

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY,
BALLARY**



Syllabus
for
Course Work for Ph.D. Programme
in
SOCIOLOGY

(New Scheme)

With Effect from 2014-2015

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI

Sub Code: PHDSO Course -1, Core Paper

RESEARCH METHODOLOGY AND STATISTICS IN SOCIOLOGY

Lecture Hours per week: 04

Maximum Marks: 100

Evaluation: Internal Assessment - 25 marks

Total Lecture Hours: 48

Examination - 75 marks

INTRODUCTION:

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 introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. The second and third sections attempt to sensitize the 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 Ph.D. 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.

OBJECTIVES:

- Understand some basic concepts of research and its methodologies
- Identify appropriate research topics
- Select and define appropriate research problem and parameters
- Prepare a project proposal (to undertake a project)
- Organize and conduct research (advanced project) in a more appropriate manner
- Write a research report and thesis

COURSE CONTENT:

UNIT- I: Perspectives in Social Research

(8 Hours)

1. Schools of Thought in Social Research: Objectivity, Positivism, Empiricism, Realism, Subjectivity, Idealism, Building bridges, Postmodernism
2. The relationship between social theory and social research

UNIT- II: Social Research

(7 Hours)

1. Scientific Method and Social Research
2. Problems of Objectivity in Social Research
3. Types of Social Research : Pure and Applied
4. Elements of Social Research: Theory and Fact, Concepts, Hypotheses

UNIT- III: Research Procedure and Methods

(7 Hours)

1. Research Design :Meaning and Typology: Exploratory, Diagnostic, Descriptive and Experimental
2. Sampling: Role and Methods
3. Survey and Case Study method

UNIT IV: Methods of Data Collection (6 Hours)

1. Primary: Observation , Questionnaire, Interview
2. Secondary Data

UNIT–V: Statistics and Analysis of Data (10 Hours)

1. Use of Statistics in social research
2. Processing of data: Classification and Tabulation
3. Diagrammatic and Graphical Representation of Data: Bar Diagram, Pie-Chart, Line Chart, Histogram, Frequency Polygon, Curve and O-give curves

UNIT– VI: Measures of Central Tendency, Dispersion and Report Writing (10 Hours)

1. Mean, Median and Mode
2. Range, Quartile Deviation, Mean Deviation, Standard Deviation and Coefficient of Variation.
3. Chi square test, T-test
4. Report writing

REFERENCES

1. Agarwal, Y.P (1995) Statistical Methods: Concepts, Applications and Computation, Sterling Publishers, New Delhi.
2. Ahuja, Ram (2001) Research Methods, Rawat, Jaipur.
3. Bailey Kenneth D, (1988) Methods of Social Research, John Willey & Sons, New York.
4. Black, James A. and Champion, Dean J. (1976) Methods and Issues in Social Research, John Willey & Sons, New York.
5. Goode, William J. & Hatt, Paul K. (1952) Methods in Social Research, McGraw Hill New Delhi.
6. Gupta, S.C. (1990) Fundamentals of Statistics, Himalaya Publishing, Mumbai.
7. Gupta, S.P. (1985) Statistical Methods, S. Chand & Sons, New Delhi.
8. Kerlinger, Fred N.(1964) Foundations of Behavioral Research, Surgeet, Delhi.
9. Krishnaswami, O.R. (1983) Methodology of Research in Social Sciences, Himalaya, Bombay.
10. Jahoda, Marie , et al., (1958) Research Methods in Social Research, The Dryden Press, New York.
11. May, Tim (2009): Social Research: Issues, Methods and Process, Rawat, Jaipur. New Delhi.
12. R. Mark Sirkin (1995): Statistics for the Social Sciences, Sage, London.
13. Young, Pauline V. (1982) Scientific Social Surveys & Research, Prentice Hal

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI

Sub Code: PHDSO Course -2, Core Paper

SOCIOLOGICAL THEORIES

Lecture Hours per week: 04

Maximum Marks: 100

Evaluation: Internal Assessment - 25 marks

Examination - 75 marks

Total Lecture Hours: 48

INTRODUCTION:

This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the end of the 20th century, and which continue to concern the practitioners of sociology today.

