



**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 2024-2026)**  
**SECOND YEAR**  
**SEMESTER IV**

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*					
<b>MASOC401</b>	<b>CC</b>	<b>Sociology of Religion</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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:

**CEO1:** To get familiarized 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 the Importance of Religion for Social Control and apply Diverse Perspectives to complex subjects in conflicting positions.

**CO3:** To get an in-depth understanding of Components of different Religion and their Impact on Society.

**CO4:** To compare Ethnographies with their different field areas which helps to in- depth understanding of Religion.

**CO5:** To conclude with an analysis of Social Change in Relations to Religious Movements.

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<b>MASO C401</b>	<b>CC</b>	<b>Sociology of Religion</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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#### 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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<b>MASO C401</b>	<b>CC</b>	<b>Sociology of Religion</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

\*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:**

- 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, Mircea. (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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<b>MASO C303</b>	<b>CC</b>	<b>Sociology of Social Stratification</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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#### **Course Educational Objectives (CEOs):**

The students will be able:

**CEO1:** To provide a knowledge of Social Stratification.

**CEO2:** To introduce the unequal placement of people and elements of Social Stratification.

**CEO3:** To know about Class and estate and their role in Social Stratification.

**CEO4:** To be familiar with the concept of Race and know about conflict theory.

**CEO5:** To inform students about the basic Theories of Social Stratification.

#### **Course Outcomes (COs):**

The students shall be able:

**CO1:** To define the Concept of Social Stratification and explain the Functioning of Social Stratification in Society.

**CO2:** To learn about the elements and different forms of Social Stratification and to Contribute to Society to fill this gap.

**CO3:** To learn the relationship of Social Stratification with class and estate.

**CO4:** To explain the conflict theory of Social Stratification.

**CO5:** To apply the different Perspectives of Social Stratification in practical situations and find the solutions for the problems.

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#### Course Contents:

##### Unit I

Meaning, Definition, Characteristics, Dimensions and Functions of Social Stratification; Social Differentiation: Causes of Differentiation, Distribution of differences in Society: Sex, Age, Occupation.

##### Unit II.

Inequality: Basis and nature of social inequality; Elements of Social Stratification: Status, Role; Functions of Social Stratification; Forms of Social Stratification: Caste- Caste and Caste system, Ideology and perspectives on caste system, caste Taboos.

##### Unit III

Social Stratification and Class: Marx conception on class and class relation, Weber views on class and social stratification, Warner's classification on class; Estate: Meaning, nature and characteristics.

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<b>MASO C303</b>	<b>CC</b>	<b>Sociology of Social Stratification</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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#### Unit IV

Social Stratification and Race: Meaning, Major race in the world; Determinants of race; Race in India. Theories of Social Stratification: Theory of Max Weber; Conflict Theory of Karl Marx.

#### Unit V

Functional Theory: Parsons, Davis and Moore; Views of M. N Srinivas – Dominant Caste and Mobility. Andre Beteille – Caste Class and Power; Social Stratification and Social Mobility.

#### Suggested Readings:

- Beteille, A. (1983). 'Introduction', in Andre Beteille (ed.): Equality and Inequality: Theory and Practice (1-27). Oxford University Press. Delhi.
- Beteille, A. (1977). Inequality among Men. Oxford: Basil Blackwell.
- Gupta, D. (1991). 'Hierarchy and Difference', in Dipankar Gupta (ed.): Social Stratification (1-21). Delhi: Oxford University Press.

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- Dahrendorf, R. (1968). Essays in the Theory of Society. London: Routledge & Kegan Paul. (Chapter 1).
- Mencher, J. (1991). 'The Caste System Upside Down', in Dipankar Gupta (ed.): Social Stratification (93-109). Delhi: Oxford University Press.
- Mendelsohn, O and Vicziany M. (1998). The Untouchables: Subordination, Poverty, and the State in Modern India. Cambridge: Cambridge University Press. (Chapters 1, 2 and 9).
- Meillassoux, C. (1973). 'Are there Castes in India?' Economy and Society, 2 (1): 89-111.

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<b>MASO C403E1</b>	<b>DSE</b>	<b>Sociology of Tribes</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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#### **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 knowledge about the Concept of Family and its Function.

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

**CEO4:** To provide 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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<b>MASO C403E1</b>	<b>DSE</b>	<b>Sociology of Tribes</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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#### 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 Labor.

