



# 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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A02NCSOC01	Sociological Thinkers	3-0-2	120	04

● **Course Learning Outcomes (CLOs)**

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

**CLO1.** Demonstrate understanding of the foundations of ethnomethodology and interactive sociology.

**CLO2.** Analyse the relationship between philosophy and politics in sociological theory.

**CLO3.** Demonstrate knowledge of structural linguistics and communication theory in the work of Jürgen Habermas.

**CLO4.** Apply Gramsci's theory to contemporary political and cultural contexts.

**CLO5.** Evaluate the concept of discipline, social control, and disciplinary society.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<b>Interactive Sociology: Foundation of Ethnomethodology</b> - Contribution of Alfred Shutz in Ethnomethodology - Contribution of Garfinkle in Ethnomethodology	- CL - Seminars, - CBL - Literature Review - Group Discussion - ICT - SDL	CLO1
II	<b>State, Ideology and Production: Insights from Louis Althusser and Karl Marx</b> - Philosophy & Politics - Importance of capital study by Marx - Philosophy & Practical Utility - Concept of Production - Infrastructure & Superstructure - Concept of State - Concept of Ideology by Althusser - Structuralism of Althusser - Sociological State Approaches	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT, - SDL	CLO2
III	<b>Habermas: Communication, Culture and Society</b> - Habermas Structural linguistics. - Communication and Social action - Cultural perspective of Habermas - Assimilation of Culture - Steps of Personality Development - Culture & Social Structuralism. - Evolution of Culture - Religious Perspective of Habermas - Legitimation Crisis - Lifeworld of system	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT, - SDL	CLO3



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IV	<p><b>The Politics of Hegemony: Gramsci on State, Party and cultural Leadership</b></p> <ul style="list-style-type: none"> <li>- Definition of Civil Society and Political Society by Gramsci</li> <li>- Civil Society</li> <li>- Structure &amp; Superstructure's relation with Civil Society</li> <li>- Applied Use of Concept of Civil Society</li> <li>- Hegemony &amp; Ideology</li> <li>- Gramsci &amp; Ideology</li> <li>- Role of intellectual class</li> <li>- The Concept of Party, State, Politics</li> <li>- Gramsci and role of culture</li> </ul>	<ul style="list-style-type: none"> <li>- Class Base Learning</li> <li>- Seminars,</li> <li>- CBL</li> <li>- PBL,</li> <li>- Literature Review</li> <li>- Group Discussion</li> <li>- ICT,</li> <li>- SDL</li> </ul>	CLO4
V	<p><b>Facault on Power, Life and Governance: rethinking Society and Control</b></p> <ul style="list-style-type: none"> <li>- Concept of Power &amp; Knowledge by Michel Facult</li> <li>- Intellectuals &amp; Politics</li> <li>- Methodological Rules</li> <li>- Concept of Power</li> <li>- Power of Life</li> <li>- Development &amp; Modernity</li> <li>- Discipline Society &amp; Social Control</li> <li>- Discipline Society</li> <li>- Structuralism</li> </ul>	<ul style="list-style-type: none"> <li>- Class Base Learning</li> <li>- Seminars,</li> <li>- CBL</li> <li>- PBL,</li> <li>- Literature Review</li> <li>- Group Discussion</li> <li>- ICT,</li> <li>- SDL</li> </ul>	CLO5

- **(\* 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) Project - - 5 mark's
- (d) MCQ - - 5 Mark's
- (e) Attendance - - 5 Marks

- b. **Internal Summative Assessment (25 Marks)**

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



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## Master of Arts (Sociology) Semester-II

- 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,CLO2	20	1	1	06	08
II	CLO2,CLO3	26	1	1	10	12
III	CLO3,CLO5	22	1	1	08	10
IV	CLO4,CLO1	26	1	1	10	12
V	CLO5,CLO1	22	1	1	06	08
TOTAL		120	05	05	40	50

- 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	2	1	1
CLO2	3	2	2	1	1	-	1	2	1	3
CLO3	2	3	2	1	1	1	1	3	2	1
CLO4	2	3	3	2	1	2	2	2	1	3
CLO5	2	3	3	2	2	2	3	2	1	3

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-II

### ● Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Twenty lectures: Sociological theory since World War II.	Alexander Jeffery C.	1987	New York: Columbia University Press.
2	The Frankfurt School. Chester, Sussex: Ellis Horwood and London,	Bottomore, Tome	1984	Tavistock Publications.
3	Modern Social Theory: From Parsons to Habermas's (2nd Edition).	Craib, Ian.	1992	London: Harvester Press.
4	(Indian Edition), Sociological Theory	Collions, Randall	1997	Jaipur and New Delhi: Rawat
5	Central Problems in Social theory: Action, structure and contradiction in social analysis.	Giddens, Anthony	1983	London: Macmillian
6	Anthropologists and anthropology: The British School, 1922-72.	Kuper, Adam	1975	Harmonds worth, Middlesex: Penguin Books.
7	The social science encyclopedia.	Kuper, Adam and Jessica Kuper (eds)	1996 (2nd Edition)	London and New York: Routledge.
8	Sociological Theory.	Ritzer, George.	1992 (3rd Edition)	New York: McGraw-Hill.
9	Structuralism and since: From Levi Strauss to Derida.	Sturrock. John (ed.)	1979	New York :Oxford university press
10	The structure of sociological theory,	Turner, Jonatham H.	1995 (4th Edition)	Jaipur and New Delhi.
11	Rethinking sociology: A critique of contemporary theory.	Zeitlin, Irving M.	1998 (Indian Edition)	Jaipur and New Delhi: Rawat.
12	Contemporary Sociological Theory.	Ruth A Wallance and Alison Wolf,	1980	Prentice hall inc. Englewood cliffs, NJO7682,
13	The structure of sociological theory	Turner Jonatham H.	1995	Rawat Publication, Jaipur and New Delhi
14	Sociological Ethic,	Dr. Y. Parmar	2023	Granth Nirman Board, Ahmedabad.
15	Leftist thinkers of 20th century,	Dr. Y. Parmar	1999	Granth Nirman Board, Ahmedabad



