



GALGOTIAS UNIVERSITY

Syllabus of BA (H) Sociology

Name of School: _____ **Liberal Education** _____

Department: _____ **Humanities** _____

Year: _____ **2020-23** _____

Semester 1

Sl. No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	SOC1001	Introduction to Sociology	4	0	0	4	20	30	50
2	SOC1002	Sociology of India	4	0	0	4	20	30	50
3	SOC1003	Sociological Thinkers	4	0	0	4	20	30	50
4	BLLUCT1001	Professional Communication - BEC-1	3	0	0	3	20	30	50
5	BLEUCT1002	Creative / Liberal Arts	0	0	1	0.5	50	30	50
6	BCSUCT1001	AI and its applications	0	0	4	2	20	30	50
7	BCSUCT1002	Disruptive Technologies	0	0	4	2	20	30	50
8	BCEUCT1001	Environmental Studies	0	1	0	0.5	20	30	50
9	SLE1001	Foundations of Social Sciences – I	4	0	0	4	20	30	50
10	BLEUCT1001	Aptitude Building and Logical Reasoning	1	0	0	1	20	30	50
		TOTAL CREDITS	22	0	0	25	20	30	50

Semester II

Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	SOC1004	Political Sociology	4	0	0	4	20	30	50
2	SOC1005	Sociology of Gender	4	0	0	4	20	30	50
3	SOC1006	Social Research Methods	4	0	0	4	20	30	50
4	SOC1007	Family and Kinship	4	0	0	4	20	30	50
5	BLLUCT1002	Professional Communication - BEC-2	2	0	2	3	20	30	50
6	BCEUCT1002	Disaster Management	2	0	2	3	50	0	50
7	SLE1002	Foundations of Social Science – II	4	0	0	4	20	30	50
		TOTAL CREDITS	24	0	1	26.0	20	30	50

Semester III

SI No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BSL05T2001	Social change and Control	4	0	0	4	20	30	50
2	BSL05T5001 /BSL05T5005 /BSL05T5009	Health And Society/ Environment and Society/ Dynamics Of Rural And Urban Society	4	0	0	4	20	30	50
3	BSL05T5001 /BSL05T5005 /BSL05T5009	Health And Society/ Environment and Society/ Dynamics Of Rural And Urban Society	4	0	0	4	20	30	50
4	FREN2005/ GREN2005/ JAPA2005	Foreign Language - I (Japanese / German / French)	2	0	0	2	20	30	50
5	BLEUCT1003	Aptitude Building and Logical Reasoning	1	0	0	1	20	30	50
6	BLEUCT1003	Creativity, Innovations and Entrepreneurship & IPR	1	0	0	1	20	30	50
7	BLEUCT1003	Creativity, Innovations and Entrepreneurship & IPR	0	0	2	1	20	30	50
8	BSL05P2002	Experiential Learning - I	0	1	4	4	50	0	50
9	BSL05T2003	Social Internship - Six Week	0	0	4	2	50	0	50
		TOTAL CREDITS	28	0	0	23			

Semester IV

SI No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BSL05T2004	Sociology of Development	4	0	0	4	20	30	50
2	BSL05T5002 /BSL05T5006 /BSL05T5010	Health And Medicine/ Risk Society, Health, Climate and Disaster/ Sustainability Of Rural And Urban Life	4	0	0	4	20	30	50
3	BSL05T5002 /BSL05T5006 /BSL05T5010	Health And Medicine/ Risk Society, Health, Climate and Disaster/ Sustainability Of Rural And Urban Life	4	0	0	4	20	30	50
4	FREN2006/ GREN2006/ JAPA2006	Foreign Language - II (Japanese / German / French)	2	0	0	2	20	30	50
5	BCEUCT1002	Waste Management	1	0	0	1	50	0	50

6	BSL05P2005	Experiential Learning – II	0	1	0	4	20	30	50
7	SLE2006	Introduction to Indian Philosophy	2	0	0	2	20	30	50
8	SLE2007	Qualitative and Quantitative Analysis & Reasoning	4	0	0	4	20	30	50
		TOTAL CREDITS	25	0	0	27			

Semester V

SI No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BSL05T5003/ /BSL05T5007 /BSL05T5011	Food ,Health And Nutrition/ Climate Change and Sustainable Development/ Demographic Profile Of Rural And Urban Community	4	0	0	4	20	30	50
2	BSL05T5003/ BSL05T5007 /BSL05T5011	Food ,Health And Nutrition/ Climate Change and Sustainable Development/ Demographic Profile Of Rural And Urban Community	4	0	0	4	20	30	50
3	BBSUCT1002	Ethics and Professional Competency	1	0	0	1	20	30	50
4	BLLUCT1003	Campus to corporate	3	0	0	3	20	30	50
5	BSL05P3002	Experiential Learning - III	4	0	0	4	20	30	50
6	SLE1003	Writing for the Social Sciences & Humanities	0	1	4	4	50	0	50
7	BSL05T5013	Interdisciplinary - I (Social Inequality, Stratification and Mobility.)	4	0	0	4	20	30	50
8	BSL05T3004	Dissertation Phase I	0	0	2	1	20	30	50
						25			
		TOTAL CREDITS	20	0	10	25	20	30	50

Semester VI

SI No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BSL05T5004 /BSL05T5008 /BSL05T5012	Global Health And Environment/ Global politics and law on Environmental Issues./ Social	4	0	0	4	20	30	50

		Policy, Planning And Development.							
2	BSL05T5004 /BSL05T5008 /BSL05T5012	Global Health And Environment/ Global politics and law on Environmental Issues./ Social Policy, Planning And Development.	4	0	0	4	20	30	50
3	BSL05T5014	Interdisciplinary - II	4	0	0	4	20	30	50
4	BSL05T5066	Dissertation	0	0	2	8	20	30	50
		TOTAL CREDITS	12	0	10	20			

List of Electives Discipline Specific

Basket-1 Specialization Courses

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BSL05T5001	Health And Society	4	0	0	4	20	30	50
2	BSL05T5002	Health And Medicine	4	0	0	4	20	30	50
3	BSL05T5003	Food ,Health And Nutrition	4	0	0	4	20	30	50
4	BSL05T5004	Global Health And Environment	4	0	0	4	20	30	50
		TOTAL CREDITS	16	0	0	16			

Basket-2 Specialization Courses

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BSL05T5005	Environment and Society	4	0	0	4	20	30	50
2	BSL05T5006	Risk Society, Health, Climate and Disaster	4	0	0	4	20	30	50
3	BSL05T5007	Climate Change and Sustainable Development	4	0	0	4	20	30	50
4	BSL05T5008	Global politics and law on Environmental Issues.	4	0	0	4	20	30	50
		TOTAL CREDITS	16	0	0	16			

Basket-3 Specialization Courses

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
SN	Course Code	Course Title	L	T	P	C	20	30	50
SN	Course Code	Course Title	L	T	P	C	20	30	50
1	BSL05T5009	Dynamics Of Rural And Urban Society	4	0	0	4	20	30	50
2	BSL05T5010	Sustainability Of Rural And Urban Life	4	0	0	4	20	30	50
3	BSL05T5011	Demographic Profile Of Rural And Urban Community	4	0	0	4	20	30	50
4	BSL05T5012	Social Policy, Planning And Development.	4	0	0	4	20	30	50
TOTAL CREDITS			16	0	0	16			

INTERDISCIPLINARY STREAMS

(Any two is to be chosen, each group will offer two courses. Choice must be from other than the major)

Group A: Economics

Group B: Applied Psychology

Group C: English

Group D: Political Science

Group E: Sociology (Major)

INTERDISCIPLINARY ELECTIVES OFFERED BY DEPARTMENT OF SOCIOLOGY

GROUP E: Sociology (offered for other than Sociology Program)

INTERDISCIPLINARY ELECTIVES OFFERED BY DEPARTMENT OF HUMANITIES

Division of Political Science

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ETE	SEMESTER
1	POL3101	Contemporary Issues in Indian Politics	4	0	0	4	20	30	50	V
2	POL3091	India's Foreign Policy	4	0	0	4	20	30	50	VI
TOTAL CREDITS			8	0	0	8				

Division of Applied Psychology

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ET E	SEM ESTER
2	PSY3011	Abnormal Psychology	4	0	0	4	20	30	50	V
3	PSY3010	Organizational Psychology	4	0	0	4	20	30	50	VI
		TOTAL CREDITS	8	0	0	8				

Division of English

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ET E	SE ME ST ER
1	ENG2013	Theatrical Performance	4	0	0	4	20	30	50	V
2	ENG3010	Intercultural Communication	4	0	0	4	20	30	50	VI
		TOTAL CREDITS	8	0	0	8				

Division of Economics

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ET E	SEM ESTER
1	ECO2009	Cashless Economy and Start-ups	4	0	0	4	20	30	50	V
2	ECO2010	Global Economic Issues	4	0	0	4	20	30	50	VI
		TOTAL CREDITS	8	0	0	8				

Division of Sociology

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ETE	SEMESTER
1	BSL05T5013	Social Inequality, stratification, and Mobility	4	0	0	4	20	30	50	V
2	BSL05T5014	Religion, Science and Society	4	0	0	4	20	30	50	VI
		TOTAL CREDITS	8	0	0	8				

SEMESTER-1

Name of The Course	INTRODUCTION TO SOCIOLOGY			
Course Code	SOC1001			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

- To be familiar with the origin and development of sociology in Europe
- To understand multidimensional effects of renaissance and enlightenment
- To be familiar with the origin and development of sociology in India
- To understand social background of origin, growth and development of popular ideologies.
- To develop critical understanding of sociological concepts
- To enable students to relate concepts to analyze and understand the contemporary society

Course Outcomes

CO1	Develop understanding about necessity of sociology as a separate branch of knowledge
CO2	To understand multidimensional effects of renaissance and enlightenment upon European society during 1250 AD To 1850 AD.
CO3	To understand law of societal evolution, progress and develop
CO4	To understand social background of origin ,growth and development of popular Ideology

CO5	To develop critical understanding of thoughts, concepts of Classical Sociologists.
CO6	To enable students to relate classical theories and concepts to analyze and understand the contemporary society

Text Book (s)

- Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press.
- Ritzer George, Sociological Theory, Mc.Graw Hill, New York, Latest edition 2000 – 5th edition
- Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi:
- Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

Reference Book (s)

- Berger, Peter, 1963, *Invitation to Sociology*, Hamondsworth: Penguin
- Beteille, Andre, 2002, *Sociology: Essays in Approach and Method*, Oxford University Press
- Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

Unit-1:	Sociology: Discipline and Perspective	10 Hrs
Thinking Sociologically, Emergence of Sociology: Factors responsible for emergence of sociology, renaissance and enlightenment in Europe, mercantile revolution, scientific revolution, industrial revolution and French revolution, Founders of sociology: Saint Simon, August Comte, Adolph Quetlet, Ibn Khauldoon, Giambatista, G. Vico.		
Development of sociology in 19 th century: Development of sociology in Europe, Asia and other countries of the world. Development of Sociology in India.		
Unit-2	Sociology: Meaning, Definition, nature, scope, subject matter	10 Hours.
Sociology: Meaning, Definition, nature, scope, subject matter.		
Sociology and other disciplines: Sociology and its relationship to Philosophy, History, Anthropology, Economics, political science, psychology & other emerging disciplines		
Unit-3	Basic concepts	10 hrs
Interaction, Group, community, Society, Human and Animal Society, Association, Social Institutions: Family, Marriage, kinship, religion, education, Social structure		
Unit-4	The individual and Society	10 hrs
Culture, Civilization, Norms, values, mores, Folkways, Socialization, Relation between individual and society. Types of society, Features of society		
Unit 5	System and Social Process, social structure,	10 Hrs

<p>Changing patterns of Interactions and its impact on social structure.</p> <p>Development of Sociology , Global Society and Social Process, . , status and role, Social system, Social Process: Integrative and disintegrative ,Social Change</p> <p>New Branches of Sociology and their scope .</p>
<p>Unit 6 Recent Trends in Sociology 5Hrs</p>
<p>New Social Discourses, Role of Sociology in 21st century.</p>

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	SOCIOLOGY OF INDIA			
Course Code	SOC1002			
Prerequisite	None			
Co requisite	none			
Anti requisite	none			
	L	T	P	C
	4	0	0	4

Course Objectives:

- To develop critical understanding of social structure of Indian society.
- To enable students to develop theoretical and live understanding of social life in rural and urban communities in India.
- To enable students to develop critical understanding of impact of demographics factors on society in India
- To understand the ethnic and cultural diversities in Indian society
- To develop critical understanding about the functioning of social institutions in present perspective
- Enable students to understand forces responsible for maintaining continuity and change in Indian society.

Course Outcomes

CO1	To understand ethnic and cultural diversities in Indian society
CO2	To enable students to develop critical understanding of impact of demographics factors on society in India
CO3	To understand social background of origin ,growth and development of popular Ideology

CO4	To critical understanding about the functioning of social institutions in present perspective.
CO5	To enable students to develop critical understanding about the functioning of social institutions in present perspective
CO6	Enable students to understand forces responsible for maintaining continuity and change in Indian society

Text Book (s)

- Nagla, B K,
- Singh Yogendra, 1973 : Modernization of Indian Traditions, Delhi: Thomson Press
- Srinivas, M.N. 1980 : India: Social Structure (New Delhi: Hindustan Publishing Corporation
- Uberoi, Patricia, 1993: Family, Kinship and Marriage in India (New Delhi: Oxford University Press
- Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley:University of California Press

Reference Book (s)

- Beteille, Andre, 2002, *Sociology: Essays in Approach and Method*, Oxford University Press
- Srinivas, M.N., 1987, *The Dominant Caste and Other Essays*. Delhi: Oxford University Press,

Unit-1 Introduction	8 hours
India: An Object of Knowledge:	
The Colonial Discourse	
The Nationalist Discourse	
The Subaltern Critique	
Indian Society: Concepts and Institutions: Caste: Concept and Critique, Agrarian Classes, Industry and Labour, Tribe: Profile and Location	
Indian Village: Structure and Change , Villages, Towns, Cities, rural	
Urban linkages, tribes, weaker section, Dalits and O.B.C.'s, women and minorities population profile and related issues.	
Unit-2	
Cultural and ethnic diversity: diversities in respect of language, caste, regional and religious beliefs and practices and cultural patterns. Kinship: Principle and Pattern, Religion and Society	
Unit-3	
Basic Institutions of Indian society: Caste, class, Jajmani, marriage, religion, joint family, and democracy.--to understand above institutions in present perspective and their significance in maintaining continuity and change to Indian society	
Unit-4	

Indian Culture and Traditions:	
Foundations of Indian culture, Increasing cultural lag in India.	
Indian Traditions: Classification of Indian traditions, Little and Great Traditions, Parochialization and universalization of Indian traditions	
Changes and transformation in Indian society,	
Pluralism in India.	
UNIT 5 Recent Trends : Developing a sociological perspective	10 Hrs
Developing a sociological perspective to deal with contemporary Indian society	
UNIT 5 Recent Trends	5 Hrs
Developing insight for analyzing social change in Modern Social world	
Construction of Social Reality.	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Sociological Thinkers			
Course Code	SOC1003			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

- To enable students to understand the intellectual tradition of Classical social thoughts Of V. Pareto
- To develop a critical knowledge of sociological thoughts of G Moska and C Wright Mills
- To develop analytical understanding of conflict theory of Simmel, Coser and Dahrendorf.
- To understand dominant approach to the study of social conflict
- To develop critical understanding social conflict and its manifestations

- To enable students to relate perspectives to realities of present day social life,

Course Outcomes: On successful completion of this course students will be able to-

CO1	Develop critical understanding of social conflict.
CO2	Develop critical understanding of social laws of development of human knowledge, intellect and society.
CO3	Develop analytical understanding of functionalism, conflict, and Interactional approaches of sociological thoughts.
CO4	Develop critical understanding of thoughts, concepts of Classical Sociologists.
CO5	Analyse Max Weber and RK Merton's theories and concepts to analyze and understand the contemporary society
CO6	Interpret and introspect understanding of social actions, Social structure in our day to day life.

