

# Department of Sociology

## Course Structure: Ph.D. Course Work - revised 2020

<b>Semester I</b>			
<b>Paper code</b>	<b>Paper Title</b>	<b>Core/Elective</b>	<b>Credit</b>
DSMP 101(a)	Methodology of Social Sciences	Core	2
DSMP 101(b)	Statistical Analysis in Social Science Research	Core	2
DSMP 102	Contemporary Theoretical Orientations in Sociology	Core	4
DSMP 103	Marginalisation, Social Exclusion and Globalisation	Elective	4
DSMP 104	Gender, Global Society and Transnational Feminism	Elective	4
DSMP 106	Population and Development in India	Elective	4
DSMP 107	Globalisation, Higher Education & Society in India	Elective	4
DSMP 005	Education and Society	Elective	4
DSMP 003	Environment and Development	Elective	4
DSMP 109	Methodology, Research & Publication Ethics in Social Sciences	Core	4

## Syllabus (Revised, 2020)

Advance Course for M.Phil./Ph.D. Course (Optional – 4 Credits)

### DSMP 005: Education and Society

Session: 2020-21

Semester: I

#### 1. General Course Information

- 1.1 Course Title: Sociology of Education
  - 1.2 Course Code: DSMP 005
  - 1.3 Contact Hrs.: 40 Hrs
  - 1.4 Credits: 04
  - 1.5 Semester Offered: First
  - 1.6 Lectures: Monday to Thursday
- Faculty Name: Prof. Birendra Narain Dubey

#### 2. Course Objectives

- To familiarise students with the brief history of Sociology of Education;
- To acquaint them about the sociological perspectives on education;
- To enable them to understand and analyse sociologically the policy changes in education under the regime of globalisation and its social implications in India and at the global level.

#### 3. Course Content

##### Unit I: Sociological Perspectives on Education (10 Sessions)

Society, Education and Social Structure  
Functionalist Perspective - Durkheim, Parsons, Davis and Moore, Bernstein  
Weberian Perspective- Max Weber  
Marxist/radical perspective- Althusser, Gramsci, Bowles and Gintis;  
Interactionist Perspective- Bourdieu and M. Young

##### Unit II: Education Commissions in Independent India (8 Sessions)

Radhakrishnan Commission  
Mudaliar Commission  
Kothari Commission  
Knowledge Commission

##### Unit III: Government Policies and Programmes (12 Sessions)

National Policy on Education (1964-66)  
New Education Policy (1986)  
Programme of Action (1992)  
Programmes for School Education – DPEP, SSA, RMS and RUSA  
New Education Policy (2020)

##### Unit IV: Education and Society in the Context of Globalisation (10 Sessions)

Changes in Educational Policies-Higher and Technical Education  
Globalisation and Issues of Educational Justice  
Expansion, Exclusion, Quality, Access, Equity and Gender

