



# 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

## Master of Arts (Sociology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCSOC01	Theoretical Perspectives in Sociology	3-0-2	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.

**CLO5.** Apply symbolic interactionist concepts to everyday social interactions and identity formation.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<b>Nature and construction of Sociological Theory</b> -Construction of Sociological theory, -Functions of Sociological Theory.	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1
II	<b>Functionalist Thoughts in Sociology</b> - 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	<b>Conflict theory in Sociology</b> - 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, ICT, Self-Directed Learning	CLO3
IV	<b>Foundation of Social Exchange Theory</b> - Intellectual roots of Social Exchange Theory - George C. Homan's views on Social Exchange Theory - Peter M. Blau's views on Exchange Theory	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4



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V	<b>Basic of Symbolic Interactionism</b> - Intellectual roots of symbolic Interactionism - Charles H. Cooley's views on symbolic Interactionism - George H. Meadis views on symbolic Interactionism - Herbert Blumer's views on symbolic Interactionism	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO5
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- (\* 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)

**(B) Weightage of Learning Efforts for External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/Analyse & above (A)	
I	CLO1, CLO3	24	1	1	06	08
II	CLO2, CLO4	26	1	1	10	12
III	CLO3, CLO5	22	1	1	08	10
IV	CLO4, CLO3	26	1	1	10	12
V	CLO3, CLO2	22	1	1	06	08
<b>TOTAL</b>		<b>120</b>	<b>05</b>	<b>05</b>	<b>40</b>	<b>50</b>



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## Master of Arts (Sociology) Semester-I

- 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%

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	1	-	1	-	2	3	3	1
CLO2	3	3	2	1	1	1	2	1	3	2
CLO3	2	3	3	2	1	2	3	2	1	2
CLO4	2	3	2	2	2	2	3	1	3	1
CLO5	2	2	3	2	3	3	1	1	2	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- 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.



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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.)



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## Master of Arts (Sociology) Semester-I

### • Online Resources (Open Source)

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



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## Master of Arts (Sociology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCSOC02	Methods of Social Research	3-0-2	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.
- CLO5.** Design suitable research designs by selecting exploratory, descriptive, or experimental approaches, and assess their characteristics, limitations, and applicability in sociological research contexts.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Philosophical Roots of Social Research, Issues on the Theory of Epistemology</b> 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	<b>Scientific Nature of Social Research</b> 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.	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2-4
III	<b>Major steps in Social Research and its importance</b> Function, types, Characteristic, Sources and Limitations of Hypothesis, Concepts: Characteristic and function, objective of social research, Types of Research	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3-5



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## Master of Arts (Sociology) Semester-I

IV	<b>Sampling, Types, Need of Sampling</b> 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
V	<b>Characteristic, Steps and Types of Research Design</b> Characteristic and content of Research Design, Exploratory, Descriptive and Experiment Research Design, Important things, limitation of Research Design, Options for choosing a Research Design, Criteria for good Research Design	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3-4-5

- (\*) **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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## Master of Arts (Sociology) Semester-I

### (B) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO2	24	1	1	06	08
II	CLO2, CLO3	26	1	1	10	12
III	CLO3, CLO4	22	1	1	08	10
IV	CLO4, CLO5	26	1	1	10	12
V	CLO3, CLO4, CLO5	22	1	1	06	08
<b>TOTAL</b>		<b>120</b>	<b>05</b>	<b>05</b>	<b>40</b>	<b>50</b>

#### ● 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%

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	3	2	2	2	-	2	2	2	3
CLO2	2	3	3	3	3	3	2	-	3	1
CLO3	1	2	2	2	2	1	3	3	1	2
CLO4	3	-	3	1	1	2	1	1	2	3
CLO5	2	2	3	-	1	2	-	2	3	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
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## Master of Arts (Sociology) Semester-I

### • 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
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.	<a href="http://www.isidelhi.org.in">www.isidelhi.org.in</a>
2	Basic Concepts & Terms Sociology	<a href="https://www.sociologyguide.com">https://www.sociologyguide.com</a> > basic-concept
3	Research Methodology	<a href="https://www.drnishikantjha.com">https://www.drnishikantjha.com</a>
4	Research Methodology	<a href="https://onlinecourses.nptel.ac.in">https://onlinecourses.nptel.ac.in</a> >