Text Book (s)

- Coser, Lewis, (1979): Master of Sociological Thought
- Giddens, A. 1971. Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber. Cambridge: Cambridge University Press

- George, Sociological Theory, Mc.Graw Hill, New York, Latest edition 2000 – 5th edition
- Allan, Kenneth (2005). Explorations in Classical Sociological Theory: Seeing the Social World. Pine Forge Press. ISBN 978-1-4129-0572-5.
- Berk, Bernard B. (2006). "Macro-micro relationships in Durkheim's analysis of egoistic suicide". Sociological Theory. **24** (1): 58–80. doi:10.1111/j.0735-2751.2006.00264.x.
- Bottomore, Tom; Nisbet, Robert (1978). A History of Sociological Analysis. Basic Books. ISBN 978-0-465-03023-1.
- Bourdieu, Pierre; Passeron, Jean-Claude (1967). "Sociology and philosophy in France since 1945: death and resurrection of a philosophy without subject". Social Research. **34** (1): 162–212. JSTOR 40969868.
- Brinton, Mary C.; Nee, Victor (2001). The New Institutionalism in Sociology. Stanford University Press. ISBN 978-0-8047-4276-4.

Reference Book (s)

- Durkheim, Émile (2007). "The rules of sociological method (1895)". In Appelrouth, Scott; Edles, Laura Desfor (eds.). *Classical and Contemporary Sociological Theory: Text and Readings*. Thousand Oaks, CA: Pine Forge Press. pp. 95–102. ISBN 978-0-7619-2793-8.
- Durkheim, Émile (2009) [1953]. Sociology and philosophy. Routledge Revivals. Translated by D. F. Pocock, with an introduction by J. G. Peristiany. Taylor & Francis. ISBN 978-0-415-55770-2.
- Calhoun, Craig J. (2002). Classical Sociological Theory. Wiley-Blackwell. ISBN 978-0-631-21348-2.
- Collins, Randall (1975). Conflict Sociology: Toward an Explanatory Science. New York: Academic Press
- Gibbs, Jack P.; Martin, Walter T. (1958). "A theory of status integration and its relationship to suicide". American Sociological Review. **23** (2): 140–147. doi:10.2307/2088997. JSTOR 2088997

Unit-1	Sociological Thinkers: August Comte , Emile Durkheim	15 hours
---------------	---	-----------------

August Comte: Law of Three Stages, Positivism, Hierarchy of Sciences, Law of Three Stages, Positivism, Hierarchy of Sciences	
Emile Durkheim: Functionalism and methodology, Social Solidarity, Division of labour, Social Facts, Collective Representation, Anomie, Religion and Society	
Unit-2	Herbert Spencer, B Malinowski, A R Radcliffe Brown, V Pareto, C W Mills and G Mosca 10 hours
Herbert Spencer : Evolutionary approach, Organic Analogy, Society B Malinowski, A R Radcliffe Brown: Classical functional analysis Vilfredo Pareto, G. Mosca and C Wright Mills : Elite and Society.	
Unit-3	KARL MARX, G. Simmel, L.A. Coser and Dahrendorf, 10 hours
KARL MARX: Materialist Conception of History Concept of power and its relevance in present perspectives G. Simmel, L.A. Coser and Dahrendorf, Conflict Theory Functions & Dysfunctions of Conflict.	
Unit-4	MAX WEBER, R K Merton 10 hours
MAX WEBER: Social Action and Ideal Types, Stratification, Religion and Economy, RK Merton: Functionalism, Middle range theory, Anomie, Deviance	
Unit 5	T. Parsons & C. L. Strauss 10 Hrs
Talcott Parsons : Action Systems, Pattern Variables, AGIL model	
Unit 6	Recent Trend 5 Hrs
Structuralism, Elementary Structures of Kinship, The structuralism's approach to myth	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	AI and its Applications			
Course Code	BCSUCT1001			
Prerequisite	NA			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	0	0	4	2
Course Objectives:				
<ul style="list-style-type: none"> • Provide an overview of Artificial Intelligence and its applications 				
<ul style="list-style-type: none"> • Develop the ability to understand and apply data analysis on real world data 				
<ul style="list-style-type: none"> • Provide an overview of Machine Learning 				
<ul style="list-style-type: none"> • Introduce the cutting edge technologies and the ethical guidelines 				
	Course Outcomes			
CO1	Uunderstand the basic concepts of artificial intelligence			
CO2	Understand the principles of AI and its life cycle			
CO3	Apply the concepts of data analysis in real world scenario			
CO4	Identify the characteristics of machine learning that makes it useful to solve real-world problems			
CO5	Identify applications of AI in relevant disciplines			
CO6	Understand the latest trends in AI and ethical issues			
Text Book (s)				
<ul style="list-style-type: none"> • Norvig, Peter, and Russell, Stuart Jonathan. Artificial intelligence : a modern approach. United Kingdom, Pearson, 2016. 				

<ul style="list-style-type: none"> Bishop, Christopher M.. Pattern Recognition and Machine Learning. Switzerland, Springer New York, 2016. 	
<ul style="list-style-type: none"> Rich, Elaine. Artificial Intelligence 3E (Sie). India, Tata McGraw-Hill Publ., 2019. 	
<ul style="list-style-type: none"> Mehryar Mohri, Afshin Rostamizadeh, Ameet Talwalkar ”Foundations of Machine Learning, MIT Press, 2012 	
<ul style="list-style-type: none"> Linoff, Gordon S. Data analysis using SQL and Excel. John Wiley & Sons, 2015. 	
Unit-1 Introduction to AI	4 hours
Introduction to Artificial Intelligence, Foundations of AI, History of AI, AI Games, Agents and Environment, Risk and Benefits of AI	
Unit-2 Principles of AI	6 hours
Knowledge Representation, Problem Solving, Searching and its Strategies, Heuristic Search, AI Project Cycle, Problem Scoping, Data Acquisition, Data Exploration, Modeling	
Unit-3 Data Analysis	6 hours
Sort, Filter, Conditional Formatting, Charts, Pivot Tables, Tables, What if Analysis, Solver, Descriptive Statistics, Correlation, Regression, Introduction to Programming Languages for AI	
Unit-4 Introduction to Machine Learning	5 hours
Introduction to Machine Learning, Types of Learning, Use of Probability and Statistics in AI, Data Mining and Analysis Techniques	
Unit-5 Applications of AI	5 hours

AI applications in Agriculture, Climate, Healthcare, Transport, Automotive Industry, Civil Engineering, Education, Robotics, Finance, Law and Legal practice, Media and Entertainment, Data Security, Tourism

Unit-6 AI in Practice

4 hours

The advances and the latest trends in AI, Discussion on State of the Art in AI, Limits of AI, Ethics of AI, Case studies

Evaluation Pattern

Practical ETE	Total Marks
50	50

Name of The Course	Foundation of Social Science I			
Course Code	SLE 1001			
Prerequisite	None			
Corequisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- Understand the history and development of the social sciences as fields of study
- Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
- Introduce you to global applications of concepts in the social sciences and humanities
- Make connections between theories and disciplinary approaches

Reference Book (s)

1. Gordon, H.S. (1991). Chapter 1: Sociality and social science. The history and philosophy of social science (pp. 1-16) . London & New York: Routledge.
2. Porter, T., and Ross, D. Introduction: Writing the history of social science (pp. 1-12) Chatterjee, P. The social sciences in India (pp. 482-497).
3. Sedikides, C., Gaertner, L. and, O'Mara, E. (2010). Individual self, relational self, collective self: Hierarchical ordering of the tripartite self .Psychol Stud (January–March 2011), 56 (1), pp. 98–107
4. Martin Heidegger's On Being and Time
5. Gibran, K. Selections from The Prophet . On Joy and Sorrow , On Reason and Passion , On Self Knowledge

6. Oyserman, D., Elmore, K., and Smith, G. (2012). Self, self-concept, and identity, in Leary, M., and Tangney, J.P. (Eds.). Handbook of self and identity, 2nd. ed. (pp. 69-95) . New York and London: The Guilford Press.
7. Chughtai, I. (1957). Kallu . (short story)
8. Selections from Jhoothan by Omprakash Valmiki
9. Ambedkar, B.R. (1916) “Castes in India: Their Mechanism, Genesis and
10. Deshpande, A. “The Economics of Caste”, Chapter 1 in The Grammar of Caste: Economic
11. Discrimination in Contemporary India by Ashwini Deshpande

Unit-1	Social Sciences: Genealogy and Terminology	10 Hrs
Meaning of Social Sciences; Beginning of Social Science; Renaissance; Social Science in India		
Unit-2	The Individual: Understanding the basic building block of society	10 Hrs
Understanding Self; Types of Self; Self Concept		
Unit-3	The Individual and Social Identity	10 Hrs
Identity, Social Identity; Social Construction of Identity		
Unit-4	Class	10 Hrs
Understanding Class; Marxist and Weberian Understanding of Class; Class Inequality		
Unit-5	Caste	10 Hrs
Understanding Caste; The reality of caste in India; Political Economy of the Caste System; Caste discrimination and affirmative action		
Unit 6	Caste and Politics	5 Hrs
Contemporary debate on Caste and Politics		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

BLLUCT1001	Professional Communication BEC- I	L	T	P	C
Version 1.01	Date of Approval:	1	0	4	3
Pre-requisites/Exposure	English at +2 level				
Duration	36 sessions of 60 minutes each				

Course Outcomes

At the end of this course, the learner will be able to:

1. Construct grammatically correct sentences for effective communication.

2. Build confidence in public speaking.
3. Enhance self-awareness for the purpose of self-improvement.
4. Demonstrate effective writing skills for a variety of professional and corporate settings.
5. Be creative and integrate essential elements for a better personality.

<p>Unit-1</p> <p>Communication – Definition, Importance, Features- 7Cs and ABCs</p> <p>Basics of Grammar -Noun Pronoun, Subject Verb Agreement, Article, Prepositions, Punctuation Sentence Structure</p> <p>Vocabulary Building -The concept of Word Formation, Synonyms, antonyms, and standard abbreviations.</p> <p>Basic Writing Skills -Brainstorming, Structure, Organisation, Outline, Precision, Coherence (Connectedness)</p> <p>Paragraph writing: Types and Constituents, practice</p> <p>Essay Writing, Précis (Selected Essays)</p>
<p>Unit-2</p> <p>Introduction and Goal Setting</p> <p>Extempore</p> <p>Role Play</p> <p>Movie Review</p> <p>Phonetics (Sounds)- Voice Modulation</p> <p>Phonetics (Transcription)</p> <p>Clear Pronunciation</p> <p>Tense Buster</p> <p>Group Discussion</p> <p>Group Presentation by Students</p>
<p>Unit-3</p> <p>Technical writing style and language</p> <p>Official Communication: Notice, Agenda, Minutes of Meeting, Memo, Official Note, Formal Letters, Brochure, Newsletter</p>

Mode of Evaluation: The performance of students is evaluated as follows:

Components	IA	CAT	ETE(Online exam on LMS)
Marks	20	30	50
Total Marks	100		

Name of The Course		Environmental Science				
Course Code		BCEUCT1001				
Prerequisite		Students should qualify 10+2 or equivalent examination in Science stream				
Co requisite		Students should have fundamental knowledge of Environmental science				
			L	T	P	C
			0	1	0	0.5

Course Objectives:

- Course Demonstration and familiarization of impact of waste on environmental degradation.
- Explain importance of green chemistry in prevention of environmental problems
- Explanation of various Environmental Pollution & Current Environmental Issues

Outcomes:

CO1	Differentiate various categories of waste and its disposal techniques
CO2	Apply the knowledge of environmental pollution and degradation to solve related problems
CO3	Understand different tools of Green Chemistry towards generating a zero waste environment

Text Book (s)/Reference Book (s)

Text Books	1.	Text Book of Engineering Chemistry, S. S. Dara, S. Chand & company, 2013, 11 th Edition
	2.	Engineering Chemistry, Jain & Jain, Dhanpatrai & Dhanpatrai, 2015, sixteenth edition
	3.	A Test Book of Environmental Chemistry & Pollution Control, S.S. Dara, S. Chand & Co., 2006, 11 th edition
	4	Environmental Studies, Ranu Gadi, Sunita Rattan, Sushmita Mohapatra, S.K. Kataria and Sons, 2008, ISBN: 81-89757-98-9.
E books	1	Water purification, Alexandru Grumezescu, First edition
	2	Solid waste management by Stephen Burnley, Willey publication, 2014
	3	Air Pollution, S. K. Agarwal, APH Publishing, 2005

Reference Books	1.	Environmental Chemistry, B.K. Sharma & H. Kaur, Goel Publishing House,2014, 14 th edition
	2.	Environmental Studies, R. Rajgopalan, Oxford Publication,2016, 3 rd edition
	3.	Environmental Studies , Benny Joseph , Tata McGraw Hill Education Private Limited, 2009, ISBN: 987-0-07-064813-5.
Online TL Material	1	Introduction to Household Water Treatment and Safe Storage, https://www.coursera.org/learn/water-treatment/home/welcome
	2.	Electronic waste Management-Issues and challenges by Dr. Brajesh Kumar Dubey, http://nptel.ac.in/courses/120108005/
	3	Integrated Waste Management for a Smart City, https://onlinecourses.nptel.ac.in/noc19_ce31/course
	4	Air pollution-Global threat to our Health https://www.coursera.org/learn/air-pollution-health-threat/home/welcome

Unit-1	Solid Waste Management and treatment Technology	03 hrs
Introduction to E-Waste, Biomedical waste and Solid waste. Treatment: Collection, segregation, transportation and its disposal techniques		
Unit-2:	Environmental Pollution & Current Environmental Issues	03 hrs
Air pollution- Urban air quality standards as per WHO, its sources and controlling methods. Water pollution- water quality index as per WHO, its sources and controlling methods, Climate Change and Global warming: Effects, Acid Rain, Ozone Layer depletion, Photochemical Smog		
Unit-3 :	Green Chemistry	02hrs
Introduction, Basic principles of green technology, concept of Atom economy, Tools of Green technology, zero waste technology.		

Continuous Assessment Pattern

Internal Assessment (IA)	ETE	Total Marks
20	Activity based evaluation	20

Course Code: BLEUCT1002	Course Name- Creative / Liberal Art	L	T	P	C
Version No.		0	0	1	0.5
Prerequisites//Exposure	NA				
Co-requisites	NA				

Course Objectives

Course aims to prepare open-minded, creatively engaged, and culturally aware people to live and play together. Students must show an interest in the liberal arts either by majoring in an artistic field or the humanities (art, English, film, music, theatre, philosophy, political science, history, etc.) or by simply enjoying and getting involved in the arts. Course is designed to generate an atmosphere for students to express and explore the liberal arts, creativity, and artistic interests or skills

Course Outcomes

At the end of the course, the student will be able to:

1. Foster a respect and appreciation for art as a mutual space for communication.
2. Understand and respect other perspectives, and promote others artistic endeavors.

Course Description

To study Creative and liberal arts is to comprehend and identify with a vital part of human society. This course offer students the opportunity to engage in ideas which have shaped a culture through the study of fiction, creative nonfiction, poetry and drama. By reading and discussing a wide variety of literature, students gain a broad historical perspective as well as critical skills and cultural awareness needed in a global community. Good writers and communicators are needed everywhere in the workplace now as never before. The demand increases as fewer individuals attend to the written word as a vital tool. There is demand for various companies, "Send us people who can write well and speak well. We can teach them the machines they need to know."

Text Books

1. Mark Baskinger, William Bardel (2013), Drawing Ideas: A Hand-Drawn Approach for Better Design, Watson-Guption publication (ebook).
2. Paul Klee, Paul Findlay (1966), On Modern Art, Faber & Faber publication, London
3. Writing Essays For Dummies' by Mary Page and Carrie Winstanley
4. Stuart Carey (2019), From Clay to Kiln, Book Authority publication

5. <https://chrisoatley.com/how-to-write-a-comic-book-script/>

Additional References

1. WHAT IS Modern and Contemporary Art?<https://imma.ie/wp-content/uploads/2018/10/whatismodernandcontemporaryartmay2010.pdf>
2. Poetic Devices (Definitions with Examples) and Rhyme-
<http://dg099.k12.sd.us/12B/Shared%20Documents/poetry%20devices.pdf>
3. Reading Film as Complex Text Angela Orr EianGilbert
<https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/Social%20Studies/Reading%20Film%20as%20Complex%20Text.pdf>

Course Content

- *Introduction to Creative and Liberal Arts (It will be compulsory for every student) (2 hours)*
(Students have to choose one topic each from Unit 1.1 and Unit 1.2)

Unit 1.1: Creative Arts	04 hrs
<ul style="list-style-type: none"> ● Exploring the Performance Spectrum- Learners will be introduced to contemporary and traditional dance/music forms of their choice. ● Basic techniques of Photography (nature around us, scenic-beauty/ city life, etc.) ● Introduction to Theatre (Attending live performances and taking part in dramatics) ● Introduction to Pottery and ceramics. (Learners will give shapes to their idea in a creative and innovative manner using the basics of Pottery and ceramics) ● Introduction to the art of Stand-up Comedy. (This will make the new learners equipped with the skill to express their opinions by using humor.) ● Fun with Comic books. (The primary aim will be to make the student realize her ability to create an imaginary world and visualize it in sufficient detail to bring it to life via Comic strips.) 	
Unit 1.2: Liberal Arts	07 hrs
<ul style="list-style-type: none"> ● Creating works of art (Group work)-Designing your own floor shirt ● Poster presentation (Students will learn to create poster art as a medium of advertisement.) ● Taking gallery and museum tours (Produce experiential learning report) 	

- Essay writing/Poem writing, short stories on contemporary issues.(Using Fiction and Non-Fiction as a way to express educated and well informed opinions.)
- Book Review (students can choose any work of fiction and produce a brief review of the same).

