



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Undergraduate (Fourth Year) Honours (Sociology) Semester 7 Semester-VII

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Major-1	UA07HMASOC01	Theoretical Perspectives in Sociology	4-0-1	120	04

● Course Learning Outcomes (CLOs)

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

CLO 1. Demonstrate understanding of the nature and construction of sociological theory.

CLO 2. Analyse the intellectual roots of Functionalism with reference to Émile Durkheim and Talcott Parsons.

CLO 3. Evaluate the contributions of Ralf Dahrendorf and Lewis Coser.

CLO 4. Evaluate the theoretical framework of Peter M. Blau.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	Nature and construction of Sociological Theory -Construction of Sociological theory, -Functions of Sociological Theory.	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1
II	Functionalist Thoughts in Sociology - Functionalism - Intellectual roots of Functionalism - Emile Durkhim - Talcot Parsons ✓ Action system, AGIL Model ✓ Sub Structure System, Pattern Variables ✓ Robert K. Merton Postulates ✓ Latent Manifest Function Functional Analysis of Political Machine	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2
III	Conflict theory in Sociology - Intellectual roots of conflict theory - Karl Marx's views on conflict theory - Ralf Daherndorf's views on conflict theory - Louies Cozer's views on conflict theory	CL, Seminars, CBL, Literature Review, Group Discussion,	CLO3



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		ICT, Self-Directed Learning	
IV	Foundation of Social Exchange Theory - Intellectual roots of Social Exchange Theory - George C. Homan's views on Social Exchange Theory - Peter M. Blau's views on Exchange Theory - Intellectual roots, basic of symbolic Interactionism - Charles H. Cooley's, George H. Meadis & Herbert Blumer's views on symbolic Interactionism	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4

- **(*) 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**

(A) Internal Assessment: (50 Marks)

a. Internal Formative assessment (25 Marks)

- Assignment, Self-learning and Terms work - - 5 Mark's
- Seminar / Presentation - - 5 Mark's
- Field Project - - 5 mark's
- MCQ - - 5 Mark's
- Attendance - - 5 Mark's

b. Internal Summative Assessment (25 Marks)

- Mid-term tests (25 Marks)

- **External Assessment (50 Marks)**

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Project,	50%



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		MCQ, Class Regularity, Internal Test	
2	End-Semester Examination	Written Exam	50%

• Suggested Learning Materials Books:

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: Macmillan
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



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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



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Major-2	UA07HMASOC02	Methods of Social Research	4-0-1	120	04

• Course Learning Outcomes (CLOs)

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

- CLO1.** Demonstrate an understanding of the philosophical roots of social research, including epistemological issues, types of knowledge, and methodological perspectives in sociological theory.
- CLO2.** Analyse the scientific nature of social research, distinguishing between pure and applied research, characteristics of social phenomena, and the role of interdisciplinary and action research.
- CLO3.** Apply appropriate methods to identify, select, and formulate research problems, and construct relevant hypotheses and concepts based on the objectives of social research.
- CLO4.** Evaluate sampling techniques, including types, characteristics of good sampling, and sources of sampling and non-sampling errors in social research.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	Philosophical Roots of Social Research, Issues on the Theory of Epistemology Importance, Limitations, Characteristics, Problems and Types of knowledge, Getting knowledge of different ways, Enlightenment, Methodological Perspectives in Sociological Theory.	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1-2
II	Scientific Nature of Social Research Pure and Applied Research, Characteristic of Social Phenomena, Inter -Disciplinary research, Action Research. Identification, Selecting and Formulating of research problem, Factor Influencing for Research problem. Characteristic, Steps and Types of Research Design,	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2-4
III	Major steps in Social Research and its importance Function, types, Characteristic, Sources and Limitations of	CL, Seminars, CBL, Literature Review, Group	CLO3-4



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	Hypothesis, Concepts: Characteristic and function, objective of social research, Types of Research	Discussion, ICT, Self-Directed Learning	
IV	Sampling, Types, Need of Sampling Characteristics of Good Sampling, Sampling and Non-Sampling errors, Scientific Method of Social Research, Logic in Sociological Research, Methods of Logic, Utility of Logic, Problems of Logic	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4

- **(*) 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**

(A) Internal Assessment: (50 Marks)

a. Internal Formative assessment (25 Marks)

