

Syllabus-2023-2024

Bsc_Microbiology

Title of the Course	Disaster Management
Course Code	BSMB VACIII (T)

Part A								
Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s	To be familiar with the basics of natural disasters as well as anthropogenic factors and various approaches for disaster managements.			Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- To learn types of disasters and its profile in India (BL1-Remember) CO2- To understand the causes and impacts of disasters on environment and related case studies of Global and National disasters. (BL2-Understand) CO3- To learn about risk reduction approaches of disasters with safety issues in mitigating industrial disasters. (BL3-Apply) CO4- To understand the concept of Disaster Management Cycle and its Risk Reduction Measures (BL4-Analyze) CO5- To apply the National Acts and policies for mitigating disasters, Role of Army, Police, Community, Corporate, Media etc. for post Disaster Management. (BL5-Evaluate)							
Courses Elements	Skill Development X Entrepreneurship X Employability ✓ Professional Ethics ✓ Gender ✓ Human Values X Environment ✓		SDG (Goals)		SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG6(Clean water and sanitation) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG12(Responsible consumption and production) SDG13(Climate action) SDG15(Life on land) SDG17(Partnerships for the goals)			

Part B			
Modules	Contents	Pedagogy	Hours
1	Concepts and definitions (Disaster, Hazard, Vulnerability, Resilience, Risks, Capacity buildings) Factors of disasters, Global trends in disaster: urban disasters, pandemics, complex emergencies, Climate change	lecture method, collaborative learning, group discussions, field visit,	8
2	Classification of disaster: geophysical, hydrological, climatological, meteorological, biological and technological or man-made hazards. Causes, Impacts including social, economic, political, environmental, health, psychosocial, etc. Differential impacts- in terms of caste, class, gender, age, location, disability.	lecture method, collaborative learning, group discussions, field visit, case studies	8
3	Disaster management cycle – Phases, Culture of safety, prevention, mitigation and preparedness community based DRR, Structural- nonstructural measures, Roles and responsibilities of community, Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULBs), States, Centre, and other stakeholders- Institutional Processes and Framework at State and Central Level- State Disaster Management Authority(SDMA).	lecture method, collaborative learning, group discussions, field visit, case studies	8
4	Factors affecting Vulnerabilities, differential impacts, impact of Development projects such as dams, embankments, changes in Land-use etc. Climate Change Adaptation. Relevance of indigenous knowledge, appropriate technology and local resources	lecture method, collaborative learning, group discussions, field visit, case studies	8
5	Disaster Management Indian scenario, India's vulnerability profile, Disaster Management Act 2005 and Policy guidelines, Environmental Legislation for Disaster Risk Management in India, Role of information technology in protecting environment and health, Role of NGOs Cases Studies: Bhopal Gas Disaster, Gujarat Earth Quake, Orissa Super-cyclone, South India Tsunami, Bihar floods, Plague Surat, COVID-19 pandemic	lecture method, collaborative learning, group discussions, field visit, case studies	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	40	12	60	
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
0	0	0	0	0	0

Part E

Books	• Singhal J.P. "Disaster Management", Laxmi Publications, 2010. ISBN-10: 9380386427 ISBN-13: 978-9380386423 • Tushar Bhattacharya, "Disaster Science and Management", McGraw Hill India Education Pvt. Ltd., 2012. ISBN-10: 1259007367, ISBN-13: 978-1259007361] • Gupta Anil K, Sreeja S. Nair, Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi, 2011 • Kapur Anu Vulnerable India: A Geographical Study of Disasters, IAS and Sage Publishers, New Delhi, 2010. • Kapur, Anu & others, 2005: Disasters in India Studies of grim reality, Rawat Publishers, Jaipur
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3105552/
References Books	• Coppola P Damon, 2007. Introduction to International Disaster Management. Carter, Nick 1991. Disaster Management: A Disaster Manager's Handbook. • Cury, F. 1983. Development and Disasters, Oxford University Press. Document on World Summit on Sustainable Development 2002. • Govt. of India: Disaster Management Act 2005, Government of India, New Delhi. Government of India, 2009. National Disaster Management Policy. • Disaster Management Guidelines. GOI-UNDP Disaster Risk Reduction Programme (2009-2012. • Disaster Medical Systems Guidelines. Emergency Medical Services Authority, State of California, EMSA no.214, June 2003 • National Institute of Disaster Management • National Disaster Management Authority • http://nidm.gov.in , http://cwc.gov.in , http://ekdrn.net , http://www.emdat.be , http://www.nws.noaa.gov , http://pubs.usgs.gov , http://nidm.gov.in http://www.imd.gov.in
MOOC Courses	https://nptel.ac.in/courses/124107010
Videos	https://nptel.ac.in/courses/124107010

