

Master of Arts in Sociology

Academic Program Structure

&

Curriculum

(Aligned with NEP-2020)

Course to be Implemented from June – 2026

2 Year Post Graduate
NHEQF Level: 6.0

Entry NHEQF Level	:	6.0
Duration	:	Two Years (Four Semesters)
Total Courses	:	24
Total Learning Hours	:	2640
Total Credits	:	88
Total Marks	:	2200

Programme Outcomes (POs)

PO 1 – Sociological Knowledge and Understanding
Demonstrate comprehensive and critical understanding of classical and contemporary sociological theories, concepts, perspectives, and approaches to analyse social structures, institutions, relationships, and processes.

PO 2 – Research Competence
Apply scientific and systematic research methods, including research design, sampling, data collection, data analysis, interpretation, and report writing, to investigate sociological issues and social problems.

PO 3 – Critical and Analytical Thinking
Critically analyse and interpret contemporary social issues and problems related to education, health, crime, urbanization, migration, tribal communities, social change, and development using sociological perspectives.

PO 4 – Applied and Interdisciplinary Competence
Integrate sociological knowledge with interdisciplinary perspectives and apply it to professional and practical contexts in academia, research, government, corporate organizations, NGOs, development institutions, and other social sectors.

PO 5 – Ethics, Social Responsibility and Social Justice
Demonstrate ethical, socially responsible, inclusive, and culturally sensitive approaches in understanding and addressing social inequalities, human rights, social justice, diversity, and sustainable development.

PO 6 – Communication, Leadership and Policy Competence
Demonstrate effective communication, leadership, teamwork, human resource management, and basic policy analysis skills for meaningful participation in social planning, governance, community development, and institutional activities.

Programme Specific Outcomes (PSOs)

PSO 1: Apply sociological theories and perspectives to analyse social institutions, structures, relationships, and contemporary social realities.

PSO 2: Conduct sociological research using appropriate qualitative and quantitative methods and communicate research findings effectively.

PSO 3: Analyze diverse social issues and contemporary challenges in rural, urban, educational, health, political, tribal, organizational, and global contexts.

PSO 4: Apply interdisciplinary sociological knowledge to address complex social, organizational, and developmental challenges.

PSO 5: Demonstrate critical thinking, problem-solving, ethical reasoning, and evidence-based decision-making in addressing social problems.

PSO 6: Demonstrate communication, leadership, teamwork, and professional competencies for careers in teaching, research, policy, social development, corporate sectors, and public administration.

Curriculum and Credit Framework for Postgraduate Studies in Sociology (Effective from Academic Year 2026-2027)

(A): Only Coursework

Semester-I (MA) of Two-Year PG

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
1	**DSC1**	Theoretical Perspectives in Sociology	60	4	30	70
1	**DSC2**	Social Change in Indian Context	60	4	30	70
1	**DSC3**	Social Psychology	60	4	30	70
1	**DSE1E(A)**	Sociology of Education	60	4	30	70
1	**DSE1E(B)**	Sociology of Indian Diaspora	60	4	30	70
1	**DSE2E(A)**	Sociology of Crime	60	4	30	70
1	**DSE2E(B)**	Rural Sociology	60	4	30	70
1	**SEC1**	Corporate Social Responsibility	30	2	15	35

Semester-II (MA) of Two-Year PG

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
2	**DSC4**	Modern Sociological Theories	60	4	30	70
2	**DSC5**	Sociology of Region	60	4	30	70
2	**DSC6**	Sociology of Social Movement	60	4	30	70
2	**DSE3E(A)**	Human Resource Management	60	4	30	70
2	**DSE3E(B)**	Health and Society	60	4	30	70
2	**DSE4E(A)**	Political Sociology	60	4	30	70
2	**DSE4E(B)**	Tribal Sociology	60	4	30	70
2	**SEC2**	Report Writing and Critical Thinking	30	2	15	35

- M.A. Sem-1 - Student has to Select any one course from discipline Specific Elective DSE1(A) and DSE1(B)
- M.A. Sem-1 - Student has to Select any one course from discipline Specific Elective DSE2(A) and DSE2(B)
- M.A. Sem-2 - Student has to Select any one course from discipline Specific Elective DSE3(A) and DSE3(B)
- M.A. Sem-2 - Student has to Select any one course from discipline Specific Elective DSE4(A) and DSE4(B)
- M.A Sem 1 & 2 Syllabus are common for both Scheme (A) Only Course work and (B) Course work + Research.

Semester-III (MA) of Two-Year PG

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
3	**DSC7**	Indian Sociological Perspectives	60	4	30	70
3	**DSC8**	Methods of Social Research	60	4	30	70
3	**DSC9**	Economic Sociology	60	4	30	70
3	**DSE5E(A)**	Development and Displacement	60	4	30	70
3	**DSE5E(B)**	Culture and Society	60	4	30	70
3	**DSE6E(A)**	Sociology of Family and Counselling	60	4	30	70
3	**DSE6E(B)**	Sociology of Action	60	4	30	70
3	**SEC3**	Environment and Society	30	2	15	35

Semester-IV (MA) of Two-Year PG

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
4	**DSC10**	History of Indian Sociology	60	4	30	70
4	**DSC11**	Sociology of Religion	60	4	30	70
4	**DSC12**	Gender and Society	60	4	30	70
4	**DSE7E(A)**	Industrial Sociology	60	4	30	70
4	**DSE7E(B)**	Monograph	60	4	30	70
4	**DSE8E(A)**	Human Rights & Society	60	4	30	70
4	**DSE8E(B)**	Sociology of Practice	60	4	30	70
4	**SEC4**	Field Work and Community Engagement	30	2	15	35

- M.A. Sem-3 - Student has to Select any one course from discipline Specific Elective DSE5(A) and DSE5(B)
- M.A. Sem-3 - Student has to Select any one course from discipline Specific Elective DSE6(A) and DSE6(B)
- M.A. Sem-4 - Student has to Select any one course from discipline Specific Elective DSE7(A) and DSE7(B)
- M.A. Sem-4 - Student has to Select any one course from discipline Specific Elective DSE8(A) and DSE8(B**)**

Curriculum and Credit Framework for Postgraduate Studies in Sociology
(Effective from Academic Year 2026-2027)
(B): Coursework + Research
Semester-III (MA) of Two-Year PG

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
3	**DSC7**	Indian Sociological Perspectives	60	4	30	70
3	**DSC8**	Methods of Social Research	60	4	30	70
3	**DSE5E(A)**	Development and Displacement	60	4	30	70
3	**DSE5E(B)**	Culture and Society				
3	**DSR1**	Research Project - I		10	75	175

Semester-IV (MA) of Two-Year PG

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
4	**DSC10**	History of Indian Sociology	60	4	30	70
4	**DSC11**	Sociology of Religion	60	4	30	70
4	**SEC4**	Field Work and Community Engagement	30	2	15	35
4	**DSR2**	Research Project - II		12	90	210

Curriculum and Credit Framework for Postgraduate Studies in Sociology
(Effective from Academic Year 2026-2027)
(C): Only Research
Semester-III & IV (MA) of Two-Year PG

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
3	DSR1	Research Project (Dissertation Writing)		22	165	385
SEM	**Course**	**Course Title**	**Hours/ Week**	**Credit**	**Internal Marks**	**External Marks**
4	DSR2	Research Project (Dissertation Writing)		22	165	385

(B): Coursework + Research:
M.A. Sem-3 - Student has to Select any one course from discipline Specific Elective DSE5(A) and DSE5(B).
Students who opt for (B) Coursework + Research will have to do compulsory Research Project.