- Assignment, Self-learning and Terms work - - 5 Mark's
- Seminar / Presentation - 5 Mark's
- Field Project - 5 mark's
- MCQ - 5 Mark's
- Attendance - 5 Mark's

b. Internal Summative Assessment (25 Marks)

- Mid-term tests (25 Marks)

- **External Assessment (50 Marks)**

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr.	Assessment/Evaluation	Component	Weightage
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No.			(%)
1	Continuous Internal Evaluation	Seminars, Assignments, Project, MCQ, Class Regularity, Internal Test	50%
2	End-Semester Examination	Written Exam	50%

● Suggested Learning Materials Books:

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



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16.	Survey Methods in Social Investigation	Moser, C.A. and G. Kalton	1980	(2nd ed.).The English Language Book Society, London
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• 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 ›



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Major-3	UA07HMASOC03	Rural Society in India	4-0-1	120	04

• Course Learning Outcomes (CLOs)

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

CLO1. Apply sociological perspectives to examine the rural–urban continuum and assess the processes of interaction and transformation between rural and urban communities.

CLO2. Evaluate the demographic profile and basic characteristics of rural society in India, and apply sociological concepts to examine the role of caste panchayats in shaping rural social structure and community relations.

CLO3. Demonstrate the agrarian and peasant social structure of rural society in India, and evaluate agrarian relations to understand patterns of inequality, dependence, and rural social organization.

CLO4. Design the major social institutions of rural India family, caste, and religion and evaluate their interrelationships in shaping rural social structure and community life.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	Rural Society and Rural-Urban Studies in India: -Importance and usefulness of the study of the Rural Society in India – Main classical village studies in India: A review of perspective, Classification of towns	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1-2
II	Demographic and Social Structure of Rural Society in India: -Demographic profile and basic characteristics of Rural Society in India, Cast Panchayat in rural society	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-	CLO2-3



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		Directed Learning	
III	Agrarian Social Structure and Relations in Rural India: -Agrarian and peasant social structure of Rural Society in India. Agrarian relations.	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3-4
IV	Major Social Institutions in Indian Rural Society: -Major Rural Society Institutions: Family, Caste and Religion in Indian Rural Society. -Labor market in rural society, causes of land reform and green revaluation.	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4

- **(*) Learning Pedagogies/Methods**
 - (a) Classroom Lecture (CL)
 - (b) Seminars (Student-led and Faculty-moderated)
 - (c) Case-Based Learning (CBL)
 - (d) Problem-Based Learning (PBL)
 - (e) Research-Oriented Learning (Literature Review)
 - (f) Collaborative Learning (Group Discussion)
 - (g) ICT-Enabled Learning
 - (h) Self-Directed Learning (Guided Readings)

• **Assessment Methodologies**

(A) Internal Assessment: (50 Marks)

a. Internal Formative assessment (25 Marks)

- (a) Assignment, Self-learning and Terms work - - 5 Mark's
- (b) Seminar / Presentation - 5 Mark's
- (c) Field Project - 5 mark's
- (d) MCQ - 5 Mark's
- (e) Attendance - 5 Mark's

b. Internal Summative Assessment (25 Marks)

- (a) Mid-term tests (25 Marks)

• **External Assessment (50 Marks)**

Term End Test (50 Marks)



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● Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Project, MCQ, Class Regularity, Internal Test	50%
2	End-Semester Examination	Written Exam	50%

● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Six Essays in Comparative Sociology	Andre Bettle	1974	OUP, New Delhi (Relevant Chapters).
2	Ambiguous Journey to the City	Ashish Nandy	1999	New Delhi, OUP.
3	Class, State and Development in India 1,2,3 and 4 Chapters	BerchBerberque	1992	Sage Publications, New Delhi.
4	Rural Sociology in India	Desai A.R	1977	Popular Prakashan, Bombay
5	Peasant Movements in India	Dhanagare D.N.	1988	OUP, New Delhi.
6	Social Anthropology of Peasantry Part III	Mencher J.P.	1983	OUP, New Delhi.
7	Peasant Struggles: Land Reforms and Social Change in Malabar 1936-1982	P.Radhakrishanan	1989	Sage Publications, New Delhi.
8	Land and Labour in India	Thorner Daniel and Thorner Alice	1962	Asia Publications, Bombay
9	નગર આયોજન અને વિકાસ	પ્રોફે. રમેશ મકવાણા	2025	અનડી બુક ડીપો
10	ગ્રામીણ સમાજશાસ્ત્ર	પ્રોફે. રમેશ મકવાણા	2025	પાશ્વ પબ્લીકેશન અમદાવાદ