#### 4. Evaluation Pattern of the Course

Sessional/Mid-Semester Exam (I&II): 30%

End Semester Exam: 70%

#### 5. Book List

1. Apple, Michael, 1979, *Ideology and the Curriculum*, Boston: Routledge and Kegan Paul.
2. Arum, R, Irene Beattie and Karly Ford (Eds.) 2011 *The Structure of Schooling: Readings in the Sociology of Education*, New York: Routledge.
3. Bernstein, B. 1971, *On the Classification and framing of Education Knowledge*; In Young (eds.) *op.cit.*, pp.363-392.
4. Bourdieu, P. 2004 *The Forms of capital*, in Ball Stephen j (Ed.) *The Routledge, Falmer Reader in the Sociology of Education: London and New York: Routledge Falmer*, pp. 15-29
5. Bowels, S. and Gintis, H 1976 *Schooling in Capitalist America*. New York: Basic Books.
6. Burgess, R. G. 1986, *Sociology, Education and Schools*, London: B. T. Basford.
7. Deem, R. 1978 *Women and Schooling*, London: Routledge and Kegan Paul.
8. Durkheim, E. 1956 *Education and Sociology*, New York: Free Press.
9. Gerth, H.H. and Mills, C.W. (ed.), 1948 *From Max Weber: Essays in Sociology*, London: Routledge and Kegan Paul. (pp. 180-95,240-44422-33)
10. Gore, M.S., Desai, I.P. and Chitnis, Suma, 1968. *Papers in Sociology of Education in India*, New Delhi: NCERT.
11. Mannheim, K and Steward, W.A.C 1962. *An Introduction to Sociology of Education*. London: Routledge.
12. Nambissan, Geetha, B., and S. J. Ball 2011. 'Advocacy networks. Choice and private schooling of the Poor in India' in Lallarie and Geetha B Nambissan ed. *Education, and Social Justice in the Era of Globalization – Perspectives from India and the U.K.* New Delhi: Routledge: 161 – 186.
13. Parsons, T. 1951, *The Social System*. New York: Free Press.
14. Reid, Ivan. 1978. *Sociological perspectives on school and Education*, London: Open Books.
15. Shukla, S. and Kumar, K. (Eds.), 1985. *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications.
16. Young, Michael. F. D. (eds.) 1971. *Knowledge and control*, London: Collier- Macmillan.
17. Pathak, Avijit. 2002. *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Delhi: Rainbow Publishers. (Section on Miramvika).

**SYLLABUS (December2020)**  
**M.Phil./Ph.D I Semester**  
(Compulsory Course for MPhil/Ph.DSociology)

**Course code: DSMP 102: Contemporary Theoretical Orientations in Sociology**

**Total Credits: 4**

**Objectives of the Course**

What is social theory? This is a question a student of social sciences faces at every level of the university: be it from first year undergraduate students to doctoral candidates, and eventually to practicing academics. This course is targeted at students in first year of doctoral programme who are expected to have some familiarity with sociological and anthropological theories and relevant engagements by philosophers. Further, focus is to introduce students to major theoretical development, which shaped sociological thinking in second half of twentieth century and which continues to be central to sociology today. Rather than focus on a particular set of theorists or schools of theory, the course will try to provoke students to think about theory in India and abroad in a dialogical manner and familiarise them with broad theoretical perspectives in sociology. Hence the course will encourage students to see how different theories or representatives of different theoretical schools/factions speak across to each other in context of particular themes. Students be encouraged not to merely read theory but develop deeper understanding by engage with theory critically in relation to themes of interest that are reflected in contemporary anthropo-sociological research.

**Course outline**

**Sociology-Terrain and Challenge**

We begin the course with complex intricacy of the subject. Complexity and difficulty necessitate development of certain intellectual qualities to successfully tackle this area of study. Here an attempt to allay and reverse some negative preconceptions that commonly abound regarding the subject. As essential quality require for sociologist is to be able to develop an understanding of social and global picture as broader context of our personal experience. This will be initially illustrated by reviewing what C. Wright Mills referred to as 'The Sociological Imagination'. The issue of sociology providing an academic basis for enlightened social intervention will also be discussed.

Mills, C. Wright, 1959, *The Sociological Imagination*, New York, OUP.

Nisbet, Robert, 1957, *The Sociological Tradition*, London: Heinemann Educational

Inkeles, Alex, 1965 *What is Sociology: A introduction to the discipline and profession*, Prentice Hall

Goldthorpe, J.E., 1968, *An Introduction to Sociology*, Cambridge: Cambridge University Press

Charoned, Joel M., 1986, *The Meaning of Sociology: A Reader*, New Jersey: Prentice Hall.Inc

Pierre Bourdieu, 1993, *Sociology in Question*, London: Sage

Wagner, Peter, 1994, *A Sociology of Modernity: Liberty and Discipline*, London: Routledge

Blumer, Herbert, 1954, What is wrong with social theory? *American Sociological Review*, February Vol. 19. No. 1 Pp.3-10.

Giddens, Anthony, 1987, *Social Theory and Modern Sociology*, Cambridge: Polity, pp.1-139.

