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- Sharma, Ursula, 1983: Woman, Work and Property in North West India, London, Tavistock

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- Waxman, 1983: The Stigma of Poverty: A Critique of poverty Theories and policies,.....

### B.A. III SOCIOLOGY.

#### Paper I – Foundations of Sociological Thought

##### Objectives:

Sociology originated as an intellectual response to the crisis facing the mid nineteenth century European society. Its development over two century since then has been influenced by a variety of socio-economic and political conditions where it has been taught and practiced. It has been established as a multi-paradigmatic academic discipline, with its body of enriched theoretical knowledge and its methodological techniques and procedures systemized. Nevertheless, some of its original concerns have persisted and some of its classical theoretical and methodological landmarks are relevant even now.

This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. Its objective is to help students gain an understanding of some of the classical contributions in sociology, and their continuing relevance to its contemporary concerns.

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### Course Outline :

- Unit 1: The Intellectual Context of the Emergence of sociology: Enlightenment; The French Revolution and the Industrial Revolution..
- Unit 2: Comte: Law of three stages; Spencer: Theory of Social Evolution; Durkheim: Social facts and Social Solidarity.
- Unit 3: Weber: Social action, authority; Marx: Materialist Conception of History and Class Struggle.
- Unit 4: Development of Sociological Thought in India: G.S. Ghurye- Caste in India; Radha Kamal Mukerjee-Social Structure of Values; D.P. Mukerjee-Cultural diversities

### Essential readings:

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- Barnes, H.E., 1959: Introduction to the History to Sociology, Chicago The University of Chicago Press
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- Ritzer, George, 1996: Sociological Theory, New Delhi, Tata-McGraw Hill
- Singh, Yogendra, 1986: Indian Sociology: social conditioning and emerging Trends, New Delhi, Vistaar

### Pedagogy:

The focus of this paper is on the substantive, theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists and which continue to concern the practitioners of sociology today. Unless otherwise necessary to understand their contributions, the biographical details of the sociologists should be kept to the minimum.

Evaluation of the relevance and significance of the contributions of the pioneers and classical theorists should be briefed by the historical context of the discipline and its theorists.

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## Paper-II: Social Research Methods

### Objectives:

This course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality.

Thus the emphasis is there on the study of research method as a means of understanding social reality. There are different perspectives and methods (both quantitative and qualitative research) are to be covered.

### Course outline:

Unit 1: Social Research; Meaning, scope and significance ; Basic Steps.

Unit 2: Methods of Research : Quantitative- Social Survey; qualitative methods- observation, case study.

Unit 3: Techniques of Data Collection: Sampling Questionnaire, Schedule and Interview; primary and secondary data.

Unit 4: Classification and presentation of data : coding, tables, graphs; Measures of central tendency: Mean, Median, Mode; Standard Deviation

### Essential Readings:

Bajaj and Gupta, 1972: Elements of Statistics, New Delhi, R.Chand and Co.

Beteille, A. and T.N. Madan, 1975: Encounter and experience: Personal Accounts of Fieldwork, New Delhi, Vikas Publishing House.

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Mueller, John H. and Schuessler, Karl F., 1969: Statistical Reasoning in Sociology, New Delhi, Oxford and IBH (Indian Edition)

Young, P.V., 1988: Scientific Social Survey and Research, New Delhi, Prentice Hall

### Pedagogy:

The uses of techniques and methods have to be understood alongwith the perspective that governs research. An effort should be made to distinguish between techniques and methods. Moreover, the teachers may convey the message to the students

C.E.S-University, Meerut

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Dr. R. Singh  
Coordinator II

STATE LEVEL SYLLABUS OF SOCIOLOGY FOR UNDERGRADUATE LEVEL  
Prepared by BOS in Sociology 25-08-2011  
(Incorporating all the course contents of Syllabus provided by State Level Committee)

that the social context of research and its methods is fundamental to their understanding and application.

The purpose of the course is to train students as good researchers and investigators. For this reason, understanding of social reality, especially the local context, is imperative. Therefore, examples and illustrations may be drawn from local / regional contexts for effective teaching and meaningful learning.

The main efforts may be devoted to making students to undertake exercises in the class and, if possible, in the field. This will also make the course interesting and give students the necessary practice to apply the techniques and methods in the field situations as well as for data analysis.

Students may also be familiarized with published source material especially the census reports. Use of OHP for the reading and interpretation of tables, graphs etc. will be helpful.

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# चौधरी चरण सिंह विश्वविद्यालय, मेरठ



संदर्भ :  
दिनांक : 01.01.2013

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सेवा में,

प्राचार्य/प्राचार्या/निदेशक,  
समस्त सम्बद्ध महाविद्यालय/संस्थान,  
चौधरी चरण सिंह विश्वविद्यालय,  
मेरठ।

**विषय : सत्र 2011-12 से स्नातक स्तर पर बी०ए० प्रथम/द्वितीय/तृतीय वर्ष में प्रभावी समाज शास्त्र विषय के पाठ्यक्रम (Syllabus) के सम्बन्ध में स्पष्टीकरण।**