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## Master of Arts (Sociology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCSOC03	Rural Society in India	3-0-2	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.
- CLO5.** Demonstrate the structure of the rural labour market in India, and evaluate the causes and impact of land reforms and the Green Revolution on agrarian society and rural employment patterns.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Rural Society and Rural-Urban Studies in India:</b> -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	<b>Demographic and Social Structure of Rural Society in India:</b> -Demographic profile and basic characteristics of Rural Society in India, Cast Panchayat in rural society	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2-3
III	<b>Agrarian Social Structure and Relations in Rural India:</b> -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



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IV	<b>Major Social Institutions in Indian Rural Society:</b> -Major Rural Society Institutions: Family, Caste and Religion in Indian Rural Society.	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4
V	<b>Rural Labor Market and Agrarian Reforms in India:</b> -Labor market in rural society, causes of land reform and green revaluation.	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4-5

- (\*) **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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## Master of Arts (Sociology) Semester-I

### (B) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO2	24	1	1	06	08
II	CLO2, CLO3	26	1	1	10	12
III	CLO2, CLO4	22	1	1	08	10
IV	CLO3, CLO4	26	1	1	10	12
V	CLO3, CLO4, CLO5	22	1	1	06	08
<b>TOTAL</b>		<b>120</b>	<b>05</b>	<b>05</b>	<b>40</b>	<b>50</b>

#### ● 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%

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	3	2	2	3	1	2	3	2	1
CLO2	1	2	3	2	2	3	2	1	2	3
CLO3	3	2	1	3	2	1	3	2	3	2
CLO4	2	3	2	1	3	2	3	2	1	2
CLO5	3	2	3	2	3	2	3	2	1	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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## Master of Arts (Sociology) Semester-I

### • 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	અનડા બૂક ડીપો
10	ગ્રામીણ સમાજશાસ્ત્ર	પ્રોફે. રમેશ મકવાણા	2025	પાશ્વ પબ્લીકેશન અમદાવાદ

### • Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	On-line Resources for Rural Society in India	<a href="http://www.distanceeducationju.in">www.distanceeducationju.in</a>
2	On-line Resources for Rural Society in India	<a href="http://www.yourarticlelibrary.com">www.yourarticlelibrary.com</a> >essay



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## Master of Arts (Sociology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NESOC01	Sociology of Education	3-0-2	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.

**CLO5.** Analyze the educational institute as a "social system" and critique the professional roles and social expectations of directors, principals, teachers, and students within that system.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Introduction to Sociology of Education:</b> - Introduction to Sociology of Education: - Meaning 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	<b>Sub System of Society and Educational:</b> - 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	<b>Community and Education:</b> - Meaning, Important and Types of Local Community. - Impact of Local Community on Educational Institutions. - Role of Teacher and Community. - Impact of Educational System and Communi	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3



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## Master of Arts (Sociology) Semester-I

IV	<b>Educational Institutions as Social Systems:</b> - 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	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3-4
V	<b>Education, Social Change and Contemporary Challenges:</b> - Sub Culture of Student. - Social Change and Education - Some Challenges of Educational System in the Context of Modernization	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4-5

- (\*) **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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### (B) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO4, CLO5	24	1	1	06	08
II	CLO3, CLO5	26	1	1	10	12
III	CLO2, CLO3	22	1	1	08	10
IV	CLO1, CLO2	26	1	1	10	12
V	CLO3, CLO4	22	1	1	06	08
<b>TOTAL</b>		<b>120</b>	<b>05</b>	<b>05</b>	<b>40</b>	<b>50</b>

#### ● 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%

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1	2	2	3	2	2	3	2	1	2
CLO2	2	3	2	1	3	3	2	2	2	3
CLO3	1	2	3	2	2	2	3	2	2	1
CLO4	2	3	2	2	2	2	2	3	3	2
CLO5	2	2	3	3	2	2	3	1	2	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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## Master of Arts (Sociology) Semester-I

### • 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 Bats ford
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

### • Online Resources (Open Source)

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



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## Master of Arts (Sociology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NESOC02	Human Rights and Society	3-0-2	120	04