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## Master of Arts (Sociology) Semester-II

### ● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Masters of Sociological Thought – Lewis A. Coser (Rawat Publications)	<a href="https://www.rawatbooks.com/sociology/Masters-of-sociological-thought-ideas-in-historical-and-social-context-paperback">https://www.rawatbooks.com/sociology/Masters-of-sociological-thought-ideas-in-historical-and-social-context-paperback</a>
2	Sociological Theory: A Book of Readings – Lewis A. Coser (Rawat Publications)	<a href="https://www.rawatbooks.com/sociology/Sociological-theory-book-of-readings-paperback">https://www.rawatbooks.com/sociology/Sociological-theory-book-of-readings-paperback</a>
3	Indian Sociological Thought – B.K. Nagla (Rawat Publications)	<a href="https://www.rawatbooks.com/uploads/catalogue/rawat%20catalogue.pdf">https://www.rawatbooks.com/uploads/catalogue/rawat%20catalogue.pdf</a>
4	Masters of Sociological Thought – Book Details (Edition Info)	<a href="https://www.amazon.in/Masters-Sociological-Thought-Historical-Context/dp/8131605175">https://www.amazon.in/Masters-Sociological-Thought-Historical-Context/dp/8131605175</a>



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## Master of Arts (Sociology) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A02NCSOC02	Research Methodology	3-0-2	120	04

### ● Course Learning Outcomes (CLOs)

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

- CLO1.** Demonstrate understanding of quantitative and qualitative research methods, including survey techniques, measurement, scaling, and diverse approaches such as ethnography, case study, and content analysis.
- CLO2.** Apply appropriate research tools and techniques to design questionnaires, conduct interviews, and collect reliable and valid data while addressing ethical issues and avoiding plagiarism.
- CLO3.** Analyse research data using statistical methods such as measures of central tendency, standard deviation, correlation, and chi-square, along with the use of statistical software and computer applications.
- CLO4.** Evaluate the reliability, validity, objectivity, and methodological issues in social research, including theory building and the interpretation of qualitative and quantitative findings.
- CLO5.** Design and conduct a complete research study, including data processing, tabulation, graphical representation, and the preparation of a structured research report using appropriate academic standards.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<b>Quantitative Methods and Survey Research</b> - Measurement and Scaling - Survey Techniques - Questionnaire Methods - Interview Method, Logic of Inquiry in Social Research - Reliability and Validity, Objectivity and Subjectivity in Research, Theory building	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1
II	<b>Qualitative Research Techniques</b> - Techniques and Method of qualitative research - Participant Observation/ Ethnography/ Field Work - Interview Schedule/ In depth Interview - Case study method, Methodological dilemmas and issues in qualitative research - Content Analysis/ Focus Group Discussion - Historical Research, Life History	CL, Seminars, CBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO1, CLO2
III	<b>Statistics in Social Research</b> - Nature, Use, Importance and Limitation of Statistics - Statistical Package for the Social Research	CL, Seminars, CBL, Literature Review, Group Discussion, ICT,	CLO2 CLO3



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## Master of Arts (Sociology) Semester-II

	- Analysis, Classification and Interpretation of Information -Uses of Computer in Research	Self-Directed Learning	
IV	<b>Measures of Central Tendency – Mean, Mode</b> Median, Standard Deviation Correlation, Chi Square Participatory Research, Ethical Issues in Social Research, Plagiarism, Variable	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3 CLO4
V	<b>Report Writing</b> - Report Writing, Contents, Qualities, Analysis and Interpretation of Data - Tabulation: Forms, Types and Importance - Data Processing, Diagrammatic and Graphic, Representation of Data - Use of the Library for Research	CL, Seminars, CBL, PBL, Literature Review, Group Discussion, ICT, Self-Directed Learning	CLO3 CLO4 CLO5

- (\*) **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)



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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	CLO1, CLO2	24	1	1	06	08
II	CLO3, CLO5	26	1	1	10	12
III	CLO4, CLO5	22	1	1	08	10
IV	CLO2, CLO3	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.

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Strong	3
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## Master of Arts (Sociology) Semester-II

### ● Suggested Learning Materials Books:

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



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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.	<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> > <a href="https://www.sociologyguide.com/basic-concept">basic-concept</a>
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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A02NCSOC03	Sociology of Family And Counselling	3-0-2	120	04

### ● Course Learning Outcomes (CLOs)

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

- CLO1.** Demonstrate understanding of the nature, structure, and functions of the family as a social institution.
- CLO2.** Analyse the factors responsible for changes in marriage and family systems Like industrialization, urbanization, globalization,
- CLO3.** Evaluate issues of adjustment within family relationships in changing social contexts.
- CLO4.** Analyse different approaches to counselling (directive, non-directive, eclectic, etc.).
- CLO5.** Conduct basic counselling sessions using systematic methods and ethical principles.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<b>Nature and development of Family</b> - Elementary and extended family - Developmental cycle of family	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO1
II	<b>Marriage and Family: Forms and Transformation</b> -Factors of change in marriage and family system	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO1, CLO2
III	<b>Contemporary Family and Social Issues</b> - Problems of Single Parents - Problems of Broken Family - Problems of Divorce - Issues of Adjustment - Problems of Widowers - Problems of Unmarried youth - Problems of violence on women	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO2 CLO3
IV	<b>Core Concept of Counseling</b> - Meaning of Counselling - Nature of Counselling - Objectives of Counselling - Approaches of Counselling	- Class Base Learning - Seminars, - CBL - PBL, - Literature Review - Group Discussion	CLO3 CLO4



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## Master of Arts (Sociology) Semester-II

