



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Humanities, Social Sciences & Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
M.A. Sociology-Batch (2023-2025)
FIRST YEAR
SEMESTER II

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			SEM University	Two Term Exams	Assessments	SEM University	Assessments				
MASO C201	CC	Modern Sociological Theory	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 on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The student will be able:

- CEO1:** To introduce the Exchange Theory to study Social System.
- CEO2:** Acquaint them with the Writings of Schutz and Garfinkel for everyday life experience.
- CEO3:** To understand the Sower of society by Structural and Post Structural Theory.
- CEO4:** To learn about the Concept of Functionalism, interrelationships of different parts within a system.
- CEO5:** To develop an understanding of Critical Theory of Habermas.

Course Outcomes (COs):

The student should be able:

- CO1:** To explain important Theories of Exchange.
- CO2:** To discuss different Approaches in everyday life with reference to Schutz and Garfinkel.
- CO3:** To illustrate the Basic Concepts in Structuralism and Post-Structuralism Theory.
- CO4:** To describe important Theories of functionalism, functions performed in society by Social Structures.
- CO5:** To outline various Critical Theories that Social Problems stem from Social Structure and Cultural Assumptions.

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Course Contents:

Unit I Exchange Theory: C.H. Homans, Peter M. Blau

Unit II Everyday Life Approach: Schutz – Phenomenology, Garfinkel –Ethnomethodology

Unit III.

Structuralism and Post-Structuralism: Levi- Strauss – Concept, Models, Foucault – Power and Knowledge

Unit IV

Functionalism and Neo Functionalism: Malinowski, Emile Durkheim, J. C. Alexander

Unit V

Critical Theory: Habermas – Life World, Communicative Action.

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Suggested Readings:

- Abrahm, F. (1982). *Modern Sociological Theory*. New Delhi: Oxford University Press.
- Aron, Raymond (1967). *Main Currents in Sociological Thought* (Vol. I & II). London: Penguin Publication.
- Berger & Luckman (1963). *The Social Construction of Reality*. London: Penguin Publication.
- Brown, A.R. (1957). *Structure in Primitive Society*. London: Cohen and West Publication.
- Collins, R. (1997). *Sociological Theory*. Jaipur: Rawat Publication.
- Douglas, J. (1980). *Introduction to Sociologies of Everyday Life*. Cambridge: Allyn and Bacon.
- Giddens, A. (1983). *Central Problem in Social Theory*. London: MacMillan.
- Giddens, A. (1997). *Capitalism and Modern Sociological Theory: Analysis of Writing of Marx, Durkheim, and Weber*. Cambridge: Cambridge University Press.
- Layder, Derek (2006). *Understanding Social Theory* (2nd Ed.). New Delhi; Sage Publication.

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MASO C202	CC	Research Methods in Social Sciences	60	20	20	0	0	3	0	0	3

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

Course Educational Objectives (CEOs):

- CEO1:** To provide a basic understanding of the nature and procedure of scientific research as practiced in social sciences.
- CEO2:** To equip the students with the concept and methods of Social Science Research
- CEO3:** To provide an understanding of sampling and scaling techniques.
- CEO4:** To provide knowledge about the qualitative and quantitative methods, various types of research designs, and the tools and techniques of data collection.
- CEO5:** To provide the understanding of statistical analysis and writing proposal.

Course Outcomes (COs): The students are expected to:

- CO1:** Describe the various types of research design, tools of data collection, data analysis and interpretation and construct a questionnaire relying on several types of questions.
- CO2:** Select appropriate sample size.
- CO3:** Select appropriate quantitative methodologies for use in study to be conducted.
- CO4:** Analyze data by using appropriate qualitative as well as quantitative techniques of analysis.
- CO5:** Write effective research proposal.

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Course Content:

Unit I: Social Research: Definition, Nature, and purpose; Types of Research; Steps in Social Research; Problem of Objectivity and Subjectivity in Social Research.

Unit II Research Design: Steps in Research Design; Review of Literature; Conceptual Framework; Formulation of Research Problem; Formulation of Hypothesis; Tools and Techniques of Data Collection; Determination of the Mode of Analysis and Reporting.