महोदय/महोदया,

जैसा कि आपको विदित है कि अन्य विषयों के साथ-साथ राज्य स्तर पर स्नातक स्तर के लिए समाज शास्त्र विषय का प्रथम/द्वितीय/तृतीय वर्ष का यूनीफाईड सैलेबस शासन से प्राप्त हुआ था। विश्वविद्यालय की पाठ्यक्रम समिति ने अपनी बैठक दिनांक 25.08.2011 में उक्त यूनीफाईड सैलेबस में कतिपय संशोधन करते हुए नवीन संशोधित पाठ्यक्रम अनुमोदित किया गया था। विश्वविद्यालय की वेबसाइट पर उक्त दोनों प्रकार के (कुछ भिन्नता वाले) पाठ्यक्रम उपलब्ध होने के कारण महाविद्यालय द्वारा इस विषय में स्पष्टीकरण हेतु बार-बार पूछताछ की जा रही है।

उपर्युक्त के परिप्रेक्ष्य में सर्व सम्बन्धित को अवगत कराना है कि सत्र 2011-12 से विश्वविद्यालय पाठ्यक्रम समिति की बैठक दिनांक 25.08.2011 में अनुमोदित बी०ए० समाज शास्त्र विषय के प्रथम/द्वितीय/तृतीय वर्ष के लिए निम्नवत् पाठ्यक्रम प्रभावी है :-

**B.A. I Sociology (w.e.f. Session 2011-12)**

Paper I - Introduction to Sociology	M.M. 50	A-132
Paper II - Society in India - Structure and change	M.M. 50	A-133

**B.A. II Sociology (w.e.f. Session 2012-13)**

Paper I - Social Change and Social Control	M.M. 50	A-232
Paper II - Indian Society - Issues and Problems	M.M. 50	A-233

**B.A. III Sociology (w.e.f. Session 2013-14)**

Paper I - Functions of Sociological Thought	M.M. 50	A-332
Paper II - Social Research Methods	M.M. 50	A-333

आपसे अनुरोध है कि समस्त सम्बन्धित शिक्षकों एवं छात्र-छात्राओं को उपर्युक्त से अवगत कराते हुए उपर्युक्त अनुमोदित पाठ्यक्रम के अनुसार ही पाठन-पठन एवं छात्र-छात्राओं द्वारा परीक्षा फार्म में उपर्युक्तानुसार सही शीर्षक एवं प्रश्न-पत्र कोड ही भरा जाना सुनिश्चित करने की कृपा करें।

भवदीय,

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## BA II Sociology

BA III Sociology

Paper –I : Foundations of Sociological Thought	M.M. 50
Paper –II : Social Research Methods	M.M. 50

All the contents of the State Level Syllabus of Sociology for Undergraduate Level have been incorporated, slightly readjusted as per requirements, repetition deleted and contents adjusted to fit in the frame work of no. of papers of the Undergraduate programme of C.C.S. University

-Detailed syllabus continue p. 02-09

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STATE LEVEL SYLLABUS OF SOCIOLOGY FOR UNDERGRADUATE LEVEL

Prepared by BOS in Sociology 25-08-2011

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**B.A. III SOCIOLOGY.**

**Paper I – Foundations of Sociological Thought**

**Objectives:**

Sociology originated as an intellectual response to the crisis facing the mid nineteenth century European society. Its development over two century since then has been influenced by a variety of socio-economic and political conditions where it has been taught and practiced. It has been established as a multi-paradigmatic academic discipline, with its body of enriched theoretical knowledge and its methodological techniques and procedures systemized. Nevertheless, some of its original concerns have persisted and some of its classical theoretical and methodological landmarks are relevant even now.

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### Paper-II: Social Research Methods

#### Objectives:

This course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality.

Thus the emphasis is there on the study of research method as a means of understanding social reality. There are different perspectives and methods (both quantitative and qualitative research) are to be covered.

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Young, P.V., 1988: Scientific Social Survey and Research, New Delhi, Prentice Hall

#### Pedagogy:

The uses of techniques and methods have to be understood alongwith the perspective that governs research. An effort should be made to distinguish between techniques and methods. Moreover, the teachers may convey the message to the students

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*Prakash*  
*Meerut*

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A Meeting of Board of Studies in Education was held on 19-08-2013. The following course structure with the name of papers semester wise are suggested by B.O.S. for M.Ed. course for affiliating colleges and University campus.

M.Ed.

One Year Regular Course

Two Semester

**Semester -1<sup>st</sup>**

S. No	Paper Code	Name of Papers	M.M.	
			Int.	Ext.
1	PG-21	Educational Measurement & Evaluation <b>Compulsory Paper</b>	50	50
2	PG-31	Psychological Foundation of Education <b>Compulsory Paper</b>	50	50
3	PG-23	Methodology of Educational Research & Statistics <b>Compulsory Paper</b>	50	50

**Semester -2<sup>nd</sup>**

S. No	Paper Code	Name of Papers	M.M.	
			Int.	Ext.
4	PG-22	Philosophical & Sociological Foundation of Education <b>Compulsory Paper</b>	50	50
5	PG-32	Guidance & Counseling in Education <b>Compulsory Paper</b>	50	50
6	PG-33	Any ONE of the following. Comparative Education OR Teacher Education OR Educational Technology OR Curriculum Development OR Educational Administration & Supervision	50	50
7		Dissertation (Evaluation & Viva Voce) <b>Compulsory</b>	50	50
8	--	Viva-voce Examination -(Comprehensive viva including all papers of first & second semester as well as Dissertation)	50	50