- **Course Learning Outcomes (CLOs)**

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

- CLO1.** Demonstrate an understanding of the history, theory, nature, and importance of human rights in India and the global context, including the role of international organizations such as the United Nations.
- CLO2.** Analyse the constitutional provisions related to human rights in India, including the Preamble, Fundamental Rights and Duties, Directive Principles of State Policy, and the concept of a welfare state.
- CLO3.** Evaluate the human rights issues faced by various social communities, including women, Scheduled Castes, Scheduled Tribes, children, and economically disadvantaged groups.
- CLO4.** Apply knowledge of human rights principles to examine current debates such as democracy, minority rights, HIV/AIDS, rights of the elderly, and cases of gross human rights violations.
- CLO5.** Assess the nature and extent of human rights violations in India affecting refugees, physically challenged individuals, and prisoners, and analyse the role of government and non-governmental organizations in addressing these issues.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Human Rights in India &amp; World</b> - Human Right: History And Theory - Definition, Importance, nature and types of its U.N.O and Human Right	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1
II	<b>Human Right and the Constitution of India</b> A -Preamble B -Fundamental Right & Duties C -Directive Principles D- India and Welfare State	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2-3
III	<b>Social Communities and Human Rights</b> - Women & Human Right - Scheduled Caste and Human Right - Scheduled Tribes and Human Right, Children & Human Right, Poverty & Human Right	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3-4
IV	<b>Current Debates on Human Right</b> -Democracy & Human Right	CL, Seminars, CBL, PBL,	CLO4



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	<ul style="list-style-type: none"> <li>- HIV/AIDS &amp; Human Right</li> <li>- Gross Violation and Human Right</li> <li>- Minority &amp; Human Right</li> <li>- Elderly &amp; Human Right</li> </ul>	Literature Review, Group Discussion, ICT, Self-Directed Learning	
V	<p><b>Human Right Violation in India</b></p> <ul style="list-style-type: none"> <li>- Refugees, Physically challenged, Prisoners</li> <li>- Role of N.G.O and Government</li> </ul>	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO 4-5

- **(\* 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)

**(B) Weightage of Learning Efforts for External Assessment**



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## Master of Arts (Sociology) Semester-I

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO3, CLO2	24	1	1	06	08
II	CLO1, CLO4	26	1	1	10	12
III	CLO3, CLO5	22	1	1	08	10
IV	CLO5, CLO2	26	1	1	10	12
V	CLO4, CLO3	22	1	1	06	08
<b>TOTAL</b>		<b>120</b>	<b>05</b>	<b>05</b>	<b>40</b>	<b>50</b>

### ● 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%

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	3	2	1	3	2	3	2	1	2
CLO2	1	2	3	2	2	3	2	1	2	3
CLO3	3	2	1	3	2	1	3	2	3	2
CLO4	2	3	2	2	3	1	2	3	2	1
CLO5	3	2	3	2	3	2	3	2	1	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

### ● Suggested Learning Materials Books:



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## Master of Arts (Sociology) Semester-I

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.
7.	Social Welfare and Social Law (In Gujarati)	Dr. Ramesh H. Makwana	2006	Creative Publication, A'bad.
8.	The Social Science encyclopaedia	Kuper, Adam and Jessica	1996	Rout Ledge, 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	યુ નિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ, ગુજરાત
13	સાંસ્કૃતિકમાનવશાસ્ત્ર	ઉર્મિબહેનદેસાઈ	1975	રચના પ્રકાશન, અમદાવાદ.
14.	ક્રિયાનું સમાજશાસ્ત્ર	એમ.એ. મર્યન્ટ	2004	યુ નિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ, ગુજરાત
15.	કાયદો અને સ્ત્રી	અશ્વિન કારીઆ	2006	જમનાદાસ કંપની,



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## Master of Arts (Sociology) Semester-I

				અમદાવાદરોડ.
16.	India's Constitution	Durgadas Basu	2004	Wadawa & Company, New Delhi
17	મહિલા અને માનવ અધિકારો	રમેશ મકવાણા	2010	અક્ષર પબ્લિકેશન, અમદાવાદ, ગુજરાત