OBJECTIVES:

The main focus of this course will be on modern and post-modern theories, neo-functionalism and neo-Marxism. 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 CONTENT:

UNIT-I: Introduction (8 Hours)

1. The origin of Sociological Theories
2. Meaning and Nature of Sociological Theories
3. Future of Sociological Theory

UNIT-II : Major Sociological Perspectives –1 (12 Hours)

1. Functionalism : Talcott Parsons and R.K Merton
2. Conflict Perspectives : Karl Marx ,Lewis H.Coser and Ralf Darendorf
3. Symbolic Interactionism : C.H. Cooley ,G.H Mead, Herbert Blumer

UNIT –III : Major Sociological Perspectives-2 (10 Hours)

1. Phenomenology ;Alfred Schultz
2. Ethnomethodology –Harold Garfinkel
3. Exchange Theory – George Homans
4. Feminism – Liberal ,Radical and Socialist

UNIT-IV: Post Modern Social Theories (10 Hours)

1. Post Structuralism : Anthony Giddens
2. Neo-Marxist Theories – Habermass and Altrusser
3. Foucault
4. Derrida

UNIT –V: Indian Sociological Perspectives (8 Hours)

1. Marxist Perspective : D.P Mukeerjee ,A .R Desai
2. Subaltern Perspective : B.R Ambedkar and David Hardimand
3. Cultural Perspective :Yogendra Singh

REFERENCES:

1. Alexander, Jeffrey C. Ed. 1985 .Notificationalism, London: Sage
2. Althusser L 1971 Lenin and Philosophy and Other Essay .New York : Monthly Review Press
3. Appelrouth, Scott and Edles, D .2008.Classical and Contemporary Sociological Theory: Text and Readings, California; Pine Forge Press .
4. Bourdieu .Pierre .1990 In other words Sociology: Essays towards a Reflexive Sociology .Oxford: policy Press
5. Connerton , Paul . Ed. 1976. Critical Sociology .Harmondsworth: Penguin
6. Dahrendrof, Ralf, 1979.Class and Class Conflict in Industrial Society. London: Rutledge and Kegan Paul .
7. Giddens .Anthony .2004 .In Defense of Sociology .Cambridge : Polity Press
8. Giddens ,Anthony and Turner .J.H.Ed.1987 .Social Theory Today .Cambridge: Polity Press
9. Lackmann, Thomas Ed. 1798 .Phenomenology and Sociology: Selected Readings. New York: Penguin Books.
10. Rabinow, Paul Ed 1986.The Faucault Reader.Harmondsworth : Penguin
11. Ritzer .George Ed.2007.The Blackwell Encyclopedia of Sociology .Oxford: Blackwell.
12. B.K. Nagla,Indian Sociological Thought,Rawat Publications, Delhi.

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI

Sub Code: PHDSO Course -3, (Specialization-A)

INDIAN SOCIETY – CONTINUITY AND CHANGE

Lecture Hours per week: 04

Maximum Marks: 100

Evaluation: Internal Assessment - 25 marks

Examination - 75 marks

Total Lecture Hours: 48

INTRODUCTION:

It is presumed that the student has some familiarity with Indian society by virtue of the fact that he is a member of it and that he has observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The continuity between the present and the past is an evident feature of Indian society. Though this continuity is reflected in the structure of the course, the focus is on the contemporary Indian society. It is hoped that students will have acquired a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions at the research level. This course is aimed at sensitizing them to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

COURSE CONTENT:

UNIT: I Introduction (10 Hours)

1. Unity in Diversity
2. Emerging challenges to Indian Society
3. Nature and direction of Social Change in India
4. Social Institutions and Change: Family, Caste, Education, Economy and Politics.

UNIT: II Rural Society (8 Hours)

1. Changing Profile of rural society
2. Rural Problems: Poverty, illiteracy, sanitation
3. Rural Development: Panchayat Raj, Rural Development Programmes.

