

Shri Govind Guru University

(Established by Government of Gujarat Vide Gujarat Act no 24/2015)



Faculty of Arts

Master of Arts Syllabus for

Sociology (NEP 2026-27)

Semester 1 & 2

Effective from June-2026



Website: www.sgggu.ac.in

INTRODUCTION:

India is among the fastest-growing economies in the world. Knowledge creation and research are critical in sustaining economic growth. A robust ecosystem of research, with a vast talent pool, is perhaps more important than ever if India is to become a leading knowledge society and one of the largest economies in the world in the coming years and decades. For that to happen, the nation needs a significant expansion of its research capabilities and output across disciplines.

The higher education sector is likely to expand significantly with the possible addition of more and more young Indians into higher education as India moves towards becoming a knowledge economy and society. A major thrust, therefore, is given in NEP 2020 with initiatives such as multidisciplinary education with multiple entry and exit options, research at the undergraduate level, learning outcomes-based curriculum approach, etc.

The postgraduate (PG) programmes help students to extend their knowledge of their chosen subject and prepare them for higher research studies. The advanced knowledge and specialized skills they gain in the PG programme are crucial to sustaining the journey of a student from the acquirer of knowledge to the creator of knowledge.

The re-structured degree programmes are promoted in both undergraduate and postgraduate education. The NEP 2020 states that “the undergraduate degree will be of either 3 or 4-year duration with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student”.

The **National Education Policy (NEP) 2020**, approved by the Government of India after a gap of 34 years, is a landmark reform in the Indian education system. Aimed at creating a holistic, flexible, multidisciplinary, and learner-centric education structure, NEP 2020 envisions transforming the higher education landscape to meet the demands of the 21st century knowledge economy. The policy emphasizes the integration of academic disciplines, flexibility in course choices, focus on research and innovation, and the alignment of Indian higher education with global standards.

In the context of **postgraduate programmes**, NEP 2020 lays special emphasis on academic flexibility, curricular reforms, and credit-based learning, thereby reshaping the traditional structure of PG education in India.

DEFINITIONS OF KEY WORDS:

1. **Academic Year:** A semester comprises 90 working days and an academic year is divided into two semesters.
2. **Course:** Usually referred to, as ‘papers/subject’ is a component of a programme. All courses need carry the same Weightage. The courses should define learning objective and learning outcomes. A course designed to comprise lectures outreach activities/ project work/ viva / seminars/assignment/ presentations etc. or a combination of some of these.
3. **Programme:** An educational programme leading to award of the Certificate in Commerce, Diploma in Commerce, Degree certificate and Honours or Honours with Research Degree.
4. **Major Discipline:** Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits
5. **Minor discipline:** Minor discipline helps a student to gain a broader understanding beyond the major discipline.
6. **Discipline Specific Core Courses:** DSC (Discipline Specific Core) courses are mandatory core courses within a student's chosen field of study, covering fundamental concepts and essential knowledge.
7. **Discipline Specific Elective Courses:** DSE (Discipline Specific Elective) courses are specialized, advanced options offered to students to explore deeper into a particular discipline, allowing for specialization and extended scope within their major or minor subject
8. **Multidisciplinary Courses:** These courses are intended to broaden the intellectual experience and form part of liberal arts and science education.
9. **Ability Enhancement Courses:** The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity.
10. **Skills Enhancement Courses:** These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. The institution may design courses as per the students’ needs and available institutional resources.
11. **Value-Added Courses:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties.
12. **Summer Internship /Apprenticeship:** key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships with local

industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

13. **Vocational Courses:** Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical.
14. **Research Dissertation:** Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research dissertation under the guidance of a faculty member. The students are expected to complete the Research Dissertation in the eighth semester.
15. **Choice Based Credit System (CBCS)** provides an opportunity for the students to choose courses from the prescribed pool of courses comparing Major/Core, Minor/Elective of Skills Based (Vocational) courses etc.
16. **Credit:** It determines the number of hours of instruction required per week over the duration of a semester. One credit is equivalent to one hour of teaching per week, One credit for tutorial work means one hour of engagement per week, A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week, A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week.
17. **Credit Scheme:** A Credit Scheme is a formal mechanism for awarding credits in respect of learning achievements.
18. **Credit Accumulation:** The credit would be given for every kind of learning which are of each qualification and these credits can be accumulated in Academic Bank of Credits (ABC).
19. **Credit Storage:** ABC shall enable an individual to digitally keep record of all the learning acquired and accumulated in terms of credits points throughout life in a common account irrespective of types of learning i.e. academic, vocational training or experiential.
20. **Credit Transfer:** Credit Transfer is a process by which credits are recognized by the concerned awarding body and mutual acceptance of credits between two entities. There may be rules framed for the same.
21. **Credit Level:** Credit Level defined on the basis of the cumulative number of years of learning with assessment.
22. **Credit Framework:** Credit Framework means the framework, built to measure units of education, skills, and learning credits for a student to achieve the competency for performing a job role successfully or efficiently.
23. **Assessment:** Assessment is the process of determining that the learner has achieved the outcomes of the module. No credit can be earned by the learner unless programme is assessed for the achievement of outcome of a programme.
24. **Assessment Band:** NCrf level be equated with the assessment mandatory stage of academic, vocational or experiential learning which must be cleared by the learner. Clubbing of levels (If any between two mandatory stage) has been referred as Assessment band.
25. **Level of Courses:** UG courses shall be coded based on the learning outcomes, level

of difficulties and academic rigors. The Coding structure may be 0-99 (Pre-requisite level), 100-199 (Foundation or Introductory level), 200-299 (Intermediate level), 300-399 (Higher level) and 400-499 (Advanced level), 500-599 (First year course for two years Master Degree Programme), 600-699 (Second year course for two years Master Degree Programme), 700-799 & above (Courses of Doctoral students).

26. **Learning Outcomes:** Learning Outcomes represent what a learner knows, understands and is able to do on a completion of a learning process. It would be expressed in terms of knowledge, skills and competence.
27. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Ab.
28. **Credit Point:** It is the product of grade point and number of credits for a course.
29. **Semester Grade Point Average (SGPA):** It is a measure of performance or work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
30. **Cumulative Grade Point Average (CGPA):** it is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

MAIN FEATURES OF THE PG CURRICULUM FRAMEWORK:

1. **Multidisciplinary and Holistic Education:** NEP 2020 promotes the inclusion of courses across disciplines, allowing PG students to select electives beyond their core area of specialization. This inter- and multi-disciplinary approach equips learners with a broader knowledge base and critical thinking skills.
2. **Credit-based Modular Structure:** The postgraduate curriculum is restructured into **modular units** with a **defined credit system**. This enables seamless mobility between institutions (both national and international), as well as within disciplines, through the **Academic Bank of Credits (ABC)** system.
3. **Flexibility and Student Choice:** Students can now pursue **one-year** or **two-year master's programmes**, depending on their prior qualifications. For instance, students with a 4-year undergraduate honours degree can pursue a 1-year master's programme, whereas others may opt for a 2-year model. This flexibility accommodates diverse academic backgrounds and goals.
4. **Emphasis on Research and Innovation:** NEP 2020 strengthens research orientation at the PG level. The curriculum mandates the inclusion of research components, dissertations, or project work, particularly in the second year (for 2-year PG programmes), preparing students for doctoral studies or research-driven careers.
5. **Integration of Skill Development and Employability:** The revised PG framework includes skill-based courses, internships, and value-added certifications. The focus

is on enhancing employability, digital literacy, entrepreneurship, and life skills, aligned with the evolving industry and societal needs.

6. **Outcome-Based Education (OBE):** The curriculum design is anchored in clearly defined **Programme Outcomes (POs)**, **Programme Specific Outcomes (PSOs)**, and **Course Outcomes (COs)**. This outcome-oriented approach ensures that learning is measurable, relevant, and directed toward practical application.
7. **Inclusivity and Accessibility:** The credit framework enables **multiple entry and exit options**, allowing students to pause and resume their education without losing academic progress. This inclusive feature is particularly beneficial for working professionals and learners from marginalized backgrounds.
8. **Technology Integration and Digital Learning:** NEP 2020 encourages the incorporation of **ICT tools**, **MOOCs (like SWAYAM)**, and blended learning into the PG curriculum. Digital platforms are leveraged for content delivery, assessment, and self-paced learning. Students have flexibility to switch to alternative modes of learning (offline, ODL, Online learning, and hybrid modes of learning).