		- ICT , - SDL	
V	<b>Counselling Overview</b> - Steps of Counselling Process - Types of Counselling Process	- Class Base Larning - Seminars, - CBL - PBL, - Literature Review - Group Discussion - ICT , - SDL	CLO3 CLO4 CLO5

- (\*) **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)**
      - (k) Assignment, Self-learning and Terms work - - 5 Mark's
      - (l) Seminar / Presentation - 5 Mark's
      - (m) Field Project - 5 mark's
      - (n) MCQ - 5 Mark's
      - (o) 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	CO1,CO3	24	1	1	06	08
II	CO2,CO3	26	1	1	10	12
III	CO3,CO4	22	1	1	08	10
IV	CO3, CO5	26	1	1	10	12
V	CO4,CO5	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-II

### ● 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	-	1	2	1	3
CLO2	3	2	2	1	3	-	3	2	3	1
CLO3	2	3	3	2	1	2	1	2	1	3
CLO4	2	2	3	2	3	3	2	1	3	2
CLO5	2	3	3	2	2	3	2	3	1	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	-

### ● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Encyclopedia of Couple and Family Therapy.	Lebow, J. L., Chambers, A. L., & Breunlin, D. C. (Eds.).	2019	Springer.
2	Sourcebook of Family Theory and Research.	Bengtson, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M.	2004	SAGE Publications.
3	Real World Couple Counseling and Therapy: An Introductory Guide.	Shapiro, J. L., & Patterson, T	2020	Academic Publishing.
4	Sociology of Families (2nd ed.).	Ciabattari, T.	2021	SAGE Publications.
5	Families and Their Social Worlds (6th ed.).	Secombe, K.	2018	Pearson



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6	Indian Social System.	Ahuja, R.	2016	Rawat Publications.
7	Family, Kinship and Marriage in India.	Uberoi, P.	2004	Oxford University Press.
8	Some Aspects of Family in Mahuva.	Desai, I. P.	1964	Asia Publishing House.
9	Marriage and Family in India.	Kapadia, K. M.	1966	Oxford University Press.
10	Urbanization and Family Change.	Gore, M. S.	1968	Popular Prakashan

### • Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Sociology of Family – J.P. Singh (Rawat Publications, 2024)	<a href="https://www.rawatbooks.com/sociology/sociology-family">https://www.rawatbooks.com/sociology/sociology-family</a>
2	Family in India – Krishna Chakraborty (Rawat Publications)	<a href="https://www.rawatbooks.com/sociology/family-india">https://www.rawatbooks.com/sociology/family-india</a>
3	Counselling in India: Reflections on the Process – Sujata Sriram (Rawat Publications, 2022)	<a href="https://www.rawatbooks.com/social-work/counselling-reflections-process">https://www.rawatbooks.com/social-work/counselling-reflections-process</a>
4	Key Concepts in Counselling and Psychotherapy (Rawat catalogue reference title)	<a href="https://www.rawatbooks.com/uploads/catalogue/rawat-books-complete-catalogue.pdf">https://www.rawatbooks.com/uploads/catalogue/rawat-books-complete-catalogue.pdf</a>



# SARDAR PATEL UNIVERSITY

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## Master of Arts (Sociology) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NESOC01	Urban Society in India	3-0-2	120	04

### ● Course Learning Outcomes (CLOs)

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

- CLO1.** Analyze urban community, spatial dimensions, and the rural-urban continuum through the perspectives of Robert E. Park, Ernest Burgess, and Georg Simmel, and evaluate their relevance in understanding urban social and cultural forms.
- CLO2.** Evaluate the sociological dimensions and social consequences of urbanization, and evaluate its impact on social relationships, institutions, and patterns of urban life.
- CLO3.** Apply the role of industrial urban bases in the growth and development of cities, and evaluate the special features of industry-centered urban development.
- CLO4.** Demonstrate the growth of Indian cities, migration patterns, slum development, urban environmental problems, and urban poverty, and evaluate their implications for urban social change.
- CLO5.** Apply the factors affecting urban and regional planning, and evaluate the relationship between social theory and spatial planning in the context of urban governance in India.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<b>Sociological traditions:</b> -Classical sociological traditions as urban and city dimensions, -Emile Durkheim, Karl Marx, Max Weber and Tonnies, -Urban community and spatial dimensions, Park Burgers and George Simmel, Rural – Urban continuum as cultural form.	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO1
II	<b>Urbanization and Society- Processes, Trends, and Consequences:</b> -Emerging trends in urbanization, -Factors of Urbanization, -Sociological dimensions of Urbanization, -Social consequences of Urbanization.	- Class Base Learning - Seminars, - CBL - Literature Review - Group	CLO1, CLO2



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		Discussion - ICT , - SDL	
III	<b>Classification of towns and industries:</b> -Classification of Urban centres, -cities and towns, -City Industrial urban-base, -its growth and special features, -Industry centered developments.	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO2 CLO3
IV	<b>Urbanization and Social Transformation in India:</b> -Changing occupational structure and its impact on social stratification-class, -caste gender, -family Indian city and its growth, -migration, -factors of migration, - slum development, -urban environmental problems and urban poverty.	- Class Base Learning - Seminars, - CBL - PBL, - Literature Review - Group Discussion - ICT , - SDL	CLO3 CLO4
V	<b>Urban Planning and Governance in India:</b> -Urban planning and problems of urban management in India. -Urban Institutions, - Factors affecting planning, -regional planning and the links between social and spatial theory.	- Class Base Learning - Seminars, - CBL - PBL, - Literature Review - Group Discussion - ICT , - SDL	CLO3 CLO4 CLO5

- (\*) **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)



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## Master of Arts (Sociology) Semester-II

### ● 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	CLO2, CLO4	24	1	1	06	08
II	CLO3, CLO5	26	1	1	10	12
III	CLO1, CLO4	22	1	1	08	10
IV	CLO3, CLO1	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	1	3	2	2	2	2	2	3	3	2