### • Online Resources (Open Source)

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

Course	Course Code	Course Title	Teaching-	Total	Course
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## Master of Arts (Sociology) Semester-I

Type			Learning Scheme	Notional Hours	credits
			L-P-T		
DSE	P2A01NESOC03	Sociology of Tourism	3-0-2	120	04

### • Course Learning Outcomes (CLOs)

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

- CLO1.** Demonstrate a comprehensive understanding of the terms "Tour," "Tourist," and "Tourism," while articulating the specific subject matter and history of tourism within the Indian socio-cultural context.
- CLO2.** Apply classical and contemporary sociological theories to explain the motivations of travelers and the social structures that sustain the global and local tourism industry.
- CLO3.** Explain the intersection between the Sociology of Tourism and other social sciences (such as Anthropology, Economics, and Geography) to understand travel as a multi-dimensional human activity.
- CLO4.** Critically assess the changing trends in modern travel—including the aims and nature of different tourism types—and weigh the socio-economic advantages against the cultural disadvantages for host communities.
- CLO5.** Analyze the components of the tourism industry and evaluate specific tourism policies and planning strategies, with a particular focus on the legislative and professional frameworks of India and Gujarat.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Introduction of Tourism and Sociology of Tourism</b> - Concept of Tour, Tourist and Tourism. - History and Origin of Tourism in India. - Sociology of Tourism – Meaning. Subject matter and need of study of sociology of Tourism. - Sociology of Tourism and other Social Sciences	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1-2
II	<b>Theories and approaches of Sociology of Tourism</b> - Main points of Theoretical role of Sociology of Tourism. - Sociological theories and Tourism. - Various approaches for study of Tourism. - Contemporary Sociological theories of Tourism and its issue.	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2-4
III	<b>Tourism and Changing trends of Tourism</b> - Aims, Nature and Incentives of Tourism. - Main types of Tourism. - Advantages and Disadvantages of Tourism. - Changing recent trends of Tourism.	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3-5



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IV	<b>Tourism Industry</b> - Components of Tourism Industry. - Economic and Professional aspects of Tourism. - Tourism policy and planning in India. - Tourism policy in Gujarat, Gujarat Tourism	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4
V	<b>Tourism Management</b> - Management and Tourism - Different forms of management of Tourism. - Key aspects of Tourism Management - Serving mechanisms and organisation Management. - Managerial issues in Tourism Industry.	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4 -5

- (\*) **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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## Master of Arts (Sociology) Semester-I

### (B) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO2, CLO3	24	1	1	06	08
II	CLO3, CLO5	26	1	1	10	12
III	CLO2, CLO4	22	1	1	08	10
IV	CLO1, CLO2	26	1	1	10	12
V	CLO3, CLO1	22	1	1	06	08
<b>TOTAL</b>		<b>120</b>	<b>05</b>	<b>05</b>	<b>40</b>	<b>50</b>

#### ● 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%

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	2	1	3	2	2	3	2	1	2
CLO2	3	1	2	2	3	2	2	1	2	3
CLO3	2	2	1	2	3	1	2	2	3	1
CLO4	2	3	2	1	2	1	3	1	2	2
CLO5	3	2	1	2	1	2	3	2	1	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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## Master of Arts (Sociology) Semester-I

### ● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Nature of Sociological Theories. The Action Approach: Sterling.	Wallance Ruth A. and Wolf	1977	Publishers Pvt.Ltd, New Delhi
2	The Sociological Tourism:	Eric Cohen	1984	Approaches , Issues and Findings. (Ann.Rev.Socio-1-1984:10:37-3.92)
3	Tourism Policy for the state of Gujarat	Government of Gujarat	2015	(2015-2020) Industries and Mines department – Government of Gujarat
4	The origin and meaning of Tourism: Etymological Study	Domen Moon	1996	E- Review of Tourism Research VOL-5-100-108.
5	Who is a tourist	Cohen E	1974	? A conceptual clarification in socio 1 REV (4) 527-55.
6	Tourism management. Melbourne	Leiper N.	1995	RMIT Press
7	Basic of Tourism: Theory, Operation and Practise. Kanishka	Krishna K. Karma and Mohinder CHand	2000	Publisher, New Delhi.1936-1982
8	() Tourism and modernity – A sociological analysis.	Wang N.	2000	Oxford Pergamon Press.
9	Sociological of Tourism	Melanie Smith, Nicola Macleod and Margaret Hart Robertson	2001	Routledge London USA
10	Tourism, India's Contextual Economic.	Neelaben Ojha	2003	Analysis Bhavnagar