In essence, the **NEP 2020-based Curriculum and Credit Framework for Postgraduate Programmes** fosters a student-centric, competency-based, and globally relevant higher education system. It empowers universities and academic institutions to innovate in pedagogy, assessment, and content delivery while maintaining academic rigor and societal relevance. This forward-looking transformation ensures that Indian PG education produces graduates who are not only academically sound but also adaptable, skilled, and ready to contribute meaningfully in diverse sectors of society.

ASSESSMENT AND CONTINUOUS EVALUATION:

The new curriculum as per NEP 2020 is not only student centric in the teaching-learning processes but also in their evaluation process. The evaluation consists of the following two components: The component consists of Continuous and Comprehensive Evaluation (CCE) and the second component consists of the Semester end examination. The division of marks between the two shall be **30:70** in the NEP 2020; the evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Continuous and Comprehensive Evaluation (CCE). **The concerned faculty shall be accountable for transparency and reliability of entire evaluation of the student in the concerned Course.** The CAC (College Advisory Council) shall announce policy for CCE for all the Courses in the college in the beginning of the Semester the same shall be communicated to the students.

In each course 30% marks is assigned for CCE and rest 70% marks for SEE. The 30% marks assigned to the CCE is distributed between the continuous classroom evaluation and mid-term evaluation. The pattern may be as follow:

EVALUATION SYSTEM (External/University

Exam)

Sr. No.	Evaluation	4 credit subjects (Marks)	2 credit subjects (Marks)
1	CCE (30%) Continuous Classroom Evaluation & Mid-Term Evaluation	30	15
2	SEE (70%)	70	35
	TOTAL	100	50

EVALUATION SYSTEM (Internal Exam)

Sr. No.	Evaluation	4 credit subjects (Marks)	2 credit subjects (Marks)
1	Assignments / Presentations	05	03
2	Mid-Term Evaluation	20	10
3	Attendance & Class participation	05	02
	TOTAL	30	15

Continuous and Comprehensive Evaluation (CCE):

Subject-wise CCE will be undertaken by the concerned faculty member. The mode of evaluation will be decided by the faculty member concerned with the subject. Normally CCE consists of class participation, case analysis and presentation, assignment, tutorials,

slip tests(announced/surprised), quizzes, attendance etc. or any combination of these. The students are expected to submit their answer scripts/ reports of internal evaluation within the stipulated time. Failure to do so may result in the script not being valued. Another part of CCE consists of **mid-term written evaluation, which is compulsory for all students.** It can be done in a scheduled manner.

Semester End Evaluation (SEE):

The SEE carries 70% of the marks assigned to a course. SEE shall be of **3 hours for 4 credit course and 1 ½ hours in case of 2 credit courses.** The controller of the examination will conduct these examinations. Paper setting and evaluation will be done by the external examiners to an extent of 70% of the evaluation process. This examination shall be conducted as per a schedule which shall be notified in advance.

For 4 credits Course:

Que. No.	Particular	Marks
1	Question 1 from Unit No.1 OR Question 1 from Unit No.1	14
2	Question 2 from Unit No.2 OR Question 2 from Unit No.2	14
3	Question 3 from Unit No.3 OR Question 3 from Unit No.3	14
4	Question 4 from Unit No.4 OR Question 4 from Unit No.4	14
5	Question 5 from Unit No.5 OR Question 5 from Unit No.5	14
	TOTAL	70

For 2 credits Course:

Que. No.	Particular	Marks
1	Question 1 from Unit No.1 OR Question 1 from Unit No.1	12
2	Question 2 from Unit No.2 OR Question 2 from Unit No.2	12
3	Question 3 from Unit No.3 OR Question 3 from Unit No.3	11
	TOTAL	35

Note: If a special paper style for any subject is given separately in the syllabus, then consider it only.

Appearance in all the evaluations is mandatory and no exemption can be granted except in the following case:

1. In case of inability to attend the exam due to reasons considered genuine by the controller of examination in consultation with the Director/Board.
2. In case of medical emergency, a certificate from the registered medical practitioner must be produced before the commencement of exams. The evaluation board will then take final decision on the recommendation for exemption.

Eligibility Criteria to appear in SEE:

To be able to appear for the SEE, a student must comply with the following conditions:

1. Should have at least 75% of attendance in all the courses put together
2. Should have at least 70% of attendance in each course/subject
3. Should not have any disciplinary proceedings pending against him/her
4. Should have no pending due

Models of evaluation:

Based on the types of evaluation, various models of evaluation implementation are suggested for theory, practical, self-study and work-based learning. The focus of these models is to encourage the students to improve on skills and performance.

Practical Examination: Practical examination (wherever applicable) shall be conducted at the end of every semester. The examination shall be conducted as per norms decided by the concerned authority of the University or by the Dean of the Faculty of Commerce shall announce policy for the practical examination in advance and it shall be made known to the students also in advance. There shall not be internal assessment test for practical/laboratory work.

Research Dissertation work: The research dissertation work and the Supervisor shall be assigned to the student by the concerned college well in advance. Evaluation of dissertation will be done by the subject experts appointed by the university.

Semester End Examination (SEE): The duration of the Semester End Examination shall be 3 hours per theory course of 4 credits and 1 hour and 30 minutes per theory course of 2 credits.

COURSE LEVELS:

- 1) **400-499:** Advanced courses which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Postgraduate theoretical and practical courses.
- 2) **500-599:** For students who have graduated with a 4-year bachelor's degree. It provides an opportunity for original study or investigation in the major or field of specialization, on an individual and more autonomous basis at the postgraduate level.

COURSE TITLES (22 CREDITS):

M.A. Semester – I			
Sr. No.	Course Category	Course Title	Credits
1	DSC -1	Perspectives on Indian Sociological Traditions	4
2	DSC -2	Regional Sociology	4
3	DSC -3	Methods of Social Research	4
4	DSE -1	Sociology of Consumer	4
5	DSE -2	Criminology	4
6	SEC -1	Indian Knowledge system	2
TOTAL CREDITS			22

COURSE TITLES (22 CREDITS):

M.A. Semester – 2			
Sr. No.	Course Category	Course Title	Credits
1	DSC -4	MODERN SOCIOLOGICAL THEORIES	4
2	DSC -5	RESEARCH METHODOLOGY	4
3	DSC -6	URBAN SOCIOLOGY AND PLANNING	4
4	DSE -3	HUMAN RIGHTS AND SOCIETY	4
5	DSE -4	GENDER AND SOCIETY	4
6	SEC -2	TRIBAL ART AND TOURISM OF PANCHMAHAL	2
TOTAL CREDITS			22

MASTER OF ARTS (M.A.) SEMESTER-1
SOCIOLOGY

Perspectives on Indian Sociological Traditions

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
1		DSC - 1	4	60	-	30	70	100
Course Objectives		- To understand the emergence and development of Sociology in India. - To examine the structure and characteristics of Indian society. - To analyze major theoretical approaches to the study of Indian society. - To study the contributions of leading Indian sociologists and social thinkers. - To understand Structural-Functionalist, Indological, Marxist and Subaltern perspectives. - To develop critical understanding of sociological traditions in India.						
Course Outcomes		CO1: Explain the historical development and growth of Sociology in India. CO2: Analyze the structure and dynamics of Indian society through various sociological perspectives. CO3: Evaluate the contributions of Indological and Civilizational thinkers. CO4: Assess the Structural-Functionalist approaches to Indian society. CO5: Critically examine Marxist interpretations of Indian social structure and change. CO6: Understand Subaltern perspectives and their contribution to sociological discourse in India.						
Teaching-Learning Methodology		Black board Teaching ,Power point presentation, E learning, use of library resources, seminar, workshop, symposium, quiz, students exchange program, guest lecture						