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<b>CLO2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CLO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CLO4</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CLO5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>

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	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.	Description of Resource(s)	Weblink
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No.		
1	On-line Resources for Urban Society in India.	<a href="http://www.yourarticlelibrary.com.society">www.yourarticlelibrary.com.society</a>
2	On-line Resources for Urban Society in India.	<a href="http://www.insightsonindia.com">www.insightsonindia.com</a>
3	On-line Resources for Urban Society in India.	<a href="http://www.dspmuranchi.ac.in">www.dspmuranchi.ac.in</a>
4	On-line Resources for Urban Society in India.	<a href="http://www.sociologyguide.com.industry">www.sociologyguide.com.industry</a>

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NESOC02	Sociology of Sanitation	3-0-2	120	04

### ● Course Learning Outcomes (CLOs)

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

**CLO1.** Evaluate concepts of sanitation, hygiene, and their social Relevance.

**CLO2.** Analyze the relationship between sanitation, health, and society.

**CLO3.** Apply sociological theories to sanitation issues in communities.

**CLO4.** Evaluate sanitation policies, programs, and interventions

**CLO5.** Design community-based sanitation awareness and improvement strategies

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<b>Unit 1: Sanitation : Concept and Society</b> Meaning and concept of sanitation Definition of sanitation (WHO and sociological perspectives) Scope and importance of sanitation in society Relationship between sanitation, health, and society Sanitation as a social and cultural practice	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT, - SDL	CLO1
II	<b>Unit 2: Social Perspectives on Sanitation</b> Functionalist perspective (role of sanitation in social order) Conflict perspective (inequality in access to sanitation) Feminist perspective (sanitation and gender issues) Symbolic interactionism (daily practices and meanings of cleanliness) Sanitation and social norms	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT, - SDL	CLO1,
III	<b>Unit 3: Determinates of Health and Sanitation Practices</b> Concept of health and hygiene Link between sanitation and public health Water, waste, and disease (e.g., diarrhoea, cholera) Social determinants of health Role of awareness and behavior in sanitation practices Women's menstrual problems, hygiene, and sanitation	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT, - SDL	CLO2
IV	<b>Unit 4: Sanitation, Reformers and NGO in India</b> Thoughts of Mahatma Gandhi Thoughts of Sardar Vallabhbhai Patel	- Class Base Learning - Seminars, - CBL	CLO3



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## Master of Arts (Sociology) Semester-II

	Role of Sulabh International Social Service Organization	- Field Visit, - PBL, - Literature Review - Group Discussion - ICT, - SDL	
V	<b>Unit 5 Government initiatives in Sanitation</b> Overview of sanitation in India Government initiatives: Swachh Bharat Abhiyan Total Sanitation Campaign Nirmal Bharat Abhiyan Evaluation of Sanitation Programs Impact of Sanitation Program	- Class Base Learning - Seminars, - CBL - Field Visit, - PBL, - Literature Review - Group Discussion - ICT , - SDL	CLO3 CLO4 CLO5

- **(\* 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	CLO1,	22	1	1	08	10



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	<b>CLO5</b>					
<b>IV</b>	<b>CLO2, CLO3</b>	<b>26</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>12</b>
<b>V</b>	<b>CLO3, CLO4</b>	<b>22</b>	<b>1</b>	<b>1</b>	<b>06</b>	<b>08</b>
<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	3	1	2	-	1	-	1	2	3	2
CLO2	3	2	2	1	1	-	2	3	2	1
CLO3	2	3	3	2	1	2	2	3	2	3
CLO4	2	3	3	2	2	2	1	2	3	2
CLO5	2	2	3	2	3	3	3	3	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	Sociology of Sanitation: An inquiry into the Problems of insanitary Practices and the Evolution of Morden Institutions	Sanjay Kumar Mishra & Prabhleen Kaur Pabla	2023	Rawat Publications, Jaipur
2	Sociology of Sanitation: Environmental Sanitation, Public Health and Social Deprivation	Bindeshwar Pathak	2015	Kalpaz Publications
3	Sociology of Sanitation	B. K. Nagla	2015	Kalpaz Publications, New Delhi
4	Sociology of Sanitation	Mohammad Akram	2015	Repro India Limited



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## Master of Arts (Sociology) Semester-II

				(associated with Kalpaz Publications)
5	The Big Necessity: The Unmentionable World of Human Waste and Why It Matters	Rose George	2008	Portobello Books / Metropolitan Books
6	Action Sociology	RICHARD PAIS	2022	RAWAT PUBLICATION
7	Sulabh Sanitation in india Issues, Challenges and Prospects	Sumit Saurabh Shrivastava	2022	Rawat Publication

### ● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Sociology of Sanitation – B.K. Nagla (Rawat Publications, 2023)	<a href="https://www.rawatbooks.com/sociology/sociology-sanitation-swachachata">https://www.rawatbooks.com/sociology/sociology-sanitation-swachachata</a>
2	Sociology of Sanitation: An Inquiry into the Problem of Insanitary Practices and the Evolution of Modern Institutions (Rawat Publications Edition)	<a href="https://www.rawatbooks.com/sociology/sociology-sanitation">https://www.rawatbooks.com/sociology/sociology-sanitation</a>
3	Sulabh Sanitation in India: Issues, Challenges and Prospects – Bindeshwar Pathak (Rawat Publications)	<a href="https://www.rawatbooks.com/public-administration/sulabh-sanitation-india-issues-challenges-prospects">https://www.rawatbooks.com/public-administration/sulabh-sanitation-india-issues-challenges-prospects</a>
4	Sociology of Health and Medicine – Madhu Nagla (Rawat Publications)	<a href="https://www.rawatbooks.com/health/Sociology-of-health-and-medicine">https://www.rawatbooks.com/health/Sociology-of-health-and-medicine</a>
5	Sociology of Health and Wellbeing – M. Thamilarasan (Rawat Publications)	<a href="https://www.rawatbooks.com/sociology/sociology-health-and-wellbeing">https://www.rawatbooks.com/sociology/sociology-health-and-wellbeing</a>