(C): Only Research
Students who opt for (C) Only Research will have to do compulsory Research Project in both the semester.

Semester - I

Course Syllabus (As per NEP-2020)
A – Only Course Work

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
1	**DSC1**	Theoretical Perspectives in Sociology	60	4	30	70
1	**DSC2**	Social Change in Indian Context	60	4	30	70
1	**DSC3**	Social Psychology	60	4	30	70
1	**DSE1E(A)**	Sociology of Education	60	4	30	70
1	**DSE1E(B)**	Sociology of Indian Diaspora	60	4	30	70
1	**DSE2E(A)**	Sociology of Crime	60	4	30	70
1	**DSE2E(B)**	Rural Sociology	60	4	30	70
1	**SEC1**	Corporate Social Responsibility	30	2	15	35

Course Structure and Mapping: DSC1 – Theoretical Perspective in Sociology

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSC	**DSC1**	**Theoretical Perspective in Sociology**	3-0-2	60	04

Course Objectives:

1. To introduce students to the major theoretical perspectives and foundational concepts in sociology.
2. To develop an understanding of classical and contemporary sociological thinkers and their theoretical contributions.
3. To enable students to compare and critically evaluate different sociological perspectives for understanding social phenomena.
4. To develop the ability to apply sociological theories to interpret contemporary social structures, institutions, and social issues.

Course Outcomes (COs):

On completion of this course, students will be able to:

CO1: Explain and interpret the major sociological ideas and theoretical contributions of classical thinkers such as Karl Marx, Émile Durkheim, Max Weber, and Herbert Spencer.

CO2: Analyze social phenomena using the concepts and perspectives developed by classical sociological theorists.

CO3: Compare and critically evaluate the similarities, differences, and relevance of classical sociological theories in understanding contemporary society.

CO4: Apply classical sociological concepts to examine social institutions, social change, inequality, and other social issues in diverse contexts

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Basics of Sociological Theories** • Introduction to Sociology & Sociological Theories, Nature of Sociological Theories • Social and Intellectual Background of the Emergence of Sociological Theories • Enlightenment, French Revolution and Industrial Revolution • Hypothesis, Variables, Concepts, Theorecital Statements, Positivism, Social Statics & Dynamics. • Relation between Theories and Research.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Structural Functionalism – I** • Consensus theory and the organic roots of functionalism.	- CL, Seminars, CBL - Literature Review

Unit	Course Content	Learning Pedagogies*
	• Talcott Parsons: Voluntarist Theory of Action, AGIL Paradigm, and Pattern Variables. • Functional Analysis of Robert Merton, Middle Range Theory, Role Set. • Critical Evaluation of Structural Functionalism.	- Group Discussion - ICT, SDL
Unit: III	**Structural Functionalism – II** • Radcliffe-Brown: Idea of Social Structure. • S.F. Nadel: The Problems of Role Analysis. • Niklas Luhmann: Social System Theory. • George C. Homans: Social Exchange Theory. • Structural and Functional Perspective of Indian Sociology.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Conflict Perspectives** • Critiques of Functionalism: The shift from consensus to coercion models. Intellectual Roots of Conflict Theories. • Ralf Dahrendorf: Authority and Conflict, Class and Social Conflict, Imperatively Coordinated Associations. • Lewis A. Coser: Functions of Social Conflict, Internal and External Conflict, Positive Functions of Conflict. • C. Wright Mills: Power Elite, Sociological Imagination. • Critique of Bureaucracy and Mass Society.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative assessment (20 Marks):
    - Assignment, Self-learning and Term work: 05 Marks
    - Seminar / Presentation: 05 Marks
    - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	–	2	1	2	3	3	-	1	-	1	-
CO2	3	1	3	2	3	3	3	-	3	1	2	-
CO3	3	1	3	2	3	3	3	-	3	2	3	1
CO4	3	1	3	2	3	3	3	-	3	2	3	1

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Collin Randall: Sociological Theory (Indian edition) Jaipur & New Delhi, Rawat- 1997.
2. Parmar Y.A.: "Samajshashtriya Siththanto", University Granth Nirman Board, Gujarat State Ahmedabad (Gujarati)
3. Ritzer George: Sociological Theory (International edition 2000) New york, Mcgraw Hill 2000.
4. Wallance Ruth A and Alison Wolf: Contemporary Sociological Theory: Continuing the Classical Traditions (2nd edition) Prentice Hall Englewood cliffs, New Jersey, 1986.
5. Doshi S. L & Jain P.C: “Pramukh Samajshastriya Siddhanto – Compte se Merton tak”, Jaipur, Rawat, 2002
6. Husain Mujhtaba; “Samajshastriya Vichar”, Hyderabad Orient Black Swan, 2010.
7. Singh Yogendra: “Ideology and Theory in Indian Sociology”, Jaipur, Rawat, 2004.
8. Bottomore Tom, Karl Marx: Selected Writing in Sociology &Social Philosophy, New York, 1956.
9. Stammer Otto: Max Weber & Sociology Today, Oxford, 1971.
10. Mevack George: The Origins of Materialism, New York, 1971.
11. Upadhyay Rushiraj. ‘Samajshastriya Khyalo ane Siddhanto', Ayudh Publication.

Course Structure and Mapping: DSC2 – Social Change in Indian Context

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSC	**DSC2**	**Social Change in Indian Context**	3-0-2	60	04

Course Objectives:

- To introduce students to the concepts, dimensions, processes, and major theories of social change.
- To develop an understanding of the historical and contemporary processes of social change in Indian society.
- To examine the impact of modernization, westernization, Sanskritization, urbanization, globalization, and technological change on Indian society.
- To enable students to critically analyse contemporary social transformations, social movements, and emerging challenges in India.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: To introduce the students about the theoretical and conceptual frame about social change and development.

CO2: As social Change is continuous process, this course is designed to prepare students to see societal change and development through various aspects of society.

CO3: To sensitize students about such concepts regarding change and development and prepare them to conduct researches in this context.

CO4: To sensitize students about modern Indian perspectives requires theoretical knowledge, critical examination of Indian society, interdisciplinary understanding and critical thinking.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Introduction to Social Change:** Basic Concepts: Evolution, Progress, Change, Development. Process of Change: Facilitating and Obstructive Factors of Social Change. Sanskritization, Modernization, Westernization and Urbanization.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Theoretical Perspectives of Social Change:** • Theories of Social Change: Linear, Circular Cyclical. Theories of Structural Change	- CL, Seminars, CBL - Literature Review - Group Discussion

Unit	Course Content	Learning Pedagogies*
	• Dialectical Approach and Cognitive Approach. • Oswald Spengler's Cultural Morphology. • Pitrim Sorokin's Socio-Cultural Dynamics. • Arnold Toynbee's Civilizational Dynamics. • Dialectical Approaches of G.W.F. Hegal (Idealistic Dialectic) • Cognitive Approaches Peter Berger & Thomas Luckmann.	- ICT, SDL
Unit: III	**Social Reformation, Revolution & Revivalism:** Social Movement, Social Revolution, Social reformation and revivalism–as changing factors in Society. Religious Movements. **Changing in Social Structure:** Micro Social Structural Change by Yogendra Singh	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Social Change in Modern India:** Social Change in Modern India–Role of Law and constitution, Changing in Caste System, Changing Status of Women, Impact of Industrialization and urbanization. Programs of Planned Development:- Community Development Program, Panchayati Raj, Goals of Five year plans	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative assessment (20 Marks):
    - Assignment, Self-learning and Term work: 05 Marks
    - Seminar / Presentation: 05 Marks
    - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	1	1	2	1	3	-	2	1	2	-
CO2	1	3	2	1	3	1	3	-	2	2	2	-
CO3	1	3	3	2	3	2	2	2	3	2	3	1
CO4	1	3	2	2	3	3	3	1	3	3	3	1