Unit III Survey Method and Sampling Techniques: Introduction to Survey Research Method. Concept and Significance of Sampling; Probability and Non- Probability sampling

Unit IV:

Methods of Data Collection: Primary Data: Questionnaire; Observation; Interview; Focus Group Discussion (FGDs); Schedules; Case Study etc. Secondary Data: Census, Registration system & Population, Registers, Sample Survey, Handbooks, Gazetteer Other sources of Data etc.

Unit V: Introduction to Qualitative and Quantitative Analysis; Tabulation and Presentation of Data; Statistical Analysis: Measures of Central Tendency, Measures of Dispersion, Meaning and type of correlation, Statistical distribution; Report Writing -Steps in Report Writing.

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Suggested Readings:

- Bernard, Russel H. (1998). *Handbook of Methods in Cultural Anthropology*. America: Altamira Press.
- Danda, Ajit (1992). *Research Methodology in Anthropology*. New Delhi: Inter-India Publication.
- Fetterman, David (1989). *Ethnography Step by Step*. New Delhi: Sage Publication.
- Goode & Hart (1983) *Methods in Social Research*. Japan: McGraw Hill International.
- Gupta S. P. (2014). *Statistical Methods*. New Delhi: Sultan Chand and Sons.
- Hammersley, M. (1983). *Ethnography Principles in Practice*. London: Tavistock Publications.
- Kothari C. R. (2004). *Research Methodology*. New Delhi: Vishwa Prakashan, Latest Edition.
- Krishnaswami O. R., Ranganatham M. (2011). *Methodology of Research in Social Sciences*. Mumbai: Himalaya Publishing House, Latest Edition.
- Neuman Laurence W. (1997). *Social Research Methods*. Bostan: Allyn & Bacon.

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- Pelto, P.S. & Pelto, G.H. (1979). *Anthropological Research*. Cambridge: Cambridge University Press.
- *Research*. Bombay: Himalaya Publishing House.
- Scupin, R & RC Decorse. (2005). *Anthropology A Global Perspective*. New Delhi: Printice-Hall of India private Limited.
- Vidyarathi, L P. (1990). *Applied Anthropology in India*. Allahabad: Kitab Mahal.
- Wilkinson, T.S. & Bhandarkar, P.L. (1994). *Methodology and Techniques of Social*
- Young, P V. (2001). *Scientific Social Survey and Research*. New Delhi: Printice Hall International.

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			THEORY			PRACTICAL		Th	T	P	CREDITS
			SEM University	Two Term Exam	Assessm	SEM University	Assessm				
MASO C203	CC	Population and Society	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 on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The student will be able:

CEO1: To learn Basic Idea of the Population and henceforth understand the Society and Relation of Population Studies with other Social Sciences.

CEO2: To develop an understanding of the various sources of population Data.

CEO3: To learn the Concept and measurements of Fertility and Mortality

CEO4: To understand the concept and consequences of Migration. To comprehend the relationship between Population Growth and Development of the Country.

CEO5: Understanding the Theories on Population and able to Compare various Theories.

Course Outcomes (COs):

The students shall be able:

CO1: To define Demography and Population Studies and Establish a relationship of it with other Social Sciences.

CO2: To calculate important demographic measures.

CO3: To analyze the components of population growth and learn their evaluation.

CO4: To describe migration patterns and its effect on population growth.

CO5: To deconstruct and interpret population theories with respect to current trends.

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			SEM Univ Ex Assessm	Two Term Exam	s Assessm	SEM Univ s Assessm					
MASO C203	CC	Population and Society	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.
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Course Contents:

UNIT I

Population Studies: Meaning, Scope, and Significance; Relationship of Population Studies with Other Social Sciences; Demographic factors of population change; Important aspects of population studies, Population growth and Economic Development.

UNIT II

Sources of Demographic Data: Censuses Method-Definition, Features, Uses; Vital Registration System; National Sample Survey Organization (NSSO)-Survey Design and Research Division, Field Operations Division, Data Processing Division; National Family Health Survey.

UNIT III

Demographic Processes: Fertility-Concept, Factors affects fertility, Fertility and Fecundity, Factors affecting High Birth Rate. Mortality: Concept, Causes of Deaths, Sex and Age Pattern of Mortality, Mortality and Morbidity, Life Table: Concept and Types.

UNIT IV

Migration: Concept, Types, Factors affecting Migration and Consequences of Migration, Measurement of Migration, Push- Pull Theory, Social Process of Migration.