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## Master of Arts (Sociology) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NESOC03	Social Policy and Planning	3-0-2	120	04

### ● Course Learning Outcomes (CLOs)

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

- CLO1.** Evaluate the historical evolution of social policy and the influence of diverse ideologies on the development of global welfare regimes.
- CLO2.** Critically assess social policy as an intervention process using the Rights-Based Approach and the Capabilities Approach to address societal needs.
- CLO3.** Examine the impact of globalization, ecological concerns, and international governance on the reform and transfer of social policies across national borders.
- CLO4.** Demonstrate proficiency in the project planning lifecycle, including the identification, design, appraisal, implementation, and evaluation of social welfare initiatives.
- CLO5.** Analyze the objectives and outcomes of specific Indian social policies (Education, Health, Children, Elderly, and Disability) to determine their effectiveness in the local socio-political context.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Historical development of social policy</b> - Social Policy – Definition and - Historical development of social policy, welfare and ideology.	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO1
II	<b>Scope and Approaches of Social Policy</b> - Social Policy as an intervention process. - The practice components, right based approach and capabilities approach.	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO1, CLO2
III	<b>Global Social Policy</b> - The threat of globalisation welfare, regimes, ecological concerns.	- Class Base Learning - Seminars, - CBL - Literature Review	CLO2 CLO3



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	<ul style="list-style-type: none"> <li>- Global and Regional social governance National organisation.</li> <li>- Social Policies, global governance, Reforms Global transfer of Social Policy, Future of Social Policy.</li> </ul>	<ul style="list-style-type: none"> <li>- Group Discussion</li> <li>- ICT ,</li> <li>- SDL</li> </ul>	
IV	<p><b>Planning Social Policy</b></p> <ul style="list-style-type: none"> <li>- Definition of Planning</li> <li>- Concept of Project Planning</li> <li>- Identification, Design, Appraisal.</li> <li>- Implementation, Monitoring, Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Class Base Larning</li> <li>- Seminars,</li> <li>- CBL</li> <li>- PBL,</li> <li>- Literature Review</li> <li>- Group Discussion</li> <li>- ICT ,</li> <li>- SDL</li> </ul>	CLO3 CLO4
V	<p><b>Social Policies in India</b></p> <ul style="list-style-type: none"> <li>- Objectives, Features and Outcomes</li> <li>- National Policy on Education</li> <li>- National Health Policy 2020</li> <li>- National Policy for Children</li> <li>- National Policy for Older People</li> <li>- National Policy for the differently Abled.</li> </ul>	<ul style="list-style-type: none"> <li>- Class Base Larning</li> <li>- Seminars,</li> <li>- CBL</li> <li>- Field Visit,</li> <li>- PBL,</li> <li>- Literature Review</li> <li>- Group Discussion</li> <li>- ICT ,</li> <li>- SDL</li> </ul>	CLO3 CLO4 CLO5

- (\*) **Learning Pedagogies/Methods**
  - (a) Classroom Lecture (CL)
  - (b) Seminars (Student-led and Faculty-moderated)
  - (c) Case-Based Learning (CBL)
  - (d) Field Visit
  - (e) Problem-Based Learning (PBL)
  - (f) Research-Oriented Learning (Literature Review)
  - (g) Collaborative Learning (Group Discussion)
  - (h) ICT-Enabled Learning
  - (i) 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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- **External Assessment (50 Marks)**  
Term End Test (50 Mark's)

### (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	CLO1, CLO5	22	1	1	08	10
IV	CLO2, CLO3	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	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
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Strong	3
Moderate	2
Low	1
No correlation	-

### ● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Policy	Dean H.	2006	UK Polity Press.
2	Understanding Global social policy	Yeates N.	2010 (ed.)	Bookwell, Delhi
3	Basic Social Policy and Planning Strategies and Practice Methods	Burch Hobart A.	1996	The Hawoath Press, New York
4	Social Policy and the common Weatlh prospects for social inclusion.	Cathein Jones Finer and Paul Smyth	2004 (ed.)	Palgrave, Maemillio n, New York
5	Principles of Social Policy	Drake Robert F.	2001	Palgrave, London
6	Social Policy Institutional context of social development and human services.	Iatridis – Demetrius S.	1994	Wadswort h. Inc, California.
7	Social Policy in the welfare state	Martin J. George T.	1990	Prentice Hall, New Jersey
8	Social Policy in a development context	ThandikaM.Kandaw re	2004	Palgrave, Maemillio n, New York
9	Project Planning and Development	Roy Sam M.	2002	Jeeva Institute of Printing, Secundera bad

### ● Online Resources (Open Source)



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## Master of Arts (Sociology) Semester-II

Sr. No.	Description of Resource(s)	Weblink
1	On-line Resources for Social Policy and Planning	<a href="http://www.socialworkfootprints.org.soc">www.socialworkfootprints.org.soc</a>
2	Social Policy and Planning	<a href="http://www.lexquest.in.socialpolicies-in-india">www.lexquest.in.socialpolicies-in-india</a>
3	Social Policy and Planning	<a href="http://www.intechopen.com">www.intechopen.com</a>

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NESOC04	Women in India The Changing Profile.	3-0-2	120	04

### ● Course Learning Outcomes (CLOs)

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

**CLO1.** Demonstrate knowledge of the meaning, scope, nature, and importance of women studies as an academic discipline.

**CLO2.** Analyse the necessity of women studies in India with reference to social, cultural, Economic and political contexts.