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- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	On-line Resources for Rural Society in India	<a href="http://www.researchgate.net">www.researchgate.net</a>
2	On-line Resources for Rural Society in India	<a href="http://www.shodhgarge.inflibnet.ac.in">www.shodhgarge.inflibnet.ac.in</a>
3	On-line Resources for Sociology of Tourism	<a href="http://www.tourism:conceptandtypesoftourism">www.tourism:conceptandtypesoftourism</a>



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## Master of Arts (Sociology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NESOC04	Gender and Society	3-0-2	120	04

### • Course Learning Outcomes (CLOs)

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

**CLO1.** Demonstrate understanding of the meaning, scope, and nature of gender and society. .

**CLO2.** Analyse the strengths and limitations of different gender theories.

**CLO3.** Evaluate diverse feminist perspectives including spiritual, psychological, existential, and postmodern feminism

**CLO4.** Analyse the impact of development programs on women's status.

**CLO5.** Design strategies or interventions to address key issues affecting women's empowerment.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Basic of Gender Studies</b> Meaning, Scope, Nature of Gender and Society - Concept of Gender - Gender Vs Biology - Gender based Socialization - Sexual division of Labor	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1
II	<b>Major theories of Gender and their Critique</b> Theories regarding Gender - Biological theory - Psychological theory - Socialist theory - Reaction of Gender theories	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2
III	<b>Schools of Feminism: An Overview</b> Emergence of Feminist thought and Feminism - Liberal Feminism - Radical Feminism - Socialist Feminism - Marxism Feminism - Spiritualities Feminism - Psychological Feminism - Existential Feminism - Post modern Feminism	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3
IV	<b>Women Development and Globalization</b> - Women Development Programme - Impact of Development Programmes on Women Status - Impact of Globalization and Privatization on Women Status	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4



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V	<b>Women Challenges in India</b> Gender based violence Women Political Participation Health related problem of women Education related problem of women	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO5
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- (\*) **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)

### (B) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO3	24	1	1	06	08
II	CLO2, CLO4	26	1	1	10	12
III	CLO3, CLO5	22	1	1	08	10
IV	CLO2, CLO3	26	1	1	10	12
V	CLO5, CLO1	22	1	1	06	08
<b>TOTAL</b>		<b>120</b>	<b>05</b>	<b>05</b>	<b>40</b>	<b>50</b>



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## Master of Arts (Sociology) Semester-I

- 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%

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	2	-	1	-	3	2	1	2
CLO2	3	2	2	1	1	-	2	2	2	3
CLO3	2	3	3	2	1	2	3	2	2	1
CLO4	2	3	3	2	2	2	2	3	3	2
CLO5	2	2	3	2	3	3	3	1	2	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:

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



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5	Sex, Gender and Society	Ann Oqkley	2015	
6	Gender and Society,	Dr. Ila M. Macwan	2015	Brick Publication (Gujarati)
7	Gender and the Science of Difference.	Jilla A. Fisher	2011	Rutgers University press
8	Diversity and Society: Race, Ethnicity and Gender.	Joseph F. Healey	2004	SAGE Publication
9	Role Conflict in Working Women.	Kala Rani	1976	Chetana Publication
10	Feminine Role	K. H. Vankatryappa	1966	Bombay: Popular publication
11	Women, Gender and human rights – A global perspectives.	Marjore Agosin	2003	
12	The Gender and Society	Micheal Kimmel	2000	

### • Online Resources (Open Source)

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



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## Master of Arts (Sociology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NESOC05	Criminology	3-0-2	120	04

### • Course Learning Outcomes (CLOs)

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

**CLO1.** Demonstrate comprehensive understanding of the definition, scope, methods, and interdisciplinary nature of criminology and its relevance to society.