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UNIT V

Population Theories: Malthusian and Neo Malthusian Theory; Demographic Transition Theory: Prof. O.P. Walker's view, Thompson and Notestein views; Optimum Population Theory; Growth Theory: Linear Growth Theory, Structural Change Theory.

Suggested Readings:

- Agarwal, S.N. (1989): Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
- Bhende, Asha A. and Tara Kankar. 1994. Principles of Population Studies, Sixth Edition. Mumbai: Himalaya Publishing House.
- Bose, Ashish (1991): Demographic Diversity in India, Delhi: B. R. Publishing Corporation.
- American Association for the Advancement of Science, 1974. Culture and Population Change. Washington
- Mandelbaum, David. 1974. Human Fertility in India: Social Components and Policy Perspectives. Berkeley: University of California Press. 26
- Davis, K. 1961. The Population of India and Pakistan. New York: Russell & Russell
- Bose, A. et. al. 1970. (ed.). Studies in Demography. London: Allen & Unwin, (Relevant Chapters).
- Bose, A. et. al. 1974 (ed.). Population in India: Development. 1947-2000, Delhi:

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- Premi, M.K. et.al. (1983). *An Introduction to Social Demography*, New Delhi: Vikas Publishing House.
- Sharma, A K (2012). *Population and Society*, Delhi: Concept publishing co.

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			SEM	Univ rsity	Term Exam	Assessm s	SEM	Univ rsity				
MASO C204E1	DSE	Society and Gender	60	20	20	0	0	3	0	0	3	

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Course Educational Objectives (CEOs):

The students will be able:

CEO1: To apprehend the social structure of Indian society; learn the concepts of sex and gender.

CEO2: To understand concept and theories of feminism.

CEO3: To give them insights about gender role division in social institutions and their participation in labor force. Furthermore, its impact on their health.

CEO4: To learn about emerging issues in Feminism and Gender in respect of work division and its pattern.

CEO5: To understand the development and empowerment of women and impact of globalization on their role.

The overall outcome of this course would be conceptual clarification in solving the gender-based discrimination in any patriarchal family or society in general.

Course Outcomes (COs):

Students shall be able:

CO1: To discriminate between sex and gender and its role in process of socialization.

CO2: To deconstruct socio-historical and socio-biological approaches and analyze current societal scenario.

CO3: To identify the role of women in different social institutions and impact of working conditions on their health.

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CO4: To develop an understanding of gender roles in occupational settings.

CO5: To illustrate the role of developmental policies in women empowerment.

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MASO C204E1	DSE	Society and Gender	60	20	20	0	0	3	0	0	3	

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Course Content:

Unit-I

Defining sex and gender, social construction of gender: gender socialization, Gender Role, Gender Identity and Gender and the life course.

Unit-II

Theoretical perspectives: Socio-Historical and Socio-Biological Approach, Major Sociological Theories of Gender: a. Functionalist Theories b. Symbolic Interactionists c. Conflict Theories d. Feminist Theories.

Unit-III

Gender relations in social institutions: Kinship and Gender, Family and Gender, Religion and Gender, Education and Gender.

Unit-IV

Gender and work: Women in Labor Force -unorganized and organized sector, problems in workplace; women contribution in domestic work.

Unit- V

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Women and development: Impact of development policies, liberalization and globalization on women, Women's movement in India, Empowerment of women.

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Suggested Readings:

- Maccoby, E and Jacklin, C. (1975). *The psychology of Sex differences*. Stanford: Stanford University Press.
- Sharmila Rege(ed), (2003). *Sociology of Gender*. London: Sage publications.
- Mocormark,C and M.Strathern.(1980). *Nature, Culture and Gender*. Cambridge: Cambridge University Press.
- Oakley, A. (1972). *Sex, Gender, and Society*. New York, Harper, and Row.
- Philips, L. (2000). *Flirting with danger: young women's reflections on sexuality and domination*. New York: New York university press.
- Connel, R.W. (1995). *Masculinities*. Berkeley: University of California press.
- Folbre, N. (1994). *Who pays for the kids? Gender and the structures of constraint*. New York: Routledge.
- Thorne, B. (1994) *Gender Play: Girls and Boys in School*. Brunswick WJ:Rutgers University Press.
- Marget Pernau, Imtiaz Ahmad and Helmut Reifeld, (2003) *Family and Gender- Changing values in Germany and India*. London Sage publications.
- Sumi Krishna, (2004). *Livelihood and Gender Equity in community resource Management*. New Delhi Sage Publications.