**CLO3.** Evaluate the nature and interdisciplinary dimensions of Women Studies.

**CLO4.** Analyse the concept of social status of women and its determinants in society.

**CLO 5.** Analyse the necessity of Women Studies in the Indian context.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Women Studies: Scope and Significance</b> - Necessity of women studies in India - Nature of women studies - Approaches of women studies - Women studies in India and Abroad	- Class Base Learning - Seminars, - CBL - Literature Review - Group Discussion - ICT - SDL	CLO1
II	<b>Historical perspectives on Women in India</b> - Definition of social status of women - Status of women in Vedic Era - Status of women in Middle Era - Status of women in British Era - Status of women in Modern Era	- Class Base Learning - Seminars - CBL - Literature Review - Group Discussion - ICT - SDL	CLO2
III	<b>Voice of Reform: Shaping women's Progress in India</b> - Raja Ram Mohan Rai - Behramji Malbari - Mahadev Govind Rande - Ghondo Keshav Karve - Swami Vivekanand	- Class Base Learning - Seminars - CBL - Literature Review - Group Discussion - ICT - SDL	CLO3



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	- Swami Dayanand Saraswati - Smt. Ani Besant		
IV	<b>Invisible Chains: Structural and Cultural Challenges of Women</b> - cultural related problem of women - Impact of dual role on women status	- Class Base Learning - Seminars, - CBL - Field Visit, - PBL - Literature Review - Group Discussion - ICT, - SDL	CLO4
V	<b>Women's Rights under Indian Legal System</b> - Origin of social law in India - Women status in Hindu law - Indian Christian Marriage Act - Special Marriage Act - Divorce and Legal provisions - Dowry prohibited Act 1961 - Sati prohibition Act - Domestic law 2005 - Sexual harassment law in the workplace	- Class Base Learning - Seminars - CBL - Field Visit - PBL - Literature Review - Group Discussion - ICT - SDL	CLO5

- (\*) **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 &	



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					above (A)	
I	CLO2,CLO3	24	1	1	06	08
II	CLO3,CLO4	26	1	1	10	12
III	CLO1,CLO2	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	3	1	2	-	1	-	2	3	3	1
CLO2	3	2	2	1	1	-	2	1	3	2
CLO3	2	3	3	2	1	2	2	2	3	2
CLO4	2	3	3	2	2	2	1	2	3	2
CLO5	2	2	3	2	3	3	3	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	Women and Society in India.	Neera Desai, N., & Maithreyi Krishnaraj, M.	1987	Ajanta Publications.
2	Peasant Women Organize for Empowerment.	Vina Mazumdar, V.	1994	Centre for Women's Development Studies.



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3	The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. Kali for Women.	Nandita Shah, N., & Nandita Gandhi, N.	1992	
4	Gendering Caste: Through a Feminist Lens.	Uma Chakravarti, U.	2003	Stree Publications.
5	Women in Modern India..	Geraldine Forbes, G.	1996	Cambridge University Press
6	Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia.	Leela Dube, L	1997	United Nations University Press
7	Freedom and Destiny: Gender, Family and Popular Culture in India..	Patricia Uberoi,	2006	Oxford University Press
8	Feminine Role	K.H. Venkatarayappa	1980	Sterling Publishers Pvt. Ltd.
9	Women in India: The Changing Profile	Ila Macwan	2015	Brick Publication
10	Gender and Society	Amy M.Blackstone	2003	Oxford University Press

### ● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Women in Contemporary Indian Society – S. Pandey (Rawat Publications)	<a href="https://www.rawatbooks.com/uploads/catalogue/rawat-books-complete-catalogue.pdf">https://www.rawatbooks.com/uploads/catalogue/rawat-books-complete-catalogue.pdf</a>
2	Gender Lens: Women's Issues and Perspectives – Rekha Pande (Rawat Publications, 2015)	<a href="https://www.rawatbooks.com/es">https://www.rawatbooks.com/es</a>
3	Women's Studies in India – M. Vij & M. Bhatia (Rawat Publications)	<a href="https://www.rawatbooks.com/">https://www.rawatbooks.com/</a>
4	Gender Lens: Women's Issues and Perspectives – Academic Reference Access	<a href="https://www.researchgate.net/">https://www.researchgate.net/</a>
5	Women's Vulnerability to HIV/AIDS – S. Singh, Das & Lhungdim (Rawat Publications)	<a href="https://www.rawatbooks.com/uploads/catalogue/rawat-books-complete-catalogue.pdf">https://www.rawatbooks.com/uploads/catalogue/rawat-books-complete-catalogue.pdf</a>



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		<a href="#">catalogue.pdf</a>
6	Women in Police in India: A Journey from Periphery to Core – Tumpa Mukherjee (Rawat Publications, 2020)	<a href="https://journals.sagepub.com/doi/abs/10.1177/09715215211030567">https://journals.sagepub.com/doi/abs/10.1177/09715215211030567</a>
7	Changing Status of Women in Post-Independence India – Reference Study Book PDF	<a href="https://www.researchgate.net/publication/378108102_CHANGING_STATUS_OF_WOMEN_IN_POST_INDEPENDENCE_INDIA">https://www.researchgate.net/publication/378108102_CHANGING_STATUS_OF_WOMEN_IN_POST_INDEPENDENCE_INDIA</a>

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NESOC05	Sociology of Religion	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 scope, importance, characteristics, approaches, and classification of the sociology of religion.

**CLO2.** Analyse religious beliefs, practices, and typologies, including distinctions between magic and religion and the elements of religious experience.

**CLO3.** Evaluate major theoretical perspectives on religion by interpreting the contributions of Durkheim, Weber, Marx, and Levi-Strauss in sociological analysis.

**CLO4.** Apply a sociological perspective to examine major religions of India and their social-historical development, demographic profile, and contemporary trends.