**CLO2.** Analyse various schools of criminology and perspectives on crime causation, including classical, positivist, sociological, psychological, and modern theories.

**CLO3.** Apply knowledge of the concepts of crime and criminal, including classification, causes, and the changing nature of crime within the framework of the Indian Penal Code.

**CLO4.** Evaluate different theories and practices of punishment, penology, and prison systems, including historical developments and reforms in India.

**CLO5.** Conduct critical assessment of correctional programmes and prison reforms, including classification of prisoners, rehabilitation methods, and modern correctional models.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Introduction to Criminology: - Definition, Scope and method of study:</b> - Importance of Criminology, Criminology and other social science - Subject matter of Criminology, towards criminalization	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1-2
II	<b>Theories and Perspectives of Crime Causation:</b> - Demonological Approach, The concept of freedom of will. - The classical school, Geographical school, Ecological School. - The Socialistic school, The Positivistic School, Mental testers school. - The Psychiatric school, Sociological school - Perspectives on Crime Causation; classical, positivist, psychological, sociological, Marxian, -geographical; recent theoretical advances – the criminal personality, labelling theor	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2-3
III	<b>Concept, Classification and Changing Dimensions of Crime:</b> - Meaning of crime, Definition of crime, Characteristics of crime - Classification of crime, Definition of crime, General causes of crime - Changing profile of crime and criminals, Crime in	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3-4



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## Master of Arts (Sociology) Semester-I

	<p>Indian Penal Code</p> <ul style="list-style-type: none"> <li>- Crime in India, Tort, Sin, Vice and Immorality, Criminal.</li> <li>- Meaning of Criminal, Definition of Crime, and Classification of Criminals.</li> <li>- Ex-Criminal Tribes, Criminal Law</li> </ul>		
IV	<p><b>Punishment, Penology and Prison Reforms:</b></p> <ul style="list-style-type: none"> <li>- Punishment, History of Punishment in India, Theories of Punishment.</li> <li>- School of Penology, Classification of Punishment, Prison History and Reformation.</li> <li>- Open Prison.</li> </ul>	<p>CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning</p>	CLO4
V	<p><b>Correctional Programmes and Prison Reforms in India:</b></p> <ul style="list-style-type: none"> <li>- Correctional Programmes in Prisons: History of prison reforms in India, National Policy.</li> <li>- On prisons: scientific classification of prisoners; modernization of prison industry and involvement of private sector; correctional programmes</li> <li>- educational, vocational, psychiatric, mediation, recreation, etc; New Delhi Model of correction</li> </ul>	<p>CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning</p>	CLO4-5

- (\*) **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)



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## Master of Arts (Sociology) Semester-I

- External Assessment (50 Marks)

Term End Test (50 Marks)

### (B) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO2, CLO4	24	1	1	06	08
II	CLO3, CLO1	26	1	1	10	12
III	CLO3, CLO5	22	1	1	08	10
IV	CLO1, CLO4	26	1	1	10	12
V	CLO4, CLO2	22	1	1	06	08
<b>TOTAL</b>		<b>120</b>	<b>05</b>	<b>05</b>	<b>40</b>	<b>50</b>

- 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%

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	2	3	3	2	2	3	1	2	2
CLO2	2	3	2	1	3	3	2	2	2	3
CLO3	3	2	3	1	2	2	1	2	2	1
CLO4	2	3	2	2	2	2	2	3	3	2
CLO5	1	2	3	2	2	2	3	2	2	1

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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## Master of Arts (Sociology) Semester-I

### ● Suggested Learning Materials Books:

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



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### Master of Arts (Sociology) Semester-I

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
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• **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	On-line Resources for Criminology	<a href="http://www.thebalancecareers.com">www.thebalancecareers.com</a>
2	On-line Resources for Criminology	<a href="http://www.britannica.com/science">www.britannica.com/science</a>
3	On-line Resources for Criminology	<a href="http://www.sciencedirect.com">www.sciencedirect.com</a>



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## Master of Arts (Sociology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NESOC06	Indian Diaspora	3-0-2	120	04

### • Course Learning Outcomes (CLOs)

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

**CLO1.** Evaluate and describe the fundamental types of data structures and the ethical implications of

data collection and privacy.