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	2	-	-	-	-	1	2	-	-	-	-	1	-	-
CO2	1	2	-	-	-	-	1	2	-	-	-	-	1	-	-
CO3	1	2	-	-	-	-	1	2	-	-	-	-	-	-	-
CO4	1	2	-	-	-	-	1	2	-	-	-	-	-	2	-
CO5	1	2	-	-	-	-	1	2	-	-	-	-	-	-	3
CO6	1	2	-	-	-	-	1	2	-	-	-	-	-	-	3

Syllabus-2023-2024

Bsc_Microbiology

Title of the Course	Genetic Engineering, Tools and applications
Course Code	BSMB401(T)

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					3	0	1	4
Course Type	Embedded theory and lab							
Course Category	Discipline Core							
Pre-Requisite/s	Student must have the detailed knowledge of Gene expression and hereditary information			Co-Requisite/s	Detailed study of genomics, proteomics and metabolomics tool			
Course Outcomes & Bloom's Level	CO1- To remember the role of all the enzymes used in the DNA editing(BL1-Remember) CO2- To understand the method of creating new molecules such as DNA & RNA(BL2-Understand) CO3- To understand the importance Nucleic acid editing tools(BL2-Understand) CO4- To evaluate the applications of in various fields such as research, Agriculture, Pharmaceutical industries(BL5-Evaluate) CO5- To apply the understanding of creation of new DNA , RNA & Protein and its use in different Fields.(BL3-Apply)							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✓ Gender ✓ Human Values X Environment X		SDG (Goals)	SDG4(Quality education)				

Part B

Modules	Contents	Pedagogy	Hours
1	Introduction to gene cloning and its necessity: DNA modifying enzymes: Restriction enzymes (RE)- structure function and types, polymerase, kinases, ligase, alkaline phosphatase, exonuclease etc.. Cloning methods. linkers and adaptors.	Tutorials, Collaborative, Demonstrations, Project methods Experiments,	8
2	Methods of introduction of DNA into living cells, E.coli, plant and animal cells, Genetic transformation in plants:Agrobacterium mediated transformation in plants,structure and features of Ti and Ri plasmids.Genomic libraries and cDNA libraries.	Tutorials, Collaborative, Demonstrations, Project methods Experiments,	8
3	Cloning vectors: Plasmids and Bacteriophages, Phagemids, Cosmids, Artificial chromosomes (BAC and YAC) for E.coli, yeast. Strategies for identification of recombinant clones containing cloned genes: Nucleic acid hybridization, immune screening etc. Expression vectors for E.coli andYeast.	Tutorials, Collaborative, Demonstrations, Project methods Experiments,	8
4	Tools for RDT: Restriction mapping, Southern and northern blotting, Forensic application of biotechnology: DNA fingerprinting and its applications, forensic medicine Molecular Pharming: Application	Tutorials, Collaborative, Demonstrations, Project methods Experiments,	8
5	Applications of RDT, Production of recombinant protein (Insulin, Growth hormone), production of Recombinant vaccine. Golden rice, Artificial seed production, biofertilizers and biopesticide production GM crops and GM food	Tutorials, Collaborative, Demonstrations, Project methods Experiments,	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
1	Preparation of stock and buffer solutions for DNA isolation	Experiments	BL3-Apply	2
2	Isolation of DNA from yeast cells.	Experiments	BL3-Apply	2
3	Isolation of DNA from Plant cell.	Experiments	BL3-Apply	2
4	Isolation of plasmid DNA	Experiments	BL3-Apply	2
5	Agarose gel electrophoresis of Genomic DNA	Experiments	BL4-Analyze	2
6	Isolation of RNA	Experiments	BL4-Analyze	2
7	Quantification of DNA by spectrophotometer(260/280nm)	Experiments	BL4-Analyze	2
8	To isolate the Auxotrophic mutants from the mixed culture sample of Microorganism	PBL	BL5-Evaluate	3 days

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	18	40	
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	60	30	40	20

Part E

Books	TA Brown, Gene cloning 4 edition
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3078015/
References Books	James D watson.Molecular Biology Of gene, 4 edition
MOOC Courses	https://nptel.ac.in/courses/102103074
Videos	https://nptel.ac.in/courses/102103074