Course–Content		
Unit	Description	Weight age
1.	Unit-1 Development of Sociology in India: 1.1 Evolution of Sociology in India 1.2 Structure of Indian Society 1.3 Theoretical approaches to the study of Indian society	20% (12 HOURS)
2.	Unit-2 Indological Tradition: 2.1 G.S. Ghurye, 2.2 Louis Dumont, 2.3 Radhakamal Mukherjee 2.4 Civilizational Approaches: N.K. Bose, Surjeet Sinha	20% (12 HOURS)
3.	Unit-3 Structural -Functionalist Contributions: 3.1 M.N. Srinivas, 3.2 S.C. Dube, 3.3 McKim Marriott 3.4 Synthetic Approaches: Irawati Karve, André Bêteille	20% (12 HOURS)
4.	Unit-4 Marxist Perspectives: 4.1 D.P. Mukherji, 4.2 A.R. Desai, 4.3 Ramkrishna Mukherjee 4.4 Subaltern Thinkers: Ranjit Guha, David Hardiman, B.R. Ambedkar	20% (12 HOURS)
5.	Unit-5 Classical Approaches in Anthropology: 5.1 Functionalism: Radcliffe-Brown & B. Malinowski; 5.2 Structuralism: Claude Lévi-Strauss; 5.3 Fieldwork Tradition in Social Anthropology	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference :

1. Desai, A.R. (1981), “Relevance of the Marxist Approach to the Study of Indian Society”,
2. Sociological Bulletin, 10(1). pp. 1-20
3. Dhanagare, D.N. (1998), Themes and Perspectives in Indian Sociology, New Delhi, Rawat
4. Publications.
5. Dumont, Louis (1970), Homo-Hierarchicus: Caste System and its Implications, Chicago.
6. Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot.
7. Mukherjee, D.P. (1958), Diversities, Delhi: People’s Publishing House.
8. Singh, Y. (1973), Modernization of Indian Traditions, Delhi: Thomson Press.
9. Srinivas, M.N. (1960), India’s Villages. Bombay: Asia Publishing House.
10. Bose, N.K. (1977), Culture and Society in India, Bombay: Popular Prakashan.
11. David, Hardiman (1996), Feeding the Bania: Peasants and Usurers in Western India Oxford
12. University Press.
13. David, Hardiman (1987), The Coming of Devi: Adivasi Assertion in Western India: Oxford
14. University Press.
15. Dube, S.C. (1967), The Indian Village, New Delhi: NBT.
16. Sinha, S. (1974), ‘Sociology of Religion: A trend report’ in ICSSR’. A Survey of Research in
17. Sociology and Social Anthropology. 11, Bombay: Popular Prakashan.
18. Jodhka, S.S. (1997), ‘From Book view to Field view: Social Anthropological Constructions of
- the
19. Indian Village’. Oxford Development Studies, 26(3)
20. Nagla, B.K. (2008), Indian Sociological Thought, Jaipur, Rawat Publications.
21. Unithan, T.K.N. (1965), (Ed.), Sociology of India, New Delhi, Prentic-Hall of India

MASTER OF ARTS (M.A.) SEMESTER-1
SOCIOLOGY

Regional Sociology

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
4		D SC - 2	4	60	-	30	70	100

Course Objectives	• To understand the concept and importance of region in sociological studies. • To study the tribal population and demographic characteristics of Gujarat. • To analyze the social, cultural and economic life of major tribes in Gujarat. • To understand tribal welfare planning and its impact. • To examine the civilization, traditions and cultural heritage of Gujarati tribes. • To evaluate the problems and social changes among tribal communities.
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Course Outcomes	CO1: Explain the meaning, importance and sociological relevance of region. CO2: Describe the tribal population, gender ratio and tribal regions of Gujarat. CO3: Analyze the social and cultural characteristics of Bhil and Rathva tribes. CO4: Assess tribal welfare planning and its impact on tribal development. CO5: Understand tribal civilization, religious beliefs, traditions, festivals and tribal markets. CO6: Evaluate migration, conversion, identity issues and social change among Gujarati tribes
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Teaching-Learning Methodology	Black board Teaching ,Power point presentation, E learning, use of library resources, seminar, workshop, symposium, quiz, students exchange program, guest lecture
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Course–Content		
Unit	Description	Weightage
1.	Unit-1 Introduction of Regional Sociology 1.1. Meaning and Importance of Region 1.2. Tribal population in Gujarat and Gender ratio. 1.3. Eastern Region of Tribal. 1.4. Nature of Sociological study of Gujarat.	20% (12 HOURS)
2.	Unit-2 Tribal in Gujarat and welfare planning. 2.1 Bhil Tribe 2.2 Rathva Tribe 2.3 Tribal welfare planning. 2.4 Impact of Tribal welfare planning	20% (12 HOURS)
3.	Unit-3 Civilization of Gujarati Tribal. 3.1 Religious beliefs and traditions of Tribal. 3.2 Festivals and celebration of Tribal. 3.3 Tribal Market. (HAT) 3.4 Importance of Tribal Civilization.	20% (12 HOURS)
4.	Unit-4 Problems of Gujarati Tribal. 4.1 Migration problem. 4.2 Conversion problems (Religion) 4.3 Identity and honour problems of Tribal. 4.4 Social Change among Tribal.	20% (12 HOURS)
5	Unit-5 Tribes in Transition 5.1 Impact of Industrialization and Urbanization, 5.2 Media and Tribal society, 5.3 Changes in social, Economic and political life, 5.4 Issues of tribal identity and Tribal Movement.	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference :

1. Dube, S. C. (2012). *Tribal Heritage of India*. New Delhi: Vikas Publishing House.
2. Hasnain, Nadeem. (2011). *Tribal India*. New Delhi: Palaka Prakashan.
3. Rao, C. N. Shankar. (2019). *Principles of Sociology with an Introduction to Social Thought*. New Delhi: S. Chand & Company Ltd.
4. Shah, Ghanshyam. (2004). *Social Movements in India*. New Delhi: Sage Publications.
5. Gujarat Tribal Research and Training Institute (TRTI). *Tribal Culture and Development in Gujarat*. Gandhinagar: Government of Gujarat Publications.
6. Census of India Reports (Latest Available Edition). New Delhi: Office of the Registrar General & Census Commissioner, India.
7. Ministry of Tribal Affairs, Government of India. *Annual Reports and Tribal Development Policies*.
8. Government of Gujarat, Tribal Development Department. *Reports on Tribal Welfare and Development Programm*

Methods of Social Research								
Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
3		DSC - 3	4	60	-	30	70	100
Course Objectives		• To understand the philosophical foundations and epistemological issues in social research. • To develop an understanding of the scientific nature of social research. • To acquire knowledge about the major steps involved in social research. • To understand the formulation of hypotheses, concepts, and research problems. • To develop skills in sampling techniques and scientific methods of social research. • To familiarize students with logic and its application in sociological research.						
Course Outcomes		CO1: Explain the philosophical roots and epistemological foundations of social research. CO2: Analyze the scientific nature, characteristics, and interdisciplinary dimensions of social research. CO3: Formulate research problems, objectives, hypotheses, and concepts in social research. CO4: Understand various types of research and the importance of social research. CO5: Apply sampling techniques and evaluate sampling and non-sampling errors. CO6: Demonstrate understanding of scientific methods, logic, and methodological perspectives in sociological research.						
Teaching-Learning Methodology		Black board Teaching ,Power point presentation, E learning, use of library resources, seminar, workshop, symposium, quiz, students exchange program, guest lecture						

Course–Content		
Unit	Description	Weightage
1	Unit -1 Philosophical Roots of Social Research, Issues on the Theory of Epistemology 1.1 Importance, Limitations, Characteristics, 1.2 Problems and Types of knowledge, 1.3 Getting knowledge of different ways, Enlightenment, 1.4 Methodological Perspectives in Sociological Theory.	20% (12 HOURS)
2	Unit -2 Scientific Nature of Social Research 2.1 Pure and Applied Research, Characteristic of Social Phenomena, 2.2 Inter -Disciplinary research, Action Research. Identification, 2.3 Selecting and Formulating of research problem, 2.4 Factor Influencing for Research problem.	20% (12 HOURS)
3	Unit -3 Major steps in Social Research and its importance 3.1 Function, types, Characteristic, 3.2 Sources and Limitations of Hypothesis, 3.3 Concepts: Characteristic and function, 3.4 Objective of social research, Types of Research	20% (12 HOURS)
4	Unit -4 Sampling, Types, Need of Sampling 4.1 Characteristics of Good Sampling, 4.2 Sampling and Non-Sampling errors, 4.3 Scientific Method of Social Research, Logic in Sociological Research, 4.4 Methods of Logic, Utility of Logic, Problems of Logic	20% (12 HOURS)
5	Unit -5 Characteristic, Steps and Types of Research Design 5.1 Characteristic and content of Research Design, 5.2 Exploratory, Descriptive and Experiment Research Design, 5.3 Important things, limitation of Research Design, Options for choosing a Research Design, Criteria for good Research Design	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference :