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Bhatt Chandra Shekhar (edi). Sociology of Development and Change,Essay in Memory of Prof.M.S.ARao. Orient Longman Ltd.1993.
2. Bose AshishMitra, Desai and Sharma-Population in Indias DevelopmentVikasPub. House Delhi1974
3. Bose Sugata, Jalat Ayesha (edi). Nationalism, Democracy and Dvelopment,Oxford University Press, Delhi 1998
4. Desai A.R, Social Background of Indian Nationalism, Popular PrakashanBombay,1996
5. Dev Gupata Satya (Edi), Dynamics ofGlobalization and Development 1998.
6. Dubey S, 1996, “VikaskaSamajshastra”, VaniPrakashan, New Delhi, 1996.
7. Gore M.S. Social Aspects of Development, Bombay, 1985.
8. GuhaRamchandra-Sociology and Dilemmas of Development, ICSSR, NewDelhi 1994.
9. Kothari Rajani; “Rethinking Development–in search of Humana Alternatives,Ajanta Publication, New Delhi, 1988.
10. Parekh M, Shah P: “AadhunikBharatmaSamajikParivartan”, UniversityGranthNirman Board, 1993.
11. Parmar Y, A: “Vikas nu Samajshastra”, Popular Prakashan, Surat,2004.
12. RaoHemaxi; “Vikas nu Samajshastra”, ParshwaPrakashan, Ahmedabad, 2013
13. Shrinivas M.N; “Aadhunik Bharat ma SamajikParivartan”, (Translated), UniversityGranthNirman Board, Ahmedabad, Gujarat, 2011.
14. Singh Yogendra; “Social Change in Modern India”, Thomson Press Ltd, Faridabad,1977.
15. Yadav R, G; “Bharat me SamajikParivartanEvamVikas”, Orient Blackswan,New Delhi, 2014.

Course Structure and Mapping: DSC3 – Social Psychology.

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSC3	**DSC3**	**Social Psychology**	3-0-2	60	04

Course Objectives:

- To introduce students to the basic concepts, perspectives, and approaches of social psychology.
- To develop an understanding of the influence of social interaction, groups, culture, and social environment on individual behaviour.
- To examine processes such as socialization, perception, attitudes, personality, motivation, leadership, and group dynamics.
- To enable students to apply social psychological concepts to understand interpersonal relationships, group behaviour, and contemporary social situations.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain the nature, scope and significance of social psychology.

CO2: Analyze social perception, attitudes and group processes.

CO3: Examine socialization, personality and interpersonal relations.

CO4: Evaluate contemporary applications of social psychology.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	• Introduction to Social Psychology, Nature, Scope and Methods, Relationship with Sociology and Psychology, Scope of Social Psychology, Importance of Social Psychology.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	• Social Perception.	- CL, Seminars, CBL - Literature Review

Unit	Course Content	Learning Pedagogies*
	• Meaning and Characteristics of Attitudes, Formation of Social Attitude, Attitudes and Attitude Change, • Communication and Persuasion, Prejudice and Stereotypes. • Prejudices: Meaning and Characteristics. Formation of Prejudices. Effects of Prejudices. Change of Prejudice.	- Group Discussion - ICT, SDL
Unit: III	• Leadership: meaning, characteristics and types • Democratic leader • Authoritarian leaders • Emergence of leadership • Socialization and Personality, Leadership; Group Dynamics; Conformity and Social Influence	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	• Propaganda: Meaning and characteristics • Media of Propaganda • Techniques of Propaganda • Importance of Propaganda • Collective Behaviour; Social Conflict and Cooperation; Applied Social Psychology in Contemporary Society	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative assessment (20 Marks):
- Assignment, Self-learning and Term work: 05 Marks
- Seminar / Presentation: 05 Marks
- Attendance: 10 Marks

• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	1	1	3	-	-	2	1	-
CO2	3	2	3	2	2	1	3	-	2	3	2	-
CO3	2	1	3	2	3	1	2	-	3	2	2	1
CO4	2	1	3	2	3	2	2	1	2	3	3	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2023). Social psychology (11th ed.). Pearson.

2. Baron, R. A., Branscombe, N. R., & Byrne, D. (2017). Social psychology (14th ed.). Pearson.

3. Baumeister, R. F., & Bushman, B. J. (2021). Social psychology and human nature (5th ed.). Cengage Learning.

4. Crisp, R. J., & Turner, R. N. (2020). Essential social psychology (4th ed.). Sage Publications.

5. Hogg, M. A., & Vaughan, G. M. (2018). Social psychology (8th ed.). Pearson Education.

6. Myers, D. G., & Twenge, J. M. (2022). Social psychology (14th ed.). McGraw-Hill Education.

7. Pandey, J. (2009). Social psychology. Vikas Publishing House.

8. Rodrigues, A., & Levine, R. A. (Eds.). (1999). Reflections on 100 years of experimental social psychology. Basic Books.

9. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2018). Social psychology (14th ed.). Pearson Education.

Course Structure and Mapping: DSE1E(A) – Sociology of Education

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSE	**DSE1E(A)**	**Sociology of Education**	3-0-2	60	04

Course Objectives:

- To introduce students to the sociological meaning, nature, functions, and significance of education.
- To examine the relationship between education, society, culture, socialization, and social change.
- To critically analyse educational inequalities related to class, caste, gender, ethnicity, region, and other social factors.
- To develop an understanding of contemporary educational issues and the role of education in social mobility, inclusion, and social development.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain the concept, scope, and sociological foundations of education.

CO2: Analyze the role of education in socialization, social control, social mobility, and social change.

CO3: Evaluate major sociological perspectives and factors influencing educational opportunities and outcomes.

CO4: Critically examine contemporary educational policies, challenges, and reforms in India.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Introduction to Sociology of Education** • Meaning, Nature and Scope of Sociology of Education • Education as a Social Institution • Relationship between Education and Society • Sociological Foundations of Education	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
	• Functions of Education	
Unit: II	**Education, Socialization and Sociological Perspectives** • Concept and Process of Socialization • Role of Family, School, Peer Group and Media in Education • Education and Social Control • Theoretical Perspectives of Sociology of Education.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: III	**Educational Institutes, Progress and development:** • Education institute as a social system, • Functions of Educational Institutes, • Role of principal and directors in institutes, • Role of Teachers in Different Context, • Development of Higher Education in India. • Role of UGC & NEP - 2020	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Challenges in Education System:** • Social Change and Education, • Challenges of educational system in modernization context, • Gender inequalities & Impact on Women's Status, • Right to Education (RTE) • National Education Policy (NEP) • Challenges in Higher Education in India	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative assessment (20 Marks):
    - Assignment, Self-learning and Term work: 05 Marks
    - Seminar / Presentation: 05 Marks
    - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	1	1	3	-	2	2	-	-
CO2	3	2	3	2	2	1	3	-	2	2	1	1
CO3	2	1	3	2	3	1	3	1	3	2	2	1
CO4	2	1	3	2	3	2	3	1	3	2	2	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

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Course Structure and Mapping: DSE1E(B) – Sociology of Indian Diaspora

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSE	**DSE1E(B)**	**Sociology of Indian Diaspora**	3-0-2	60	04

Course Objectives:

- To introduce students to the concepts, characteristics, historical development, and major perspectives of diaspora.
- To examine the historical and contemporary patterns of Indian migration and the formation of Indian diaspora communities.
- To analyse issues of identity, culture, ethnicity, integration, transnationalism, and social networks among Indian diaspora communities.
- To critically examine the social, economic, cultural, and political contributions and challenges of the Indian diaspora in a global context.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain concepts, theories and historical development of Indian diaspora.