Syllabus-2023-2024

BSc_FoodTechnology

Title of the Course	India in 21st Century [T]
Course Code	VAC-II [T]

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C	
					2	00	00	2	
Course Type	Theory only								
Course Category	Ability Enhancement Courses								
Pre-Requisite/s	<p>1. "Understanding of Sociological Concepts": A foundational knowledge of sociological concepts is essential to grasp the composition of Indian society discussed in Unit I. This includes understanding social institutions, cultural environments, and threats to national integration. 2. "Historical Background": Familiarity with the history of India, particularly the Indian Freedom Movement, is crucial for comprehending Unit II. Knowledge of events such as the Revolt of 1857, the emergence of nationalism, and the various phases of the freedom struggle provides context for understanding the birth of the Indian nation-state. 3. "Awareness of Political Movements": A basic understanding of political movements in India, particularly those led by figures like Gandhi, is necessary for Unit III. Familiarity with concepts like non-cooperation, civil disobedience, and the Quit India movement aids in analyzing the dynamics of Indian freedom and partition. 4. "Knowledge of Post-Independence Era": Understanding the phases of nation-building since independence is vital for Unit IV. This includes awareness of the planned progress era, populist policies, and the paradigm shift towards liberalization and globalization. Knowledge of responses from different societal groups and regions enriches the understanding of India's post-independence journey. 5. "Global Awareness": Unit V delves into global concerns such as environmental issues, globalization, and movements for democracy and sustainability. A broad understanding of global trends and their impact on nations is necessary to engage with this content effectively.</p>				<p>Co-Requisite/s</p> <p>1. "Foundational Understanding of Sociological Concepts": - Understanding social institutions, cultural environments, and threats to national integration is fundamental. - Familiarity with sociological theories such as functionalism, conflict theory, and symbolic interactionism can provide a deeper comprehension of societal dynamics. 2. "Historical Context of India": - Knowledge of Indian history, including the colonial period, the struggle for independence, and post-independence developments, offers context for understanding the evolution of Indian society. - Understanding the socio-economic impacts of colonial rule and the transition to independence enhances insight into contemporary social issues. 3. "Understanding of Political Movements in India": - Knowledge of key figures, ideologies, and strategies of political movements in India, including those led by Gandhi, Nehru, and other prominent leaders, is essential. - Awareness of the socio-political context of colonial India and the role of various stakeholders in the struggle for independence enriches understanding. 4. "Familiarity with Post-Independence Developments": - Understanding the socio-economic and political changes in post-independence India, including the Nehruvian era, economic reforms, and social movements, is crucial. - Awareness of key policies, such as the Green Revolution, reservation system, and economic liberalization, provides insights into contemporary Indian society. 5. "Global Perspective and Awareness": - Knowledge of global trends in areas such as technology, economics, environment, and geopolitics enhances understanding of India's position in the global context. - Understanding global issues like climate change, international trade, and human rights movements enables students to analyze their impact on India and vice versa.</p>				
Course Outcomes & Bloom's Level	<p>CO1- 1. Students are able to define, identify and explain the process of Indian Freedom movement and development of political institutions. (BL1-Remember)</p> <p>CO2- 2. Students are able to summarize and extract the time before Independence and after Independence India. (BL2-Understand)</p> <p>CO3- 3. Students are able to evaluate India society, its nature and agencies of social change with reference to modernization. (BL5-Evaluate)</p> <p>CO4- 4. Students are able to write the historical accounts that shaped the very nature and character of 20 and 21 st century India with reference to Nation Building and constitution (BL6-Create)</p>								
Courses Elements	<p>Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender ✓ Human Values ✓ Environment ✓</p>		<p>SDG (Goals)</p>		<p>SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG12(Responsible consumption and production) SDG13(Climate action)</p>				

