series No. S, 436)

Voiss, Robert, S. *Statistics in Social Research; An introduction*, New York, John Wiley & Sons, Inc., 1958.

Zeisel, Hons, *Say it with Figures*, New York, Harper & Raw, 1957.

Reference:

Béteille A., and T.N. Madan. 1975. *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi: Vikas Publishing House Pvt. Ltd

Fayeraband, Paul. 1975. *Against Method: Outline of an Anarchistic Theory of Knowledge*. London: Humanities Press.

Hawthorne. Geoffery, 1976. Enlightenment and Despair: A History of sociology Cambridge: Cambridge University

Kuhn, T. S. 1970. The Structure of Scientific Revolutions. London: The University of Chicago Press.

Mukherjee, P.N. (eds.) 2000. Methodology in Social Research: Dilemmas and Perspectives. New Delhi: Sage. (Introduction)

Popper K. 1999. The Logic of Scientific Discovery. London Routledge.

Shipman, Martin. 1988. The Limitation of Social Research, London: Longman

Sjoberg, Gideon and Roger Nett. 1997. Methodology for social Research, Jaipur: Rawat.

Smelser, Neil J. Comparative Method in Social science.

Padagogy

It may be noted that the course plan is sufficiently broad based to divide it into two courses. Or one course may be culled out depending on the desired thrust and focus.

This course, especially the first section, is communicating the message that methodologies and methods do not evolve or emerge in a vacuum. Thus, the teacher is expected to constantly connect research methods to a theoretical framework so as to explain explicitly the linkages between theory and practice.

Discussions and practical exercise may form an integral part of the course. Daily discussion on specific topic among students will provide feedback to the teacher and also arouse the interest of the students.

A field visit may also be organized depending upon the resources, time and convenience. Students may be made to do exercise in class such as the construction of questionnaires, schedules etc. and also test them in the field so as to sharpen their research skills. The section on statistics should also be rigorously explained along with adequate exercises.

M.A. Part- I

Sociology Paper- 4 – Education and Society

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 contribution 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 some dimensions/ themes from the first part and embeds them in the Indian context.

Course outline:

Sociology of Education: Theoretical Perspectives

Theories and Perspectives in the sociology of education

- ☞ Functionalism
- ☞ Conflict/ Radical Perspectives/ Cultural Reproduction
- ☞ Micro-Interpretative approaches: phenomenology/ symbolic interactionism
- ☞ Feminism
- ☞ Modernism and Post-modernism
- Socialisation, 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
- 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 Alternative and protest: M.K.Gandhi, Paulo Freire, Ivan Illich

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
- ☞ Equality and equity: 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. 1988. *Schools and Societies*. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.

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

Chanana, Karuna. 1979. 'Towards a study of Education and Social Changes'. 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 in 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-Blachford. 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.

Reference:

Ahmad Karuna. 1984. Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No. 3, pp. -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 Education Inequality. London: Methuen.

Pedagogy

The teacher may move from theory to issues of practical concern. While the perspective of the course is international, the teacher may familiarize the student with Indian social reality. Contemporary educational problems and field visits may be incorporated to substantiate the points that emerge during the course of teaching.