CO2: Analyze migration patterns, identity, transnationalism and diaspora networks.

CO3: Evaluate socio-economic, cultural and political contributions of the Indian diaspora.

CO4: Critically examine contemporary issues and policies related to diaspora communities.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	• Introduction to Diaspora Studies; Meaning, Types, Concepts. Scope and Significance of Diaspora Studies. Historical Evolution of Indian Diaspora. Theories of Migration and Diaspora. Global Distribution of Indian Diaspora.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Issues and Identity in the Indian Diaspora: Religion and Caste, Language and Culture.**	- CL, Seminars, CBL - Literature Review

Unit	Course Content	Learning Pedagogies*
	• Indian Diaspora: Colonial and Post-Colonial Migration, Indentured Labour; Skilled Migration, Transnational Communities.	- Group Discussion - ICT, SDL
Unit: III	**Case Studies of the Indian Diaspora** • Cultural revivalism; The Caribbean. • Political struggles; Fiji and Malaysia. • Political dominance: Mauritius. • Enclavisation and racism; The North America and U.K. • Globalization & Indian Diaspora	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Gujarat Diaspora issues of double citizenship. The diasporas Indians; Policy issues: Indian Diaspora and Transnationalism.** • Brain Drain and Brain Gain, Gender and Diaspora, Policy Perspectives	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	1	1	3	-	-	1	1	1
CO2	3	2	3	2	2	1	3	1	3	2	3	2
CO3	2	2	3	2	3	1	3	1	3	2	3	2
CO4	2	1	3	2	3	2	3	1	3	2	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Clarke Colin; Cerci Peach and Steven Vertovec (eds.) South Asian overseas.Cambridge : Cambridge University Press. 1990.

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Course Structure and Mapping: DSE2E(A) – Sociology of Crime

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSE	**DSE2E(A)**	**Sociology of Crime**	3-0-2	60	04

Course Objectives:

- To introduce students to the sociological concepts, perspectives, and theories of crime and deviance.
- To examine the social, cultural, economic, and institutional factors associated with crime and deviant behaviour.
- To analyse different forms of crime, including juvenile crime, cybercrime, organized crime, white-collar crime, and crimes against vulnerable groups.
- To develop an understanding of crime prevention, social control, criminal justice institutions, and contemporary challenges in combating crime.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain concepts, nature and types of crime and deviance.

CO2: Analyze major sociological theories of crime and criminal behaviour.

CO3: Examine crime, social institutions and criminal justice systems.

CO4: Evaluate contemporary crime issues and crime control measures.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	• Introduction to Crime and Deviance; Concepts and Types. Crime Statistics. Origin of Criminology, Subject Matter of Criminology. Social Construction of Crime; Crime in India.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Perspective on Crime Causation: Pre Classical, Classical, positivist, psychological, sociological, geographical** • Recent theoretical advances: The criminal personality, Theory of anomie, labeling theory, Deviance, Control theories of crime.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: III	**Changing Profile of Crime and Criminals:** • -Crime against Women and Child • -Organized Crime • -Corruption, White Collar Crime and Cyber Crime.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
Unit: IV	**Crime Control, Punishment and Prison** • -Police and Court • -Punishment: Definition and Importance • -Theories of Punishment • -Alternative to imprisonment: Probation, Parole & Open jail • -Correctional Programs in Prison	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	1	1	3	-	3	1	1	1
CO2	3	2	3	2	2	1	3	-	3	1	3	1
CO3	2	2	3	2	3	1	3	-	3	2	3	2
CO4	2	1	3	2	3	2	3	1	3	2	3	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. BediKiran: It is Always Possible, Sterling Publications Pvt. Ltd., New Delhi,1998.
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Course Structure and Mapping: DSE2E(B) – Rural Sociology

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSE2EB	**DSE2E(B)**	**Rural Sociology**	3-0-2	60	04

Course Objectives:

- To introduce students to the meaning, nature, scope, and major concepts of rural sociology.
- To examine rural social structure, institutions, communities, social relationships, and patterns of rural life.
- To analyse major processes of rural transformation, including agrarian change, migration, urbanization, modernization, and globalization.
- To critically examine contemporary rural issues and the role of rural development programmes, local governance, and community participation.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain the nature, scope, significance, and key concepts of Rural Sociology, and understand the structure and characteristics of rural society.

CO2: Analyze the social structure, institutions, power relations, caste dynamics, family patterns, and agrarian relations in rural communities.

CO3: Critically examine major rural problems such as poverty, unemPOyment, migration, displacement, bonded labour, and the impact of modernization and technological transformation on rural society.

CO4: Evaluate rural development programmes, Panchayati Raj institutions, constitutional provisions, and policies for rural development, and assess their role in rural transformation and governance.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Introduction to Rural Sociology** • Meaning, Nature, Scope, and Significance of Rural Sociology • Emergence and Development of Rural Sociology • Characteristics of Rural Society • Rural-Urban Differences and Continuum • Village as a Social System	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Social Structure and Institutions in Rural Society** • Rural Social Structure and Social Stratification • Caste System and Rural Power Structure	- CL, Seminars, CBL - Literature Review - Group Discussion

Unit	Course Content	Learning Pedagogies*
	• Family, Marriage, and Kinship in Rural Society • Agrarian Social Relations and Land Ownership Patterns • Panchayati Raj Institutions and Local Governance.	- ICT, SDL
Unit: III	**Rural Problems:** • Displacement, Migration, Landless Labour, Bonded Labour, Migrant Labour, India‟s Major Problem of Rural Poverty-Effects, Causes and Remedies, UnemPOyment. • Modernization & Technological Transformation in agriculture	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Rural Development Program & Policies.** • Changing Rural Power structure after 73rd & 74th Constitutional Amendments - Panchayati Raj, Community Development Plan.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	2	1	2	1	3	-	3	1	1	-
CO2	3	1	3	2	3	1	3	-	3	2	2	1
CO3	2	1	3	2	3	1	2	1	3	3	3	1
CO4	2	1	3	2	3	2	3	1	2	3	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Sinh K; “Graminvikas- Siddhant, Nitiya Evam Prabandh”,(3rd Ed.) Sage Publication, New Delhi, 2011.
2. Patel J.C; “Bharat ma Gramin Samajshastra”, Parshva Publication, Ahmedabad, 2014.
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Course Structure and Mapping: SEC1 – Corporate Social Responsibility

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
SEC	**SEC1**	**Corporate Social Responsibility**	1-0-1	30	02

Course Objectives:

- To introduce students to the concepts, evolution, principles, and significance of Corporate Social Responsibility.
- To examine the relationship between business organizations, society, stakeholders, and sustainable development.
- To develop an understanding of CSR policies, practices, legal provisions, stakeholder engagement, and CSR initiatives in India.
- To enable students to critically assess the social impact of CSR initiatives and their contribution to inclusive and sustainable development.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain the concept, evolution, principles, and theoretical foundations of Corporate Social Responsibility.

CO2: Analyze CSR policies, legal provisions, stakeholder engagement, and ethical responsibilities of corporations.

CO3: Evaluate CSR initiatives and their contributions to sustainable development, social welfare, and community empowerment.

