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SUBJECT CODE	Category	SUBJECT NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C401	CC	**Sociology of Religion**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit.
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):
The students will be able to:
CEO1: To familiarize with Religious Practices and Beliefs in the various Human Cultures.
CEO2: To consider the main Sociological Theories of Religion and analyze the various Types of Religious Organizations in different Societies.
CEO3: To recognize the different Beliefs and Rituals of various Religions of India.
CEO4: To study the ethnographies of M.N. Srinivas and T.N. Madan.
CEO5: To develop an awareness of Religious Diversities in Society, Religious Movements.

Course Outcomes (COs):
The student should be able to:
CO1: To explain Religious Belief and Practices and analyze the Basic Concepts and Key Interpretations of Religion to understand Religious Pluralism.
CO2: To explain Importance of Religion for Social Control and apply Diverse Perspectives to complex subjects in conflicting position.
CO3: To get in-depth understanding of Components of different Religion and their Impact on Society.
CO4: To compare the Ethnographies with their different field areas which helps to in- depth understanding of Religion.
CO5: To concludes with an analysis of Social Change in relation to Religious Movements.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C401	CC	**Sociology of Religion**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit.
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:
Unit I

Religion: Definition, Composition and Features of Religion; Beliefs and Rituals; Magic, Religion and Science.

Unit II

Classical Theories of Religion: Marx, Durkheim, Max Weber, Tylor.

Unit III.

Religions of India & their Components: Hinduism; Jainism; Buddhism; Islam; Sikhism; Christianity.

Unit IV

Ethnographic studies of Religion: M.N. Srinivas (The Coorges); T.N. Madan (Non-Renunciation).

Unit V

Religion and Social Change, and Secularism, Socio-Religious Reforms and Movements.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING &EVALUATION SCHEME								CREDITS
			THEORY			PRACTICAL		Th	T	P	
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C401	CC	**Sociology of Religion**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit.
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:
- Ayyar, P.V. Jagadisa. (1920). South India Shrines, Madras: The Madras Times.
- Babb, Lawrence A. (1996). Absent Lord: Ascetic and Kings in Jain Ritual Culture, Berkeley: University of California Press.
- Babb, Lawrence A. (2003). 'Sects and Indian Religions' in Veen Das (ed.) The Oxford India Companion to Sociology and Social Anthropology. New Delhi. Oxford University Press: 802-826 (Also see Veena Das [ed.]. 2004. Handbook of Indian Sociology, New Delhi: Oxford University Press: 223- 256).
- Baird, R. D. (ed.). (2001). Religion in Modern India, New Delhi: Manohar Publishers.
- D'Souza, L. (2005). The Sociology of Religion: A Historical Review, Jaipur: Rawat Publications.
- Debiprasad, Bhattacharya. (1969). Indian Atheism: A Marxist Approach, New Delhi: People's Publishing House.
- Dube, S.C. and V.N. Basilov (eds.). (1983). Secularization in Multi-Religious Societies, New Delhi: Concept.
- Dundas, Paul. (1992). The Jains, London: Routledge.
- Eliade, Mirca. (1961). The Sacred and the Profane, New York: Harper and Row.
- Jain, M.S. (2000). Muslim ethos, Rawat Publication.
- Madan TN(1991). Religion in India, New Delhi: Oxford University Press.
- Robinson, Rowena (2004). ed. Sociology of Religion in India New Delhi: Sage Publications.
- Srinivas, M.N. (1952). Religion and Society among the Coorgs of South India. Oxford: Oxford University Press
- Turner Bryan S. (1991). Religion and Social Theory, London: Sage Publication.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C402	CC	Social Anthropology	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; C - Credit.
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):
 The students will be able**:**
CEO1: To provide the knowledge of the Concept of Social Anthropology, its Scope, and Relation with Sociology.
CEO2: To introduce the Concept of Field Study to engage with Cultures, Populations, and Groups different from their own while retaining their personal judgment.
CEO3: To learn about Theoretical Contexts related to Anthropology.
CEO4: To provide knowledge of the Concept of Culture, Social Groups, and Social Change.
CEO5: To aware with the Concept of Tribes, their Distribution, Tribal Problems, and Constitutional Provisions.