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	The Designing of Social Research	Ackoff, Russel	1961	University of Chicago press, Chicago
2	Designing Social Research	Blaikie, Norman,	2000.	Polity Press, Cambridge
3	Social Science, Privacy and Ethics	Barnes, John A.	1979	Harmondsworth: Penguin
4.	The Hermeneutic Imagination	Bleicher M.	1988	Routledge and Kegan Paul, London
5.	Research Methodology	Bose Pradip Kumar	1995	ICSSR New Delhi
6.	Quality and Quantity in Social Research	Bryman, Alan	1988	Unwin Hyman, London
7.	Social Science	Barnes, John A.	1979	Privacy and Ethics 1979
8.	Surveys in Social Research	D.A. de Vaus	1986	George Relen and Unwin, London
9.	How to conduct surveys	Fink, Arlene and Jacqueline Kesecoff	1989	Sage Publication, London
10.	Survey Research in Developing Nations Gerald	Harsh Ceasar& Pradip to Roy		Macmilan Publishing Co., Delhi
11.	The Philosophy of Social Research	Hughes, John	1987	Oxford Press, IBH Publishing
12	Demystifying Social Statistics	Irvine, J., L. Miles and J. Elvans	1979	Pluto Press, London.
13	Social Surveys: the study of society	Wells, A.F,	1956.	Bartlet et. At London
14.	The Origins of Scientific Sociology	Madge John	1970	Tavistock, London
15.	Exploring Data	Marsh, Catherine	1988.	Policy Press, Cambridge
16.	Survey Methods in Social Investigation	Moser, C.A. and G. Kalton	1980	(2nd ed.).The English Language Book Society, London

Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Web link
1	Social Action” A Quaterly Review of Social Trends, Delhi, India.	www.isidelhi.org.in
2	Basic Concepts & Terms Sociology	https://www.sociologyguide.com > basic-concept
3	Research Methodology	https://www.drnishikantjha.com
4	Research Methodology	https://onlinecourses.nptel.ac.in >

MASTER OF ARTS (M.A.) SEMESTER-1
SOCIOLOGY

Sociology of Consumer

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
2		DSE - 1	4	60	-	30	70	100

Course Objectives	• To understand consumer rights and consumer protection laws. • To familiarize students with consumer movements at national and international levels. • To analyze consumer behavior and factors affecting purchasing decisions. • To understand the concepts, characteristics, and scope of marketing. • To develop awareness regarding consumer protection mechanisms and consumer courts. • To enhance knowledge about marketing management and its applications.
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Course Outcomes	CO1: Explain the provisions of consumer protection laws and consumer rights. CO2: Describe the structure, powers, and functions of consumer courts. CO3: Analyze the development and significance of consumer movements in India and abroad. CO4: Evaluate factors influencing consumer behavior and buying decisions. CO5: Understand the concepts, importance, and characteristics of marketing. CO6: Assess the scope and applications of marketing management in modern society.
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Teaching-Learning Methodology	Black board Teaching ,Power point presentation, E learning, use of library resources, seminar, workshop, symposium, quiz, students exchange program, guest lecture
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Unit	Description	Weightage
1.	Unit-1 Consumer Act 1.1 Prohibition of food 1954 1.2 Right to thing Act-1930 1.3 Consumer Act-2 1.4 Consumer protection Act-1986 1.5 Consumer norms-2005 1.6 Consumer Court function 1.7 Structure and power of Consumer courts	20% (12 HOURS)
2.	Unit-2 Consumer movement 2.1 History of Consumer movement 2.2 Age of Consumer movement 2.3 Consumer movement in Europe and Asian 2.4 Consumer movement in India	20% (12 HOURS)
3.	Unit -3 Consumer Behavior 3.1 Factors Affecting Consumer Behavior 3.2 Process of Buying Behavior 3.3 Importance of Consumer Behavior	20% (12 HOURS)
4.	Unit 4 Marketing Management (Marketing Action) 4.1 Meaning and Definition of Marketing 4.2 Characteristics of Marketing 4.3 Importance of Marketing 4.4 Scope of Marketing	20% (12 HOURS)
5.	Unit 5 Market Segmentation and Marketing (Market) Environment 5.1 Meaning of Market Segmentation 5.2 Advantages and Limitations of Market Segmentation 5.3 Basis of Market Segmentation 5.4 Factors Affecting Marketing (Market) Environment	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference :

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Law of Consumer Protection, Principles and Practices	Avtar Singh	2005	Eastern Book Company
2	Consumer Protection Law and Practice: A Commentary on the Consumer Protection Act, 1986	Dr. V. K. Agarwal	1986	B.L.H. Publish, New Delhi
3	Consumers Behavior Implication for marketing Strategy	Hawkins D. I., Roger J. B., and Coney A. K.	1989	Boston
4	Ph.D. on the sociology of consumer behaviour and men	Paul A. Hower	1995	Department of Sociology, The University of York
5	Consumer Protection Act	R. K. Bangia	2018	Allahabad Law Agency
6	Consumer Behaviour: Insights from Indian Market	Ramanuj Majumdar	2009	PHI Learning Pvt. Ltd.
7	Consumer Protection Act	S.C. Tripathi	2015	Central Law Publications, Allahabad
8	"The Sociology of Consumption" in <i>The Cambridge Handbook of Sociology: Volume 2: Specialty and Interdisciplinary Studies</i> (pp. 265-274)	Stanley Blue	2017	Cambridge University Press
9	Consumer Education	Veena Gandotra and Ami Divatia	2013	Dominant Publishers & Distributors
10	ગ્રાહકનું સમાજશાસ્ત્ર	પ્રો. રમેશ મકવાણા	2021	અનડા પ્રકાશન, અમદાવાદ
11	ગ્રાહક સુરક્ષા ધારો	એ. એન. કારિઆ	2020	સી. જમનાદાસ કંપની, અમદાવાદ

MASTER OF ARTS (M.A.) SEMESTER-1
SOCIOLOGY

Criminology

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
5		DSE - 2	4	60	-	30	70	100
Course Objectives		- To introduce students to the basic concepts, scope, and significance of criminology. - To understand various theories and perspectives of crime causation. - To analyze the nature, classification, and changing dimensions of crime. - To study criminal behavior and the concept of criminality. - To understand punishment, penology, and prison reforms. - To develop critical understanding of crime and criminal justice systems.						
Course Outcomes		CO1: Explain the meaning, scope, methods, and importance of criminology. CO2: Analyze various theories and perspectives related to crime causation. CO3: Understand the concept, classification, and characteristics of crime and criminals. CO4: Evaluate changing patterns of crime and criminal behavior in society. CO5: Examine punishment theories, penology, and correctional approaches. CO6: Assess prison reforms and the role of open prisons in rehabilitation.						
Teaching-Learning Methodology		Black board Teaching ,Power point presentation, E learning, use of library resources, seminar, workshop, symposium, quiz, students exchange program, guest lecture						