Continuous Assessment Pattern

Internal Assessment (IA)	ETE	Total Marks
20	Activity based evaluation	20

Name of The Course	Political Sociology			
Course Code	SOC1004			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives: This course aims provide a broad understanding of political socialization, process, system and functioning in any society. The course also enable students to interpret role of politics , power and authority to real social world.

Course Outcomes: On successful completion of this course students will be able to-

CO1	Examine political sociology and its importance.
CO2	Analyze the concept of power and authority.
CO3	Examine the political process in society.
CO4	Examine political culture and its role in socialization.
CO5	Develop critical understanding of political movements.
CO6	Examine the politics and its role in present perspective

Text Book (s)

- Bottomore, Tom. 1983, Political Sociology, Bombay: BI Publications
- Fortes, M. and E.E. Evans Pritchard (Eds), 1940. African Political Systems. London: Oxford University Press
- Swartz, M.J (Ed), 1968. Local Level Politics: Social and Cultural Perspectives, University of London Press
- Eisenstadt, S. N. '1971, 'General Introduction : The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication

Reference Book (s)

- Lukes, Steven. 2005, Power: A Radical View, 2 Ed., Hampshire: Palgrave, Chapter 1, 'Power: A Radical View', pp. 14-59
- Fuller, C.J. and V. Beni (Eds.), 2000. The Everyday State and Society in Modern India. Social Science Press
-

Unit-1	15 hours	
Political Sociology: Meaning, definition, nature, scope, importance. Politics, Political Process, Political system, Meaning and definitions Nature and context of the Sociological study of Politics		
Unit-2	10 hours	
Basic Concepts: Power and Authority State, Governance and Citizenship Elites and the Ruling Classes		
Unit-3	10 hours	
Political Systems : Totalitarian and Democratic		
Unit-4	10 hours	
Everyday State and Local Structures of Power: State and Politics in India Political culture and socialization, voting behaviour, society behaviour, society and the developmental state, polity and identity, nation and culture.		
Unit 5	Recent Polity Identity and Nation	10 Hrs
Polity and identity, nation and culture. , Idea of Multiple Identity, Nation Building Process		
Unit 6	Recent Trends	5 Hrs
Polity and identity, nation and culture.		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	SOCIOLOGY OF GENDER			
Course Code	SOC1005			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives: This course provides in-depth understanding sociological aspects of gender and related issues

Course Outcomes: On successful completion of this course students will be able to-

CO1	Understand the concept of gender
CO2	Understand Gender as a Social Construct
CO3	Gender differences and inequalities
CO4	Understand Socialization and gender roles.
CO5	Enable to critically understand Relationship of gender , power and authority
CO6	Relate social issues from gender perspective.

Text Book (s)

- S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological reader*, London: Routledge
- Sherry Ortner 1974 "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere

Reference Book (s)

- Davis, Angela Y. 1981. *Women, Race and Class*. Women's
- Susie Tharu and Tejaswini Niranjana 1999 'Problems for a contemporary theory of gender'
- Nivedita Menon (ed.) *Gender and politics in India*, New Delhi: Oxford University Press
- Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." *Signs* 12(2):276-292.
- Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India." *Economic and Political Weekly*. 23(18). WS11-WS19.

Unit-1	10 hours
Gender Sociology: concepts, approaches and perspectives to the study of gender.	
Unit-2	10 hours

Gender as a Social Construct „Sex, Gender, Sexuality	
Production of Masculinity and Femininity Women in the family: Socialization and gender roles, Private/public dichotomy, Sexual division of labour.	
Unit-3	10 hours
Gender differences and inequalities, Gender, Class, Caste, Race, Family, Work, and Property Rights	
Unit-4	10 hours
Gender, power and resistance, Power and Subordination, Resistance and Movements	
Unit 5	10 hours
Resistance and Movements	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Social Research Methods			
Course Code	SOC1006			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

- The objective of this course is to expose students to organized inquiry of social phenomena.
- It outlines the different components of the research process along with critical decisions that a researcher may be confronted with.
- It will elucidate an understanding of the nature of research problem, sources of data collection, research design, the different methods of obtaining, analyzing, interpreting and presenting the same.

Course Outcomes: On successful completion of this course students will be able to-

CO1	Understand meaning, definition and objectives of social research
------------	--

CO2	Understand about how to plan your research and selection of a research design.
CO3	Understand methods of data collection
CO4	Understand statistical techniques used in social research.
CO5	Use Computers in Social Research
CO6	Use social research for community organization, welfare and development

Text Book (s)

- Ahuja, Ram (2001): Research Methods, Rawat publication, Jaipur, 1998.
- Young, P.V. (1988): Scientific Social Survey and Research, New Delhi Prentice Hall.
- Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues*, Bloomington: Indiana University Press, Pp. 1-1

Reference Book (s)

- Jayram, N. 1989. *Sociology: Methods and Theory*. Madras: MacMillan
- Beiteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94

Unit-1	15 hours
Social Research: Definition, Nature and purpose; Steps in Social Research; Objectivity in Social Research, Reflexivity.	
Unit-2	10 hours
Qualitative and Quantitative research: Meaning, definition, nature and scope, application in social sciences. Methodological Perspectives: The Comparative method, Feminist Method, Research Designs; Social Survey; Hypothesis- Types & significance; Sampling and Sampling Procedure, Focus Group Discussions	
Unit-3	10 hours
Techniques of Data Collection: Types of Data; Techniques- Observation, Interview, Questionnaire, Schedule and Case Study Modes of Enquiry: Theory and Research, Analysing the data Qualitative and Quantitative	
Unit-4	10 hours
Statistical Methods Graphical and Diagrammatic Presentation of Data, (Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives)	

UNIT 5	10 hrs
Measures of Central Tendency, (Simple Arithmetic Mean, Median and Mode). Measures of Dispersion, (Standard Deviation, Variance and Covariance)., Use of Computers in Social Research.	
Unit 6	5 hrs
Uses of Modern research tools in sociological researches	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	FAMILY AND KINSHIP			
Course Code	SOC1007			
Prerequisite	None			
Co requisite	none			
Ant requisite	none			
	L	T	P	C
	4	0	0	4

Course Objectives:

- To develop an understanding of the meaning, nature and importance of sociology of family.
- Develop an understanding of the perspectives of sociology of family
- To examine the various approaches to the study of family its forms and functions in industrial society.
- To understand the concepts of family and marriage in relation to sociology of kinship.
- Examine the relationship between gender and kinship.
- Examine the impact of new reproductive technologies in kinship relations.

Course Outcomes: On successful completion of this course students will be enabled to :-

CO1	Develop an understanding of the meaning, nature and importance of sociology of kinship.
CO2	Develop an understanding of the key terms of sociology of kinship.
CO3	Examine the various approaches to the study of kinship.
CO4	Understand the concepts of family and marriage in relation to sociology of kinship.
CO5	Examine the relationship between gender and kinship.
CO6	Examine the impact of new reproductive technologies in kinship relations.

Text Book (s)

- Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, African Systems of Kinship and Marriage, London: Oxford University Press,
- Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), International Encyclopedia of the Social Sciences, U.S.A.: Macmillan and Free Press,
- Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in The Family in India: Critical Essays, New Delhi: Orient Longman
- Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' American Ethnologist

Reference Book (s)

- Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in The Journal of the Royal Anthropological Institute of Great Britain and Ireland
- Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), Family, Kinship and Marriage in India
- Lévi-Strauss, Claude, 1969, The Elementary Structures of Kinship, London: Eyre and Spottiswoode
- Schneider, D., 2004, 'What is Kinship All About?', in R. Parkin and L. Stone (eds.) Kinship and Family: An Anthropological Reader, U.S.A

Unit-1	Family, Household and Marriage	10 Hrs
Family, Household and Marriage, Family and larger society, Interrelationship with other institutions		
Unit-2	Future of family	10 hours
Future of family, The kibbutz-the abolition of family?		
Unit-3	Approaches to the study of kinship	10 Hrs.
Kinship Meaning and types, rule of descent, Kinship Usages, Kinship in Indian culture, Kinship bonds in North and South India Approaches to the study of kinship: Descent, Alliance and Cultural		
Unit-4	Re-casting Kinship	10 Hrs.
Relatedness Kinship and Gender, Re-imagining Families, New Reproductive Technologies		
Unit 5	Contemporary sociological aspects of family and household	10 Hrs
Industrialization and the process of Fission and Fusion of family system in India Re interpretation of Kinship, Social Issues and Social problems.		
Unit 6	5 Hrs	
Contemporary sociological aspects of family and household		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Semester - Summer

SN	Course Code	Course Title	L	T	P	C	Course Type
1	BSL05P1001	Social Internship	0	0	4	2	Departmental Core
2		TOTAL CREDITS				2.0	Departmental Core

Course Objectives: Students are required to learn subject and theories in practical aspects by placing themselves in any NGO or open community

Course Outcomes: After Successful Completion of summer internship students are able :

CO1	To relate sociological theories into practice
CO2	To practice sociological knowledge with in organizations and Agencies
CO3	Acquaintance with social transactions, social relations, social formations, social control, social values and culture.
CO4	Getting the deep knowledge about various social groups like tribal community, women bulk etc.

Description:

Students are required to learn subject and theories in practical aspects by placing themselves in any NGO or open community

Continuous Assessment Pattern

Internal Assessment (IA)	Seminar presentation	Project evaluation	Total Marks
50	20	30	100

Name of The Course	Foundation of Social Science II			
Course Code	SLE 1002			
Prerequisite				
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- Understand the history and development of the social sciences as fields of study
- Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
- Introduce you to global applications of concepts in the social sciences and humanities
- Make connections between theories and disciplinary approaches

Course Outcomes

CO1	Define the issues related to racial and ethnic discrimination. (K1)
CO2	Explain the concept of Gender and Sexual Equality. (K2)
CO3	Identify the role played by Communalism in society. (K3)
CO4	Inspect the concept of nation, nationalism and patriotism. (K4)
CO5	Explain the ideas related to colonialism, Decolonisation and Postcolonialism. (K5)
CO6	Evaluate the impact of Globalisation and Neoliberalism. (K5)

Reference Book (s)

1. Diego Junior da Silva Santos, Nathália Barbosa Palomares, David Normando, Cátia Cardoso Abdo Quintão, Race versus ethnicity: Differing for better application (4 page article)
2. "Still I Rise" by Maya Angelou
3. "What is Woman" in 'The Politics Book', London: DK Publishers, pp. 284-289
4. "The most respectable women are the most oppressed" (Mary Wollstonecraft) in 'The Politics Book', London: DK Publishers, pp. 154-155
5. hooks, bell. (2000). Feminism is for everybody. Introduction, Chapters 1, 2, 3, 8, 10
6. Hasan, Z. (2010). Gender and the perils of identity politics in India.
7. Narrain, Arvind (2016), "Human Rights", Arvind Narrain and Vinay Chandran (ed.) Nothing to fix: Medicalization of Sexual Orientation and Gender Identity, India: Sage
8. Chandra, Bipin (2008), Communalism: A primer, New Delhi: National Book Trust
9. Horvath, Ronald J. 1972. "A Definition of Colonialism," Current Anthropology, vol. 13, pp. 45-57
10. Young. Robert. J.C. (2016), Postcolonialism: A Historical Introduction, UK: Wiley Blackwell, pp. 57-69
11. Roberto Bonfatti's Decolonization: the Role of Changing World Factor Endowments
12. Anderson. Bendict. Imagined Identities, pp
13. Barrington. Lowell. W. "Nation and Nationalism": The Misuse of Key Concepts in Political Science

14. Understanding Globalization and its Future: An Analysis by Usman Riaz Mir, SyedaMahnaz Hassan and Mubashir Majeed
 15. NEOLIBERALISM by Bob Jessop

Unit-1 Race and Ethnicity	10 Hrs
Concept of Race, Ethnicity; Differences between Race and Ethnicity; Racial Discrimination	
Unit-2 Gender, Feminism, and Patriarchy, Gendered Identities	10 Hrs
The Concept of Sex and Gender; Sexual Identities; Gender Inequality; Masculinity &Feminity	
Unit-3 Communalism, Nation, Nationalism and Patriotism	10 Hrs
Communalism, Causes and Consequences of Communalism; Idea of Nation, Nationalism and Patriotism; Differences among them.	
Unit-4 Colonisation and Postcolonialism; Decolonisation; Subaltern	10 Hrs
Understanding the process of colonialism; Decolonisation; Understanding Postcolonialism and the concept of subaltern	
Unit-5 Globalisation and Neoliberalism	10 Hrs
The Concept of Globalisation, Globalization and socio economic Change.	
Unit-6 Globalisation and Neoliberalism	5Hrs
Critical approach to Globalisation; Understading Neoliberalism	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Social Change And Social Control
Course Code	BSL05T2001
Prerequisite	None
Co requisite	None
Anti requisite	None

	L	T	P	C
	4	0	0	4

Course Objectives: Course Objectives: This course focuses on sociological understanding of

1. Meaning.& nature of social change
2. To understand role factors of social change
3. To develop critical understanding of Patterns and theories of social change.
4. To understand the role of industrialization in social change.
5. To develop critical understanding of sanskritization and urbanization in India.
6. To enable students to understand the concept, and impact of social control.

Course Outcomes After Successful completion of the course students will be able to:

CO1	Develop right understanding of meaning nature and factors of social change
CO2	Understand the role of economic, demographic and technological factors of social change
CO3	Develop critical understanding about patterns and theories of social change
CO4	Understand as fact that Industrialization is one of the major process of directing and determining social change
CO5	Give a critical examination of sanskritization and urbanization in India. .
CO6	Analyze impact of agencies of social Control in the society.

Text Book (s)

W.F. Ogburn and M.F. Nimkoff: A handbook of Sociology, Routledge and Kegan Paul Ltd. London 1960

Reference Book (s) –

Bottommore. T.B. 1972, SOCIOLOGY: A guide to problems and literature. Bombay : George Allen and Union (India).
Beteille, Andre, 2002, *Sociology: Essays in Approach and Method*, Oxford University Press

Unit-1	Introduction to Social Change:	10 Hrs.
Meaning. Nature and factors of Social Change : Biological Factors. Demographic Factors, Technological Factors , Economic Factors Cultural Factors, Info-tech factors.		
Unit-2	Theories of Social Change	10Hrs.
Demographic and Biological Theories: Evolutionary, Diffusionist approach, and Marxist theory, Technological Deterministic Theory, Linear and Cyclical theories of Social change.		
Unit-3	Other process of social change	10 Hrs.
Industrialization, Urbanization, Modernization and Sanskritisation Social Evolution, Social		

Change in India		
Unit-4	Social Control	10 Hrs
Definition, Need and Importance of Social Control, Types, Of Social Control, Theories of Social control Agencies of Social Control		
UNIT 5	Agencies of Social Control	10 Hrs
Family, Propaganda, Public Opinion, Education and State, Religion, Media, Internet and other virtual means and ICT.		
Unit 6	Social Control and Social Media	5 Hrs
Social Media, Internet and other virtual means and ICT.		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Course Name	Foreign Language (French)			
Course Code	BLEUCT1001			
Prerequisite	NIL			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	2	0	0	2

Course Description

This course aims to impart basic communicative and cultural skills to the learners . Students will learn basic grammatical structures and vocabulary which will enable them to comprehend and formulate basic sentences. Different aspects of history, culture and politics of Japan will be introduced in the class so as to impart basic cultural competence to the students. This will make them aware of the cultural nuances of the language.