**CLO2.** Apply data cleaning techniques to handle missing values, outliers, and inconsistencies in large

datasets using industry-standard software.

**CLO3.** Analyze quantitative data using descriptive and inferential statistics to identify trends and correlations.

**CLO4.** Construct meaningful data visualizations (such as histograms, scatter plots, and heatmaps) to

effectively communicate findings to non-technical stakeholders.

**CLO5.** Evaluate the validity of statistical models and interpret the results to provide evidence-based recommendations for business or research problems.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Diaspora as an area of academic study</b> -Meaning and implications of diaspora -Approaches to the study of diaspora -Scope and significance of diasporic studies	CL, Seminars, CBL,Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1-2
II	<b>Historical Background of the Indian Diaspora</b> -Pre-colonial: Trade, and spread of religion -Colonial: The indentured system -Postcolonial: Brian drain and skill drain	CL, Seminars, CBL,Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO2
III	<b>Discourses on the Indian Diasporas</b> -Colonial -Nationalist -Contemporary.	CL, Seminars, CBL,Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3



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## Master of Arts (Sociology) Semester-I

IV	<b>Case studies of the Indian Diasporas</b> -Cultural revivalism: The Caribbean -Political struggle: Fiji and Malaysia -Apartheid and subjection: South Africa and East Africa -Political dominance: Mauritius -Enclavisation and racism: The north America and U.K. -Transient Diaspora: The Middle East.	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3-4
V	<b>India and the other Indians</b> -The social construction of the 'other' Indian -The Indian connection of the diasporic Indians -The remittance economy and its socio-economic impact -The diasporic	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4-5

- (\*) **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)**

Mid-term tests (25 Marks)

- **External Assessment (50 Marks)**

Term End Test (50 Marks)



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### (B) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO2, CLO4	24	1	1	06	08
II	CLO3, CLO1	26	1	1	10	12
III	CLO3, CLO5	22	1	1	08	10
IV	CLO1, CLO4	26	1	1	10	12
V	CLO4, CLO2	22	1	1	06	08
<b>TOTAL</b>		<b>120</b>	<b>05</b>	<b>05</b>	<b>40</b>	<b>50</b>

#### ● 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%

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	2	1	3	3	2	2	2	2	2
CLO2	1	3	2	1	2	3	2	1	2	3
CLO3	2	2	2	2	1	2	3	2	2	1
CLO4	1	3	2	2	2	2	2	3	3	2
CLO5	3	2	3	3	2	2	3	1	2	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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## Master of Arts (Sociology) Semester-I

### • Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	South Asians Overseas	Clarke, Colin; Ceri Peach and Steven Vertovec	1990	Cambridge: Cambridge University Press
2	Across the dark waters: Ethnicity and Indian identity in the Caribbean,	Dabydeen, David and Brinsley Samaroo	1996	London and Basingstoke: Macmillan Education
3	The East Indian odyssey: Dilemmas of a migrant people	Gosine, Mahin	1994	New York: Windsor Press.
4	Indian Communities abroad: Themes and literature..	Jain, Ravindra K.	1993	New Delhi: Manohar
5	Singing with Sai Baba: The politics of revitalization in Trinidad.	Klass, Morton	1991	Boulder, Colorado: Westview Press.
6	Overseas Indians: A study in adaption.	Kurian, George and Ram P. Srivastava	1983	New Delhi: Vikas Publishing House
7	Studies in migration: Internal and International migration in India.	Rao, M.S.A	1986	Delhi: Manohar Publications.
8	Aspects of the South Asian diaspora	Steven Vertovec	1991	New Delhi: Oxford University Press

### • Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	On-line resources	<a href="http://www.researchgate.net">www.researchgate.net</a> >publication
2	On-line resources	<a href="http://www.livemint.com">www.livemint.com</a>
3	On-line resources	<a href="https://gujarati.economictimes.com">https://gujarati.economictimes.com</a>



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## Master of Arts (Sociology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
SKILL	P2A01NSSOC01	Indian Knowledge System	1-0-1	60	02