##### **Unit-III:**

Tribal Economy: Agriculture, Labor, 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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<b>MASO C403E1</b>	<b>DSE</b>	<b>Sociology of Tribes</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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**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, Chaturbhuji 2001. Indian Tribal Life. Sarup: New Delhi.
- K.S. Singh, (1972). The Tribal Situation in India, Mohanlal Banarsi 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 (2<sup>nd</sup> Edition).

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<b>MASO C403E2</b>	<b>DSE</b>	<b>Social Movements in India</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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**Course Educational Objectives (CEOs):**

The students will be able:

**CEO1:** To provide 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 familiarize 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 their 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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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*					
<b>MASO C403E2</b>	<b>DSE</b>	<b>Social Movements in India</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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*							
<b>MASO C403E2</b>	<b>DSE</b>	<b>Social Movements in India</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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 Mohanty 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.
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- Guha, Ramchandra. (2002). "Chipko: Social History of an Environmental Movement" in Shah Ghanshyam Social Movements and the State. Sage. New Delhi.
- Singh, K. S. (1982) Tribal Movements in India, N. Delhi.
- Sen, Ilina. (2004). 'Women's Politics in India' in ed. Maitrayee.
- Shah, Ghanshyam Ed. (2001). Dalit Identity and Politics. Sage. New Delhi. – 2002. Social Movements and the State. Sage. New Delhi.

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			THEORY			PRACTICAL		Th	T	P		
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
<b>MASO C304E 3</b>	<b>DSE</b>	<b>Introduction to Social Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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 know the Concept of Social Psychology and its Core Concerns compared to other disciplines.

**CEO2:** To acquire knowledge of the Concept, Process, Theories and Agents of Socialization.

**CEO3:** To understand the Concept of Social Norms and Social Conformity.

**CEO4:** To familiarize yourself with the Concept of Social Group and Group Interaction.

**CEO5:** To be aware of the Concepts and Theories of Aggression.

#### Course Outcomes (Cos):

The student should be able to:

**CO1:** Define Key Concepts, Principles, and Overarching Themes in Social Psychology.

**CO2:** Describe various Theories of Socialization and examine its role, problems of faulty Socialization.

**CO3:** Narrate the Concept of Social Norms and Social Conformity, identify the influencing factors.

**CO4:** Identify the different Types of Social Groups and examine the Determinants of Cooperation and Competition in real situations.

**CO5:** Explain different Types of Aggression and analyze the various Causes of Aggression.

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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*							
<b>MASOC 304E3</b>	<b>DSE</b>	<b>Introduction to Social Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 Contents:

#### Unit I

**Introduction:** Social Psychology as a Science; Scope, Levels & Approaches towards Social Behavior.

#### Unit II

**Socialization:** Meaning and Nature, Theoretical Perspective, Process and Agents of Socialization, Types and Outcomes, Adult Socialization.

#### Unit III

**Social Norms:** Meaning and Definition, Formation of Social Norms, Functional Importance of Social Norms, Social Conformity: Meaning and Definition, Causes of Conformity, Factors influencing Conformity.

#### Unit IV

**Social Group:** Meaning, Nature and Types. Basic Aspects of Social Group and Social Development. Group interaction: Cooperation, Competition, Determinants of Cooperation and Competition.

#### Unit V

**Aggression:** Nature and Types of Aggression, Theories of Aggression and Factors Influencing Aggression, Causes of Aggressive Behavior.

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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*				
<b>MASO C304E 3</b>	<b>DSE</b>	<b>Introduction to Social Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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:

- Alcock, J. E., Carment, D.W., Sadava, S.W., Collins, J. E. and Green, J. M. (1997). **A Textbook of Social Psychology**. Scarborough, Ontario: Prentice Hall/Allyn & Bacon.
- Myers, David, G (1994). **Exploring Social Psychology**. New York: Mc Graw Hill.
- Singh, A. K. (1996). **Adhunik Samajik Manovigyan Ki Rooprekha** (3rdedition).
- Varanasi: Motilal Banarsi Das.
- Tripathi, L. B. (1992). **Adhunik Samajik Manovigyan** Agra: National Psychological Corporation.
- Worchel, S. and Cooper, J. (1983). **Understanding Social Psychology**. Illinois: Dorsey Press.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
<b>MASO C404</b>	<b>PW/I</b>	<b>Minor Research Project II</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>	

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:** This paper has the 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		Th	T	P		
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
<b>MASO C405</b>	<b>SEC</b>	<b>Seminar</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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:** This paper has an objective of exposing the students to present views with proper knowledge and enhance confidence.

**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.

### Seminar

The 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 insight 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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END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*							
<b>MASO C406</b>	<b>CV</b>	<b>Comprehensive Viva Voce</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

**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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