Course Objectives:

At the end of the semester, students

Course Outcome: Cos-	
CO1	Interpret simple sentences, and read short sentences and, paragraphs.
CO2	Apply simple sentences to discuss about their family members, friends etc.
CO3	Develop an understanding of German society and culture.
CO4	Assess all the four skills viz. reading, writing, listening and speaking.
CO5	Apply French language in day-to-day situations.
CO6	Create short Paragraph in French

Text Book (s)

1. M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Livre de l'élève. Paris: Maison des Langues, 2009.
M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Cahier d'exercices. Paris: Maison des Langues, 2009

Additional References:

1. Alter Ego 1- méthode de français, Annie Berthet, Catherine Hugot, V. Kizirian, Béatrix Sampsonis, Monique Waendendries, Hachette.
2. Echo A1, Author:Jacky Girardet ,CLE International
3. Girardeau, Bruno et Nelly Mous. Réussir le DELF A2. Paris: Didier, 2010

Pedagogy

The delivery of course will be a mix of class room instruction, role play and presentations by students

Unit-1
Entrer un contact avec quelqu'un, saluer, salutations formelle et informelle, découvrir l'alphabet, s'excuser, communiquer avec tu et vous, masculin/féminin, les nombres 0 à 100
Unit-2
Se présenter, remercier, le genre des noms, les pronoms sujet et tonique, l'article défini et indéfini
Unit-3
Parler de ses goûts et de ses loisirs, poser des questions, décrire quelqu'un, les verbes au

présent, la négation du verbe, le pluriel des noms, les adjectives.

Unit-4

Demander/donner des informations sur une personne, parler de soi, de sa famille, comprendre et écrire un mail, l'adjectif possessif, le verbe « aller », l'article

Unit-5

Nommer/situer un objet, exprimer la surprise, demander de faire quelque chose, exprimer une obligation, l'adjectif interrogatif, les prépositions de lieu, la négation de l'article indéfini, il faut..., pouvoir, vouloir.
Demander/dire l'heure, demander pourquoi et répondre, l'interrogation, faire, connaître, l'accord des adjectifs en genre et en nombre, le pronom "on"

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course		Foreign Language (German)			
Course Code		BLEUCT1004			
Prerequisite		NIL			
Corequisite		NA			
Antirequisite		NA			
		L	T	P	C
		2	0	0	2

Course Description

This course aims to impart basic communicative and cultural skills to the learners . Students will learn basic grammatical structures and vocabulary which will enable them to comprehend and formulate basic sentences. Different aspects of history, culture and politics of Japan will be introduced in the class so as to impart basic cultural competence to the students. This will make them aware of the cultural nuances of the language.

Course Objectives:

At the end of the semester, students

Course Outcome: Cos-	
CO1	Interpret simple sentences, and read short sentences and, paragraphs
CO2	Apply simple sentences to discuss about their family members, friends etc.
CO3	Develop an understanding of German society and culture.
CO4	Assess all the four skills viz. reading, writing, listening and speaking.
CO5	Apply German language in day-to-day situations.
CO6	Create short Paragraph in German

Text Book (s)

- 1.Tangram, Deutsch als Fremdsprache.Berlin: 2005,
2. Netzwerk A1:2015

Additional References

- Gick, Cornelia, Momentmal, Grundstufenlehrwerk Deutsch als Fremdsprache.M: 2003,
- Maria Dallapiazza, Eduard von Jan, Til Schonherr.Tangram, Deutsch als Fremdsprache.Berlin: 2005,
- Netzwerk A1:2015
- Langenscheidt.

Pedagogy

The delivery of course will be a mix of class room instruction, role play and presentations by students

Unit-1
Begrüßung / Greeting,

Sich vorstellen – Introduction

Interviewspiel mit Fragen und Antworten ,

Nummern/numbers

Monate, Wochentage/ Name of months, days

Information zu Ländern, Nationalitäten und ihre Sprachen/Name of countries, nationalities and languages

Unit-2

Farben/ colours

Familiebaum/ Family tree

W-fragen/ Questions

Uhrzeit/ Time telling

Gefallen und Missfallen äußern / Expressing likes and dislikes

Bestimmter und Unbestimmter Artikeln – Definite and indefinite Articles

Nominativ Kasus/ Nominative case

Pronomen / pronouns (Nominative)

Unit-3

Regelmäßige Verben / Regular Verbs

Verbkonjugation/ Verb conjugation (sein und haben)

Akkusativ Kasus (Einführung)

Personal pronomen /Personal Pronomen (Akkusative)

Wegbeschreibung/ Directions

Landeskunde /History

Film –Spielzeugland

Unit-4

Possessiv Pronomen/ Possessive pronouns

Gegenteile/ Antonyms

Bestellen/ Situation –in a restaurant Landeskunde/ Basic geography and History: Reunification Film –
Unit-5
Akkusativ/ Accusative case (Cont.) Verbkonjugation/ Verb conjugation (Cont.) Tageszeit/ Time telling Präpostionen (Akkusativ: Einführung)/ Accusative prepositions: Introduction

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Foreign Language (panese)			
Course Code	BLEUCT1005			
Prerequisite	NIL			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	2	0	0	2

Course Description

This course aims to impart basic communicative and cultural skills to the learners . Students will learn basic grammatical structures and vocabulary which will enable them to comprehend and formulate basic sentences. Different aspects of history, culture and politics of Japan will be introduced in the class so as to impart basic cultural competence to the students. This will make them aware of the cultural nuances of the language.

Course Objectives:

At the end of the semester, students

1. Will have a working knowledge of Japanese.
2. Will have acquired sufficient vocabulary and basic communication skills in daily life such as introducing themselves, introducing others, describing a person or an object.
3. Will be able to read and understand simple texts.
4. Will be able to write simple sentences or short texts.
5. Will be able to listen to and understand simple texts.
6. Will be able to answer simple questions about themselves, the classroom, their family.
7. Will be exposed to a new culture in order to promote respect for 'others' and inculcate tolerance.

Text Book (s)

1. Shokyuu Nihongo, Japanese Language Center for International Students, Tokyo University of Foreign Studies, Japan.
2. Minna-no Nihongo-1, 3A Corporation, Japan.
3. Nihongo Shoho, Japan Foundation, Japan.
4. Nihongo Kana nyuumon, Japan Foundation, Japan.

Additional References

1. Random House Japanese-English Dictionary
2. Japanese for Busy people, Video CD, AJALT, Japan.

Pedagogy

The delivery of course will be a mix of class room instruction, role play and presentations by students

Unit-1
Introduction to Japanese syllabary ,Vowels and Consonants Hiragana, Katakana ,Pronunciation ,Writing practice Japanese Numerals, Demonstrative pronoun, Kore, Sore, Are and Dore (This, That, That over there, which). Kono, sono, Ano and Dono (this, that, over there, which) Kochira, Sochira, Achira and Dochira (this way....) Koko, Soko, Asoko and Doko (Here, There....location) Greetings, Set phrases Classification of verbs (be verb desu Present tense),Parts of body (look and learn)
Unit-2
Basic sentence structure (SOV) Be- verbs Particles

Unit-3
<p>Adjectives- I and Na Classification of verbs, (Present, Present negative and past negative),Aru And Iru verbs for living things and non-living things.Classification of question words (Doko, Dore, Dono, Dochira), expressions of time (Jikan),Number of hours Vocabulary and its Meaning,Number of months, calendar of a month,Audio tape listening,Class tests</p>
Unit-4
<p>Interrogative words (Dare, Nani, , Itsu, Doyatte, Doo,dooshite, Ikutsu, Ikura), Classification of Te forms ,</p>
Unit-5
<p>Words of degree, Adverbs Name of the things you carry (look and learn) Relation words (look and learn) ,Visit a office and University,Positions and Direction,Vocabulary and its Meaning Audio tape listening,Revision</p>

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Creativity, Innovation and Entrepreneurship & IPR
Course Code	BLEUCT1003
Prerequisite	Students should qualify 10+2 or equivalent examination in Science stream

Corequisite	Students should have fundamental knowledge of Research and Innovation			
Antirequisite				
	L	T	P	C
	1	0	0	1

Course Objectives:

1. To make students aware of the need of self-earning system.
2. To develop interest in creative business ideas.
3. To make them capable of becoming entrepreneurs.

Course Outcomes: After successful completion of the course, students will be able to:

CO1	Remember and understand the IPR and its terminology K1/K2
CO2	Apply and analyze the knowledge of IPR to protect their intellectual work K3/K4
CO3	Evaluate the traditional knowledge and create awareness of TK among people K5/K6

Reference Book (s):

1. Stay Hungry Stay Foolish, Rashmi Bansal, Westland, 2008.
2. Sahlman, William A. "Some Thoughts on Business Plans." Chap. 9 in *The Entrepreneurial Venture*. 2nd ed. by William A. Sahlman, Howard H. Stevenson, Michael J Roberts, and Amar V. Bhide, 138–176. Harvard Business School Press, 1999.
3. Ronstadt R, Robert R. Entrepreneurship: Text, cases and notes. Dover, MA: Lord Publishing; 1984.
4. Steyaert C, Dey P. 1. The books on social entrepreneurship we edit, critique and imagine. *Social Entrepreneurship: An Affirmative Critique*. 2018 Mar 30:1.
5. Harrison RT, Leitch CM, editors. Research handbook on entrepreneurship and leadership. Edward Elgar Publishing; 2018 Jan 26.
6. Kuratko DF. Entrepreneurship: Theory, process, and practice. Cengage Learning; 2016 Jan 8.

Unit- 1:	4 hours
<p>Introduction to intellectual property right (IPR)</p> <p>Concept and kinds. Economic importance. IPR in India and world: Genesis and scope, some important examples.</p> <p>IPR and WTO (TRIPS, WIPO).</p>	
Unit-2:	6 hours
<p>Patents Objectives, Rights, Patent Act 1970 and its amendments. Procedure of obtaining patents, Working of patents. Infringement.</p> <p>Copyrights Introduction, Works protected under copyright law, Rights, Transfer of Copyright, Infringement.</p> <p>Trademarks Objectives, Types, Rights, Protection of goodwill, Infringement, Passing off, Defenses, Domain name</p> <p>Industrial Designs Objectives, Rights, Assignments, Infringements, Defenses of Design Infringement</p>	
Unit-3:	6 hours
<p>Protection of Traditional Knowledge</p> <p>Objective, Concept of Traditional Knowledge, Holders, Issues concerning, Bio-Prospecting and Bio-Piracy, Alternative ways, Protectability, Traditional Knowledge Digital Library</p>	

Continuous Assessment Pattern

Internal Assessment (IA)	CAT	End Term Test (ETE)	Total Marks
20	30	Activity based evaluation	50

Name of The Course	Creativity, Innovation and Entrepreneurship & IPR			
Course Code	BLEUCT1003			
Prerequisite	Students should qualify 10+2 or equivalent examination in Science stream			
Corequisite	Students should have fundamental knowledge of Research and Innovation			
Antirequisite				
	L	T	P	C
	0	0	2	1

Course Objectives:

1. To make students aware of the need of self-earning system.
2. To develop interest in creative business ideas.
3. To make them capable of becoming entrepreneurs.

Course Outcomes:

After successful completion of the course, students will be able to:

CO1	understanding practical aspects of Remember and understand the IPR and its terminology K1/K2
CO2	understanding practical aspects of Apply and analyze the knowledge of IPR to protect their intellectual work K3/K4
CO3	understanding practical aspects of Evaluate the traditional knowledge and create awareness of TK among people K5/K6

Reference Book (s):

1. Stay Hungry Stay Foolish, Rashmi Bansal, Westland, 2008.

2. Sahlman, William A. "Some Thoughts on Business Plans." Chap. 9 in *The Entrepreneurial Venture*. 2nd ed. by William A. Sahlman, Howard H. Stevenson, Michael J Roberts, and Amar V. Bhide, 138–176. Harvard Business School Press, 1999.
3. Ronstadt R, Robert R. *Entrepreneurship: Text, cases and notes*. Dover, MA: Lord Publishing; 1984.
4. Steyaert C, Dey P. 1. The books on social entrepreneurship we edit, critique and imagine. *Social Entrepreneurship: An Affirmative Critique*. 2018 Mar 30:1.
5. Harrison RT, Leitch CM, editors. *Research handbook on entrepreneurship and leadership*. Edward Elgar Publishing; 2018 Jan 26.
6. Kuratko DF. *Entrepreneurship: Theory, process, and practice*. Cengage Learning; 2016 Jan 8.

Unit- 1:	4 hours
<p>Activities based on</p> <p>Introduction to intellectual property right (IPR)</p> <p>Concept and kinds. Economic importance. IPR in India and world: Genesis and scope, some important examples.</p> <p>IPR and WTO (TRIPS, WIPO).</p>	
Unit-2:	6 hours
<p>Activities Based on</p> <p>Patents Objectives, Rights, Patent Act 1970 and its amendments. Procedure of obtaining patents, Working of patents. Infringement.</p> <p>Copyrights Introduction, Works protected under copyright law, Rights, Transfer of Copyright, Infringement.</p> <p>Trademarks Objectives, Types, Rights, Protection of goodwill, Infringement, Passing off, Defenses, Domain name</p> <p>Industrial Designs Objectives, Rights, Assignments, Infringements, Defenses of Design Infringement</p>	
Unit-3:	6 hours
<p>Activities Based on</p> <p>Traditional Knowledge Objective, Concept of Traditional Knowledge, Holders, Issues concerning, Bio-Prospecting and Bio-Piracy, Alternative ways, Protectability, Traditional Knowledge Digital Library</p>	

Continuous Assessment Pattern

Internal Assessment (IA)	CAT	End Term Test (ETE)	Total Marks
50		Activity based evaluation 50	100

Name of The Course	Sociology of Development			
Course Code	BSL05T2004			
Pre requisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives: This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective

Course Outcomes: After successful completion of this course students are able to:

CO1	Understand concepts, theories and perspectives related to the social development.
CO2	Examine Social and psychological aspects of development
CO3	Illustrate socio-economic aspects of development
CO4	Relate impact of economic development on social development
CO5	Analyze Human development from various approaches and perspectives

CO6	Relate the sustainable development ,its realms, issues and challenges
------------	---

Text Book (s)

Bhattacharyya, Purushottam and Roy, Ajitava Chaudhuri (ed.) 2000. Globalisation and India: A Multidimensional Perspective. Lancers Books: New Delhi.

Desai, A.R. (ed.) 1971. Essays on Modernisation of Underdeveloped Societies, Vol 1. Thacker and Co. Ltd.: Mumbai.

Dube, S.C. 1992. Understanding Change. Vikas Publishing House: New Delhi Dube, S.C. 1988. Modernisation and Development. Sage Publication: New Delhi

Gandhi, M.K. 1938. Hind Swaraj or Indian Home Rule. Navajivan Trust: Ahmedabad

Gandhi, M.K. 1968. The Selected Works of Mahatma Gandhi Vol. III. Navajivan Trust: Ahmadabad Hazel, Henderson. 1999. Beyond Globalisation: Shaping a Sustainable Global Economy. West Hartford, CT:

Kumarian Khor, Martin. 2001. Rethinking Globalisation: Critical Issues and Policy Choices. Books for Change: Bangalore

Reference Book (s)

Scudder. T. 1996. 'Induced Impoverishment, Resistance and River Basin Development' in Christopher McDowell (ed.) Understanding Impoverishment: The Consequences of Development Induced Displacement. Oxford: Berghahn books. Pp. 49-78.

Sharma, Aradhana. Logics of Empowerment: Development, Gender and Governance in Neoliberal India. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion

Kuppuswamy, B. (2004). Social Change in India, Konark publishers Pvt. Ltd. Delhi Mohanty, R. N. (2002). Understanding Social Change, Kitab Mahal Nanda, B.R. 1958.

Mahatma Gandhi: A Biography. Oxford University Press: Delhi Ritzer, George. 2000.

Modern Sociological Theory. 5th edition. McGraw Hill Higher Education Singh Roy, D.K. 2003.

Social Development and the Empowerment of the Marginalised: Perspectives and Strategies. Sage Publication: New Delhi. Singh, Sheobahal (2010).

Sociology of Development, Rawat, Jaipur Singh, Y. 1977.

Modernisation of Indian Tradition. Rawat Publications: Jaipur & Delhi. Streten, P. 1998.