Course Outcomes (COs):
The students should be able:
CO1: Elaborate on Meaning, Scope, and Branches of Social Anthropology
CO2: To learn the Skills of Field Work to make closer link of Tribal People with Outer World and ready to gain practical knowledge of the problem.
CO3: Describe Anthropological Theories and connect with present.
CO4: Describe the Concept, Characteristics of Culture and Cultural Processes, Social Groups, and the Concept of Social Change.
CO5: Explain the Meaning, Characteristics, and Geographical Distribution of Tribes in India. Identify the Constitutional Provisions and Measures for Tribal Development in India.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C402	CC	Social Anthropology	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit.
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit I
Meaning, Definition and Scope of Anthropology, Techniques and Methods in Social Anthropology, Differences between Sociology and Social Anthropology.

Unit II: Field-work tradition in Anthropology: Emergence of Field-Work tradition; Ethnography; Ethnocentrism and Cultural Relativism.

Unit III: Anthropological Theories-Evolutionists, Diffusionists, Structural-Functionalism, Structuralism.

Unit IV: Culture and Society: Concept of Society and Culture; Social Groups; Social Change in Indian Context.

Unit V
Tribes: Meaning, Characteristics and Distribution; Tribal Development in India: Problems; Legislation, Economic and Educational Development of Tribes in India.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C402	CC	Social Anthropology	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit.
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:
- Barrett, R. Stanley. 2009. Anthropology: A student's guide to theory and method.
- Bowie, Fiona. 2000. Anthropology of Religion. Oxford: Blackwell Publishers Ltd. Lambeck,Toronto:University of Toronto Press.
- Eriksen, Thomas Hylland. 1995. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. 2nd edition 2001, London: Pluto Press.
- Evans–Pritchard, E.E. 1951. Social Anthropology. London: Cohen and West.
- Lavenda, Robert H. and Emily A. Schultz (2019) Core Concepts in Cultural Anthropology. Oxford Univeristy Press.
- Michaelin. (2002). A Reader in the Anthropology of Religion. Malden: Blackwell Publishing. Stein, R.L. and Philip L. Stein. 2008. The Anthropology of Religion, Magic and Witchcraft. Ney York: Pearson Education Inc.
- Pandey Gaya (2017) Social – Cultural Anthropology. Concept Publishing Company PVT. Delhi Peregrine.
- Peter N.; Ember, Carol R. and Melvin Ember (2020) Anthropology. Prentice Hall of India.
- Upadhyay, V.S. & Gaya Pandey.1990. History of Anthropological Thought. New Delhi: Concept Publishing House.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	Th	T	P	CREDITS
MASO C403E1	**DSE**	**Sociology of Tribes**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able**:**

CEO1: To provide a Comprehensive Profile of Tribal People in terms of their Distribution, Mate Selection and Marriage Pattern.

CEO2: To provide the knowledge about Concept of Family and its Function.

CEO3: To provide the knowledge of Tribal Economy and their Problems.

CEO4: To provide the knowledge of Religion, Festivals, Fares, and Magic.

CEO5: To provide the knowledge of Social Change in present scenario. To develop an understanding of the Reservation Policies.

Course Outcomes (COs):

The students should be able:

CO1: Explain the Meaning, Characteristics, and Geographical Distribution of Tribes in India.

CO2: Analyze the Social Institutions in terms of Types and Functions.

CO3: Understand Tribal Economy and analyze the Problem and Level of Exploitation of Tribal People.

CO4: To explain the Concept of Religion and Magic, identify different Festivals and Fares of Tribal Societies.

CO5: To gain understanding of Social Inequality and the Process of Social Change through Social Movements, Reservation Policy, and collective efforts to fill the gap.

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			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C403E1	**DSE**	**Sociology of Tribes**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; *__Teacher Assessment__ shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit-I:
Meaning and Definition of Tribes: Concepts and Approaches. Marriage: Rules of Marriage, Mate Selection, Exchange, Divorce; Kinship System: Clan, Lineage and Types.

Unit-II:
Family: Types, Organizations and Functions, Patriarchy, Matriarchy, Male-Female relations, Division of Labour.

Unit-III:
Tribal Economy: Agriculture, Labour, Forest, Market, Poverty, Indebtedness.

Unit-IV:
Religion, Festivals, Fares and Magic.