UNIT: III Urban Society (9 Hours)

1. Urbanization in India : Trends and Patterns
2. Urban Problems: Housing, Slums,
3. Urban Development : Policies and Programmes

UNIT: IV Marginalized groups and Minorities (10 Hours)

1. SC & ST's : Problems and Policies
2. OBC's
3. Women: Problems and empowerment

4. Minorities : Identification and problems

UNIT V: Social Problems

(11 Hours)

1. Crime and Juvenile Delinquency: Causes, Consequences and Remedies
1. Child Labour: Nature and Causes, NCLP
2. Prostitution: Causes, Problems and Extent of Prostitution; Legislative Measures
3. Corruption: Causes, Impact and Legislative Measures

Reference:

1. Ahuja, Ram (1993) Indian Social System, Rawat, Jaipur
2. Ahuja, Ram(1999) Society in India, Rawat, Jaipur.
3. Atal, Yogesh(2003) Indian Sociology: From Where to Where, Rawat, Jaipur
4. De Souza, P.R. (ed) (2000) Contemporary India Transitions, Sage, New Delhi.
5. Dumont, Louis (1998), Homo Hierarchicus, OUP, London.
6. Gould, Harold(1988) Caste Adaptation in Modernising Indian Society, Chankaya, New Delhi
7. Kapadia,K.M. (1981), Marriage and Family in India,OUP, London.
8. Madan, G.R. (1966), Indian Social Problems, Volume-1, Allied Publishers Pvt. Limited, New Delhi
9. Mandelbaum, D.C. (1972) Society in India, Popular, Bombay.
10. Prabhu,P.H (1963), Hindu Social Organization, Popular, Bombay.
11. Singer, Milton & Cofer, Bernards, (1996), Structure and Change in Indian Society, Rawat, Jaipur
12. Singh, Yogendra(1998) Modernization of Indian Tradition, Rawat, Jaipur

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI

Sub Code: PHDSO Course -3, (Specialization-B)

SOCIOLOGY OF EDUCATION

Lecture Hours per week: 04

Maximum Marks: 100

Evaluation: Internal Assessment - 25 marks

Examination - 75 marks

Total Lecture Hours: 48

INTRODUCTION:

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.

OBJECTIVES:

- To understand the relationship between education and society.
- To know the scope of the study of sociology of education.

COURSE CONTENT:

UNIT-I Introduction

(10 Hours)

1. Scope of Sociology of Education
2. Theoretical Perspectives in Sociology of Education
 - Structural-Functional
 - Conflict and Radical Perspectives

UNIT-II Education and Socialization

(9 Hours)

1. Interrelation between education and society
2. Agencies of Socialization: Family, School and Media: Changing Dimensions

UNIT-III Education and Social Stratification

(9 Hours)

1. Role of Caste ,Class and Gender in Education
2. Education and Social Mobility
3. Equality of Educational opportunity, Universalization of Education

UNIT-IV: Education and Society in India

(9 Hours)

1. Ancient History of Education in India : ,Colonial and Independent India

2. Contemporary Educational Scenario in India
3. School and Higher Education : Diversities ,Disparities and Challenges

UNIT-V: Major Educational Support Schemes in India and Karnataka (11 Hours)

1. New Educational Policy
2. RTE
3. RUSA
4. Trends and patterns of Basic Education in Karnataka
5. Education in HK Region of Karnataka.

References:

1. Ashokkumar, (1990), **current trends in Indian Education**, New Delhi: Ashish Publishing House.
2. Banks, Olive, (1976), **Sociology and Education**, London: Batsford.
3. Blackledge, D. and B. Hunt, (1985), **Sociological Interpretations of Education**, London: Croom Helm.
4. Boudon, Raymond, (1973), **Education Opportunity and Social Inequality**, New York: John Wiley & Sons.
5. Brint, Steven, (1988), **School and Societies**, Thousand Oaks, California: Pine Forge Press.
6. Durkheim, Emile, (1956), **Education and Sociology**, New York: Free Press.
7. Gore, M. S., I. P. Desai and Suma Chitins (ed), 1967, **Papers in the Sociology of Education in India**, New Delhi: NCERT.
8. Indira R. (ed), (2011), **Themes in Sociology of Education** (Volume 5), Studies in Indian Sociology, New Delhi: Sage Publication.
9. Jayaram, N. (1990) **Sociology of Education in India**, Jaipur: Rawat Publications.

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY

QUESTION PAPER PATTERN

Time: 3 Hours

Max. Marks: 75

Note : Answer all question

All question carry equal marks

(15X5=75)

There are only internal choices

1. a.

15 marks

or

b.

2. a.

15 marks

or

b.

3. a.

15 marks

or

b.

4. a.

15 marks

or

b.

5. a.

15 marks

or

b.