"The Contribution of Non-Governmental Organisations to Development". In Political Economy Journal of India. Vol-6 No.2: 111-21

Unit-1	Introduction to Development Theories, Concepts and Perspectives	10 Hrs.
	Unpacking Development, Characteristics of Development, Theorizing Development : Perspectives on Development, Dimensions of Development, Models of Development	
Unit-2	Economic Growth	10 Hrs

Characteristics of economic growth, Developmental Regimes in India, Why countries desire economic growth?, . Key drivers of economic growth, Economic growth and development, Barriers to economic growth		
Unit-3	Human Development	10 Hrs
, Human Development: Human Development in the United Nation’s Agenda, Human development Approach vs. the Conventional Development Approach, Indicators of human development, Economic development and human development, Barriers to human development The Concept Issues in Developmental Praxis		
Unit-4	Social development	10 Hrs
Social development: Meaning and definitions , Features of Social Development , Social Development in the United Nation’s Agenda , Social Development in India , Factors facilitating Social Development , Factors hindering Social Development		
Unit 5	Sustainable Development: Concepts, Realms, Issues and Challenges	10 Hrs.
Sustainable Development :Meaning and definition ,Origin of the concept , World Conventions on Sustainable Development ,Objectives of sustainable Development , Requirements of sustainable Development , Dimensions of Sustainable Development ,		
Unit 6	5	hrs
Key Issues in Sustainable Development , Challenges to Sustainable Development		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	INTRODUCTION TO INDIAN PHILOSOPHY			
Course Code	BTSL05T2007			
Prerequisite	None			
Co requisite	none			
Anti requisite	none			
	L	T	P	C
	2	0	0	2

Course Introduction:

Indian Philosophy originated more than five thousand years ago and developed in circumstances considerably different from those of the west and therefore it has developed very many concepts peculiar to itself. Hence the concerns and focus of philosophical debates in classical India also happen to be different.

Course Objective:

The aim of this course is to acquaint the students to the broad outlines of Indian philosophy. This course will help our students studying in various programs to understand basic understanding of Indian philosophy that will enable them to relate, grasp and critical thinking in their disciplines.

Course Outcomes: After completion of this course students will be enabling to

CO1	Develop a broad understanding of basic features of Indian philosophy
CO2	Develop a understanding of doctrine of karma
CO3	Develop a critical understand to Indian philosophical school of thoughts
CO4	Illustration of Upanishads, and their significance to live a fulfilled life.
CO5	Develop a critical understanding Philosophical orientation of Charvak, Budhaism, Jainism and their significance in our life.
CO6	To understand the relationship of Brahman and maya with the help of Advaita Vedant and Visistadvaita .

Reference Books:

- Sinha, Harendra Pratap, An Introduction to Indian Philosophy, Delhi, Bharatiya Kala Prakashan
- Chakravarty, Nilima (1992), Indian Philosophy: The Path Finder's and System Builders, New Delhi: Allied Publishers.
- Chatterjee, S.C. (2008), Nyāya Theory of Knowledge, Delhi, Bharatiya Kala Prakashan.
- Chatterjee, S.C. & D.M. Datta (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
- Hiriyana, M: (1951), Outlines of Indian Philosophy, London: Allen & Unwin.
- Mohanty, J.N. (1992), Reason and Tradition in Indian Thought, Oxford, Clarendon Press.
- Organ, Troy Wilson. (1964), The Self in Indian Philosophy, London, Mouton & Co.

Text Books :

- Pandey, Sangam Lal (1983), Pre-Śaṅkara Advaita Philosophy, 2nd edition, Allahabad: Darsan Peeth.
- Radhakrishnan, S. (1929), Indian Philosophy, Volume 1, Muirhead Library of Philosophy, 2nd edition, London: George Allen and Unwin.
- Sharma, C.D. (2003) Critical Survey of Indian Philosophy, Delhi: Motilal Banarsidass Shastri, Haridatta, Bhartiya Darshan Ka Itihas.(Hindi)

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Unit_ I	Introduction to Indian Philosophy	8 Lectures
Module_ 1.	Introduction to Indian Philosophy	
	2. Common Features of Indian Philosophical Schools	
	3. The Upanishads: doctrine of the self and critique of ritual	
	4. Bhagavad Gita: Doctrine of Karma,	
Unit_ II		8 Lectures
Module_ 1.	Charvaka: Metaphysics and Epistemology	
	2. Early Buddhism: Four Noble Truths and Doctrine of Dependent Origination (Pratityasamutpada)	
	3. Jainism: Anekantavada and Syadvada	
Unit_ III		7 Lectures
	1. Nyaya-Vaiśeṣika and Mimāṃsā on the Nature of Knowledge	
	2. Sāṃkhya: Prakṛti and Puruṣa, Theory of Evolution	
	3. Asatkaryavāda and Satkaryavada Debate	
Unit_ IV		7 Lectures
	1. Advaita Vedanta of Śaṅkara: Nature of Brahman and Maya	
	2. Viśiṣṭadvaita of Ramanuja: Nature of Brahman and Refutation of Maya	
	New outlook towards life, Culture, religion and Society. Contemporary religion Philosophy.	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Qualitative and quantitative analysis & reasoning.
Course Code	SLE2007
Prerequisite	
Co requisite	
Antirequisite	

	L	T	P	C
	4	0	0	4

Course Objectives:

- Basic understanding of critical issues in 5 behavioural sciences and research methodology, especially qualitative research.
- The student will be facilitated to get closure to critical inner realities of own self and enhance sensitivity to be empathic toward inner realities of others through the use of qualitative research methods.
- Qualitative researchers need to be able to communicate interpretation and meaning from their findings, being aware and taking into account how their own lenses through which they see the world.

Course Outcomes: The students will be able to:

CO1	Understand scope of the Quantitative and Qualitative Research
CO2	Describe Research in a student's perspectives/lenses
CO3	understand critically about any topic of research
CO4	Familiar with Research Methods
CO5	acquainted with the ethical and plagiarism issues.
CO6	Acquisition of skills and competence in qualitative and qualitative research

Text Book (s)

- 1: Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.
- 2: Howitt, D. (2016). Introduction to Qualitative Research Methods in Psychology, 3rd Edition, Pearson United Kingdom.

Reference Book (s)

Statistical methods for the social sciences Fifth edition. : Boston : Pearson : [2018] : xii, 591 pages : ISBN: 978-0-13-450710-1

Unit-1	Introduction	10 Hrs
Definition and meaning of research types of research		
Unit-2	Sampling method and Data Collection	10 Hrs
Sampling Methods methods of Data Collection and Management		

Unit-3	Quantitative research methods	10 hrs
Introduction to quantitative research research designs		
Unit-4	Introduction :Qualitative research methods	10 Hrs
Introduction to qualitative research: Meaning Definition , Nature and Scope.		
Unit-5	Qualitative research methods	10 Hrs
Case Studies, Observations, Interviewing		
Unit 6	Ethics in Research and research writing	5hrs
Research Ethics: issues, rights, and responsibilities Presentation and writing.		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
			100

Course Title: Waste Management						
Course Code	Name of the Course	L	T	P	C	Assessment Pattern
BCEUCT1002	Waste Management	1	0	0	1	Workshop Mode (15 hrs)

Course Objectives	To study industrial waste generation patterns, management and disposal techniques
	To categorize different type of wastes
Course Outcomes	<i>Upon successful completion of this course, student will be able to:</i>
	CO1: To express creative & innovative practices adopted for waste management
	CO2: To identify hazardous and non-hazardous waste

Course Contents:

Unit	Contents	Hours
------	----------	-------

I	Municipal solid wastes, industrial solid waste (non-hazardous), major waste producing industries.	2
II	Hazardous wastes and their major sources	1
III	Wastewater Treatment Process: Quality and Characteristics of domestic waste water, Primary treatment, Secondary treatment (conventional and low cost), advanced waste water treatment including nitrogen and phosphorus removal. Treatment and disposal of sludge. Characteristics and treatment of a few Typical Industrial wastewater: Maintenance of effluent treatment plants, Performance studies of a few typical treatment plants. Waste water Disposal and Reuse	6
IV	List of Case Studies / Experiments: 1. Case studies on e-waste / biomedical waste / biomass generation from organic waste 2. Case study of physiochemical analysis of water from different sources (River/lake/well/bore well) 3. Case study of physiochemical analysis of solid waste (industrial / municipal) 4. Case studies on best practices of solid waste management 5. Visit to a solid waste processing units / grey water treatment plant / paper recycling unit 6. Sources of water body contamination / Maintenance / water distribution from source	6

Parameters for Evaluation of the Case Study Reports:

1. Quality research paper referred (minimum 2) [5]
2. Presentation Delivery (confidence, content, formatting) [10]
3. Attendance and presentation attended [5]
4. Questions asked [5]
5. Report submission as per given format (Title, Literature Review, Experimental, Acknowledgement, References) [10]
6. Viva & discussion [5]

Suggest Teaching-Learning Materials:

Text Books	1.	Text Book of Engineering Chemistry, S. S. Dara, S. Chand & company, 2013, 11 th Edition
	2.	Engineering Chemistry, Jain & Jain, Dhanpatrai & Dhanpatrai, 2015, sixteenth edition
	3.	A Test Book of Environmental Chemistry & Pollution Control, S.S. Dara, S. Chand & Co., 2006, 11 th edition
E books	1	Water purification, Alexandru Grumezescu, First edition
	2	Solid waste management by Stephen Burnley, Willey publication, 2014

	3	Air Pollution, S. K. Agarwal, APH Publishing, 2005
Reference Books	1.	Environmental Chemistry, B.K. Sharma & H. Kaur, Goel Publishing House, 2014, 14 th edition
	2.	Environmental Studies, R. Rajgopalan, Oxford Publication, 2016, 3 rd edition
Online TL Material	1	Introduction to Household Water Treatment and Safe Storage, https://www.coursera.org/learn/water-treatment/home/welcome
	2.	Electronic waste Management-Issues and challenges by Dr. Brajesh Kumar Dubey, http://nptel.ac.in/courses/120108005/
	3	Integrated Waste Management for a Smart City, https://onlinecourses.nptel.ac.in/noc19_ce31/course
	4	Air pollution-Global threat to our Health https://www.coursera.org/learn/air-pollution-health-threat/home/welcome

Continuous Assessment Pattern

Internal Assessment (IA)	CAT	End Term Test (ETE)	Total Marks
20	30	Activity based evaluation	50

BLLUCT1003	Campus to Corporate	L	T	P	C
Version 1.01	Date of Approval:	3	0	0	3
Pre-requisites/Exposure	Completion of Semester 2				
Duration	36 sessions of 60 minutes each				

Course Objectives

1. To assess the current employability level of students.
2. To prepare students to perform effectively in Personal Interview.
3. To prepare the students for solving mathematical problems appearing in Placement Papers.

Course Outcomes

At the end of this course, the learner will be:

1. Enhance and practice employability skills required in the placement process using a simulated environment
2. Communicate effectively in a Personal Interview
3. Model interpersonal communication in a monitored environment
4. Enhance the ability of problem solving and decision making in short span of time

Course Catalogue

Practice makes a man perfect – so says the wise man. The course in this semester focuses on the practicing soft skills in a simulated corporate environment providing thematic learning. The students prepare and practice participation in mock interviews – general, technical and HR, which provide a holistic environment for a student’s final preparation.

Text Book

SLLL own text book

Reference Books

1. Delivering Employability Skills in the Lifelong Learning Sector by Ann Gravells, ISBN-10: 1844452956
2. Real world HR interviews from companies across various sectors like IT, ITES, Manufacturing, etc. in and around NCR region.

Course Content

Unit I: Thematic Learning- Employability Skills- Job Fair

- Introduction to the Placement process
- Resume Writing
- Personal Interview Concepts
- Mock Interviews
- Group Discussion and its do’s and don’ts

Continuous Assessment Pattern

Internal Assessment (IA)	CAT	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Writing for Social Sciences and Humanities			
Course Code	SLE3001			
Prerequisite	None			
Co requisite	None			
Ant requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

What are the objectives of this course?

- To familiarize students with basic writing skills
- To introduce students to various kinds of sources and types of bibliography styles
- To introduce students to the ethics of research and writing
- To present focused and logical arguments that support a research question/ hypothesis
- To familiarize students with different parts of an academic essay
- Draft, revise, edit, and share essays and other academic writings

Course Outcomes

CO1	Read various sources and write a summary
CO2	Learn different styles of bibliography
CO3	Write essays for different audiences
CO4	Present academic essays with a proper flow
CO5	Flow of argument on a variety of topics
CO6	Drafting an article and review

Reference Book (s)

16. University Writing Centre, The University of Texas at Austin, <http://uwc.utexas.edu/handouts/>
17. <http://grammar.ccc.commnet.edu/grammar/>
18. Academic Phrasebank, University of Manchester, <http://www.phrasebank.manchester.ac.uk/>
19. University of New South Wales, Learning Centre Resources, <http://www.lc.unsw.edu.au/node/7>

Developing Research Questions,' Monash University, <https://www.monash.edu/rlo/research-writing-assignments/understanding-the-assignment/developing-research-questions>

20. Writing Social Sciences- A personal narrative, Rawat Publication, ISBN-10, 8131610985, ISBN-13, 978-8131610985, 1 Jan 2019 by Paramjit Singh Judge.
21. 'How to write a Research Question?' The Writing Centre, <https://writingcenter.gmu.edu/guides/how-to-write-a-research-question/>
22. 'Formulation of Research Hypothesis,' Oakland University, https://oakland.edu/Assets/upload/docs/AIS/Syllabi/Taylor_Research_Hypothesis.pdf
23. The Writing Centre, Harvard University, <https://writingcenter.fas.harvard.edu/pages/resources>
24. SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
25. University of Technology, http://www.lib.uts.edu.au/sites/default/files/attachments/blog/Avoiding_Plagiarism_Slides_Power_Session_to_s_end_out.pdf
26. University of Birmingham, <https://intranet.birmingham.ac.uk/as/studentservices/conduct/plagiarism/guidance-students.aspx>
27. AIMS Community Centre, <http://www.aims.edu/student/online-writing-lab/sources/primary-vs-secondary>
28. University Writing Centre, The University of Texas at Austin, <http://uwc.utexas.edu/handouts/>
29. SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
30. SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
31. University of New South Wales, Learning Centre Resources, <http://www.lc.unsw.edu.au/node/7>

Unit-1 Introduction
Introduction to the Course, Ice-Breakers; Write and Read: Public Speaking, How to write a sentence using conjunctions? How to write a sentence using phrases? Understanding the nuances of narration, sentence structure, writing sentences. Flow of sentences, What are analytical and descriptive sentences?
Unit-2 Finding Research Gap
Construction of Research Question, Questions / Hypothesis, Literature Review, Definition, Rational and Scope, Understanding plagiarism and types of plagiarism, Sources: Primary and Secondary
Unit-3 Writing and Explaining
Summary writing and Paraphrasing, Paraphrasing Newspaper and Research Articles, Movie Screening, Writing a Movie Review
Unit-4 Paragraph Organization
Writing Skills and Note Taking, Formatting a paragraph: Introduction, Body, Conclusion
Unit-5 Reviewing an Article
Editing and Omitting Strategies, Review and Peer Review, Drafting an Article, Revision and

Review of Final Essay

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
			100

MAJOR SPECIALIZATION_1

Sociology of Health and Medicine

Name of The Course	Health and Society			
Course Code	BSL05T5001			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives: In spite of 50 years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector.

Course Outcomes: After completion of this course students will be able to:

CO1	introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science.
CO2	make him understand that health is one of the basic rights of every citizen
CO3	Explore the inter-relationship between society and health
CO4	understand the problems of health in India in its four dimensions
CO5	understand the relationship between political economy and health at the national and international levels
CO6	analyze community health and role of state.

Text Book (s)

Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in healthcare: Advances in medical sociology. Mumbai: Jai Press.
 Coe. Rodney M. 1970. Sociology of medicine. New York: McGraw Hill.

Cocker ham, William C. 1997. Medical sociology. New Jersey: Prentice Hall. Cockerham, William C. 1997. Readings in medical sociology. New Jersey: Prentice Hall. Conrad, Peter et al. 2000.

Handbook of medical sociology, New Jersey: Prentice Hall. Dasgupta, R. 1993. Nutritional planning in India. Hyderabad: NIN.

Reference Book (s)

Albrecht, Gary L. 1944. Advances in medical sociology Mumbai: Jai Press.

Gunatillake, G. 1984. Intersectoral linkages and health development: Case studies in India (Kerala State), Jamaica, Norway, Sri Lanka, and Thailand (WHO Offset series) Geneva: WHO.