Giddens, Anthony and Jonathan H. Turner (ed.) 1987, *Social Theory* (Oxford: Polity).  
Feyerabend, Paul, 2010, *Against Method: Outline of an Anarchist Theory of Knowledge*, (4th edition) New York: Verso  
Powers H. Charles, 2010, *Making Sense of Social Theory: A Practical Introduction*, Rawat Publications, New Delhi, Pp.1-18

### **Sociological Theory to Social Theory**

Founding theoretical perspectives form an underpinning to sociology as emerged in context of nineteenth century modernisation. Classical theories of modernisation—functionalism, Marxism and social action theory—attempted to gain grip on understanding a much changed social environment to that of traditional society by offering rational and scientific explanation. Latter on symbolic interactionism, phenomenology and ethnomethodology are intermediary to founding and contemporary theory. It is important to develop sociological understanding where theories act as touchstones but not as fixed and final explanation. Need to rejuvenate the subject as a result of far reaching change in contemporary society is introduced, with post-modern and liquid modern perspectives as contemporary response.

Craib, Ian, 1992, *Modern Social Theory: From Parsons to Habermas*, (2nd ed.), London, Harvester Press.  
Durkheim, Emile, 1938, *The Rules of Sociological Method*, New York: The Free Press  
Marx, Karl, 1968, *The German Ideology*, Moscow: Progress Publishers  
Weber, Max, 1949, 'Objectivity in Social Sciences' in Weber (ed) *The Methodology of the Social Sciences* New York: The Free Press pp.49-112  
Parsons, Talcott, 1949, *The Structure of Social Action*. (2nd ed.) New York: McGraw-Hill.  
Merton, Robert K., 1968, *Social Theory and Social Structure*. New York: Free Press.  
Blumer, Herbert, 1969, *Symbolic Interaction: Perspective and Method*, Englewood Cliffs, N.J.: Prentice-Hall)  
Schutz, Alfred, 1932/1967, *The Phenomenology of the Social World*. Evanston, III: Northwestern University Press.  
Garfinkel, Harold, 1967, *Studies in Ethnomethodology*. Englewood Cliffs, N.J.: Prentice-Hall.  
Ritzer, George, 1997, *Postmodern Social Theory*, New York: McGraw-Hill  
Ward, Gleen, 1997, *Postmodernism*, London: Teach Yourself Books  
Zygmunt Bauman, 2000, *Liquid Modernity*, Cambridge: Polity Press and (1991) *Modernity and Ambivalence*, Cambridge: Polity Press.  
Jean Fran Lyotard, 1984, *The Post Modern Condition: A Report on Knowledge*, trans. Geoff Bennington and Brian Massumi, Manchester; Manchester University Press  
Elliot Anthony, 1999, *Contemporary Social Theory*, Blackwell, Massachusetts, PP.97- 118, 119-183, 303-324, 327-350  
Baudrillard, Jean, 1997 (1968), *The System of Objects*, translated by James Benedict, London and New York: Verso.

### **Sociology in Context: Exclusionary Perspective**

Social science contributes to a greater understanding of dynamics of social life and explanations for working of societies in general. One way is to understand reason people give for their action in terms of contexts in which they act, but it requires to analyse relations of cause and effect in social, political and economic spheres, but also concerns hope, wish and aspiration that people, in their different cultural mode and articulation, hold. Most theorists maintain that social exclusion is a process, not only condition reflecting outcome of that process. Yet few, if any, people ever reach ultimate end of imagined trajectory. There are no formal 'exclusion thresholds' to cross, as exist for poverty. Rather, at any time, people are situated on a multidimensional continuum and

may be moving towards inclusion in one or another sense, or towards a state of comprehensive, cumulative social rupture. This process has been labelled social ‘disaffiliation’ or ‘disqualification’, among other terms, and encompasses humiliation as well as social isolation. Longitudinal and panel studies document some mechanism of individuals’ downward spiral, with accumulation of dimension of exclusion. At a more macro-level, groups, communities and societies also may undergo a process of social exclusion from larger collectivities in which progressive isolation and a decline of solidarity give rise to new social boundaries – exclusion lines, so to speak – between insider and outsider. Here focus will be on definition of terms indicating its numerous connotations, and distinguishes three paradigms within which social exclusion is embedded (solidarity, specialisation and monopoly), presenting the theory underlying each with classificatory remark. Economic dimension of three paradigms will be discussed along with significance of social exclusion in politics and social policy and its implementation.