CO4: Apply CSR principles and practices to address social and organizational challenges through effective planning, implementation, monitoring, and assessment of CSR programmes.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Introduction to Corporate Social Responsibility • Meaning, Nature and Scope of CSR • Historical Development of CSR • Principles and Approaches to CSR** • CSR and Society: Business, Ethics and Social Responsibility. • Sociological Perspectives on CSR: Functionalist, Conflict and Stakeholder Perspectives. • CSR and Social Development: Education, Health, Gender Equality and Environmental Protection.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
Unit: II	**CSR Policy Framework in India: Companies Act, 2013 and CSR Provisions.** • Role of Corporations, Government and NGOs in Social Development. • CSR and Sustainable Development Goals (SDGs). • CSR Activities in Rural Development, Skill Development and Community Welfare. • Case Studies of CSR Initiatives in India	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (15 Marks)

• Internal Formative assessment (10 Marks):
- Assignment & Seminar/Presentation: 05 Marks
- Attendance: 05 Marks
- Mid-term Test: 05 Marks

External Assessment: (35 Marks)

• Term End Test: 35 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	-	1	3	-	2	3	1	1
CO2	2	3	3	3	2	2	3	1	3	3	2	2
CO3	1	2	3	3	2	3	2	2	2	3	2	2
CO4	3	2	2	1	-	1	2	3	3	3	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Baxi, C. V. & Prasad, A. Corporate Social Responsibility: Concepts and Cases.
2. Kotler, Philip & Lee, Nancy. Corporate Social Responsibility.
3. Sharma, J. P. Corporate Governance, Business Ethics and CSR.
4. Government of India. Companies Act, 2013 (CSR Provisions).
5. Annual CSR Reports of Tata Group, Reliance Foundation, Infosys Foundation and Adani Foundation.
6. UN Sustainable Development Goals (SDGs) documents.

M.A. Sociology – Semester II

Course Syllabus (As per NEP-2020)

A – Only Course Work

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
2	**DSC4**	Modern Sociological Theories	60	4	30	70
2	**DSC5**	Sociology of Region	60	4	30	70
2	**DSC6**	Sociology of Social Movement	60	4	30	70
2	**DSE3E(A)**	Human Resource Management	60	4	30	70
2	**DSE3E(B)**	Health and Society	60	4	30	70
2	**DSE4E(A)**	Political Sociology	60	4	30	70
2	**DSE4E(B)**	Tribal Sociology	60	4	30	70
2	**SEC2**	Report Writing and Critical Thinking	30	2	15	35

Course Structure and Mapping: DSC4 – Modern Sociological Theories

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSC	**DSC4**	**Modern Sociological Theories**	3-0-2	60	04

Course Objectives:

1. To introduce major modern sociological theories and perspectives.
2. To explain key concepts of contemporary sociological thinkers.
3. To develop critical understanding of modern sociological theories.
4. To apply theoretical perspectives to contemporary social issues.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain and interpret the major sociological ideas and theoretical contributions of modern sociological thinkers.

CO2: Analyze social phenomena using the concepts and perspectives developed by modern sociological theorists.

CO3: Compare and critically evaluate the similarities, differences, and relevance of modern sociological theories in understanding contemporary society.

CO4: Apply modern sociological concepts to examine social institutions, social change, inequality, and other social issues in diverse contexts.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Modernity, Modernism and Post-Modernism** • Concept & Characteristics of Modernity, Modernism and Post-Modernism. • Historical Background of Modernity, Modernism and Post-Modernism. • Modernity & Modernism: Anthony Giddens, Jacques Derrida, Jean-François Lyotard, Pierre Bourdieu.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Structuralism and Post-Structuralism:** - Concepts of Structuralism and Post-Structuralism. - Linguistic Roots: Ferdinand de Saussure and semiotics. -Contribution of Claude Levi Strauss -Gidden's Theory of Structuration	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
	-Michel Foucault: Discourse analysis, Archaeology of Knowledge, Power/Knowledge, and Biopolitics.	
Unit: III	**Interactionist Perspectives – I :** **Symbolic Interactionism:** Concepts and Contributions of George Herbert Mead (Mind, Self, and Society) and Herbert Blumer. **Phenomenological Sociology**: Concepts and Contributions of Alfred Schutz and Edmund Husserl.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Interactionist Perspectives – II:** Ervin Goffman: Dramaturgy, Total Institution, Asylums Luckman & Berger: Social Construction of reality. Ethnomethodology: Harold Garfinkel.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative Assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	–	2	1	2	1	3	-	2	3	1	1
CO2	3	1	3	2	3	1	3	1	3	3	2	2
CO3	3	1	3	2	3	1	2	2	2	3	2	2
CO4	3	1	3	2	3	2	2	3	3	3	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Parsons, Talcott. The Social System. Free Press, Glencoe, 1951.
2. Merton, Robert K. Social Theory and Social Structure. Free Press, New York, 1968.
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4. Dahrendorf, Ralf. Class and Class Conflict in Industrial Society. Stanford University Press, 1959.
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Course Structure and Mapping: DSC5 – Sociology of Region

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSC	**DSC5**	**Sociology of Region**	3-0-2	60	04

Course Objectives:

1. To introduce the concept and sociological significance of region.
2. To examine regional social structures and cultural diversity.
3. To analyze regional inequalities and developmental issues.
4. To understand regional processes in contemporary society.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain and interpret the theoretical formulations, scope, historical evolution, and socio-spatial boundaries of a "region" as a fluid, socially constructed category distinct from mere geographical terrain.
CO2: Critical analyse how agrarian class structures, caste hierarchies, linguistic variations, and uneven economic development intersect to shape unique regional politics and sub-national identities in India.
CO3: Examine the distinct socio-cultural fabric, caste dynamics, oral traditions, and religious pluralism inherent to the specialized case study of the Saurashtra (Kathiawar) peninsula. [1]

CO4: Evaluate the impact of modern challenges—including ecological crises, rapid industrialization, and global diasporic migrations—on contemporary regional transformations, resistance movements, and heritage preservation in Saurashtra.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Conceptualizing Region in Sociology:** • Region & Regionalism. Regional Sociology: Concept, Meaning and Importance • Region as a social space- Social spatial aspects of society. Region as a cultural construct in historical and contemporary dimensions. • Region as a sociological construct-Diversity, Plurality and Unity of region – culture, race, ethnicity, language and natural and human resource potential	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Theoretical Framework & Methodology:** • Bernard Cohn's classification of regions (Historical, Linguistic, Cultural, Structural, and Institutional regions).	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
	• Social Survey and anthropological approach, • perspective from below, local history, folklore indigenous records, dairy, Manuscript and subaltern Dimensions.	
Unit: III	• Development of Regional Sociology in India and Gujarat, • Contribution of Indian Sociologists: G. S. Ghurye, R. K. Mukherjee & D. P.Mukherjee. • Sociologists of Gujart: I. P. Desai, T. B. Nayak, A. M. Shah, Women's Sociologist of Gujarat: Dr. Neera Desai & Dr. Taraben Patel, • Emergence of Regional Sociology in Saurashtra. • Important Sociological Studies in Saurashtra Region	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	Caste Composition in Saurashtra and Some distinct castes of Saurashtra region: Garavi, Vasudeva,Garunda and Nagmanga Arts, Architect & Folklores of Saurashtra and Gujarat Gandhian Movements in Gujarat & Saurashtra. Movements after Independence in Gujarat.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative Assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	2	1	3	-	2	3	1	1
CO2	3	1	3	3	2	1	3	1	2	3	2	2
CO3	3	1	3	2	3	1	2	2	2	3	2	2
CO4	3	2	3	3	3	2	2	3	3	3	2	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References:

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- Madan T. N. : Pathways, Approaches to the Study of Society in India, OUP,New Delhi, 1994.
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Course Structure and Mapping: DSC6 – Sociology of Social Movement

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSC	**DSC6**	**Sociology of Social Movement**	3-0-2	60	04

Course Objectives:

1. To introduce the concepts and types of social movements.
2. To explain major theories of social movements.
3. To analyze the causes and dynamics of social movements.
4. To examine contemporary social movements and their impact.