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			THEORY				PRACTICAL		Th	T	P	CREDITS
			SEM University	Two Term Exam	Assessm	SEM University	Assessm					
MASO C204E2	DSE	Introduction to Political Sociology	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 on the 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: Grasp how Sociology uniquely contributes to an understanding of the relationship between Polity and Society.

CEO2: Familiar with the Concepts of Sociological Perspective, Approaches and Principles to Substantive areas addressed by Sociologists.

CEO3: Understand the Basic Concepts of various aspects of Political Organization.

CEO4: Know the Basic Concept of Public Opinion and Political Participation.

CEO5: Provide the knowledge of Political Power with context to Mass and Leadership.

Course Outcomes (COs):

The students shall be able to:

CO1: Construct and understanding of Political Sociology, its Nature and. Scope.

CO2: Identify major Theoretical Orientations, Approaches used in Sociology; Compare and Contrast the underlying Assumptions of those Orientations.

CO3: Apply the knowledge of Political Institute, its Culture, Development in Society.

CO4: Familiar with the relationship between the State and Individual.

CO5: Identify and understand the Concept of Elites and Masses, Leadership.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		T h	T	P	CREDITS
			SEM Univ Exam	Two Term Exam	Assess ment	SEM Univ Exam	Assess ment				
MASO C204E2	DSE	Introduction to Political Sociology	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 on the following components: Quiz/Assignment/
Project/Participation in Class, given that no component shall exceed more than 10 marks

Course Content:

UNIT - I

Emergence, Nature, and Scope of Political Sociology.

UNIT II

Approaches to the Study of Political Sociology:

A) Behavioral Approach A) Systems Approach B) Marxist Approach.

UNIT III

Political Socialization, Political Modernization, Political Development, Political Culture.

UNIT IV

Political Participation and Public Opinion.

UNIT V

Political Power: Concept of Elites and Masses, Leadership.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME									
			THEORY				PRACTICAL		T h	T	P	CREDITS
			SEM Univ Exams	Two Term Exam	Assessm s	SEM Univ Assessm s	SEM Univ Assessm s					
MASO C204E2	DSE	Introduction to Political Sociology	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 on the following components: Quiz/Assignment/
Project/Participation in Class, given that no component shall exceed more than 10 marks

Suggested Readings:

- Ali Ashraf and L.N. Sharma, (1983). *Political Sociology*. Madras: University Press (India) Pvt. Ltd.
- Almond, G. and Verba S. (1963). *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Princeton: Princeton University Press.
- Althoff, Phillip and Michael Rush, (1982). *An Introduction to Political Sociology*. New York: Prentice Hall.
- Bottomore, Tom. (1979). *Political Sociology*. New Delhi: B.I. Publications.
- Desai A.R. (2000). *State and Society-India” Essays in Dissent*. Bombay: Popular Publications.
- Dowse, Robert E and J.A. Hughes(1972). *Political Sociology*. London : John Wiley& Sons.
- Eisenstadt, S.N. (ed.). 1971. *Political Sociology: A Reader*. New York: Basic Books.
- Gupta, Dipankar. (1995). *Political Sociology in India: Contemporary Trend*. Orient Longman Publication.
- James, Steve. (2007). Antonio Gramsci. London: Routledge (Indian reprint).
- L.S. Rathore (Ed), 1967). *Political Sociology*., Meerut: Meenakshi Prakashan.
- Mills, C. W. (1956). *The Power Elite*. New York: Oxford University Press.
- Nagla, B. K. (1999). *Political Sociology*, Jaipur: Rawat Publications.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			SEM University	Two Term Exams	Assessments	SEM University	Assessments				
MASO C204E3	DSE	Rural Sociology	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 on the 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: Increase awareness towards Rural Sociology, its Definition, Scope, and Importance.

CEO2: Understand Rural Social Structures and Social Change as well as Impact of Urbanization on Rural India.

CEO3: Learn Key Concepts of Economic Institution.

CEO4: Understand the Importance of Democratic Decentralization of Power and Panchayati raj system.