Unit-V:
Social Change: Education, Reservations, Movements, Migration and Mobility.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	Th	T	P	CREDITS
MASO C403E1	**DSE**	**Sociology of Tribes**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:

- Bose, N.K. (1971). Tribal Life in India. National Book Trust: New Delhi.
- Ghosh, Abhik. (2003). History and Culture of Oraon Tribe: Some Aspects of their Social Life. Mohit Publications: New Delhi.
- Ghurye, G.S. (1983). The Scheduled Tribes. Popular Book Depot: Bombay.
- Sahoo, Chaturbhuj 2001. Indian Tribal Life. Sarup: New Delhi.
- K.S. Singh, (1972). The Tribal Situation in India, Mohanlal Banarasi Dass: Simla.
- Majumdar, D.N. and Madan, N., (1956). An Introduction to Social Anthropology. Asian Publishing House: Bombay.
- Majumdar, D.N. (1958). Races and Cultures of India. Asian Publishing House: Bombay.
- Roy, P.K. (ed.) (2000). The Indian Family Change and Resistance. Gyan: New Kinship II Delhi.
- Sinha, Surjit (1982). Tribes and Indian Civilisation Structure and Transformation: The Tribal Culture of India. Concept Publishing Company: New Delhi.
- Vinayak S. Irpate (2014). Sociology of Tribal Society. Agri-Bio Vet Press.
- Vashum, R. 2005 (2000). Nagas' Right to Self-determination: An Anthropological Historical Perspective. Mittal Publication, New Delhi (2nd Edition).

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	Th	T	P	CREDITS
MASO C403E2	**DSE**	**Social Movements in India**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):
The students will be able:
CEO1: To provide the knowledge of Social Movements, their Types, and the Process of Formation.
CEO2: To know about the Bases of the Society and their Functioning.
CEO3: To acquire the Theoretical knowledge and Emergence of Social Movements.
CEO4: To familiar with the Regional, Traditional, and National Movement occur for Social Change.
CEO5: To sensitize the Variety and Dynamics of Social Movements and their Role in Social Transformation.

Course Outcomes (COs):
The students should be able:
CO1: To explain Social Movements, their Types and Formation of Movements.
CO2: To describe the various Social Bases for Reform Movements and the Importance, Types of Leadership.
CO3: To describe the Theories and Emergence of Social Movements.
CO4: To elaborate Regional, Traditional, and National Movements.
CO5: To understand Dalit, Environmental and Women's Movements as a Social Change and their Impact on Social Policy.

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			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM Vishhav University Exam	Teachers Assessment*				
MASO C403E2	**DSE**	**Social Movements in India**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit – I
Defining Features and Dynamics of Social Movements. Types, Causes and Formation of Social Movements.

Unit – II
Social Basis: Caste and Class, Ethnicity, Gender; Leadership, and Its Types, Relationship between Leaders & the Masses.

Unit – III
Theories and Emergence of Social Movements: Marxist and Weberian.

Unit – IV
Traditional Social Movements in India: Peasant Movement, Tribal Movement and Nationalist Movement.

Unit – V
Social Movements and Social Change; Reforms, Revival, Revolution; New Social Movements in India: Dalit Movement; Women's Movement, and Ethnic Movement.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C403E2	**DSE**	**Social Movements in India**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:
- Ajanta Shah, Ghanshyam (1990). Social Movements in India: A review of the Literature, Delhi, Sage Shah, Nandita (1992). The Issues of Stake: Theory and Practice in the Contemporary Women's Movements in India, N. Delhi, Sage.
- Banerjee, Sumanta. (2002). 'Naxalbari and the Left Movement' in ed. Ghanshyam Shah, Social Movements and the State 2002. pp. 125-192. Sage. New Delhi.
- Bhowmick, Sharit K. (2004). 'The Working Class Movement in India:Trade Unions and the State' in Manoranjan Mohanti Class, Caste and Gender . Sage. New Delhi.
- Chaudhuri, Maitrayee. (1993). The Indian Women's Movement: Reform and Revival. Radiant. New Delhi.
- Deshpande, Satish. (2003). Contemporary India: A Sociological View. Viking. New Delhi.
- Fuchs, Martin, and Antje, Linkenbach. (2003). 'Social Movements' in ed. Veena Das, The Oxford India Companion to Sociology and Social Anthropology. pp. 1524- 1563. Oxford University Press. New Delhi.
- Giddens, Anthony. (2001). Sociology (Fourth edition). Polity. Cambridge.
- Guha, Ramchandra. (2002). "Chipko: Social History of an Environmental Movement" in Shah Ghansyam Social Movements and the State. Sage. New Delhi.
- Singh, K. S. (1982) Tribal Movements in India, N. Delhi.
- Oommen, T K ed. (2000). Social Movements Vol. 1 New Delhi: Oxford University Press.
- Rege, Sharmila. (2004). 'Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position' in Maitrayee.
- Sen, Ilina. (2004). 'Women's Politics in India' in ed. Maitrayee.
- Shah, Ghansyam Ed. (2001). Dalit Identity and Politics. Sage. New Delhi. – 2002. Social Movements and the State. Sage. New Delhi.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	Th	T	P	CREDITS
MASO C403E3	**DSE**	**Social Problems in India**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):
The students will be able:
CEO1: To know the Concept, Nature, Characteristics and Types of the Social Problems and Social Disorganization, their Causes, and Consequences.