Course Outcomes (COs)

On completion of this course, students will be able to:

- **CO1:** Define and differentiate the concepts, typologies, and lifecycles of social movements from general collective behavior.
- **CO2:** Apply classical macro-theories (Marxist, relative deprivation, structural strain) to analyze the structural origins of social unrest.
- **CO3:** Analyze contemporary micro-mid theories (resource mobilization, political opportunity, framing, new social movements) to understand protest mobilization.
- **CO4:** Evaluate the real-world dynamics of identity, ecological, agrarian, and transnational movements within the modern digital and global landscape.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Introduction to Social Movements:** Meaning and Types of Social Movements Nature and Functions of Social Movements, Consequences of Social Movement Social Movements and the distribution of power in society	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Key Components of Social Movements:** Leadership: Meaning and Characteristics. Functions of leader & Types of Leadership. Relationship between leaders and masses. Ideologies and Social Movements. Role of Media in social movements.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: III	**Theoretical Perspectives of Social Movement.**	- CL, Seminars, CBL - Literature Review

Unit	Course Content	Learning Pedagogies*
	- Marxist and Post-Marxist, Weberian and Post-Weberian, Structural–Functional - Relative Deprivation, Social Strain, New Social Movements. - Social Movements & Social Change	- Group Discussion - ICT, SDL
Unit: IV	**Social Movements in India.** Social Reform Movement in India. Working Class Movements in India. Caste and Social Movements in India. Peasant Movements in India. Tribal Movements in India. Environment Movements in India.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative Assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	–	3	1	2	1	3	-	3	-	3	1
CO2	3	1	3	2	3	1	3	-	3	3	-	1
CO3	3	2	3	2	3	2	2	2	3	3	3	-
CO4	3	2	3	3	3	3	3	2	2	2	3	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Justification:

• PO1 and PO3 receive high correlation throughout as the course directly addresses urban social structures, theoretical urban models, and contemporary urban social problems.

• PO5 shows strong alignment through critical analysis of urban governance, spatial segregation, and developmental policies.

• PO4 has strong to moderate alignment due to interdisciplinary approaches involving urban planning, geography, and public policy.

• PO6 receives strong correlation in CO4 because understanding urban policy, Smart City missions, and local governance prepares students for careers in public administration, development, and civic planning.

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1. Banks J. A. : The Sociology of Social Movements (London : Macmillan) 1972.
2. Desai A. R. : Peasant Struggles in India (Bombay : Oxford University Press)1979.
3. Dhanagare D. N. : Peasant Movements in India 1920-1950(Delhi : Oxford University Press) 1983.
4. Gore M. S. : The Social Context of an Ideology : Ambedkar's Political and Social
5. Thoughts (New Delhi : Sage) 1993.
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8. Rao M.S.A. :Social Movement in India (New Delhi : Manohar) 1979.
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10. Singh K. S. : Tribal movements in India (New Delhi : Manohar) 1982.
11. Selliot Eleanor: Form Untouchable to dalit : Essayson the Ambedkar Movement(New Delhi :Manohar) 1995
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13. Omen T. K. : Chrisma, Stability and change : An Analysis of BhoodanGrandanMovement. (New Delhi : Thomas Press) 1972.
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16. Shah Nandita : The Issues at Stake : Theory and Practice in the Contemporary Women's movement in India (New Delhi : Kali for Women) 1992.
17. Shiva Vandana : Ecology and the Politics of Survival, 1991.

Course Structure and Mapping: DSE3E(A) – Human Resource Management

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSE	**DSE3E(A)**	**Human Resource Management**	3-0-2	60	04

Course Objectives:

1. To introduce the concepts and functions of human resource management.
2. To understand recruitment, selection, training, and development.
3. To examine performance appraisal and employee relations.
4. To develop understanding of HR practices in organizations.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain and interpret the core concepts, historical evolution, and strategic significance of Human Resource Management in contemporary organizations.

CO2: Analyze human resource planning, job analysis, recruitment strategies, and selection processes from organizational and sociological perspectives.

CO3: Compare and critically evaluate training methods, performance appraisal techniques, and compensation management frameworks.

CO4: Apply principles of industrial relations, labor welfare, and dispute resolution mechanisms to foster positive organizational environments.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Introduction to Human Resource Management** • Meaning, Definition, Characteristics, and Scope of HRM. • Evolution of HRM and Difference between Personnel Management and HRM. • Role, Responsibilities, and Qualities of an HR Manager. • Strategic HRM: Concept and Importance in a changing business environment.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**HR Planning, Recruitment, and Selection** • Human Resource Planning: Concept, Objectives, and Process. • Job Analysis, Job Description, and Job Specification. • Recruitment: Meaning, Sources (Internal and External), and Modern Techniques.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
	• Selection Process: Steps, Types of Tests, and Interview Techniques.	
Unit: III	**Training, Development, and Performance Appraisal** • EmPOyee Training: Need, Objectives, and Methods (On-the-job and Off-the-job). • Management Development Programs: Concept and Importance. • Performance Appraisal: Meaning, Objectives, and Traditional vs. Modern Methods (e.g., 360-degree feedback, MBO). • Compensation Management: Principles of Wage and Salary Administration, Incentives, and Fringe Benefits.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Industrial Relations and EmPOyee Welfare** • Industrial Relations: Concept, Objectives, and Participants. • Trade Unions: Role, Functions, and Current Trends in India. • Industrial Disputes: Causes, Prevention, and Settlement Machineries (Conciliation, Arbitration, Adjudication). • EmPOyee Welfare and Social Security: Concept, Scope, and Major Labor Laws related to welfare in India.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative Assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	1	2	3	2	3	3	2	2	2	-	2
CO2	2	2	3	3	3	3	3	2	3	2	-	3
CO3	2	1	2	3	3	3	2	2	3	3	1	3
CO4	2	2	3	3	3	3	2	2	2	3	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Dessler, Gary & Varkkey, Biju. Human Resource Management. Pearson Education, New Delhi, 2018.
2. Aswathappa, K. Human Resource Management: Text and Cases. McGraw Hill Education, New Delhi, 2017.
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Course Structure and Mapping: DSE3E(B) – Health and Society

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSE	**DSE3E(B)**	**Health and Society**	3-0-2	60	04

Course Objectives:

1. To introduce the sociological concepts of health, illness, and disease.
2. To examine social determinants and inequalities in health.
3. To analyze healthcare systems and doctor-patient relationships.
4. To understand contemporary health issues from a sociological perspective.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain and interpret the core concepts, social dimensions of health, illness, disease, and the sociological framework of healthcare systems.

CO2: Analyze health disparities, social determinants of health, and illness behavior using major theoretical perspectives (Functionalist, Interactionist, and Political Economy).

CO3: Compare and critically evaluate doctor-patient relationships, the medicalization process, and traditional vs. modern healthcare systems.