CEO5: Increase awareness towards the Rural Problems in India.

Course Outcomes (COs):

The students shall be able to:

CO1: Define Rural Sociology and demonstrate Nature, Subject-matter, and Importance of studying Rural Sociology.

CO2: Demonstrate how Caste System and other Social Institutions operate and its Importance in Rural Society and Factors of Social Change and Impact of Urbanization in Rural India.

CO3: Understand and analyze Social and Economic aspects of Rural Society.

CO4: Define and demonstrate Democratic Decentralization of Power and Importance of Panchayati Raj Institution in bringing about changes in Rural Society.

CO5: Critically analyze and understand various Rural Problems in India.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			SEM University	Two Term Exams	Assessments	SEM University	Assessments				
MASO C204E3	DSE	Rural Sociology	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 Content:

Unit I

Rural Sociology: Definition, Nature, Scope and Significance of Rural Sociology, Little and Great traditions.

Unit II.

Rural Social Structure: Traditional Indian village and its Institutions: Family, Kinship, Caste, and Religion. Social Change in rural India: Sanskritization, Modernization; Impact of Urbanization on Rural Institutions.

Unit III

Rural Economy: Land Ownership, Agrarian Reforms; Changing Pattern.

Unit IV

Rural Political System: Panchayati Raj, Restructuring of Power Relationship, Emerging Patterns of Rural Leadership.

Unit V

Rural Problems: Rural Poverty, Landless Labor, Bonded Labor and Migrant Labor, Unemployment.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		T h	T	P	CREDITS
			SEM Universi t y	Two Term Exam s	Assessm s	SEM Universi t y	Assessm s				
MASO C204E3	DSE	Rural Sociology	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 on the following components: Quiz/Assignment/
 Project/Participation in Class, given that no component shall exceed more than 10 marks

Suggested Readings:

- Ashley, C and S Maxwell (2001). *Rethinking Rural Development*. Desmarais: Blackwell.
- Beteille, Andre. (1974). *Six Essays in Comparative Sociology*. New Delhi: Oxford University Press.
- Doshi, S.L. and P. C. Jain (1999). *Rural Sociology*, Jaipur Rawat Publications.
- Harris, J. (ed.). (1982). *Rural Development. Theories of Peasant Economy and Agrarian Change*, London: Hutchinson.
- Joshi P.C. (1976). *Land Reforms in India*. Delhi: Allied Publisher.
- Kolenda Pauline (1983). *Caste, Cult and Hierarchy*. Meerut: Folklore Institute.
- Madan, V. (ed) (2002). *The village in India*, New Delhi: Oxford University Press.
- Shanin, T. (1972). *The Awkward Class*, Oxford: Oxford University Press.
- Shiva, Vandana. (2001). *Patents: Myths and Reality*. New Delhi: Penguin Books India.
- Srinivas, M.N. (1952), *Religion and Society Among the Coorgs of South India*, Oxford: Oxford Clarendon Press.
- Srinivas, M.N. (1966), *Social Change in Modern India*, Bombay: Allied Publishers.
- Wiser, W.H. (1936). *The Hindu Jajmani system*, Lucknow: Lucknow Publishing House.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY				PRACTICAL		L	T	P	CREDITS
			SEM	Two	Term	Assessm	SEM	Assessm				
MASOC 205	SEC	Field study/ Case study / Seminar	0	0	0	0	50	0	0	4	2	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P -Practical; C – Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

Course Educational Objectives (CEOs):

CEO1: This paper has an objective of exposing the students on various field study concepts.

CEO2: To provide an opportunity for students to apply theoretical concepts in real life situations.

CEO3: To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes:

CO1: The student shall be able to acquire research skills and capabilities to take up the project work.

Field Study /Case Study and Seminar

Field Study/Case Study and Seminar is an integral part of the academic curriculum of the Department. It is an initiative to bridge the gap between knowledge and application through a series of interventions that will enable students to gain insights and exposure. It serves the twin purposes of providing critical social, cultural and economic insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one.

There will be continuous evaluation of the student based on work assigned and regular submissions. The students need to complete the work in the stipulated time.

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		T h	T	P	CREDITS
			SEM University	Two Term Exam s	Assessm s	SEM University	Assessm s				
MASO C206	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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