CEO2: To provide knowledge about the Status of Women in Society, which is subjected to Inequality, Discrimination, and Exploitation.

CEO3: To study the various Social Problems caused by the various Socio- Economic Aspects of the Society. To study the need to check the Population Growth to overcome the various problems.

CEO4: To aware of the Problems faced by Under-Privileged Classes of the Society.

CEO5: To provide knowledge about the working of the State, Parties, Movements, Activists, Academics, Social Researchers, and Media.

Course Outcomes (COs):
The students should be able:
CEO1: To get in-depth understanding of the Concept, Causes of the Social Problems Social Disorganization

CO2: To deal with Social Problems related to Women like Domestic violence, Violence against Women and to discover ways of overcoming Social Problems and contribute for Development of the Country.

CO3: To understand the Social Problems born due to high birth rate and other aspects and, their Remedial Measures taken at various levels.

CO4: To deal with various Aspects of Social Problems related to SCs, STs, OBC and Constitutional Provisions and Government Measures taken

CO5: To explain the Role of Human Agencies to eradicate the problems of the Society.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C403E3	**DSE**	**Social Problems in India**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; *****Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

UNIT I
Social Problems and Social Disorganization: Meaning, Nature, Characteristics, Causes, and Types.

UNIT II
Woman Related Problems: Abuse-Meaning, Forms; Violence-Definition, Forms, and Problems of Working Women.

UNIT III
Juvenile Delinquency: Definition, Characteristics, Factors, Types, Preventive Programmes and Remedies. Human Trafficking: Meaning, Types, Contributing Factors, Preventive Measures.

UNIT IV
Problems of Scheduled caste, Scheduled Tribes, other backward Classes.
Remedial Measures; Constitutional Safeguards.

UNIT V
Human Agency: State, Parties, Movements, Activists, Academics & Social Researchers, Media.

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			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C403E3	**DSE**	**Social Problems in India**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:

Ahuja Ram. (1999) Social problems in India Rawat Publication, New Delhi
- Bandura, A. (1989). Human agency in social cognitive theory. American Psychologist.
- Bandura, A. (2006). Growing primacy of human agency in adaptation and change in the electronic era. European Psychologist.
- Bandura, A. (2017). Toward a psychology of human agency: pathways and reflections. Perspectives on Psychological Science.
- Dasgupta, S. (2011), Political Sociology, Pearson Publication, New Delhi.
- Elliot, Mabel A and Merrill, Francis E. (1950) Social Disorganization, Harper and Brothers, New York.
- Gillin JL, JP Gillin. (2006). An Introduction to Sociology, Michigan: Macmillan.
- Gurr, Ted Robert. (1970) Why Men Rebel, Princeton: Princeton University Press.
- Haralambos and Holborn. (2008) Sociology Themes and Perspectives, Harper Collins Publishers Ltd, London Holmes, J. 2000. Women and Ending Hunger: The Global Perspective. New Delhi: Institute of Social Sciences.
- Kubrin, C. E., & Weitzer, R. (2003). New directions in social disorganization theory. Journal of Research in Crime and Delinquency.
- Madan G.R. (1976) Indian Social problems Allied Publisher, New Delhi.
- Robert K. Merton and Robert Nisbet, (ed.) (1971) Contemporary social problems, Harcourt Brace, New York.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C404	**PW/I**	**Major Research Project II**	0	0	0	60	40	0	0	6	3

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Course Educational Objectives (CEOs):
   The students will be able to:
CEO1: This paper has an objective of exposing the students to various Field Study Concepts.
CEO2: Provide an opportunity for students to apply Theoretical Concepts in real life situations
CEO3: Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes (COs):
The student should be able to acquire research skills and capabilities to take up the Project Work.
CO1: The student should be able to develop opinions and new ideas on Societal Problem as a area of study.
CO2: To implement all the Steps of Social Research during Research project.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	Th	T	P	CREDITS
MASO C405	**CV**	**Comprehensive Viva Voce**	0	0	0	50	0	0	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs)

CEO1: To provide an opportunity for students to apply theoretical concepts in real life situations
CEO2: To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes:

CO1: The student should be able to acquire speaking skills and capabilities to demonstrate the subject knowledge.

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Vishwavidyalaya, Indore	Vishwavidyalaya, Indore		