Stanley, Janet, Usefulness of Social Exclusion as a Theoretical Concept to Inform Social Policy in Transport, available at [www.thredbo-conference-series.org/.../thredbo10-themeD-Stanley.pdf](http://www.thredbo-conference-series.org/.../thredbo10-themeD-Stanley.pdf)

The Normative Theory of Social Exclusion: Perspectives from Political Economy, available at [www.ucl.ac.uk/~ucesswo/IJSSP%20ms.doc](http://www.ucl.ac.uk/~ucesswo/IJSSP%20ms.doc)

Silver, Hilary, 2007, *The process of social exclusion: the dynamics of an evolving concept*, Department of Sociology, Brown University Providence, Rhode Island, USA, CPRC Working Paper 95

Silver, Hilary, 1994 Social exclusion and social solidarity: Three paradigms, *International labour review*, Vol.133 Issue no.5-6

Scott, James. 1990, *Weapons of the weak: Everyday forms of Peasants resistance*. OUP, Delhi

Ilaiah, Kancha, 2001, “Dalitism vs Brahminism-the epistemological conflict in history,” in G. Shah (ed.), *Dalit identity and politics*, Sage Publisher, New Delhi.

Oommen, T.K. 2014, *Social Inclusion in Independent India: Dimensions and Approaches*, Orient Blackswan Private Limited

### **Theory in Indian Sociology: Search for Alternative**

Sociology, before it took its place as a teaching discipline in academic institutions in India, emerged as a generalised social ideology which viewed social institutions of societies from a scientific evolutionary viewpoint at a global level. Discussion here will to understand evolution of sociology as an academic discipline in India and to provide an in-depth understanding of various sociological approaches and perspectives and understand distinctiveness and inter-connectedness of different theoretical perspectives in sociological studies of Indian society.

Marriott, McKim (ed.) 1990, *India through Hindu Categories*, Delhi: Sage Publications.

Dhanagare, D.N., 1993, *Themes and Perspectives in Indian Sociology*, Jaipur: Rawat Publications.

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

Bailey, F.G., 1959, ‘For a Sociology of India’, *Contributions to Indian Sociology*, No-III.

Dumont, Louis and David F. Pocock “For a sociology of India” *Contributions to Indian Sociology 1957*; F.G. Bailey 1959; T.N. Madan 1966.

Ramanujan, A.K. 1990 “Is there an Indian way of thinking? An Informal Essay” in McKim Marriott (eds.) *India Through Hindu Categories*, New Delhi: Sage

Singh, Yogendra 2004, *Ideology and Theory in Indian Sociology*, Jaipur, Rawat

Dhanagare, D.N. 2007 “Practising Sociology through History The Indian Experience-I and II *Economic and Political Weekly*, August 18<sup>th</sup> and August 25<sup>th</sup>. pp. 3414-3421 and pp. 3499-3508.

Chaudhari, Matrayee, 2003 *The Practice of Indian Sociology*, Delhi: Orient Longman

Chaudhuri, Matrayee 2014, “Theory and Methods in Indian Sociology”, Yogendra Singh (ed.) *Emerging Concepts, Structure and Change*, Delhi:OUP pp. 87-133.

### **Contemporary Sociological Theory: Globalisation**

Emergence of contemporary sociological theory is related to condition of social change (for example advancement of information technology and mass media) which brought many opportunities and problems in itself. Social scientists viewed this with a desire for development of new theory. Social change is referred to a transition from Fordist to post-Fordist techniques. Key conceptualisation and theories through which sociology is attempting to understand the contemporary world includes globalisation, McDonalised, and hyperglobalisation etc.

Held, David (ed.), 2000, *A Globalising World?* New York: Routledge.