Course–Content		
Unit	Description	Weightage
1.	Unit-1 Introduction to Criminology: - 1.1 Definition, Scope and method of study: 1.2 Importance of Criminology, Criminology and other social science 1.3 Subject matter of Criminology, towards criminalization	20% (12 HOURS)
2.	Unit-2 Theories and Perspectives of Crime Causation: 2.1 Demonological Approach, The concept of freedom of will. 2.2 The classical school, Geographical school, Ecological School. 2.3 The Socialistic school, The Positivistic School, Mental testers school. 2.4 The Psychiatric school, Sociological school 2.5 Perspectives on Crime Causation; classical, positivist, psychological, sociological, Marxian, 2.6 Geographical; recent theoretical advances – the criminal personality, labelling theor	20% (12 HOURS)
3.	Unit-3 Concept, Classification and Changing Dimensions of Crime: 3.1 Meaning of crime, Definition of crime, Characteristics of crime 3.2 Classification of crime, Definition of crime, General causes of crime 3.3 Changing profile of crime and criminals, Crime in I P C 3.4 Crime in India, Tort, Sin, Vice and Immorality, Criminal. 3.5 Meaning of Criminal, Definition of Crime, and Classification of Criminals. 3.6 Ex-Criminal Tribes, Criminal Law	20% (12 HOURS)
4.	Unit-4 Punishment, Penology and Prison Reforms: 4.1 Punishment, History of Punishment in India, Theories of Punishment. 4.2 School of Penology, Classification of Punishment, Prison History and Reformation. 4.3 Open Prison.	20% (12 HOURS)
5	Unit-5 Correctional Programmes and Prison Reforms in India: 5.1 Correctional Programmes in Prisons: History of prison reforms in India, National Policy. 5.2 On prisons: scientific classification of prisoners; modernization of prison industry and involvement of private sector; correctional programmes 5.3 Educational, vocational, psychiatric, mediation, recreation, etc; New Delhi Model of correction	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference :

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Bedi Kiran 1998: It is always possible: New Delhi, Sterling Publication Pvt.Ltd	Acker S.	1994	Buckingham, Open University Press
2	equai John 1978: Computer Crime, Toronto:Lestington Books	Banks James A. and Lynch James	1986	London, Holt Saunders.
3	Buckland John 1992: Combating Computer Crime: Prevention, Detection and Investigation. New Delhi, Mc Graw Hill	Banks Olive	1971	London Batsford
4	Drapkin Ismail and Viano Emilio 1975: Victimology: A New Focus. London Lestington Press.	Blackledge D. and Hunt B.	1985	London, Crom Helm
5	Gill S.S 1998: The Pathology of Corruption. New Delhi, Harper Collins Publishers (India).	Brint Steven	1998	Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
6	Goel Rakesh M. and Manohar S. Powar 1994: Computer Crime: Concept, Control and Prevention. Bombay, Sysman Computers Pvt. Ltd.	Chanana Karuna	1988	New Delhi, Orient Longman
7	Hallman Taryl A. 1950: The Economics Of Crime. New York, St Martin's Press.	Chitnis Suma and P.G. Altbach	1993	New Delhi, Sage Publications
8	Inciarti James A. and Pottieger Anne E. 1978: Violent Crime: Historical and Contemporary Issues. London, Sage Publications.	Craft Maurice	1970	London, Longman.
9	Lilly J.Robert, Francis T. Wallen and Richard Ball A. 1995: Criminological Theory, Context and Consequences. New Delhi, Sage Publications.	Dreze Jean and Amartya Sen	1995	Oxford University Press, Sociology 93
10	Makkar S.P Singh and Paul C. Friday 1993: Global Perspectives in Criminology. Jalandhar: ABC Publications	Gore M.S. et. al	1975	New Delhi, NCERT

MASTER OF ARTS (M.A.) SEMESTER-1
SOCIOLOGY

INDIAN KNOWLEDGE SYSTEM

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
6		SEC-1	2	30	-	15	35	50

Course Objectives	• To introduce students to the Indian Knowledge System (IKS) and its historical significance. • To understand the concept of <i>Smriti</i> as an ancient Indian tradition. • To examine ethical values and their relevance in contemporary society. • To study the Guru–Shishya tradition and the importance of Sanskrit literature. • To understand the origin, development and significance of Dharma Shastra. • To analyze the contributions of Manusmriti and Yajnavalkya Smriti to Indian culture and social thought.
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Course Outcomes	CO1: Explain the meaning, scope and contribution of the Indian Knowledge System. CO2: Analyze the concepts of ethics and their application to contemporary issues. CO3: Evaluate the role of the Guru–Shishya tradition and Sanskrit literature in preserving Indian knowledge. CO4: Explain the origin, evolution and significance of Dharma Shastra. CO5: Critically examine the social and ethical ideas presented in Manusmriti and Yajnavalkya Smriti. CO6: Assess the contribution of Indian culture, heritage and religious traditions to contemporary society.
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Teaching-Learning Methodology	Black board Teaching ,Power point presentation, E learning, use of library resources, seminar, workshop, symposium, quiz, students exchange program, guest lecture
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Course–Content		
Unit	Description	Weightage
1.	Unit-1 Smriti - as an ancient Indian tradition 1.1 Meaning, definition of Indian knowledge tradition and its contribution in various fields 1.2 Ethics (i) Meaning and definition of Ethics (ii) Purpose of Ethics and importance (iii) Modern ethics questions: (a) Environmental ethics (b) Science technology and ethics 1.3 Guru-Shishya tradition in Smriti literature 1.4 Importance of Sanskrit literature in Indian knowledge system 1.5 Indian culture and heritage	35%
2.	Unit-2 Dharma Shastra - as an ancient Indian tradition 2.1 Origin and history of Dharma Shastra 2.2 Religion as a controller of life 2.3 Dharma Shastra: Manusmriti, Yajnavalkya Smriti (a) Origin of Manusmriti and its place in Dharma Shastras (b) Ideas of individual and social religion (c) Place of Yajnavalkya Smriti in Smriti literature and Importance (d) Yajnavalkya's views on Guru-Shishya and the Judiciary 2.4 Religion in Indian Culture	35%
3.	Unit-3 IKS and Indian Scholars 3.1 Philosophy and Literature (Maharishi Vyas, Manu, Kanad, Pingala, Parasar, Banabhatta, Nagarjuna and Panini) 3.2 Mathematics and Astronomy (Aryabhatta, Mahaviracharya, Bodhayan, Bhashkaracharya, Varahamihira and Brahmgupta) 3.3 Medicine and Yoga (Charak, Susruta, Maharishi Patanjali and Dhanwantri) 3.4 Sahitya (Vedas, Upvedas, (Ayurveda, Dhanurveda, Gandharvaveda) Puran and Upnishad) and shad darshan (Vedanta, Nyaya.Vaisheshik, Sankhya, Mimamsa, Yoga, Adhyatma and Meditation)	30%
	Total	100%

Reference :

1. P. V. Kane – *History of Dharmaśāstra*.
2. Patrick Olivelle – *Manu's Code of Law (Manusmriti)*.
3. Robert Lingat – *The Classical Law of India*.
4. S. Radhakrishnan – *Indian Philosophy*.
5. Kapil Kapoor & Michel Danino (Eds.) – *Indian Knowledge Systems*.
6. B. K. Matilal – *Ethics and Epics*.
7. Yajnavalkya Smriti (English/Sanskrit Editions).
8. Ministry of Education, Government of India – *Introduction to Indian Knowledge System*.

Shri Govind Guru University

(Established by Government of Gujarat Vide Gujarat Act no 24/2015)



Faculty of Arts

Master of Arts Syllabus for

Sociology (NEP 2026-27)

Semester - 2

Effective from June-2026



Website: www.sgggu.ac.in

COURSE TITLES (22 CREDITS):

M.A. Semester – 2			
Sr. No.	Course Category	Course Title	Credits
1	DSC -4	MODERN SOCIOLOGICAL THEORIES	4
2	DSC -5	RESEARCH METHODOLOGY	4
3	DSC -6	URBAN SOCIOLOGY AND PLANNING	4
4	DSE -3	HUMAN RIGHTS AND SOCIETY	4
5	DSE -4	GENDER AND SOCIETY	4
6	SEC -2	TRIBAL ART AND TOURISM OF PANCHMAHAL	2
TOTAL CREDITS			22

MASTER OF ARTS (M.A.) SEMESTER-2
SOCIOLOGY

MODERN SOCIOLOGICAL THEORIES

[illegible]