CO4: Apply sociological insights to assess public health policies, healthcare infrastructure, maternal/child health, and contemporary health issues in India.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Introduction to Sociology of Health** • Meaning, Nature, and Scope of Sociology of Health. • Evolution of Sociology of Health and its relevance in public health. • Concepts of Health, Illness, Disease, and Well-being. • Biomedical Model vs. Social Model of Health.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Theoretical Perspectives and Social Dimensions** • Structural Functionalism: Talcott Parsons' concept of the 'Sick Role'. • Symbolic Interactionism: Labeling theory and the social construction of illness. • Political Economy of Health: Marxist perspective on medicine and capitalism. • Social Determinants of Health: Impact of Caste, Class, Gender, and Urban-Rural disparities on health.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
Unit: III	**Illness Experience and Doctor-Patient Relationship** • Illness Behavior: Social and psychological factors influencing help-seeking behavior. • The experience of chronic illness, stigma, and mental health. • Doctor-Patient Relationship: Changing dynamics, models of interaction (Parsons, Szasz & Hollender). • Medicalization of Society: Concept, dimensions, and critiques.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Healthcare System and Policies in India** • Structure of Healthcare Services in India: Primary, Secondary, and Tertiary sectors. • Plural Medicine / AYUSH: Traditional vs. Modern systems of medicine. • National Health Policies in India (Latest trends and frameworks) and Ayushman Bharat. • Contemporary Health Issues: Malnutrition, maternal and child health, and the privatization of healthcare.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative Assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	2	2	1	3	-	3	3	3	-
CO2	3	1	3	2	3	2	3	1	3	3	2	-
CO3	3	1	3	2	3	2	3	1	3	2	3	3
CO4	3	2	3	3	3	3	3	2	3	2	2	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Justification:

• PO3 and PO1 receive high correlation as the course focuses heavily on analyzing health disparities, social determinants of health, and theoretical interpretations of illness.

• PO5 shows strong correlation through critical analysis of health policies, bioethics, stigma, and healthcare administration.

• PO4 and PO6 receive high alignment in CO4 because understanding public health systems, AYUSH, and national health policies prepares students for development sector and health policy management roles.

• PO2 has moderate contribution through research on community health and social epidemiology.

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3. Conrad, Peter. The Medicalization of Society. Johns Hopkins University Press, Baltimore, 2007.
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Course Structure and Mapping: DSE4E(A) – Political Sociology

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSE	**DSE4E(A)**	**Political Sociology**	3-0-2	60	04

Course Objectives:

1. To introduce the concepts and scope of political sociology.
2. To explain power, authority, state, and political institutions.
3. To analyze political participation, culture, and socialization.
4. To examine contemporary political processes and governance.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain and interpret the foundational concepts, scope, and theoretical origins of Political Sociology, including power, authority, and legitimacy.

CO2: Analyze classical and contemporary theoretical perspectives on political power, state, elite theories, and ideological mechanisms.

CO3: Compare and critically evaluate political systems, voting behavior, political culture, and political socialization processes in modern societies.

CO4: Apply political sociological frameworks to examine Indian politics, social movements, democratic governance, pressure groups, and local self-governance.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Introduction to Political Sociology** • Meaning, Nature, and Scope of Political Sociology. • Intellectual Origins and Interdisciplinary Relationship with Political Science. • Basic Concepts: Power, Authority, Power Elite, Hegemony, and Legitimacy. • Max Weber's Classification of Authority: Traditional, Charismatic, and Rational-Legal.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Theoretical Perspectives** • Elite Theories of Power: Vilfredo Pareto, Gaetano Mosca, and C. Wright Mills. • Pluralist Perspective: Robert Dahl. • Marxist Perspective: State, Class Struggle, and Relative Autonomy of the State. • Neo-Marxist & Structural Perspectives: Antonio Gramsci (Hegemony) and Louis Althusser (Ideological State Apparatuses).	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
Unit: III	**Political Systems and Social Processes** • Political Socialization: Agencies, Process, and Impact on Civic Consciousness. • Political Culture: Meaning, Types, and Determinants. • Political Participation and Voting Behavior: Factors shaping political awareness and election outcomes. • Public Opinion and Mass Media: Role of traditional and digital media in political communication.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Political Processes and Social Movements in India** • Caste, Class, Religion, and Ethnicity in Indian Politics. • Political Parties and Pressure Groups: Structure, Role, and Functioning in Democracy. • New Social Movements: Farmers', Environmental, Dalit, and Tribal movements. • Decentralization of Power and Local Self-Governance: 73rd and 74th Constitutional Amendments.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative Assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	2	2	2	3	-	3	-	2	-
CO2	3	1	3	2	3	2	3	-	2	3	3	1
CO3	3	2	3	2	3	2	3	1	3	3	3	2
CO4	3	2	3	3	3	3	3	1	2	2	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Bottomore, T.B. Political Sociology. Pluto Press, London, 1993.
2. Dahrendorf, Ralf. Class and Class Conflict in Industrial Society. Stanford University Press, 1959.
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Course Structure and Mapping: DSE4E(B) – Tribal Sociology

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
DSE	**DSE4E(B)**	**Tribal Sociology**	3-0-2	60	04

Course Objectives:

1. To introduce the concepts and characteristics of tribal societies.
2. To examine tribal social structure, culture, and institutions.
3. To analyze tribal development issues and social movements.
4. To understand constitutional safeguards and tribal rights.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain and interpret the core concepts, demographic distribution, and distinct socio-cultural characteristics of tribal communities in India.

CO2: Analyze theoretical perspectives and sociological approaches to the study of tribes (including G.S. Ghurye, Verrier Elwin, and N.K. Bose).

CO3: Compare and critically evaluate tribal social structure, economy, kinship systems, religious practices, and political organizations.

CO4: Apply sociological and legal frameworks to assess tribal development policies, constitutional safeguards (PESA, FRA), land alienation, and tribal movements.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Introduction to Tribal Sociology** • Concept of Tribe: Definitions, Characteristics, and Difference between Tribe and Caste. • Demographic Profile and Geographical Distribution of Tribes in India (Focus on Central, North-Eastern, and Western regions, including Gujarat). • Classification of Tribes: Linguistic, Racial, and Economic taxonomy. • Particularly Vulnerable Tribal Groups (PVTGs): Identification and Issues.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: II	**Sociological Perspectives and Approaches to Tribes** • Isolation vs. Integration Debates: Verrier Elwin (National Park/Isolation) vs. G.S. Ghurye (Backward Hindus/Integration). • N.K. Bose: Hindu Method of Tribal Absorption. • Surajit Sinha: Tribe-Caste Continuum. • Tribal Identity and Assimilation Processes.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
Unit: III	**Tribal Social Structure and Institutions** • Family, Marriage, and Kinship among Tribes: Types, Matriarchy, Patriarchal forms, and Unique marriage practices. • Tribal Economy: Shifting Cultivation, Hunting-Gathering, Pastoralism, Artisan-based economies, and Forest Dependence. • Religion, Magic, and Worldview: Animism, Totemism, Ancestor Worship, Shamanism, and Festivals. • Traditional Tribal Political Organization and Customary Law.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL
Unit: IV	**Tribal Problems, Development Policies, and Movements** • Major Tribal Issues: Land Alienation, Indebtedness, Displacement due to Development Projects, Poverty, Deforestation, and Health/Education status. • Constitutional Provisions, Policies, and Safeguards: Fifth & Sixth Schedules, PESA Act, 1996, and Forest Rights Act (FRA), 2006. • Tribal Sub-Plan (TSP) and Evaluation of Government Schemes for Tribal Welfare. • Tribal Movements in India: Historical and Contemporary resistance over land, forest rights, and identity.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Readings)

Assessment Methodologies

Internal Assessment: (30 Marks)

• Internal Formative Assessment (20 Marks):
  - Assignment, Self-learning and Term work: 05 Marks
  - Seminar / Presentation: 05 Marks
  - Attendance: 10 Marks
• Mid-term Test: 10 Marks

External Assessment: (70 Marks)

• Term End Test: 70 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	2	2	1	3	-	3	1	1	-
CO2	3	1	3	2	3	1	3	1	3	2	2	1
CO3	3	2	3	3	3	2	3	1	3	2	3	1
CO4	3	2	3	3	3	3	3	2	3	3	3	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Ghurye, G.S. The Scheduled Tribes. Popular Prakashan, Mumbai, 1963.
2. Elwin, Verrier. The Philosophy for NEFA. Shillong, 1959.
3. Hasnain, Nadeem. Tribal India. Palaka Prakashan, New Delhi.
4. Bose, N.K. Tribal Life in India. National Book Trust, New Delhi, 1971.
5. Vidyarthi, L.P. & Rai, B.K. The Tribal Culture of India. Concept Publishing Company, New Delhi.
6. Singh, K.S. Tribal Movements in India (Vol. 1 & 2). Manohar Publications, New Delhi.
7. Xaxa, Virginius. State, Society, and Tribes: Issues in Post-Colonial India. Pearson Education, New Delhi, 2008.
8. Joshi, Vidyut. Aadivasi Vikas ane Anubhavo, University Granth Nirman Board, Gujarat State, Ahmedabad.