Part B

Modules	Contents	Pedagogy	Hours
1	Composition of Indian Society Society- (a) Introduction of Nature of India society and Indian nation state. (b) Major Social Institutions and Organization and threats to national integration (c) Social and Cultural Environment of India Society in 19th ,20th and 21st century.	Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	5
2	Indian Freedom Movement- emergence 1) Revolt of 1857 , Rise of nationalism & Birth of Congress 2). Partition of Bengal & swadeshi movement, Home rule movement Round table conferences 3) Revolutionary movements, Gandhian movements (i) Non-Cooperation (ii) Civil Disobedience (iii) Quit India movement	Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	5
3	Indian freedom and Partition- 1.) Communism – Rise & spread (2.) Muslim league & its politics , Hindu communism. (3) India's partition & independence References	Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	5
4	Nation building Since Independence- 3 stages of making of the Indian Nation state: - Era of planned progress. (1951-1971) Period of Populist policies and programmes (1971 to 1992) Period of paradigm shift towards liberalization and globalization (since 1992). Responses of various classes, communities and regions.	Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	5
5	Nation Building and Global Concern- a. Environmental concerns in 21st century b. Question of Globalization and its Impact c. Global Movement for Democracy and sustainability	Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	18	40	
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
00	00	00		00	

Syllabus-2023-2024

BSc_PCM

Title of the Course	India in 21st century
Course Code	VAC0101[T]

Part A									
Year	1st	Semester	1st	Credits	L	T	P	C	
					2	00	00	2	
Course Type	Theory only								
Course Category	Skill Enhancement Courses								
Pre-Requisite/s	1. "Understanding of Sociological Concepts": A foundational knowledge of sociological concepts is essential to grasp the composition of Indian society discussed in Unit I. This includes understanding social institutions, cultural environments, and threats to national integration. 2. "Historical Background": Familiarity with the history of India, particularly the Indian Freedom Movement, is crucial for comprehending Unit II. Knowledge of events such as the Revolt of 1857, the emergence of nationalism, and the various phases of the Indian struggle provides context for understanding the birth of the Indian nation-state. 3. "Awareness of Political Movements": A basic understanding of political movements in India, particularly those led by figures like Gandhi, is necessary for Unit III. Familiarity with concepts like non-cooperation, civil disobedience, and the Quit India movement aids in analyzing the dynamics of Indian freedom and partition. 4. "Knowledge of Post-Independence Era": Understanding the phases of nation-building since independence is vital for Unit IV. This includes awareness of the planned progress era, populist policies, and the paradigm shift towards liberalization and globalization. Knowledge of responses from different societal groups and regions enriches the understanding of India's post-independence journey. 5. "Global Awareness": Unit V delves into global concerns such as environmental issues, globalization, and movements for democracy and sustainability. A broad understanding of global trends and their impact on nations is necessary to engage with this content effectively.			Co-Requisite/s			1. "Foundational Understanding of Sociological Concepts": - Understanding social institutions, cultural environments, and threats to national integration is fundamental. - Familiarity with sociological theories such as functionalism, conflict theory, and symbolic interactionism can provide a deeper comprehension of societal dynamics. 2. "Historical Context of India": - Knowledge of Indian history, including the colonial period, the struggle for independence, and post-independence developments, offers context for understanding the evolution of Indian society. - Understanding the socio-economic impacts of colonial rule and the transition to independence enhances insight into contemporary social issues. 3. "Understanding of Political Movements in India": - Knowledge of key figures, ideologies, and strategies of political movements in India, including those led by Gandhi, Nehru, and other prominent leaders, is essential. - Awareness of the socio-political context of colonial India and the role of various stakeholders in the struggle for independence enriches understanding. 4. "Familiarity with Post-Independence Developments": - Understanding the socio-economic and political changes in post-independence India, including the Nehruvian era, economic reforms, and social movements, is crucial. - Awareness of key policies, such as the Green Revolution, reservation system, and economic liberalization, provides insights into contemporary Indian society. 5. "Global Perspective and Awareness": - Knowledge of global trends in areas such as technology, economics, environment, and geopolitics enhances understanding of India's position in the global context. - Understanding global issues like climate change, international trade, and human rights movements enables students to analyze their impact on India and vice versa.		
Course Outcomes & Bloom's Level	CO1-1. Students are able to define, identify and explain the process of Indian Freedom movement and development of political institutions. (BL1-Remember) CO2-2. Students are able to summarize and extract the time before Independence and after Independence India. (BL2-Understand) CO3-3. Students are able to evaluate India society, its nature and agencies of social change with reference to modernization. (BL5-Evaluate) CO4-4. Students are able to write the historical accounts that shaped the very nature and character of 20 and 21 st century India with reference to Nation Building and constitution (BL6-Create)								
Courses Elements	Skill Development ✓ Entrepreneurship X Employability X Professional Ethics ✓ Gender ✓ Human Values ✓ Environment X		SDG (Goals)		SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG12(Responsible consumption and production) SDG13(Climate action)				