Course–Content		
Unit	Description	Weightage
1.	Unit-1 Nature and construction of Sociological Theory 1.1 Construction of Sociological theory, 1.2 Functions of Sociological Theory.	20% (12 HOURS)
2.	Unit-2 Recent Trends in Sociological Theory 2.1 Anthony Giddens: Structuration, 2.2 Bourdieu: Habitus and Field 2.3 Derrida: Post Modern	20% (12 HOURS)
3.	Unit -3 Functionalism and Neo – Functionalism 3.1 The rise, dominance, decline and revival of functionalism 3.2 Parsonian Structural – functionalism : Grand Theory 3.3 Merton and Middle –range theory;revision of functional analysis 3.4 Jeffrey Alexander and Contemporary Neo- functionalism	20% (12 HOURS)
4.	Unit-4 Neo-Marxian 4.1 Ralf Dahrendorf: The Ruler and the Ruled 4.2 Jurgen Habermas: Life World and System 4.3 Randall Collins: Conflict and Social Change	20% (12 HOURS)
5.	Unit-5 Phenomenology and Ethnomethodology: 5.1 Alfred Schutz - Phenomenology of the Social World, 5.2 Harold Garfinkel - Reflexivity, 5.3 Common Sense Reasoning,	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference :

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Modern Sociological Thoughts: From Comte to Sorokin,	Abraham Francis and John Harry Morgan	1985	Mcmillan Indian Ltd. Delhi
2	Twenty lectures: Sociological theory since World War II.	Alexander, Jeffery C.	1987	New York: Columbia University Press.
3	(Indian Edition), Sociological Theory	Collions, Randall	1997	Jaipur and New Delhi: Rawat
4	A Masters of Sociological Thought Harcourt Base	Closer Lewis	1977	New York .
5	Modern Social Theory: From Parsons to Maber mass (2nd Edition).	Craib, Ian.	1992	London: Harvester Press.
6	Capitalism and Modern Social Theory – An Analysis of Writing of Marx Durkheim and Weber	Giddens Anthony	1997	Cambridge University Press
7	Central Problems in Social theory: Action, structure and contradiction in social analysis.	Giddens, Anthony	1983	London: Macmillian
8	The social science encyclopedia.	Kuper, Adam and Jessica Kuper (eds).	1996 (2nd Edition).	London and New York: Routledge.
9	Anthropologists and anthropology: The British School, 1922-72.	Kuper, Adam	1975	Harmonds worth, Middlesex: Penguin Books.
10	Formation of Modern Social Thought	Morrison Ken Marx, Durkheim and Weber	1995	Sage New Delhi
11	Sociological Theory.	Ritzer, George.	1992(3rd Edition)	New York: McGraw-Hill.
12	Contemporary Sociological Theory.	Ruth A Wallance and Alison Wolf,	1980	Prentice hall inc. Englewood cliffs, NJ07682,
13	Structuralism and since: From Levi Strauss to Derida. Oxford:	Sturrock. John (ed.)	1979	Oxford University Press
14	The structure of sociological theory,	Turner, Jonatham H.	1995(4th Edition).	Rawat Publication, Jaipur and New Delhi 15
15	Rethinking sociology: A critique of contemporary theory.	Zeitlin, Irving M.	1998(Indian Edition).	Rawat Publication, Jaipur and New Delhi
16	Sociological theories	Dr. Y. M. Parmar	1986	Granth Nirman Board, Ahmedabad. (Guj.)
17	Leftist thinkers of 20th century,	Dr. Y. M. Parmar	1999	Popular Prakashan, Surat. (Guj.)

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Sociological Theory – George Ritzer	https://www.tnteu.ac.in
2	Theoretical Perspectives in Sociology	https://docs.uoc.ac.in/website/SDE/ex5065.pdf
3	Sociological Theories	https://mis.alagappauniversity.ac.in
4	A Concise Introduction to Twelve Sociological Theories	https://www.hlaszny.com

MASTER OF ARTS (M.A.) SEMESTER-2
SOCIOLOGY

RESEARCH METHODOLOGY

[illegible]

Unit	Description	Weightage
1.	Unit-1 Quantitative Methods and Survey Research 1.1 Measurement and Scaling 1.2 Survey Techniques 1.3 Questionnaire Methods 1.4 Interview Method, Logic of Inquiry in Social Research - Reliability and Validity, Objectivity and Subjectivity in Research, Theory building	20% (12 HOURS)
2.	Unit-2 Qualitative Research Techniques 2.1 Techniques and Method of qualitative research 2.2 Participant Observation/ Ethnography/ Field Work 2.3 Interview Schedule/ In depth Interview 2.4 Case study method, Methodological dilemmas and issues in qualitative research 2.5 Content Analysis/ Focus Group Discussion 2.6 Historical Research, Life History	20% (12 HOURS)
3.	Unit -3 Statistics in Social Research 3.1 Nature, Use, Importance and Limitation of Statistics 3.2 Statistical Package for the Social Research 3.3 Analysis, Classification and Interpretation of Information 3.4 Uses of Computer in Research	20% (12 HOURS)
4.	Unit 4 Measures of Central Tendency 4.1 Mean, Mode Median, Standard Deviation 4.2 Correlation, Chi Square 4.3 Participatory Research, Ethical Issues in Social Research, 4.4 Plagiarism, Variabl	20% (12 HOURS)
5.	Unit 5 Report Writing 5.1 Report Writing, Contents, Qualities, Analysis and Interpretation of Data 5.2 Tabulation: Forms, Types and Importance 5.3 Data Processing, Diagrammatic and Graphic, Representation of Data 5.4 Use of the Library for Research	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference :

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	The Designing of Social Research	Russell Ackoff	1961	University of Chicago Press, Chicago
2	Designing Social Research	Norman Blaikie	2000	Polity Press, Cambridge
3	Methods and Issues in Social Research	J.A. Black & D.J. Champion	—	John Wiley & Sons
4	Who Should Know What? Social Science, Privacy and Ethics	John A. Barnes	1979	Penguin, Harmondsworth
5	The Hermeneutic Imagination	M. Bleicher	1988	Routledge and Kegan Paul, London
6	Research Methodology	Pradip Kumar Bose	1995	ICSSR, New Delhi
7	Quality and Quantity in Social Research	Alan Bryman	1988	Unwin Hyman, London
8	Who Should Know What? Social Science, Privacy and Ethics	John A. Barnes	1979	Penguin
9	Surveys in Social Research	D.A. de Vaus	1986	George Allen & Unwin, London
10	How to Conduct Surveys	Arlene Fink & Jacqueline Kosecoff	1989	Sage Publications, London
11	Survey Research in Developing Nations	Harsh Ceasar & Pradip Roy	—	Macmillan Publishing Co., Delhi
12	The Philosophy of Social Research	John Hughes	1987	Oxford Press, IBH Publishing
13	Demystifying Social Statistics	Irvine, Miles & Evans (eds.)	1979	Pluto Press, London
14	Statistical Reasoning in Sociology	J.H. Muller & Suchlar	—	Oxford Press, IBH Publishing
15	Survey Methods in Social Investigation	C.A. Moser & G. Kalton	1971	Heinemann Educational Books, London

16	Social Surveys: The Study of Society	A.F. Wells	1956	Bartlet et al., London
17	The Origins of Scientific Sociology	John Madge	1970	Tavistock, London
18	Exploring Data	Catherine Marsh	1988	Policy Press, Cambridge
19	Survey Methods in Social Investigation	C.A. Moser & G. Kalton	2nd ed., 1980	The English Language Book Society, London
20	Sociological Research	H.L. Manheim	1977	The Dorsey Press, Illinois
21	Introduction to Social Research	Keith Punch	3rd ed., 1999	Oxford University Press, New York
22	Research Methodology	Pradip Kumar	1995	ICSSR, New Delhi
23	Approaches to Social Research	R.A. Singleton & B.C. Straits	3rd ed., 1999	Oxford University Press, New York

Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Social Action” A Quaterly Review of Social Trends, Delhi, India.	www.isidelhi.org.in
2	Basic Concepts & Terms Sociology	https://www.sociologyguide.com > basic-concept
3	Research Methodology	https://www.drnishikantjha.com
4	Research Methodology	https://onlinecourses.nptel.ac.in >

MASTER OF ARTS (M.A.) SEMESTER-2
SOCIOLOGY

URBAN SOCIOLOGY AND PLANNING

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
3		DSC - 6	4	60	-	30	70	100