Rao, Mohan. 1999. Disinvesting in health: The World Bank’s prescription for health New Delhi: Sage. Sociology 97 Schwatz,

Howard. 1994. Dominant issues in medical sociology. New York: McGraw Hill. Scrambler,

Graham and Paul Higgs. 1998. Modernity, medicine and health: Medical sociology towards 2000. London: Routledge.

Unit-1	Introduction to Sociology of health	10 Hrs.
its aim and scope. Contribution of sociology to health. Definition of health – four dimensions of health. Health and its relationship to other social institutions. Evolution of social medicine in India and abroad. Social sciences and four dimensions of health.		
Unit-2	Social Epidemiology	10 Hrs
Social Epidemiology – vital and public health concepts and statistics. Epidemiology of disease- natural history of disease- man and his environment- social etiologic -social epidemiology and- ecology of disease. Social components in therapy and rehabilitation. Culture and disease. Attitudes, beliefs and values associated with diseases. Problems of therapy and rehabilitation. The sick role and patient role.		
Unit-3	Hospital as a social organization	10 Hrs.
Hospital as a social organization. Types of hospitals –General hospitals, Specialty hospitals, sanatoria, dispensaries, teaching and corporate hospitals. Functions of hospitals – co-ordination and supervision in hospitals. Inter personal relationship in hospital settings. Hospital as a community organization. Medical social service in hospitals		
Unit-4	Community health- the concept	10 Hrs.
Community health- the concept - community health problems in India. Concept of Integrated health service. The Primary Health Centres their organization and functioning. Implementation and utilization of health programmes in rural and urban communities		
UNIT 5	Community Health and Sanitation	10 Hrs

Community Health and Sanitation: Role of sanitation in community health, Health and sanitation Policies of Govt. Of India: Swaksh Bharat Abhiyaan etc.
Unit 6 : The State and health 05 Hrs
The State and health - health as a fundamental right. Health policy of the government of India. Financing of health care- health insurance Rehabilitation –the concept- the principles of rehabilitation. Rehabilitation agencies – state and private. Rights of the handicapped. Care of the handicapped

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Health and Medicine			
Course Code	BSL05T5002			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives: The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

Course Outcomes: After successful completion of the course students are enabling to:

CO1	Understand Social and Cultural Dimensions of Illness and Medicine
CO2	Understand sociology of health and medicine
CO3	Relate Social and Cultural Dimensions of Illness and Medicine
CO4	Illustrate Community medicine, Social Medicine, Folk Medicine, Ethno medicine
CO5	Examine Theoretical Orientations in Health and Illness

CO6	Critical understanding of Medical Practices , Health Policy in India
------------	--

Text Book (s)

Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 and 3. Pages (1-54).

Boorse, Christopher (1999) On the distinction between Disease and Illness. In (eds.) James Lindermann Nelson and Hilde Lindermann Nelson, Meaning and Medicine: A Reader in the Philosophy of Healthcare, New York: Routledge. (Pages 16-27)

Reference Book (s)

Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham Medical Pluralism in Contemporary India. New Delhi: Orient BlackSwan. (Pages 232-254)

Unit-1	Introduction to the Sociology of Health and Medicine	10 hrs.
Introduction to the Sociology of Health and Medicine , Origins and Development , Conceptualising Disease, Sickness and Illness , Social and Cultural Dimensions of Illness and Medicine		
Unit2-	Illness: Socio-Cultural perspective	8 hrs
Social and Cultural Dimensions of Illness and Medicine, Community medicine, Social Medicine, Folk Medicine, Ethno medicine		
Unit-3	Theoretical Orientations in Health and Illness	10 hrs
Theoretical Orientations in Health and Illness , Political Economy , Systems Approach , Discourse and Power ,		
Unit-4	Negotiating Health and Illness	10 hrs
Negotiating Health and Illness		
Unit 5	Recent trends	10 Hrs
Medical Practices , Health Policy in India		
Unit 6		05Hrs
Feminist Approach, Radical approach		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Food , Health and Nutrition			
Course Code	BSL05T5003			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives: This subject introduces students to the cultural, ethical and social dimensions of human nutrition in a variety of local and international contexts including Australian Indigenous culture. Students explore different cultures and the associated social and environmental factors that impact on their understanding of food, diet and eating. Students will learn to analyse and evaluate a variety of diets and culturally based dietary medicine systems from a physiological perspective taking into consideration both current research and cultural aspects of food use. This subject provides the underpinnings of cultural competency and essential context when constructing dietary interventions in later nutritional medicine and clinical practicum subjects.

Course Outcomes

CO1	Identify and discuss the social and cultural factors that impact on dietary and individual food choices.
CO2	Apply sociological perspectives to explain the relationship between people and food in both local and international contexts
CO3	. Examine and distinguish different cultures and social classes, and the associated social, economic and environmental factors that impact upon their concept of food, diet and eating.
CO4	Identify and explore appropriate articles relevant to food and nutrition issues.
CO5	Establish strategies for modifying dietary behaviour in individuals and groups from a sociological perspective.
CO6	Analyze Eating Disorders, Obesity and Body Image in social perspective

Text Book (s) Gould, Harold A. (1965) Modern Medicine and Folk Cognition in Rural India in Human Organization, No. 24. pp. 201- 208.

Leslie, Charles (1976) Asian Medical Systems: A Comparative Study, London: University of California Press, Introduction. (Pages 1-12) .

Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, Medical Anthropology Quarterly, Vol. 20(3): 345-378.

Reference Book (s)

Nichter, Mark and Mimi Nichter (1996) Popular Perceptions of Medicine: A South Indian Case Study. In Anthropology and International Health. Amsterdam : OPA. Chapter7 (Pages 203-237)

Das, Veena, R.K. Das and Lester Coutinho (2000) Disease Control and Immunization: A Sociological Enquiry. In Economic and Political Weekly, Feb. 19-26. Pages 625-632.

Qadeer, Imrana (2011) Public Health In India, Delhi: Danish Publishers, Part III, (Pages 221-252)

Unit-1 Introduction to Determinants of Health and Food 8 hours
Social Determinants of Health and Introduction to Food : Food, Culture, Society & the Individual (Including the Sociological Perspective) • Social determinants of health Sociology and nutritional medicine management • Overview of factors that impact on food choices • Using social science perspectives and social theory to understand food and nutrition issues • The value of qualitative research in nutrition The Determinants of Food Choice • Biological- hunger, appetite, and taste • Economic- cost, income, and availability • Physical- access, education, skills (cooking), and time • Culture, family, peers, and meal patterns • Psychological - mood, stress, and guilt • Attitudes, beliefs, and knowledge of food
Unit-2 Food, Culture and Identity :
Food, Culture and Identity: Middle Eastern & Indian Culture • Influences on Middle Eastern and Indian culture • What defines Middle Eastern culture ? • What defines Indian culture? • What are the explicit food practices of these populations? • Influences of Middle Eastern and Indian culture on contemporary food and nutrition practices, The influences of Chinese and South East Asian culture on contemporary food and nutrition practices
Unit-3 Contemporary Food Habits and Family Dynamics
Contemporary dietary influences • The sociology of vegetarianism • Fast foods, eating out,

convenience, and 'dietary individualism' The Family System • Family dynamics • Maternal ideologies and infant feeding	
Unit-4 The System and Politics of Food	
The System and Politics of Food -: Globalisation & Agribusiness • Food manufacture and agribusiness o Public perception of biotechnology and organic farming o Globalisation versus ruralisation o Unsustainable food production – origins and alternatives o The role of supermarkets in food manufacture and choice Politics and policy o The medicalisation of food o Greening of food and labelling o Dietary guidelines o Corporate interests	
Unit-5	Food, Gender and Ageing, Eating Disorders, Obesity and Body Image 10Hrs
Food, Gender and Ageing • Influences of gender on food and nutrition • Gender division of household and food tasks • Cultural and sociological perspectives of ageing on food choice and eating	
Unit 6	5 Hrs
Eating Disorders, Obesity and Body Image • Understanding eating disorders • Exploring the experiences of those with eating disorders and the impact this has on nutritional management • Understanding obesity • Body acceptance: exploring women's and men's self-experiences • Stigmatisations associated obesity and the impact this has on nutritional management	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Global Health and Environment			
Course Code	BSL05T5003			
Pre requisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

. This course will provide knowledge, skill, about Global Public Health and students may go on to a diverse array of careers in law, health, public administration, and social service, as well as, public health, or other related disciplines.

Course Outcomes This course enable students to :

CO1	Understand global environmental and its impact on health
CO2	Understand social structures and interactions through the lens of public health issues and principles
CO3	Strength in theoretical creativity and substantive empirical research on important social issues related to health
CO4	Understand global health policies and issues
CO5	Apply their knowledge to address some of the most pressing and complicated environmental health challenges facing the global community.
CO6	Develop cultural competence to address global health issues

Text Book (s)

Good, Byron (1994) *Medicine, Rationality and Experience: An Anthropological Perspective*. Cambridge: Cambridge University Press. Chapter 6. (Pages 135- 165). Annandale, Ellen (1988) *The Sociology of Health and Medicine*. Cambridge: Polity Press. Banerji, Debabar (1984) *The Political Economy of Western Medicine in Third World Countries*. In (ed.) John McKinlay *Issues in the Political Economy of Healthcare*. New York: Tavistock

Reference Book (s)

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

Morgan, Lynn. Morgan (1987) *Dependency Theory and the Political Economy of Health: An Anthropological Critique*. *Medical Anthropology Quarterly, New Series*, Vol.1, No.2 (June, 1987) pp. 131-154.

Talcott Parsons (1951) *The Social System*, London: Routledge & Kegan Paul Ltd. Chapter 10, (Pages 428-479).

Unit-1 Introduction	10Hrs.
Globalization and its impact on Health, Behaviour .	
Unit-2	Global Health agencies 10Hrs.
Global Health agencies, WHO , Guidelines of WHO	
Unit-3	Globalization and Health issues 10Hrs.
Spread of Epidemic due to globalization	
Unit-4	Health challenges facing the world today 10Hrs.

strategies and programs promoting human health will be highlighted and global health governance structures		
UNIT 5	Impact of Globalization on Culture and health.	10 Hrs.
Impact of Globalization on Culture and health		
Unit 6		5 Hrs
Para medicals and health		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Major Specialization_2_Environmental Sociology

Name of The Course	Environment and Society			
Course Code	BSL05T5005			
Pre requisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- To apply a sociological perspective to environmental issues by introducing the basic concepts, theories and literature of environmental sociology.
- To examine the causes and consequences of, and potential solutions to, environmental issues, as they relate to human society.
- To introduce students to the wealth of questions posed and researched by environmental sociologists.
- To encourage students to think critically about the subject matter of the course and develop their own questions about human societies and the environment.
- To encourage students to relate the material of this class to everyday life experiences.

Course Outcomes

CO1	To develop an understanding of basic concepts of environmental sociology.
CO2	To analyze the various approaches and theories to understand environmental sociology, Social and political ecology.
CO3	To develop an understanding of eco-feminism and feminist environmentalism so that the relationship of gender and environment can be understood.
CO4	To examine the various environmental movements to protect the environment from external sources
CO5	To examine the impact of environmental hazards on individuals and society.
CO6	Illustrate impact of mass mobilizations for environmental awareness.

Text Book (s)

1. Bell, MM. (2008). An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed.
2. Sutton. Phillip (2004), Nature, Environment and Society, New York: Palgrave Macmillan
3. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York

Reference Book (s)

1. Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin
2. Shiva, V. (1988). Women in Nature. In Staying Alive: Women, Ecology and Development. Zed Books.
3. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York, 2nd ed. Ch 1 (pp. 1-15)
4. Sutton. Phillip (2004), Nature, Environment and Society, New York: Palgrave Macmillan, Page 1-6
5. Gould. Kenneth A., Pellow. David N., and Schnaiberg. Allan (2003), *Interrogating The Treadmill Of Production: Everything You Wanted To Know About The Treadmill, But Were Afraid To Ask*. Routledge, London and New York, 2nd ed. Ch 1 (pp. 1-13)
6. Political Ecology: A Critical Introduction by Paul Robbins, pp. 11-24
7. Bandopadhyay, Jayanta & Shiva. Vandana (1986), The Evolution Structure, and Impact of Chipko Movement in *Mountain Research and Development*, 6(2), Page 133-142`
8. Baviskar, Arnita (1995). In the Belly of River: Tribal Conflicts over Development in the Narmada Valley, New Delhi: Oxford University Press. (Introduction chapter)
9. Transcript of the interview of Vandana Shiva "Transcript: Vandana Shiva & the Anti-GMO Debate" Published by the Takeaway.
10. Shiva, Vandana, Anilkumar. Prerna and Singh. Neha Raj (2019) Seeds of Sustenance and Freedom vs Seeds of Suicide and Surveillance, A Report, New Delhi: RFSTE
11. Najam. Adil, Runnalls. David, and Halle. Mark (2007) Environment and Globalization: Five Propositions, Canada: International Institute of Sustainable Developments

Unit-1 Environmental Sociology	10 Hrs
Introduction, meaning, nature and importance of environmental sociology.	
The Idea of nature, The social construction of Nature, The hybridity of nature, Social Ecology	
Unit-2 Approaches to environment and society	10 Hrs
Treadmill of Production, Ecological Modernization, Risk, Eco-feminism and Feminist Environmentalism and Political Ecology and Green Accounting	

Unit-3 Environmental Movements and their impact on society	10 Hrs
Forest based movement – Chipko Water based movement – Narmada Land based movements – Anti-mining and Seed	
Unit-4 Globalizing Environmentalism and injustice	10 Hrs
From environmentalism versus development to sustainable development; Perspectives from Global South	
Unit-5 Environmental Hazards	10 hrs
Impact of Man Made and Natural Disasters and Hazards on society	
Unit 6--Recent Trend	5Hrs
Environmental accountability & Advocacy, green auditing, Use of AI &Technology.	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Risk Society: Health, Climate and Disaster			
Course Code	BSL05T5006			
Prerequisite				
Co requisite				
Anti requisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- The theoretical framework along with a historical background of the Risk Society, through the readings of Ulrich Beck and Giddens
- Application of Risk Society approach to analyse the social effects of Science, Climate Change, Environmental Risk and Environmental Justice.
- Current debates over the role of markets, economic globalization, and neoliberalism, as well as states and civil society, in generating and/or Risk Society.

- Debates over Urban Disasters and hazards, and ‘hidden hazards’.
- A range of issues pertaining to governing climate change and assessment of risk.
- The ability to apply these key course concepts/frameworks to analyse specific current environmental and social policy debates, both internationally and domestically.

Course Outcomes

CO1	Identify main theoretical perspectives and research problems that are considered part of the ‘core’ or ‘classic’ Risk Perspective.
CO2	Examine emerging approaches and questions that characterize contemporary Risk Society because of globalisation and health & health care issues.
CO3	Generate new theoretical and analytical questions related to the causal mechanisms underlying environmental degradation, climatic change and the risk management
CO4	Identify theoretical and methodological overlaps, contradictions and gaps in knowledge of disasters, risk assessment and risk governance
CO5	Identify new research questions related to the study of the risk society and propose ways to study questions concerned with management of those.
CO6	Examine Impact of climatic changes on human behaviour and social relationships

Text Book (s)

- **Ulrich Beck’s Risk Society: Towards a New Modernity**
- **Ulrich Beck’s the Challenge of World Risk Society**
- **Facing Hazards and Disasters published by National Research Council of the National Academies, Washington Press**

Reference Book (s)

- VeerleHeyvaert’s Governing Climate Change: Towards a New Paradigm for Risk Regulation, *The Modern Law Review*, Vol. 74, No. 6 (NOVEMBER 2011), pp. 817-844
- Eugene A. Rosa, OrtwinRenn and Aaron M. McCright’s “Reflexive Modernization Theory and Risk: The Work of Ulrich Beck and Anthony Giddens” in *The Risk Society Revisited*
- BRYAN S. TURNER’s **Risks, rights and regulation: an overview**
- CLAUD MOLDRUP & JANINH MARIE MORGALL’s Risk Society—reconsidered in a drugcontext
- Soraya Boudia, Jas Nathalie. Risk and Risk society in Historical Perspective. *History and Technology*, Taylor & Francis (Routledge), 2007, 23 (4), pp.317-331. hal-00447423
- ANDY ALASZEWSKI’s Editorial **Risk, Health and Globalisation: a special issue**
- Eugene A. Rosa, OrtwinRenn and Aaron M. McCright’s *The Three Companions of Risk: Complexity, Uncertainty, and Ambiguity in The Risk Society Revisited*
- Tom Horlick-Jones’s *Urban Disasters and Megacities in a Risk Society*
- **Urban Disasters and Megacities in a Risk Society by Tom Horlick-Jones**

Unit-1 Introduction to the Risk Society 10 Hrs

Historical Background, Risk Society, Giddens and Beck on Risk Society, Reflexive Society, World

Risk Society	
Unit-2 Risk Society and Climate	10 Hrs
Risk Society and Global Climate Change; Science in the Global Risk Society; Environmental Risks and Environmental Justice	
Unit-3 Risk Society and Health	10 Hrs
Globalisation of Health and Health Care Risk; Risk Society and Drug	
Unit-4 Risk Society and Disaster	
Urban Disasters in a Risk Society; Hidden Hazards	
Unit-5 Risk Assessment and Risk Governance	10 Hrs
We All Live in Bhopal? Staging Global Risk	
Unit 6	5 Hrs
Governing Climate Change: Towards a New Paradigms of Climate Change	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Climate Change and Sustainable Development			
Course Code	BSL05T5007			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- The conceptual framework along with a historical background of the Climate Change and Global Warming
- The causes and consequences of environmental degradation, climatic change because of the capitalist mode of development.
- Current debates and controversies around climate change which raises suspicion over the climate change and some clarifications.