Part B			
Modules	Contents	Pedagogy	Hours
1	1. Composition of Indian Society Society. (a) Introduction of Nature of India society and Indian nation state. (b) Major Social Institutions and Organization and threats to national integration (c) Social and Cultural Environment of India Society in 19th ,20th and 21st century.	• Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	5
2	Unit II Indian Freedom Movement- emergence. 5 1) Revolt of 1857 . Rise of nationalism & Birth of Congress 2). Partition of Bengal & swadeshi movement, Home rule movement Round table conferences 3) Revolutionary movements, Gandhian movements (i) Non-Cooperation (ii) Civil Disobedience (iii) Quit India movement	Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	5
3	Unit 3 Indian freedom and Partition 5 1.) Communalism – Rise & spread (11.) Muslim league & its politics , Hindu communalism . 11.) India's partition & independence References	Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	5
4	UNIT IV Nation building Since Independence 5 3 stages of making of the Indian Nation state: - 3 . Era of planned progress. (1951-1971) Period of Populist policies and programmes (1971 to 1992) Period of paradigm shift towards liberalization and globalization (since 1992). Responses of various classes, communities and regions.	Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	5
5	Unit V Nation Building and Global Concern 5 a. Environmental concerns in 21st century b. Question of Globalization and its Impact c. Global Movement for Democracy and sustainability	Lectures and visual PowerPoint slides • Students read text and commentary on assigned topics as well as published research articles before the lectures • Students read cases discussed in the text-books, as well as more detailed articles. • Students participate in class discussions to crystallize the concepts	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	40	12	60	28
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
00	00	00		00	

Part E

Books	1. Bose, N.K. 1967, Culture and Society in India. Bombay: Asia Publishing House 2. Dube, S.C. 1990, Indian village.(New Delhi: National Book Trust.) 3. Percival Spear : History of Indian Society , Penguin , 1966. 4. Uberoi, Patricia : Family , kinship and Marriage , New Delhi : oxford University Press , 1995 , PP 50 to 73 , 416 to 451 5. Gandhi , M K : Removal of Untouchability , Navjeevan Publishing House , Ahmadabad , 1954
Articles	
References Books	1. A Nagraj, 1998, Jeevan Vidya ek Parichay, Divya Path Sansthan, Amarkantak.
MOOC Courses	
Videos	1. https://www.youtube.com/watch?v=i8N6YRTJsDk 2. https://youtu.be/MWsT7x3qd3E 3. https://www.youtube.com/watch?v=pQghqJSUAK4&list= 4. https://youtu.be/9BEU8A_JZPU 5. https://youtu.be/pPsKQwaZ4dg

Syllabus-2023-2024

BSc_ComputerScience

Title of the Course	India in 21st century
Course Code	VAC0101[T]