Course Objectives	• To understand the classical sociological traditions related to urban society. • To examine the process, trends, and consequences of urbanization. • To analyze the classification and growth of towns, cities, and industrial urban centers. • To study urban planning, governance, and urban institutions in India. • To understand the relationship between social structure and spatial organization. • To develop analytical perspectives on contemporary urban issues..
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Course Outcomes	CO1: Explain the classical sociological perspectives on urban society and urban communities. CO2: Analyze the process, factors, and sociological dimensions of urbanization. CO3: Evaluate the social consequences of urbanization and urban growth. CO4: Understand the classification of urban centers and industrial urban development. CO5: Assess urban planning, urban management, and governance in India. CO6: Examine the relationship between regional planning, social theory, and spatial theory.
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Teaching-Learning Methodology	Black board Teaching ,Power point presentation, E learning, use of library resources, seminar, workshop, symposium, quiz, students exchange program, guest lecture
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Course–Content		
Unit	Description	Weightage
1	Unit -1 Sociological traditions: 1.1 Classical sociological traditions as urban and city dimensions, 1.2 Emile Durkheim, Karl Marx, Max Weber and Tonnies, 1.3 Urban community and spatial dimensions, Park Burgers and George Simmel, 1.4 Rural – Urban continuum as cultural form.	20% (12 HOURS)
2	Unit -2 Urbanization and Society- Processes, Trends, and Consequences: 2.1 Emerging trends in urbanization, 2.2 Factors of Urbanization, 2.3 Sociological dimensions of Urbanization, 2.4 Social consequences of Urbanization.	20% (12 HOURS)
3	Unit -3 Classification of towns and industries: 3.1 Classification of Urban centres, 3.2 Cities and towns, 3.3 City Industrial urban-base, 3.4 Its growth and special features, 3.5 Industry centered developments.	20% (12 HOURS)
4	Unit -4 Urban Planning and Governance in India: 4.1 Urban planning and problems of urban management in India. 4.2 Urban Institutions, 4.3 Factors affecting planning, 4.4 Regional planning and the links between social and spatial theory.	20% (12 HOURS)
5	Unit -5 Urbanization and Social Transformation in India: 5.1 Changing occupational structure and its impact on social stratification-class, 5.2 caste gender, 5.3 family Indian city and its growth, 5.4 migration, 5.5 factors of migration, 5.6 slum development, 5.7 urban environmental problems and urban poverty.	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference :

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Urban Sociology	Quinn J.A	1955	S Chand & Co. New Delhi.
2	Urban Sociology, Critical Essays	Pickwance C.G	1976 (ed.)	Methuen.
3	Social Theory and Union Questions	Saunders Peter	1981	Hutchinson.
4	Studies in India Urbanization 1901-1971.	Bose Ashish	1978	Tata
5	Urban Sociology	Graw Hill, Abrahamson M.	1976	Englewood, Prentice Hall, Sociology 83.
6	Handbook of Urban Studies	Ronnan Paddison	2001	Sage India.
7	Urban Development in India.	Bharadwaj R.K.	1974	National Publishing House.
8	Sociology of Urban Life.	Gold Harry	1982	Prentice Hall, Englewood Cliff.
9	Problems of Urban Sociology VOL 2	Colling Worth J.B	1972	George and Unwin Ltd.

Online Resources (Open Source)

Sr. No .	Description of Resource(s)	Weblink
1	On-line Resources for Urban Society in India.	www.yourarticlelibrary.com.society
2	On-line Resources for Urban Society in India.	www.insightsonindia.com
3	On-line Resources for Urban Society in India.	www.dspmuranchi.ac.in
4	On-line Resources for Urban Society in India.	www.sociologyguide.com.industry

MASTER OF ARTS (M.A.) SEMESTER-2
SOCIOLOGY

HUMAN RIGHTS AND SOCIETY

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
4		DSE - 3	4	60	-	30	70	100
Course Objectives		- To introduce students to the basic concepts, scope, and significance of criminology. - To understand various theories and perspectives of crime causation. - To analyze the nature, classification, and changing dimensions of crime. - To study criminal behavior and the concept of criminality. - To understand punishment, penology, and prison reforms. - To develop critical understanding of crime and criminal justice systems.						
Course Outcomes		CO1: Explain the meaning, scope, methods, and importance of criminology. CO2: Analyze various theories and perspectives related to crime causation. CO3: Understand the concept, classification, and characteristics of crime and criminals. CO4: Evaluate changing patterns of crime and criminal behavior in society. CO5: Examine punishment theories, penology, and correctional approaches. CO6: Assess prison reforms and the role of open prisons in rehabilitation.						
Teaching-Learning Methodology		Black board Teaching ,Power point presentation, E learning, use of library resources, seminar, workshop, symposium, quiz, students exchange program, guest lecture						

Course–Content		
Unit	Description	Weightage
1.	Unit-1 Human Rights in India & World 1.1 Human Right: History And Theory 1.2 Definition, Importance, nature and types of its U.N.O and Human Right	20% (12 HOURS)
2.	Unit-2 Human Right and the Constitution of India 2.1 Preamble 2.2 Fundamental Right & Duties 2.3 Directive Principles 2.4 India as a Welfare State	20% (12 HOURS)
3.	Unit-3 Social Communities and Human Rights 3.1 Women & Human Right 3.2 Scheduled Caste and Human Right 3.3 Scheduled Tribes and Human Right, Children & Human Right, Poverty & Human Right	20% (12 HOURS)
4.	Unit-4 Current Debates on Human Right 4.1 Democracy & Human Right 4.2 HIV/AIDS & Human Right 4.3 Gross Violation and Human Right 4.4 Minority & Human Right 4.5 Elderly & Human Right	20% (12 HOURS)
5.	Unit-5 Human Right Violation in India 5.1 Refugees, Physically challenged, Prisoners 5.2 Role of N.G.O and Government	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference :

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Human Right	Agerwal H.D.	1999	Central Law Publication, Allahabad.
2	Hand Book of Human Right	Chaudhary Jayant	2004.	Dominant Publisher, New Delhi
3	Masters of Sociology	Coserm, L.A.	1997	Thought, New York.
4.	India's Path of Development: A Marxist.	Desai, A.R.	1984	Popular Prakashan, Bombay
5.	Contemporary India	Desouza, P. RE.	2000	Saga Publication, New Delhi.
6.	Women and Human Right: As a Sociological Perspective (In Gujarati)	Dr. Ramesh H. Makwana	2005	Akshar Publication, Ahmedabad. (Guj.)
7.	Social Welfare and Social Law (In Gujarati)	Dr. Ramesh H. Makwana	2006	Creative Publication, Ahmedabad. (Guj.)
8.	The Social Science encyclopaedia	Kuper, Adam and Jessica	1996	Rout Leadge, London.
9.	Human Right: Concepts and Issues	Reshma Kanta	2004	Commonwealth Publishers, Ansari Road, New Delhi.
10.	Social Movement in India: A Review of Literature	Shah Ghanshyambhai	1990	Saga Publication, New Delhi.
11.	Sociology for Law Student	T.K. Oomen	2007	C.N. Venugopal Eastorn Book Company, 34 – Labaugh, Lucknow – 01.
12	શિક્ષણનું સમાજશાસ્ત્ર	બી.વી.શાહ	1987	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ, ગુજરાત
13	સાંસ્કૃતિક માનવશાસ્ત્ર	ઉર્મિબહેન દેસાઈ	1975	રચના પ્રકાશન, અમદાવાદ.

14.	ક્રિયાનું સમાજશાસ્ત્ર	એમ.એ. મર્યન્ટ	2004	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ, ગુજરાત
15.	કાયદો અને સ્ત્રી	અશ્વિન કારીઆ	2006	જમનાદાસ કંપની, અમદાવાદરોડ.
16.	India's Constitution	Durgadas Basu	2004	Wadawa & Company, New Delhi
17	મહિલા અને માનવ અધિકારો	રમેશ મકવાણા	2010	અક્ષર પબ્લિકેશન, અમદાવાદ,

Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Web link
1	“Sociological Bulletin” tri – annually, Indian Sociological Society	https://www.sagepub.com
2	“Social Action” A Quaterly Review of Social Trends, Delhi, India.	www.isidelhi.org.in
3	Basic Concepts & Terms	https://www.sociologyguide.com/basic-concepts
4	Sociology Internet Library	http://www.textbooksfree.org/Sociology%20Internet%20Library .