Held, David (ed.), 2003, *The Global Transformations Reader*, Cambridge: Polity.

Hutton, W. and Giddens, A. (eds.) (2001) *On The Edge. Living with global capitalism*, London: Vintage.

Giddens, Anthony, 2000, *Runaway World: How Globalisation is Reshaping Our Lives*, New York: Routledge

Hirst, Paul and Thompson, Grahame and Simon Bromley, 2009, *Globalisation in Question*, Wiley Publication

Appadurai, Arjun, 1997, *Modernity at Large: Cultural Dimension of Globalisation*, New Delhi: OUP.

Singh, Y., 2000, *Culture Change in India: Identity and Globalisation*, Jaipur and New Delhi: Rawat Publication

## **Syllabus (2020)**

### **Department of Sociology (New Course)**

### **M.Phil./Ph.D. Course (Core – 4 Credits)**

#### **DSMP 109: Methodology, Research & Publication Ethics in Social Sciences**

##### **Objectives:**

- To familiarise students with nature and scope of methodology and research and publication ethics in social sciences;
- Enable them to understand the major methodological frames used in social research and data analysis; and
- To equip them to identify publication misconduct and understand databases and research metrics.

##### **Course Outline:**

##### **Part I: Methodology (2 Credits)**

###### **Unit 1: Introduction**

- Philosophy and Methodology: definition, nature and scope, concept, branches
- Ethics: definition, moral philosophy, nature of moral judgment and reactions
- Epistemological issues: Forms and types of knowledge
- Logic of inquiry in social science research: Induction and Deduction
- Philosophical foundations of research: Empiricist, Rationalist, Pragmatic, and Dialectical).

###### **Unit 2: Methodological Frames and Data analysis**

- Positivism (Comte, Durkheim)
- Critics of Positivism (Kuhn, Popper, Giddens)
- Functionalist, Marxist and Critical social science frames
- Interpretivist/Phenomenological frames
- Postmodernist methodology (Lyotard and Feyerabend)
- Feminist methodology (Harding)
- Reliability and Validity; Objectivity/Ethical neutrality.
- Data Analysis using SPSS:  
Introduction, Levels of measurement, Coding and data feeding,  
Measurement of central tendency, easurement of variability,  
Creating tables, Graphical interpretation of data,  
Confidence interval and level of significance,  
Hypothesis testing.

##### **Part II: Research & Publication Ethics (2 Credits)**

###### **Unit 3: Scientific Conduct and Publication Ethics**

- Ethics with respect to science and research;
- Intellectual honesty and research integrity;
- Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP);
- Redundant publications: duplicate and overlapping publications, salami slicing;
- Selective reporting and misrepresentation of data;
- **Publication Ethics:** Definition, introduction and importance;
- Best practices/standards setting initiatives and guidelines: COPE, WAME, etc;
- Conflicts of interest;
- Publication Misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types;
- Violation of publication ethics, authorship and contributorship;



- Identification of publication misconduct, complaints and appeals;
- Predatory publishers and journals.

#### **Unit 4: Practice: Publication, Misconduct, Databases and Research Metrics**

##### **Open Access Publishing:**

- Open access publications and initiatives;
- SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies;
- Software tool to identify predatory publications developed by SPPU;
- Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

##### **Group Discussions on publication misconduct:**

- Subject Specific ethical issues, FFP, authorship
- Conflicts of interest
- Complaints and appeals: examples and fraud from India and abroad
- Software tools (use of Plagiarism software like Turnitin, Urkund and other open source software tools)

##### **Databases and Research Metrics:**

- Databases: Indexing databases; Citation databases (Web of Science, Scopus, etc).
- Research Metrics (Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics (h-index, g index, i10 index, altmetrics).

##### **Evaluation:**

Assignment/ Presentation-Group discussion: 15%; Assignment/presentation/Mid-term test:10;  
Class participation: 5%; End-Semester Exam: 70%.