- Theoretical and methodological overlaps surrounding Sustainable Development.
- The historical, politico-legal and institutional framework of Sustainable Development
- The ability to apply these key course concepts/frameworks to analyze specific current environmental and social policy debates, both internationally and domestically.

Course Outcomes

CO1	Identify major perspectives and research problems that are considered part of the Climate Change and Global Warming and their impact on environment
CO2	Identifying and examining basis of denials of the climate change phenomena and understanding their political economy.
CO3	Generate new theoretical and analytical questions related to the causal mechanisms underlying environmental degradation, climatic change in the capitalist mode of development.
CO4	Identify theoretical and methodological overlaps, contradictions and gaps in the concept of Sustainable Development.
CO5	Describe the historical, politico-legal and institutional framework of Sustainable Development
CO6	Analyze Culture and Sustainable Development

Text Book (s)

- Robin Attfield's *Sustainable Development* in "The Ethics of the Global Environment"
- Sir John Houghton's *Global Warming*
- Rolls Gelbspan's *Boiling Point*

Reference Book (s)

- Bell, Chapter 10: *Mobilizing the Ecological Society*
- Bell, Chapter 11: *Governing the Ecological Society*
- Tomislav Klarin's *The Concept of Sustainable Development: From its Beginning to the Contemporary Issues*
- Jonathan M. Harris' *Sustainability and Sustainable Development*
- Maggie Black. 2007. *The No-Nonsense Guide to International Development*. "Enter Sustainability" (excerpt), 94-103.
- Sajed Kamal's *The Renewable Revolution*
- Kerry Emanuel's *What We Know about Climate Change*
- *Grand Challenges in Environmental Sciences* by Committee on Grand Challenges in Environmental Sciences, National Research Council, published by National Academy Press
- Aaron M. McCright and Riley E. Dunlap's *Cool dudes: The denial of climate change among conservative white males in the United States*

Unit-1 Climate Change I: The Issue	10 Hrs
Concept of Climate Change; History; Global Warming; Impact of Climate change on Ecosystem, Food supply, water resources, Health; Science of Climate Change; Politics surrounding Climate Change; Fighting Climate Change	

Unit-2Climate Change II: The Controversy	10 Hrs
Denial of Climate change; Trump’s case, Compromised Media and Activists	
Unit-3Capitalism & Technology	10 hrs
Green Technology and Green Entrepreneurs; Environment and NanoTechnology; Ecological Computing; The Next Industrial Revolution	
Unit-4 Sustainable Development: Theoretical Debates	10 Hrs
Definition and Concept, Paradoxes of Sustainable Development; Aspects of Sustainable Development, Culture and Sustainable Development, Sustainable Development, Development and Growth	
Unit-5 Sustainable Development: Legal Framework	10 Hrs
Historical background, International Institutional Framework, Earth Development Goals, Sustainable Development Goals,	
Unit 6	5Hrs
Summit, Kyoto Protocol, Paris Summit and Bonn Summit Millennium	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Global politics and law on Environmental Issues			
Course Code	BSL05T5008			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- The conceptual framework along with a historical background of the global environmental governance

- The causes and consequences MNCs on Environmentalism and environmental activism and understanding the role of international NGOs.
- The constructive impact on environmental governance through civil society, democracy and decentralisation.
- Theoretical and methodological overlaps surrounding issues and concerns of Global South and that of Global North.
- The issues and challenges in the present regime of Sustainable Development.
- The ability to apply these key course concepts/frameworks to analyze specific current environmental and social policy debates, both internationally and domestically.

Course Outcomes

CO1	Identify the global environmental governance framework along with its crisis and challenges
CO2	Identifying and examining the role of international NGOs and relation between Environmentalism and MNCs.
CO3	Generate new theoretical and analytical questions related to conservation of environment through participation of civil society, democracy and decentralisation
CO4	Identify theoretical and methodological overlaps, contradictions and gaps in the environmental concerns and issues of Global South and North
CO5	Describe the issues and challenges in the concept of Sustainable Development by the Global South
CO6	Describe the prevailing inequality in the World and different need of poor states

Text Book (s)

- Global Environmental Governance by James Gustave Speth and Peter M. Haas
- Global Justice and Neoliberal Environmental Governance by Chukwumerije Okereke
- Social Movements in the Global South Edited by Sara C. Motta and Alf Gunvald Nilsen
- The Crisis of Global Environmental Governance Edited by Matthew Paterson
- The Limits of the Green Economy: From reinventing capitalism to repoliticising the present by Anneleen Kenis and Matthias Lievens

Reference Book (s)

1. Barbara Gemmill's Designing a New Architecture for Global Environmental Governance
2. Earthly Politics Local and Global in Environmental Governance edited by Sheila Jasanoff and Marybeth Long Martello
3. Environmental Values in a Globalising World Edited by Jouni Paavola and Ian Lowe
4. Agency, Democracy, and Nature by Robert J. Brulle
5. Bissell, "Participatory Approach to Strategic Planning" (chapter 14 of Conca & Dabelko, eds., 2004). Course Text.
6. Paul Wapner, Politics Beyond the State: Environmental Activism and World Civic Politics (chapter 11 of Conca & Dabelko, eds., 2004). Course Text.
7. Ronfeldt, "NGOs, Networks, and Future Social Evolution" (chapter 9 of Olson & Rejeski, eds., 2005). eText.
8. McDonough & Braungart, "The Guardian Reborn: A New Government Role in Environmental Protection" (chapter 12 of Olson & Rejeski, eds., 2005). eText.
9. Bell, "Advancing Sustainability: A Critical New Role for Government" (chapter 13 of Olson & Rejeski, eds., 2005). eText. Dryzek, The Politics of the Earth: chapter 10 - "Save the World Through New Politics"; chapter 11 "Ecological Democracy".

Unit-1 Global Environmental Governance (i)
Global Environmental Governance; The Crisis of Global Environmental Governance
Unit-2 Global Environmental Governance (ii)
The International Administrative Framework; International NGOs; MNCs and Environmentalism; Global Environmental Movement and their achievements
Unit-3 Environment, Civil Society, Politics, and Governance
Democracy and Environment; Participatory Approach to conservation; NGOs and Civil Societies in Conservation; Ecological Democracy; Community Participation
Unit-4 The North-South Divide
Environmentalism versus Development versus Sustainable Development; Globalizing Environmentalism; Pollution and Climate change; Contentions and Contestations between North and South; Who loses and who gains in global environmental governance
Unit-5 Sustainable Development Debate
Concept; Understanding Sustainable Development from Global South Perspective.
Unit 6 5Hrs
The prevailing inequality in the World and different need of poor states

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Major Specialisation_3_Rural and Urban Sociology

Name of The Course	Dynamics of rural and urban society			
Course Code	BSL05T5009			
Pre requisite	None			
Co requisite	None			
Anti requisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

This course provides insight to rural and urban India through sociological understanding of social structure, change and development. The course will equip the students with conceptual, theoretical and empirical clarity with regard to the comprehension of rural life and application as sociological skills to plan, monitor and evaluate rural development programme in India.

Course Outcomes

CO1	Understand Nature and Scope of Rural Sociology and Urban Sociology
CO2	Understand Rural Urban contrast and dichotomy.
CO3	Analyze Rural Social Structure and change in socio economic relationships.
CO4	Describe Theoretical Perspectives on Peasantry and Agrarian class Structure
CO5	Illustrate Rural and Urban social problems
CO6	Examine Developmental Concerns in Rural society

Text Book (s)

Wiser, W.H. 1936. The Hindu Jajmani system, Lucknow: Lucknow Publishing House.

Beteille, Andre.1974. Six Essays in Comparative Sociology, New Delhi: OUP

Rao,M.S.A. 1992. Urban Sociology in India.

Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan

Reference Book (s)

Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan.

Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. Wolf, Eric R. 1966. Peasant, New York: Prentice Hall.

Wilson, Robert,A Schultz,David, A , 1978. Urban Sociology, prentice Hall.

Jayapalan, N 2002. Urban Sociology,Atlantic Publishers

Unit-1	Introduction to Rural Sociology	10 Hrs
Rural Sociology-Nature and Scope of Rural Sociology; History of Rural Sociology. Importance of the study of Rural Sociology.		
Urban Sociology-Nature and Scope of Urban Sociology Rural Urban contrast - Rurbanism		
Unit-2	Rural Social Structure and change	10 hrs.
Changing Rural Family: Structure and functions, Caste: Elaboration of caste ranking, Caste-class nexus, Rural Economy and Polity: Agrarian classes - landlord, peasant, tenant, and labourer; changing rural power structure after 73rd and 74th constitutional amendment. Role of Panchayats		

in Development.		
Unit-3	Theoretical Perspectives on Peasantry and Agrarian class Structure	10 Hrs.
Lenin's theory of agrarian capitalist development, Chayanov's theory of peasant economy, Marx on peasantry; Post-Marxian views on the peasantry –Daniel Thorner, Theories of patterns of city growth: Concentric zone theory- Sector model- Multiple Nuclei theory; Urbanism as a way of life.		
Unit-4	Rural and Urban social problems	10 Hrs.
Urban social problems: Crime and Juvenile delinquency, Slums, Beggary, prostitution, Drinking water- housing- health and sanitation-Bonded and Migrant labourers, Untouchability; Rural Violence; Landlessness; Rural Indebtedness.		
Unit-5	Developmental Concerns in Rural society	10 Hrs.
Path of Development, Different Phases of Development, Land reforms and its consequences; implications of green revolution; feminization of agriculture, Food Security and Sustainable agriculture; cultivators' suicide Rural poverty,		
Unit 6		5Hrs
ICT and Rural Development; Globalization and agriculture (IPRs, WTO/GATT etc)		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Sustainability of Rural and Urban life			
Course Code	BSL05T5010			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives: This course has been designed to address the synergy and complimentarily of the rural and urban community life from sociological perspective.

Course Outcomes

CO1	Acquire a critical understanding of the rural life situation in the country;
CO2	Appreciate the need for social interventions to address issues of rural and urban social problems
CO3	Understand impact of rural urban continuum on economy and social life of the community
CO4	Understand impact of sustained development on rural and urban community
CO5	Illustrate various issues of both rural and urban community
CO6	Describe Urban Local Self-Government and its functions and dysfunctions.

Text Book (s)

Dynamics of Sustainable Rural Development: Raghava Reddy and P Subramanian

Rural Development in India-Emerging Issues & Trends: N Lalitha

New Panchayath Raj System-Local Self-Government in Community Development: V Sudhaker

Reference Book (s)

Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan.

Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. Wolf, Eric R. 1966. Peasant, New York: Prentice Hall.

Unit-1	Introduction to Rural Development	10 Hrs.
Rural Development: Concept, Meaning & Determinants. Different Models of Rural Development , Problem of Rural Development: Poverty, Unemployment, Illiteracy, Social Inequality, Housing, Health and Sanitation.		
Unit-2	Rural Development	10 Hrs.
Role of Village and Cottage Industries in Rural Development, Programmes and Schemes of Rural Development Under Five Year Plans Structure & Function of Rural Development Administration, Role of Cooperatives in Rural Development, Participation of GOs & NGO's in Rural Development.		
Unit-3	Urban Development	10 Hrs.
Meaning, Definition, Goals & Objectives History of Urban Development, Process of Urban Development Major Problems of Urbanization and Industrialization, Slums and Slum Up -gradation, Programmes and Policies of Urban Renewal		
Unit-4	People's Participation in Urban Development	10 Hrs.
People's Participation in Urban Development, Civil Society in Urban Development, Collective and Individual Initiatives, Redressed of Citizen's Grievances, Consumer, Protection		
Unit 5	Urban Local Self-Government:	10 Hrs.

Concept & Significance, Constitutional and Legal Status, Structure and Functions of Nagar Nigam; Nagar Palika; Nagar Mahapalika; Town Area; Cantonment Board.

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Social policy, planning and development of rural and urban community.			
Course Code	BSL05T5011			
Pre requisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

1. Understanding Social Policy, Planning and its process.
2. Understand the concept, process, indicators and determinants of social development.
3. Develop capacity to formulate strategies necessary for social development.
4. Understand important social policies in India.

Course Outcomes:- On successful completion of this course students will be enabling to:

CO1	Understanding Meaning, definition , nature and importance ,Need and Significance of social policy
CO2	Develop Understanding Social Policy, Planning and its process.
CO3	Understand the concept, process, indicators and determinants of social development.
CO4	Develop capacity to formulate strategies necessary for social development. Understand important social policies in India
CO5	Critical Understanding of Models of Social Policies.
CO6	Analyze Social Policies and their role in social welfare in India

Text Book (s)

Datt and Sundharam (1995), "Indian Economy", S.Chand and Company Ltd.

Alfred J. Kahn (1969), "Theory and Practice of Social Planning". Russell Sage Foundation, New York. AVARD (1980), Block Level Planning, AVARD Publications: Hyderabad.

Misra. S.N. (1984), Rural Development Planning ---Design and Method, Satvakan Publications, New Delhi.

Reference Book (s)

Kulkarni, P.D. 1979 Social Policy and Social Development in India, Madras, ASSWI.

Pathak, S. 1981 Social Welfare: An Evolutionary and Developmental Perspective, Delhi, MacMillan India.

Middle, James, Social Development, Delhi Sage Publications, 1995

Unit-1 Introduction : Concept of Social policy	10 hrs
Social policy: Concept, Meaning, Definition, Objectives, characteristics, Principles of social policy, Need and Significance of social policy.	
Unit-2 Social Planning	10 Hrs
Social planning: Concept, Objectives, need for planning, Levels and types of Planning: National, State, Block. Components and Approaches of Social Planning, Transportation Planning Environmental/Natural Resources Planning, Linkage between social policy and planning	
Unit-3 Models of Social Policy	10 Hrs
Residual Welfare Model, Unified Model, Integrated model of social policy, Sectoral Model, Industrial achievement Model Institutional redistributive Model.	
Unit-4 Introduction To Social Development	10 Hrs
Definitions, meaning and concept, Objectives Significance of social development Scope, Social development as a process of change ,	
Unit-5 Theories of Social Development	10 Hrs
Theories and perspectives:-economic, socio-cultural, political, legal, Social Policies and Social Development, Problems of social and human development	
Children's Policy in India, Health Policy in India, National Education Policy, National policy for Women empowerment, Welfare of Weaker Sections Policy in India.	
Unit-5 Social Policies in India	5 Hrs
Children's Policy in India, Health Policy in India, National Education Policy, National policy for Women empowerment, Welfare of Weaker Sections Policy in India.	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
---------------------------------	----------------------------	----------------------------	--------------------

20	30	50	100
----	----	----	-----

Name of The Course	Sociology of Demographic profile of rural and urban community			
Course Code	BSL05T5012			
Pre requisite	None			
Co requisite	None			
Anti requisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

1. To bring out the distinct features of the rural society.
2. To introduce importance of study urban society.
3. To understand demographic structure of rural and urban India.
4. To introduce the importance of demographic factors on rural and urban society.