MASTER OF ARTS (M.A.) SEMESTER-2
SOCIOLOGY

GENDER AND SOCIETY

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
5		DSE - 4	4	60	-	30	70	100
Course Objectives		- To understand the basic concepts, scope, and nature of Gender Studies. - To examine the relationship between gender, society, and socialization. - To analyze major theories of gender and their critiques. - To understand different schools of feminist thought. - To evaluate the impact of development and globalization on women's status. - To develop gender sensitivity and critical understanding of gender issues.						
Course Outcomes		CO1: Explain the meaning, scope, and nature of gender and society. CO2: Differentiate between gender and biological sex and analyze gender-based socialization. CO3: Critically evaluate major theories of gender and their limitations. CO4: Analyze various schools of feminism and their contributions. CO5: Assess women development programmes and their impact on women's status. CO6: Examine the effects of globalization and privatization on women and gender Relations						
Teaching-Learning Methodology		Black board Teaching ,Power point presentation, E learning, use of library resources, seminar, workshop, symposium, quiz, students exchange program, guest lecture						

Course–Content		
Unit	Description	Weightage
1.	Unit-1 Basic of Gender Studies 1.1 Meaning, Scope, Nature of Gender and Society 1.2 Concept of Gender 1.3 Gender Vs Biology 1.4 Gender based Socialization 1.5 Sexual division of Labor	20% (12 HOURS)
2.	Unit-2 Major theories of Gender and their Critique 2.1 Theories regarding Gender 2.2 Biological theory 2.3 Psychological theory 2.4 Socialist theory 2.5 Reaction of Gender theories	20% (12 HOURS)
3.	Unit-3 Schools of Feminism: An Overview 3.1 Emergence of Feminist thought and Feminism 3.2 Liberal Feminism 3.3 Radical Feminism 3.4 Socialist Feminism 3.5 Marxism Feminism 3.6 Spiritualities Feminism 3.7 Psychological Feminism 3.8 Existential Feminism 3.9 Post modern Feminism	20% (12 HOURS)
4.	Unit-4 Women Development and Globalization 4.1 Women Development Programme 4.2 Impact of Development Programmes on Women Status 4.3 Impact of Globalization and Privatization on Women Status	20% (12 HOURS)
5.	Unit-5 Women Challenges in India 5.1 Gender based violence 5.2 Women Political Participation 5.3 Health related problem of women 5.4 Education related problem of women	20% (12 HOURS)
	Total	100% (60 HOURS)

Reference:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	The Position of women in Hindu Civilization.	Alterkar A.S.	1983	Delhi Motilal Banarasi, class second, editor fifth prient
2	Women, Power, Status of women in India.	Ashokkumar and Harish:	1991	New Delhi: Gian publishing house
3	Women and Society in India,	Desai Neer and Krishnaraj	1987	Delhi, Ajanta
4	Gender And Society	Amy M. Black Stone	2003	ABC-CLIO
5	Gender and Society(Gujarati)	Dr.Chandrika Raval & Dr.Shailja Dhruv		Pashwa Publication
7	Gender and the Science of Difference.	Jilla A. Fisher	2011	Rutgers University press
8	Role Conflict in Working Women.	Kala Rani	1976	Chetana Publication
9	Gender and Society(Gujarati)	Dr Kamini Dashora	2014	Ananda Publication
10	Gender and Development (Gujarati)	Dr.Kamini Dashora	2015	Ananda Publication

Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Gender and Social Theory	https://www.rawatbooks.com
2	Gender and Social Theory	https://archive.org
3	Gender and Structural Violence	https://www.rawatbooks.com
4	Gender and Work: International Perspectives	https://www.rawatbooks.com

MASTER OF ARTS (M.A.) SEMESTER-2
SOCIOLOGY

TRIBAL ART AND TOURISM OF PANCHMAHAL

[illegible]

Course–Content		
Unit	Description	Weightage
1.	Unit-1 Introduction to Panchamahar Tribes & Demographic Profile 1.1 Definition & Demographics: Etymology and geographical distribution of tribes in Panchamahar (e.g., Bhil, Rathwa, Dhanka, Pateliya, Nayaka). 1.2 Social Organization: Family structures, marriage, kinship systems, and clan (Gotra) lineages. 1.3 Tribal Polity: Traditional village councils, leadership, and the role of the traditional chief or <i>Mukhi</i> . 1.4 Livelihood Transition: Historical shift from hunting, gathering, and forest-dwelling to settled and terrace agriculture.	35%
2.	Unit-2 Art & Tourism of Panchamahar Tribal Area 2.1 Deities & Cosmogeny: Worship of supreme tribal deities, ancestor worship, and reverence for Pithora Dev. 2.2 Ritualistic Painting: The significance of Pithoro/Pithora wall paintings, primarily practiced by the Rathwa community. 2.3 Panchmahar Tourism: Meaning of Tourism ,Panchmahar Tourism: Pavagadh ,chapaner, zandhanuman, Goghamba waterfall ,RatanMahar,Mangadh,Kaleshwari ,Dainasor Park Raiyoli, Mardeshwar 2.4 Tribal Fair: Gay-gohri Fair • Chul Fair • Chadiya Fair • Gol Gadheda Fair • Chitra-Vichitra Fair • Kaleshwari Fair • Bhangoriya Fair • Mangarh Fair • Ravedi Fair	35%
3.	Unit-3 Forms of Tribal Folk Traditions-: 3.1 Oral Traditions: Folktales, Folk songs, Folk drama; Legends, and Proverbs 3.2 Music and Dance: Rituals, Ceremonies, and Performances, Tribal Music Instrument 3.3 Visual Arts: Crafts, Paintings, and Sculptures. 3.4 Festivals and Celebrations: Significance and Cultural Expression	30%
	Total	100%

Reference:

1. પંચમહાલ જિલ્લાના આદિવાસી લોકમેળા – ડૉ. સુરેશ સી પટેલ
2. ગુજરાતનો આદિવાસી ઇતિહાસ અને સંસ્કૃતિ- ડૉ. અભય પરમાર ,ડૉ. અમૃત ઠાકોર, ડૉ. અરુણ વાઘેલા, ડૉ.શકુંતલા બળાત
3. ગુજરાતની આદિવાસી સંસ્કૃતિ - ડૉ. અરુણ વાઘેલા
4. ગુજરાતના લોકમેળા - જોરાવરસિંહ જાદવ
5. ગુજરાતી લોકસંસ્કૃતિ - હસુમતીબેન સેદાણી
6. આદિવાસી લોકસંગીત - પટેલ રાવજીભાઈ, ગુજરાત વિદ્યાપીઠ ,અમદાવાદ
7. આપણી લોકસંસ્કૃતિ - પરમાર જયમલ
8. ગુજરાતના લોકગીતો- પરમાર ખોડીદાસ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ અમદાવાદ, 2006
9. પંચમહાલના આદિવાસીઓ : મકવાણા જયંતીલાલ મણીલાલ, ગુજરાત વિદ્યાપીઠ અમદાવાદ, 1955
10. ગુજરાતના ઉત્સવો અને મેળાઓ : મહેતા મુદ્દલા,ગુજરાત યુનિવર્સિટી, અમદાવાદ
11. ગુજરાતની કીર્તિગાથા: મુનશી કનૈયાલાલ માણેકલાલ, અમદાવાદ, 1960
12. ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ: રાજગોર શિવપ્રસાદ, અમદાવાદ, 1974
13. પંચમહાલના આદિવાસીઓની વિકાસયાત્રા: વાઘેલા અરુણભાઈ, રાધિકા પ્રિન્ટર ગોધરા, 2009
14. પંચમહાલના આદિવાસીઓની વિકાસયાત્રા : ડૉ.અરુણ વાઘેલા
15. પુરુષાર્થ થી પંચમહાલ : રાઠવા ભાવસિંહ,માહિતી ખાતુ ગુજરાત રાજ્ય ગાંધીનગર, 2009
16. ગુજરાતી અસ્મિતા : વ્યાસ રજની, ગુર્જર અનડા પ્રકાશન અમદાવાદ, 1987
17. આદિવાસી ઉત્થાન પડગમ અને પડઘો : જ.મ.મલકાણા અને સી.ડી.પરીખ
18. વિસરાયેલા શહીદો: ડૉ.અરુણ વાઘેલા
19. આદિવાસી લોકમેળા: શંકરભાઈ તડવી
20. ગુજરાતના લોકમેળા અને ઉત્સવ : મુદ્દલા મહેતા