**CLO5.** Analyse the dynamics of religiosity, secularism, and socio-religious change, including sacred elements, fundamentalism, communalism, proselytism, and emerging religious movements.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Scope of Sociology of religion</b> - Importance of Sociology of religion - Characteristics of Sociology of religion - Approaches of Sociology of religion - Classification of Sociology of religion	- CL - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO1
II	<b>Sociology of Religion: Beliefs, Practices, and Typologies</b> - Conceptual clarifications Belief systems - Magic and religion - Elements of religious experience - Typology of religions.	- CL - Seminars, - CBL - Literature Review - Group Discussion - ICT ,	CLO1, CLO2



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		- SDL	
III	<b>Theoretical Perspectives on Religion</b> - Sociological interpretations of religion Durkheim and Sociological functionalism - Weber and Phenomenology - Marx and Dialectical materialism - Levi-Strauss and structuralism	- CL - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO2 CLO3

IV	<b>Religions of India:</b> - Buddhism - Christianity - Hinduism - Islam - Jainism and Sikhism A social historical perspective - Demographic profile Contemporary trends	- CL - Seminars, - CBL - PBL, - Literature Review - Group Discussion - ICT , - SDL	CLO3 CLO4
V	<b>Religiosity and secularism:</b> - Aspects of religion in India Sacred Knowledge - Sacred Space - Sacred Time - Sacred Persona Contestation over religion in India Fundamentalism - Communalism - Secularism Proselytism Social change and religion - Socioreligion movements - Popular religion and emerging cults.	- CL - Seminars, - CBL - PBL, - Literature Review - Group Discussion - ICT , - SDL	CLO3 CLO4 CLO5

- (\*) **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



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- (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	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	3	2	3	1	2	2	1	2	2	1
CLO2	2	3	2	1	3	3	2	2	2	3



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<b>CLO3</b>	3	2	3	1	2	2	1	2	2	1
<b>CLO4</b>	1	2	3	2	2	2	3	2	2	1
<b>CLO5</b>	2	3	2	2	2	2	2	3	3	2

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

<b>CLO – PLO correlation</b>	<b>Value</b>
Strong	3
Moderate	2
Low	1
No correlation	-

### ● Suggested Learning Materials Books:

<b>Sr. No.</b>	<b>Title</b>	<b>Author(s)</b>	<b>Edition/Year</b>	<b>Publisher</b>
1	Religion in modern India	Baird Robert D	1995 (3rd Edition)	Manohar, Delhi
2	Socio-religious reform movements in British India (The New Cambridge History of India III-1)	Jones Kenneth W.	1989	Orient Longman, Sociology 90, Hyderabad
3	Religion in India	Madan T.N	1992 (Ed.)	Oxford University Press, New Delhi
4	India's religious Heritage	Muzumdar H.T.	1986	Allied, New Delhi
5	Religion in Sociological perspective	Roberts Keith A	1984	Dorsey Press, New York
6	Religion, State and Politics in India.	Shakir Moin	1989 (Ed.)	Ajanta Publications, Delhi
7	Religion and Social Theory	Turner Bryan S.	1991 (2nd Edition)	Sage Publications, London

### ● Online Resources (Open Source)

<b>Sr. No.</b>	<b>Description of Resource(s)</b>	<b>Weblink</b>
1	On-line Resources for Sociology of Religion	<a href="http://www.cliffsnotes.com&gt;sociology">www.cliffsnotes.com&gt;sociology</a>



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2	On-line Resources for Sociology of Religion	<a href="http://www.sciencedirect.com&gt;topics.so">www.sciencedirect.com&gt;topics.so</a>
3	On-line Resources for Sociology of Religion	<a href="http://www.newworldencyclopedia.org">www.newworldencyclopedia.org</a>
4	On-line Resources for Sociology of Religion	<a href="http://www.jstor.org&gt;journal.sociel">www.jstor.org&gt;journal.sociel</a>

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NESOC06	Sociology of Consumer	3-0-2	120	04

### ● Course Learning Outcomes (CLOs)

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

- CLO1.** Interpret the sociological nature of the consumer by examining the relationship between individual identity, social structures, and consumption patterns.
- CLO2.** Analyze the effectiveness of consumer protection mechanisms, rights, and redressed systems within the framework of social justice and corporate accountability.
- CLO3.** Demonstrate the impact of consumer education on social empowerment by proposing strategies to resolve consumer grievances and exercise the right of choice.
- CLO4.** Evaluate various consumer laws in India and analyze the social justice of consumers through the law.
- CLO5.** Analyze and interpret the socio-psychological factors influencing consumer behavior and the buying process.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	<b>Consumer Act</b> -Prohibition of food 1954 -Right to thing Act-1930 -Consumer Act-2 -Consumer protection Act-1986 -Consumer norms-2005 -Consumer Court function -Structure and power of Consumer courts	CL Seminars, CBL - Literature Review - Group Discussion ICT, SDL	CLO1
II	<b>Consumer movement</b> -History of Consumer movement -Age of Consumer movement - Consumer movement in Europe and Asian - Consumer movement in India	CL Seminars, CBL - Literature Review - Group Discussion	CLO1, CLO2



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		- ICT, - SDL	
III	<b>Consumer Behavior</b> -Factors Affecting Consumer Behavior -Process of Buying Behavior -Importance of Consumer Behavior	-CL - Seminars, - CBL - Literature Review - Group Discussion - ICT, - SDL	CLO2 CLO3

IV	<b>Marketing Management (Marketing Action)</b> - Meaning and Definition of Marketing - Characteristics of Marketing - Importance of Marketing - Scope of Marketing	- CL - Seminars, - CBL - PBL, - Literature Review - Group Discussion - ICT, - SDL	CLO3 CLO4
V	<b>Market Segmentation and Marketing (Market) Environment</b> - Meaning of Market Segmentation - Advantages and Limitations of Market Segmentation - Basis of Market Segmentation - Factors Affecting Marketing (Market) Environment	- CL - Seminars, - CBL - Field Visit, - PBL, - Literature Review - Group Discussion - ICT, - SDL	CLO3 CLO4 CLO5

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



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### (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, CLO2	24	1	1	06	08
II	CLO3, CLO4	26	1	1	10	12
III	CLO2, CLO4	22	1	1	08	10
IV	CLO2, CLO5	26	1	1	10	12
V	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	2	1	3	3	2	2	2	2	2
CLO2	1	3	2	1	2	3	2	1	2	3