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- Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	On-line Resources for Rural Society in India	www.distanceeducationju.in
2	On-line Resources for Rural Society in India	www.yourarticlelibrary.com >essay



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Minor-1	UA07HMISOC01	Sociology of Education	4-0-1	120	04

• Course Learning Outcomes (CLOs)

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

CLO1. Analyze the definition, scope, and historical development of the Sociology of Education, distinguishing between its functional and dysfunctional roles in modern society.

CLO2. Evaluate the complex relationship between the educational system and other social sub-systems, specifically focusing on how the Family, State, and Economy influence educational access and outcomes.

CLO3. Analyze the impact of social stratification on the educational system, identifying how class, status, and power dynamics create disparities in academic achievement.

CLO4. Apply the reciprocal impact of the local community on educational institutions, emphasizing the pivotal role of the teacher as a bridge between the school and the community.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	Introduction to Sociology of Education: - Introduction to Sociology of Education: - Mining and Definition, Importance, Scope of Sociology of Education. - View of Sociology of Education. - Origin and Development, Functions and Dysfunctions of Education	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1-2
II	Sub System of Society and Educational: - Family System and Educational System. - State System and Educational System. - Education System and Economic System. - Stratification and Education System	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2-
III	Community and Education: - Mining, Important and Types of Local Community. - Impact of Local Community on Educational	CL, Seminars, CBL, Literature Review, Group	CLO3



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	Institutions. - Role of Teacher and Community. - Impact of Educational System and Communi - Some Challenges of Educational System in the Context of Modernization	Discussion, ICT, Self-Directed Learning	
IV	Educational Institutions as Social Systems: - Educational Institute as a Social System. - Functions of Educational Institute. - Role of Director in School Institute. - Role of Principal in School. - Role of Teachers in Different Context, Role of Student and Student: Politics and Society - Sub Culture of Student. - Social Change and Education	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3-4

• (*) 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

(A) Internal Assessment: (50 Marks)

a. Internal Formative assessment (25 Marks)

- | | |
|--|------------|
| (a) Assignment, Self-learning and Terms work - | - 5 Mark's |
| (b) Seminar / Presentation | - 5 Mark's |
| (c) field Project | - 5 mark's |
| (d) MCQ | - 5 Mark's |
| (e) Attendance | - 5 Mark's |

b. Internal Summative Assessment (25 Marks)

- Mid-term tests (25 Marks)

• External Assessment (50 Marks)

Term End Test (50 Marks)



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● Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Project, MCQ, Class Regularity, Internal Test	50%
2	End-Semester Examination	Written Exam	50%

● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Gendered Education: Sociological Reflection on Women	Acker S.	1994	Buckingham, Open University Press
2	Multicultural Education in Western Societies	Banks James A. and Lynch James	1986	London, Holt Saunders.
3	Sociology of Education	Banks Olive	1971	London Batsford
4	Sociological Interpretations of Education.	Blackledge D. and Hunt B.	1985	London, Crom Helm
5	Schools and Societies.	Brint Steven	1998	Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
6	Socialization, Educational and Women: Explorations in Gender Identity.	Chanana Karuna	1988	New Delhi, Orient Longman
7	Higher Education Reforms in India, Experience and Perspectives	Chitnis Suma and P.G. Altbach	1993	New Delhi, Sage Publications
8	Family, Class and Education: A Reader	Craft Maurice	1970	London, Longman.
9	India Economic Development and Social Opportunity.	Dreze Jean and Amartya Sen	1995	Oxford University Press, Sociology 93
10	Papers on the Sociology of Education in India	Gore M.S. et. al	1975	New Delhi, NCERT



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• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	On-line Resources for Sociology of Education	www.tc.columbia.edu.sociology
2	On-line Resources for Sociology of Education	www.asanet.org.journal.sociology
3	On-line Resources for Sociology of Education	www.jstor.org/journal.socieduc
4	On-line Resources for Sociology of Education	www.sciencedirect.com.topi

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Course in Major	UA07HMASOC05	Dissertation	2-2-0	120	04

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Course in Minor	UA07HSESOC01	Book Review	2-0-1	60	02