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s	<p>1. *Understanding of Sociological Concepts*: A foundational knowledge of sociological concepts is essential to grasp the composition of Indian society discussed in Unit I. This includes understanding social institutions, cultural environments, and threats to national integration. 2. *Historical Background*: Familiarity with the history of India, particularly the Indian Freedom Movement, is crucial for comprehending Unit II. Knowledge of events such as the Revolt of 1857, the emergence of nationalism, and the various phases of the freedom struggle provides context for understanding the birth of the Indian nation-state. 3. *Awareness of Political Movements*: A basic understanding of political movements in India, particularly those led by figures like Gandhi, is necessary for Unit III. Familiarity with concepts like non-cooperation, civil disobedience, and the Quit India movement aids in analyzing the dynamics of Indian freedom and partition. 4. *Knowledge of Post-Independence Era*: Understanding the phases of nation-building since independence is vital for Unit IV. This includes awareness of the planned progress era, populist policies, and the paradigm shift towards liberalization and globalization. Knowledge of responses from different societal groups and regions enriches the understanding of India's post-independence journey. 5. *Global Awareness*: Unit V delves into global concerns such as environmental issues, globalization, and movements for democracy and sustainability. A broad understanding of global trends and their impact on nations is necessary to engage with this content effectively.</p>			Co-Requisite/s		<p>Here are five co-requisites for the course outlined: 1. *Foundational Understanding of Sociological Concepts*: - Understanding social institutions, cultural environments, and threats to national integration is fundamental. - Familiarity with sociological theories such as functionalism, conflict theory, and symbolic interactionism can provide a deeper comprehension of societal dynamics. 2. *Historical Context of India*: - Knowledge of Indian history, including the colonial period, the struggle for independence, and post-independence developments, offers context for understanding the evolution of Indian society. - Understanding the socio-economic impacts of colonial rule and the transition to independence enhances insight into contemporary social issues. 3. *Understanding of Political Movements in India*: - Knowledge of key figures, ideologies, and strategies of political movements in India, including those led by Gandhi, Nehru, and other prominent leaders, is essential. - Awareness of the socio-political context of colonial India and the role of various stakeholders in the struggle for independence enriches understanding. 4. *Familiarity with Post-Independence Developments*: - Understanding the socio-economic and political changes in post-independence India, including the Nehruvian era, economic reforms, and social movements, is crucial. - Awareness of key policies, such as the Green Revolution, reservation system, and economic liberalization, provides insights into contemporary Indian society. 5. *Global Perspective and Awareness*: - Knowledge of global trends in areas such as technology, economics, environment, and geopolitics enhances understanding of India's position in the global context. - Understanding global issues like climate change, international trade, and human rights movements enables students to analyze their impact on India and vice versa.</p>		
Course Outcomes & Bloom's Level	<p>CO1- 1. Students are able to define, identify and explain the process of Indian Freedom movement and development of political institutions. (BL1-Remember) CO2- 2. Students are able to summarize and extract the time before Independence and after Independence India. (BL2-Understand) CO3- 3. Students are able to evaluate India society, its nature and agencies of social change with reference to modernization. (BL5-Evaluate) CO4- 4. Students are able to write the historical accounts that shaped the very nature and character of 20 and 21 st century India with reference to Nation Building and constitution (BL6-Create)</p>							
Courses Elements	<p>Skill Development ✓ Entrepreneurship X Employability X Professional Ethics ✓ Gender ✓ Human Values ✓ Environment X</p>		SDG (Goals)		<p>SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG12(Responsible consumption and production) SDG13(Climate action)</p>			

Part B

Modules	Contents	Pedagogy	Hours
1	Composition of Indian Society Society- (a) Introduction of Nature of India society and Indian nation state. (b) Major Social Institutions and Organization and threats to national integration (c) Social and Cultural Environment of India Society in 19th ,20th and 21st century.	<ul style="list-style-type: none"> Lectures and visual PowerPoint slides Students read text and commentary on assigned topics as well as published research articles before the lectures Students read cases discussed in the text-books, as well as more detailed articles. Students participate in class discussions to crystallize the concepts 	5
2	Unit II Indian Freedom Movement- emergence. 1) Revolt of 1857 , Rise of nationalism & Birth of Congress 2). Partition of Bengal & swadeshi movement, Home rule movement Round table conferences 3) Revolutionary movements, Gandhian movements (i) Non-Cooperation (ii) Civil Disobedience (iii) Quit India movement	<ul style="list-style-type: none"> Lectures and visual PowerPoint slides Students read text and commentary on assigned topics as well as published research articles before the lectures Students read cases discussed in the text-books, as well as more detailed articles. Students participate in class discussions to crystallize the concept 	5
3	Unit 3 Indian freedom and Partition 1.) Communalism – Rise & spread (11.) Muslim league & its politics , Hindu communalism . 11.) India's partition & independence References	<ul style="list-style-type: none"> Lectures and visual PowerPoint slides Students read text and commentary on assigned topics as well as published research articles before the lectures Students read cases discussed in the text-books, as well as more detailed articles. Students participate in class discussions to crystallize the concept 	5
4	UNIT IV Nation building Since Independence 3 stages of making of the Indian Nation state: - . Era of planned progress. (1951-1971) Period of Populist policies and programmes (1971 to 1992) Period of paradigm shift towards liberalization and globalization (since 1992). Responses of various classes, communities and regions.	<ul style="list-style-type: none"> Lectures and visual PowerPoint slides Students read text and commentary on assigned topics as well as published research articles before the lectures Students read cases discussed in the text-books, as well as more detailed articles. Students participate in class discussions to crystallize the concept 	5
5	Unit V Nation Building and Global Concern a. Environmental concerns in 21st century b. Question of Globalization and its Impact c. Global Movement for Democracy and sustainability	<ul style="list-style-type: none"> Lectures and visual PowerPoint slides Students read text and commentary on assigned topics as well as published research articles before the lectures Students read cases discussed in the text-books, as well as more detailed articles. Students participate in class discussions to crystallize the concept 	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
1 Quiz & Flip Class room		PBL		2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	28	40	12
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
00	00	00		00	