##### **Essential Readings:**

- Martin, M. & L.C. McIntyre (eds.) (1994). *Readings in the Philosophy of Social Science*. Massachusetts: MIT Press.
- Sjoberg, G. & R. Nett (1968). *A Methodology of Social Research*. New York: Harper & Row.
- Bos, Jaap (2020). *Research Ethics for Students in Social Sciences*. Springer.
- Conforth, M. (1988). *Dialectical Materialism*. Calcutta: National Book Agency.
- Durkheim, E. (1964). *The Rules of Sociological Method*. New York: The Free Press.
- Popper, Karl (2002). *Conjectures and Refutations*. London: Routledge.
- Giddens, A. (ed.) (1974). *Positivism and Sociology*. Cambridge: Cambridge University Press.
- Harding, Sandra (ed.) (1987). *Feminism & Methodology*. Bloomington: Indiana University Press.
- Kuhn, T.S. (1962). *The Structure of Scientific Revolutions*. University of Chicago Press, Chicago.
- Lopez, J. & G. Potter (eds.) (2001). *After Postmodernism – An Introduction to Critical Realism*. London: The Athlone Press.
- Lyotard, Jean-Francois (1984/1979). *The Postmodern condition-A Report on Knowledge*. Manchester, Manchester University Press.
- Feyerabend, P.K. (1975). *Against Method*. London: New Left Books.
- Myrdal, G. (1970). *Objectivity in Social Research*. London: Gerald Duckworth.

- Bird, A. (2006) *Philosophy of Science*. Routledge.
- MacIntyre, Alasdair (1967). *A Short History of Ethics*. London.
- P. Chaddah, (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*.
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research*, Third Edition. National Academies Press.
- 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>
- Beall, J. (2012). "Predatory publishers are corrupting open access". *Nature*, 489(7415), 179-179, <https://doi.org/10.1038/489179a>.
- Indian National Science Academy (INSA). *Ethics in Science Education, Research and Governance* (2019), (ISBN: 987-81-939482-1-7). [http://www.insaindia.res.in/pdf/Ethics\\_Book.pdf](http://www.insaindia.res.in/pdf/Ethics_Book.pdf).
- Ho, Robert (2018). *Understanding Statistics for the Social Sciences with IBM SPSS*. CRC Press.
- Einspruch, E. L. (2005). *An Introductory Guide to SPSS for Windows*. Sage Publications.

#### **Additional Readings:**

- Mukherjee, Ramkrishna (2000). *Methodology in Social Research – Dilemmas and Perspectives*. New Delhi: Sage Publications.
- Mukerjee, Radhakamal (2005). *The Philosophy of Social Sciences*. New Delhi: Radha Publications.
- Creswell, John W.(2009). *Research Design*. California (Los Angeles): Sage Publications Inc.
- Friedman, Milton (1994). 'The Methodology of Positive Economics', in Martin, M. & McIntyre eds.
- Yadav, Y. (1986). "Political 'Science': Positivist Method and Philosophic Critiques", in *Indian Journal of Political Science*, 47(4).
- Bhaskar, Roy (2002). *From Science to Emancipation*. New Delhi: Sage Publications.
- Mukherjee, Ramkrishna (2012). *Why Unitary Social Science*. Delhi: Primus Books.
- Weber, Max (1949). *The Methodology of the Social Sciences*. New York: The Free Press.
- Israel, Mark (2015). *Research Ethics and Integrity for Social Scientists*. London: Sage Publications Ltd. (2<sup>nd</sup> edn).
- Lillie, William (2018/1967). *An Introduction to Ethics*. New Delhi: Allied Publishers Pvt. Ltd.
- Singh, S.N. (2017). *A Short Introduction to Ethics*. New Delhi: Hedgehog Publications.
- Heder, D.M. and A.L. Massanari (2012). *Digital Ethics: Research & Practice*. New York: Peter Lang Publishing Inc.
- Anderson, Jonathan and M. Poole (2019). *Assignment and Thesis Writing*. New Delhi: Wiley India Pvt. Ltd.
- Yadav, S.K. (2020). *Research and Publication Ethics*.
- COPE (Committee on Public Ethics) documents.