Course Structure and Mapping: SEC2 – Report Writing and Critical Thinking

Course Type	Course Code	Course Title	Teaching-Learning Scheme (L-P-T)	Total Notional Hours	Course Credits
SEC	**SEC2**	**Report Writing and Critical Thinking**	1-0-1	30	02

Course Objectives:

1. To introduce the principles of effective research report writing.
2. To develop skills in data presentation and academic referencing.
3. To enhance critical evaluation of information and arguments.
4. To develop evidence-based and reflective decision-making skills.

Course Outcomes (COs)

On completion of this course, students will be able to:

CO1: Explain and interpret the core concepts, significance, and structural components of well-organized, ethically sound research reports in social sciences.

CO2: Analyze and apply quantitative and qualitative data presentation techniques, academic style, referencing formats, and plagiarism avoidance strategies.

CO3: Compare and critically evaluate information sources, logic, arguments, assumptions, and bias to foster scientific reasoning.

CO4: Apply critical, creative, and reflective thinking skills to evaluate social issues, review research articles/policy documents, and make evidence-based decisions.

Unit-wise Course Content

Unit	Course Content	Learning Pedagogies*
Unit: I	**Report Writing in Social Science Research** • Introduction to Report Writing: Meaning, Objectives and Significance, Types of Research Reports (Academic, Technical, Project and Policy Reports). • Structure and Components of a Research Report: Title Page, Abstract, Introduction, Review of Literature, Research Methodology, Data Analysis, Findings, Conclusion and Recommendations. • Writing Style and Academic Ethics: Principles of Academic Writing, Clarity, Coherence and Logical Organization, Referencing Styles (APA/MLA/Chicago), Plagiarism and Academic Integrity.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

Unit	Course Content	Learning Pedagogies*
	• Presentation of Research Data: Tables, Graphs, Charts and Figures. Interpretation of Quantitative and Qualitative Data, Writing Results and Discussion, Interpretation and Generalization. • Evaluation of Research Report.	
Unit: II	**Critical Thinking and Analytical Skills** • Introduction to Critical Thinking: Meaning, Nature and Importance, Characteristics of a Critical Thinker, Critical Thinking in Social Sciences. • Logic, Reasoning and Argumentation: Inductive and Deductive Reasoning, Constructing Logical Arguments, Identifying Assumptions and Evidence. • Analysis and Evaluation of Information: Evaluating Sources of Information, Fact, Opinion and Bias, Credibility and Reliability of Data. • Critical Analysis of Social Issues: Applying Sociological Perspectives, Interpretation of Case Studies, Evidence-Based Decision Making, Problem Identification and Solution Development. • Creative and Reflective Thinking: Reflective Writing and Self-Assessment, Ethical Decision-Making, Critical Review of Research Articles and Policy Documents.	- CL, Seminars, CBL - Literature Review - Group Discussion - ICT, SDL

(*) Learning Pedagogies/Methods

• Classroom Lecture (CL)
• Seminars (Student-led and Faculty-moderated)
• Case-Based Learning (CBL)
• Problem-Based Learning (PBL)
• Research-oriented Learning (Literature Review)
• Collaborative Learning (Group Discussion)
• ICT-Enabled Learning
• Self-Directed Learning (Guided Writing Tasks)

Assessment Methodologies

Internal Assessment: (15 Marks)

• Internal Formative assessment (10 Marks):
- Assignment & Seminar/Presentation: 05 Marks
- Attendance: 05 Marks
- Mid-term Test: 05 Marks

External Assessment: (35 Marks)

• Term End Test: 35 Marks

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, Practical Test	30%
2	End-Semester Examination: Written Exam / Practical Assessment	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	2	3	2	2	3	2	1	3	1
CO2	2	3	2	3	3	3	1	3	2	2	3	2
CO3	2	3	3	2	3	2	2	3	3	2	2	1
CO4	2	3	3	3	3	3	2	3	3	3	2	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

References

1. Kothari, C.R. & Garg, Gaurav. Research Methodology: Methods and Techniques. New Age International Publishers, New Delhi.
2. Cottrell, Stella. Critical Thinking Skills: Effective Analysis, Argument and Reflection. Palgrave Macmillan, London.
3. Paul, Richard & Elder, Linda. Critical Thinking: Tools for Taking Charge of Your Learning and Your Life. Pearson Education.
4. Booth, Wayne C. et al. The Craft of Research. University of Chicago Press, Chicago.
5. American Psychological Association. Publication Manual of the American Psychological Association (7th ed.). APA, Washington, DC.
6. Patel, H.G. Samajik Shodh Paddhati ane Samank Sankalan, University Granth Nirman Board, Gujarat State, Ahmedabad.

MA(SOCIOLOGY) SEM-1 & 2 (AS PER NEP-2020)

DSC AND DSE SUBJECTS PAPER STYLE

પ્રશ્ન.૧	નિબંધાત્મક પ્રશ્ન અથવા નિબંધાત્મક પ્રશ્ન	યુનિટ-૧	૧૪ માર્કસ
પ્રશ્ન.૨	નિબંધાત્મક પ્રશ્ન અથવા નિબંધાત્મક પ્રશ્ન	યુનિટ-૨	૧૪ માર્કસ
પ્રશ્ન.૩	નિબંધાત્મક પ્રશ્ન અથવા નિબંધાત્મક પ્રશ્ન	યુનિટ-૩	૧૪ માર્કસ
પ્રશ્ન.૪	નિબંધાત્મક પ્રશ્ન અથવા નિબંધાત્મક પ્રશ્ન	યુનિટ-૪	૧૪ માર્કસ
પ્રશ્ન.૫	ટૂંકનોંધ લખો. (ચારમાંથી બે) (દરેક યુનિટમાંથી એક ટૂંકનોંધ)	યુનિટ ૧ થી ૪	૧૪ માર્કસ

SEC SUBJECTS PAPER STYLE (35 Marks)

પ્રશ્ન.૧	નિબંધાત્મક પ્રશ્ન અથવા નિબંધાત્મક પ્રશ્ન	યુનિટ-૧	૧૪ માર્કસ
પ્રશ્ન.૨	નિબંધાત્મક પ્રશ્ન અથવા નિબંધાત્મક પ્રશ્ન	યુનિટ-૨	૧૪ માર્કસ
પ્રશ્ન.૩	ટૂંકનોંધ લખો. (ચારમાંથી બે) (દરેક યુનિટમાંથી એક ટૂંકનોંધ)	યુનિટ ૧ અને ૨	૦૭ માર્કસ