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<b>CLO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CLO4</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CLO5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>

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

<b>CLO – PLO correlation</b>	<b>Value</b>
Strong	3
Moderate	2
Low	1
No correlation	-

### • Suggested Learning Materials Books:

<b>Sr.No.</b>	<b>Title</b>	<b>Author(s)</b>	<b>Edition/Year</b>	<b>Publisher</b>
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. Hewer	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



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10	ગ્રાહકનું સમાજશાસ્ત્ર	પ્રો. રમેશ મકવાણા	2021	અનડા પ્રકાશન, અમદાવાદ
11	ગ્રાહક સુ રક્ષા ધારો	એ. એન. કારિઆ	2020	સી. જમનાદાસ કંપની, અમદાવાદ

### ● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Sage Publishing	<a href="https://sk.sagepub.com">https://sk.sagepub.com</a>
2	Springer Nature Link	<a href="https://link.springer.com">https://link.springer.com</a>

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
SKILL	P2A02NSSOC01	Hindu Sociology	1-0-1	60	02

### ● Course Learning Outcomes (CLOs)

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

- CLO1.** Analyze the Indian classical perspective on religion, focusing on its diverse functions, core aspects, and the sociological importance of temples in communal life.
- CLO2.** Examine the primary beliefs, rituals, and practices of the Hindu religion alongside the geographical and cultural significance of major pilgrimage sites.
- CLO3.** Evaluate the demographic profile of various religions in India and categorize the different types of religious expressions found across the subcontinent.
- CLO4.** Demonstrate the sociological relevance of the Purusharthas in shaping individual conduct and maintaining the structural integrity of Hindu society.
- CLO5.** Apply sociological interpretations and theoretical frameworks to understand the evolution and contemporary manifestation of religious forms in India.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<b>Meaning, Definition and Scope of Hindu Sociology</b> -Need for Study of Religion in India -Indian Classical Perspective: Ghurye and Radhakamal Mukherjee -Meaning of Religion and its Functions -Importance and Functions of Temples -Main Aspects of Religion -Religion- as Religious form	- CL - Seminars, - CBL - Literature Review - Group Discussion - ICT , - SDL	CLO1 CLO2
II	<b>Main Beliefs and Practices of Hindu Religion</b>	- CL	CLO3



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	<ul style="list-style-type: none"> <li>-Major Pilgrimage Sites of Hindu Religion</li> <li>-Types of Religion</li> <li>-Demographic Profile of Religions of India</li> <li>-Relevance of Purushartha in Hindu Religion</li> <li>-Sociological Interpretation of Religion</li> </ul>	<ul style="list-style-type: none"> <li>- Seminars,</li> <li>- CBL</li> <li>- Literature Review</li> <li>- Group Discussion</li> <li>- ICT ,</li> <li>- SDL</li> </ul>	<p>CLO4 CLO5</p>
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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: (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>2</b>	<b>2</b>	<b>21</b>	<b>25</b>

- **Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
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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	2	3	2	2	2	1	2
CLO2	2	1	2	1	2	2	2	3	2	1
CLO3	1	2	3	2	2	2	3	2	2	1
CLO4	2	3	2	2	2	2	2	3	3	2
CLO5	1	2	2	3	3	1	2	2	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:

1	The positive background of Hindu sociology	Benoy Kumar Sarkar	1914	Motilal Banarsidass Publishing House, New Delhi.
2	Religion in India	T.N. Madan	1991	Oxford University Press, New Delh
3	The Religion of India	Max Weber	1916	Free Press, Glencoe
4	Sociology: A systematic introduction	H.M. Johnson	1966	Allied Publishers Pvt. Ltd.
5	Hindu social organization: A study of socio-psychological and ideological foundations	Prabhu, P. H.	1963	Sage Publications, New Delhi.
6	Indian Sociology	B.K. Nagla	2008	Spinger
7	Population Profile of Religion in India	Ashish Bose	1991	B.R. Publishing Corporation, New Delhi.
8	ધર્મોનું તુ લનાત્મકઅધ્યયન	ભાસ્કર ગોપાલજી દેસાઈ	1973	યુ નિવર્સિટી ગ્રં થ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ.



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9	ભારતની દર્શનગંગા	ભાણદેવ	2022	ZCAD પબ્લિકેશન, અમદાવાદ
10	હિન્દુ રાષ્ટ્રની સાંસ્કૃતિક સંરચના	જે નં દકુમાર (સંપાદક)	2023	ઈન્ડસ સ્કોલ્સ ભાષા, નવી દિલ્હી.
11	વૈદિક સંસ્કૃતિની વિભાવના	મુકુન્દલાલજી વાડેકર	2006	પાર્શ્વ પબ્લિકેશન, અમદાવાદ.
12	ભારતીય સંસ્કૃતિનો વિશ્વ સંચાર	શરદ હેબાળકર (અનુવાદ: શ્રીકાન્ત કાટદરે)	2023	ભારતીય ઇતિહાસ સંકલન સમિતિ, ગુજરાત પ્રાંત
13	સનાતન ધર્મ	નીના ભાવનગરી (અનુવાદ)	2024	રોહિત મારફતીયા, પારિજાત બંગલો, સુરત
14	ટ્રાઈબલ, કાસ્ટ અને રિલીજીયન	આંદ્રે બેતેઈ	1981	મેકમિલન ઈન્ડિયા.

### • Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Internet Archive	<a href="https://archive.org">https://archive.org</a>
2	Indian Culture	<a href="https://indianculture.gov.in">https://indianculture.gov.in</a>
3	Wisdom Library	<a href="https://www.wisdomlib.org">https://www.wisdomlib.org</a>
4	Sage Journals	<a href="https://journals.sagepub.com">https://journals.sagepub.com</a>