### • Course Learning Outcomes (CLOs)

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

- CLO1.** Analyze the concept and meaning of the Indian knowledge tradition and its contributions to various fields of knowledge.
- CLO2.** Evaluate the principles of ethics, including issues such as environmental ethics and science-technology ethics.
- CLO3.** Evaluate the Guru-Shishya tradition and the role of Sanskrit literature in the preservation and dissemination of cultural heritage.
- CLO4.** Analyze the origin, development, significance and influence of Dharmashastra on individual conduct with reference to Manusmriti and Yajnavalkya Smriti.
- CLO5.** Analyze the role of religion in shaping judicial perspectives, ethics, culture, governance and social institutions in traditional Indian society.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Smriti - as an ancient Indian tradition</b> 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	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1-2-3
II	<b>Dharma Shastra - as an ancient Indian tradition</b> 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 (a) 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	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO4-5



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## Master of Arts (Sociology) Semester-I

- (\*) **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: (25 Marks)**
    - a. **Internal Formative assessment (12 Marks)**
      - (a) Assignment, Self-learning and Terms work - - 3 Mark's
      - (b) Seminar / Presentation - - 3 Mark's
      - (c) MCQ - - 3 Mark's
      - (d) Attendance - - 3 Mark's
    - b. **Internal Summative Assessment (13 Marks)**
      - (a) Mid-term tests (13 Marks)
  - **External Assessment (25 Marks)**

Term End Test (25 Marks)

### (B) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO2	30	1	1	11	13
II	CLO3, CLO4, CLO5	30	1	1	10	12
<b>TOTAL</b>		<b>60</b>	<b>02</b>	<b>02</b>	<b>21</b>	<b>25</b>

### ● 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%



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## Master of Arts (Sociology) Semester-I

### (C) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	3	2	2	2	-	2	2	2	3
CLO2	2	3	3	3	3	3	2	-	3	1
CLO3	1	2	2	2	2	1	3	3	1	2
CLO4	3	-	3	1	1	2	1	1	2	3
CLO5	2	2	3	-	1	2	-	2	3	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

#### • Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	ભારતીય સામાજિક વિચારો	પ્રો. રમેશ એચ. મકવાણા અને જી. કે. દવે	2025	અનડા પ્રકાશન, અમદાવાદ
2	ઉદીયમાન ભારત	ભારતીય વિચારમંચ	2024	4, મયુર ચેમ્બર્સ, ગાંધીગ્રામ રેલ્વે સ્ટેશનની સામે, એલિસબ્રીજ, અમદાવાદ.
3	ધર્મોનું તુલનાત્મક અધ્યયન	ભાસ્કર ગોપાલજી દેસાઈ	1973	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ.
4	ભારતની દર્શનગંગા	ભાણદેવ	2022	ZCAD પબ્લિકેશન, અમદાવાદ
5	ધર્મતત્ત્વ ચિંતન	એચઠક્કર આર.	1972	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ.



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6	કૌટિલ્ય અર્થશાસ્ત્ર	ગૌતમ પટેલ (સંપાદક)	2006	સંસ્કૃત સાહિત્ય અકાદમી, ગાંધીનગર.
7	હિન્દુ રાષ્ટ્રની સાંસ્કૃતિક સંરચના	જે નંદકુમાર (સંપાદક)	2023	ઈન્ડિયન સ્કોલ્સ ભાષા, નવી દિલ્હી.
8	જાગૃતના વિદ્યમાન ધર્મો	જયેન્દ્રકુમાર આનંદજી યાજ્ઞિક	1973	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ.
9	નીતિશાસ્ત્ર પ્રવેશ	જે.એસ. મેકેન્ઝી	1971	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ.
10	વૈદિક સંસ્કૃતિની વિભાવના	મુકુન્દલાલજી વાડેકર	2006	પાર્શ્વ પબ્લિકેશન, અમદાવાદ.

### • Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Indian Knowledge Systems Division	<a href="https://iksindia.org/">https://iksindia.org/</a>
2	Indian Knowledge System - Online Courses Swayam	<a href="mailto:swayam@nitttrc.edu.in">swayam@nitttrc.edu.in</a> , <a href="mailto:swayam@nitttrc.ac.in">swayam@nitttrc.ac.in</a>
3	Learn Sanskrit Online	<a href="https://www.learnsanskrit.org">https://www.learnsanskrit.org</a>