Course Outcomes:- On successful completion of this course students will be enabling to:

CO1	Develop Understanding of the distinct features of the rural and Urban society
CO2	Understand demographic structure of rural and urban India.
CO3	Develop Understanding of demographic factors of rural and urban society.
CO4	Developing a critical understanding of Rural demography of India
CO5	Illustrate Urbanization process in India
CO6	Describe Rural – Urban migration, Religious Composition, Literacy and Education, Gender discrimination, status of women.

Text Book (s)

Srinivas, M. N. (1989). The cohesive role of Sanskritisation and other essays. Oxford: Oxford University Press.
Nyrop, R., & Shinn, R. (1975). Area handbook for India, Washington, DC: The American University

Jeffery, P., & Jeffery, R. (1997). Population, gender and politics: Demographic change in rural north India. Cambridge: Cambridge University Press.

Basu, A. (1992). Culture, the status of women and demographic behaviour. Oxford: Clarendon Press.

Reference Book (s)

Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan.

Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. Wolf, Eric R. 1966. Peasant, New York: Prentice Hall.

Wilson, Robert, A Schultz, David, A , 1978. Urban Sociology, prentice Hall.

Jayapalan, N 2002. Urban Sociology, Atlantic Publishers

Unit-1 Introduction	Rural Sociology	10 Hrs.
Rural Sociology-Nature and Scope of Rural Sociology; History of Rural Sociology, Importance of the study of Rural Sociology		
Unit-2	Urban Sociology	10 Hrs.
Urban Sociology-Nature and Scope of Urban Sociology, Importance of the Study of Urban Sociology; Urbanism as a way of life; Factors of Urbanization.		
Unit-3	Rural demography of India	10 Hrs.
Village Social Structure, Agrarian Social Structure and Change, Land ownership pattern in Rural Society, Jajmani System, Caste and social structure; dominant caste, Changing trends in inter caste relations.		
Unit-4	Urban demography of India	10 Hrs.
Urban Planning - Definition of urban locality, urban place - Urban agglomeration and other related terms, Urban Renewal, Measuring Urbanization, Trends of world Urbanization, Urbanism as a way of life.		
Unit-5		
Location of cities - nature, culture, function, Rural – Urban migration, Religious Composition, Literacy and Education, Gender discrimination, status of women.		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

INTERDISCIPLINARY ELECTIVES OFFERED BY DEPARTMENT OF HUMANITIES

Division of Political Science

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ETE	SEMEST ER
1	POL3101	Contemporary Issues in Indian Politics	4	0	0	4	20	30	50	V
2	POL3091	India's Foreign Policy	4	0	0	4	20	30	50	VI
		TOTAL CREDITS	8	0	0	8				

Division of Economics

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ET E	SEMEST ER
1	ECO2009	Cashless Economy and Start-ups	4	0	0	4	20	30	50	V
2	ECO2010	Global Economic Issues	4	0	0	4	20	30	50	VI
		TOTAL CREDITS	8	0	0	8				

Division of Applied Psychology

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ET E	SEMEST ER
2	PSY3011	Abnormal Psychology	4	0	0	4	20	30	50	V
3	PSY3010	Organizational Psychology	4	0	0	4	20	30	50	VI
		TOTAL CREDITS	8	0	0	8				

Division of English

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ET E	SEMEST ER
1	ENG2013	Theatrical Performance	4	0	0	4	20	30	50	V
2	ENG3010	Intercultural Communication	4	0	0	4	20	30	50	VI

		TOTAL CREDITS	8	0	0	8				
--	--	---------------	---	---	---	---	--	--	--	--

Division of Sociology

SN	Course Code	Course Title	L	T	P	C	IA	MT E	ETE	SEMESTER
1	BSL05T50 13	Social Inequality, stratification, and Mobility	4	0	0	4	20	30	50	V
2	BSL05T50 14	Religion, Science and Society	4	0	0	4	20	30	50	VI
		TOTAL CREDITS	8	0	0	8				

Name of The Course	Contemporary issues in Indian Politics				
Course Code	POL3101				
Prerequisite	None				
Corequisite	None				
Antirequisite	None				
		L	T	P	C
		4	0	0	4

Course Objectives:

India being a diverse country has its own kind of democratic institutions and its different takes on politics and culture. To understand the dynamics of Indian politics we must study contemporary issues in Indian politics.

Course Outcomes

CO1	Understanding of Indian politics after independence
CO2	Analyzing the Federal Structure of the country
CO3	Understanding of role of Political Parties in Indian Democracy
CO4	Understanding of changing role of electoral mechanism in India
CO5	Analyzing factors affecting Indian politics
CO6	Analyzing contemporary challenges in Indian Politics

Text Book (s)

- D. D. Basu, An introduction to the Constitution of India, New Delhi, Prentice Hall, 2005 (Reprint)
- C. P. Bhambhri, The Indian State: Fifty years, New Delhi, Shipra, 1997.
- Paul Brass, Politics of India since Independence, Hyderabad, Orient Longman, 2001.

- Granville Austin, Constitution of India. Oxford, New Delhi.
- S. Kashyap, Reviewing Constitution, Shipra, New Delhi

Reference Book (s)

- S. Kashyap, Reviewing Constitution, Shipra, New Delhi
- Jones, Morris: Government and Politics in India, Oxford University Press, N. Delhi, 1998.
- Noorani, N.V.: Constitutional Question in India, the President, Parliament and the State, Oxford, UP, 2000z

Unit-1 Introduction	8 hours
Introduction	
Indian politics, historical development and post-independence politics	
Unit-2	8 hours
Federalism	
The Federal System: Centre-State Relations, Nagar Palikas and Panchayati Raj	
Unit-3	8 hours
Political Parties	
Political Parties: National and Regional; Changing Nature of Party System.	
Unit-4	8 hours
Electoral system	
Elections: Election Commission, Electoral Reforms, Criminalization of Politics	
Unit-5	8 hours
Indian Politics	
Major Issues in Indian Politics: Religion, Caste and Reservations, Language, Regionalism. Constitution and Society: Right to Education and Right to Work, Right to food. Corruption	
Unit 6	8 hours
Recent development in Indian politics	
Role of social media to influence voters, emergence of nationalist politics and the rise of Hindu nationalism	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	INDIA'S FOREIGN POLICY			
Course Code	POL3091			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

Introduction of Indian foreign policy is the prime motto of this course. Decision making process at the apex level in the matter of external affairs of India is a very important process. This course is made with the core intention to make acquainted the students with this. India's role and its standing in the International arena is another area which is significant and this course deals it with ample base.

Course Outcomes

CO1	Knowledge of salient features of Indian Foreign policy.
CO2	Understanding of role of India in world politics and South Asian politics.
CO3	Understanding Foreign Policy of India
CO4	Analyse India's relationship with developed world
CO5	Analysis India's relationship with its neighbour
CO6	Able to understand recent development in India's foreign policy

Text Book (s)

- Appadorai and M. S. Rajan eds. (1985) India's Foreign Policy and relations, South Asian Publishers, New Delhi.
- Sumit Ganguli eds (2009) India's Foreign policy: Retrospect and Prospect, Oxford University Press, New Delhi.
- Ghosh Peu, (2013), International Relations, third edition, PhiPublication.

Reference Book (s)

- Khanna, V. N (2012), International Relations, third edition, Vikas Publication House, New Delhi.

<p>Unit-1 Introduction 8 hours</p> <p>Foreign Policy: Meaning, Scope and Significance</p>
<p>Nation-State and its National Interest in the Anarchic World System Principle of Continuity and Change</p>
<p>Unit-2</p> <p>Determinants of Foreign Policy and India</p>
<p>Salient Features of India's Foreign Policy: Historical Background, Geopolitical Status of the Country, Social & Cultural Determinants, Political System and Decision Making Process in India,</p> <p>Personality Factors: J L Nehru, Lal Bahadur Shastri, Indira Gandhi, Rajiv Gandhi, P V Narsimha Rao, I K Gujral, Atal Behari Vajpaayi, Manmohan Singh, Narendra Modi</p>
<p>Unit-3</p> <p>India & The World I</p>
<p>NAM</p> <p>India and UNSC Reforms</p> <p>India as a responsible Nuclear State</p>
<p>Unit-4</p> <p>India & The World II India and South Asia</p>
<p>Geo-Economics and Geopolitics</p> <p>India's Relation with USA, Russia and China</p>
<p>Unit-5</p> <p>India and South Asia</p>
<p>India's relations with its Neighbours India and Indian Ocean</p> <p>Global Terrorism and South Asia</p>
<p>Unit-6</p> <p>Recent Development</p> <p>Recent Development in India's Foreign Policy</p>

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Global Economic issues			
Course Code	ECO2010			
Prerequisite	None			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	4	0	0	4

Course Objectives:

- 1) Acquire a basic understanding about the problems of the different countries and the kind of problem faced by them.
- 2) Analyse the role and importance of environment for sustainable growth & development
- 3) Familiarization with the various resources and potential of the Economy as a whole.
- 4) Understand the global economic concerns of crisis and depression and its impact on world economy.
- 5) familiarize students with different problem like inequality, environment issues
- 6) Analyse the impact of high emissions on production.

Course Outcomes

CO1	Apply concepts global environment/emissions on production.
CO2	To prepare students to know the problems generated through inequalities of income.
CO3	Explain the problem of inequality
CO4	Able to understand “real world” problems those are frequently encountered by government, state government and policy makers.
CO5	Role of government in social policy and how it leads to betterment of the society as whole
CO6	Able to understand environment and public policy

Text Book (s)

- 1) Joseph P. Daniels, David D. Van Hoose, Global Economic Issues and Policies; Routledge N. Y.

- 2) Sachs, Jeffrey D. 2005. The End of Poverty: Economic Possibilities for Our Time. New York: Penguin Press. (See especially Chapter 1.
- 3) Stiglitz, Joseph E. 2003. Globalization and Its Discontents. New York: Norton. (Chapter 2.)

Reference Book (s)/Papers

- 1) Lomborg, Bjorn, ed. 2004. Global crises global Solutions. Cambridge, United Kingdom: Cambridge University Press.

Unit-1 Capitalist revolution
Emergence of capitalist society, variety of capitalism, measuring income inequality, income, living standard. Technology, population and growth
Unit-2 History of economic crisis
Great depression of 1930s; Root cause, impact on global economy, Policy making to eradicate the problems. Period of golden age: Root cause, impact on global economy, Policy making to eradicate the problems. Global crisis of 2008: Root cause, impact on global economy, Policy making to eradicate the problems.
Unit-3 Globalization, trade & labour exploitation
Globalization and trade, Consequences of globalization: exploitation and Modern slavery
Unit-4 Environment and public policy
Environment as an economic issue, Government as policy maker, Davos world economic forum, United Nation environment program.
Unit – 5 Globalisation and FDI
Inward and Outward FDI, Types of FDI, FDI and its impact on Host economy.
Unit-6 Recent Development
Importance and role of globalisation during pandemic like COVID 19

Name of The Course	Cashless Economy and Start-ups			
Course Code	ECO2009			
Prerequisite	None			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	4	0	0	4

Course Objectives:

1. To explore the basic concepts related to start-ups
2. To facilitate an understanding of the meaning and concepts of cashless economy
3. To get an idea of the factors promoting entrepreneurship
4. To understand the importance of cashless economy for development
5. To explore the importance of start-ups for economic development
6. To understand the basic concepts of cyber crime

Course Outcomes

CO1	Able to identify the basics of start-ups and policies regarding the start-ups.
CO2	Able to have basic understanding about the institutions promoting start-ups
CO3	Able to demonstrate knowledge about the marketing and financial strategies
CO4	Able to appraise the effects of cashless economy
CO5	Able to assess the role of infrastructure and institutions promoting cashless economy
CO6	Able to understand importance of start ups

Text Book (s)

- 1) Roy, A. K. (2017). Digital India initiative-to transform India into digital empowered society and knowledge economy
- 2) Mandal, P. K. (2017). *Problems and Prospects of Cashless India*. Educreation Publishing.

Reference Book (s)/Papers

- 3) Davidsson, P. (2006). *New firm startups*. Edward Elgar Publishing.
- 4) Schaper, M., Volery, T., Weber, P., & Lewis, K. (2010). *Entrepreneurship and small business*. John Wiley & Sons.

Unit-1 Introduction to start-ups
merit and demerits of start-ups', start-ups & start-ups India, make in India and its impact on start-ups, global scenario of start-ups, opportunity and risk analysis, state policies and start-ups, institutions promoting start-ups
Unit-2 strategies of setting up start-ups
Strategies for start-ups, marketing strategies to make your start-up a success, start-up financing, innovation and start-ups, reasons for the failure of start-ups
Unit-3 Role of start-ups in cashless economy
Definition cashless economy, merits and demerits of cashless economy, cashless economy and corruption, concerns in cashless economy, infrastructure for cashless economy, role of public and private institutions in cashless economy
Unit-4 Cashless economy and digitalization: Future prospects and shortcomings
Instruments of cashless economy, overview of digital payment, Evolution of digital payment, global scenario of cashless payments
Unit-5 Mobile market
overview of mobile wallet market in India, effect of demonetization on the industry, future outlook and key challenges
Unit-6 Recent Development
Start up India and Stand up India

Name of the Course	Abnormal Psychology			
Course Code	PSY3011			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives: Main objectives of this course are:

1. To train the students to carry our projects in the different areas of clinical psychology.
2. To make the students familiar with the psychological tests used for clinical purposes.
3. To impart the knowledge and skills for administering tests and writing their reports.
4. To enrich their understanding of major concepts, theoretical perspectives, and research findings in cognitive psychology.
5. To enable students to develop insight into their own as well as others' behaviour and underlying mental processes.

Course Outcomes:

CO1	Knowledge of the psychological theories and models for the field of abnormal psychology.
CO2	Understand the perceived causes and treatments of psychological disorder prior to the twentieth century
CO3	Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders.
CO4	Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology.
CO5	Learn clinical assessment techniques including unstructured and structured interviews, psychological inventories, projective tests, intelligence tests, neuropsychological assessments, psychophysiological assessments, behavioural assessments
CO6	Apply, to selected case examples, learned conceptualization, causation, and treatment of mental disorders.

Text Book (s)

- Hecker, Jeffrey E. and Thope, Geoffrey L. (2005) : "Introduction to Clinical Psychology", Pearson Education Inc.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) The Clinical Psychology Handbook Pergamon. New York
- Sweet, J. J. , Rozensky, A. & Tovian, S. M. (1991) Handbook of Clinical Psychology in Clinical Practice. New York: Plenum.
- Walker, C. E. (2001) Handbook of Child Clinical Psychology. New York: John Wiley & Sons.

Reference Book (s)

- Mathur, S. S. (1985) : "Clinical Psychology", Vinod Pustak Mandir, Agra.
- Neiszal, M. T., Bernsten (1995) : "Introduction to Clinical Psychology", 2nd Ed.
- Walker, C. E. (Ed.) : "Clinical Practice of Psychology", Pregman Press, New York.
- Weiner, B. (1983) : "Clinical Methods in Psychology", N. Y., John-Wiley and Sons.
- Wolman, Benjamine, B. : "Handbook of Clinical Psychology", McGraw Hill Company.
- Korchin, S.J. (1979) Modem Clinical Psychology (Harper).
- Garfield & Bergin, (1978) Handbook of Psychotherapy and Behavior change, New York: Wiley.
- Woleman, B.B. (1984) Handbook of Clinical Psychology, New York: Wiley

Detailed Outline of the Course:

Unit-1 Introduction
Clinical psychology concept and definitions
Brief history of clinical psychology
Activities of clinical psychologist: teaching, research assessment and therapy, Professional responsibilities
Unit-2 Childhood Disorders I

<p>Childhood Disorders</p> <p>classification of childhood disorders</p> <p>Mental retardation</p>
Unit-3 Childhood Disorders II
<p>Autistic spectrum disorders</p> <p>Learning Disabilities</p> <p>ADHD</p>
Unit-4 Adult Disorders
<p>Adult Disorders:</p> <p>Dissociative and Somatoform Disorders</p> <p>Personality Disorders</p> <p>Other psychological disorders like substance abuse, sexual disorders, abuse and neglect</p>
Unit-5 Diagnostic Techniques
<p>Clinical interviewing</p> <p>Case study in detail</p> <p>Ethical and Professional issues</p>
Unit-6 Recent Trends
Recent research work in the field will be covered

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of the Course	Organizational Psychology			
Course Code	PSY3010			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

1. Identify key theoretical aspects and practical applications of organizational behavior.
2. Apply OB concepts and theories to analyze and improve work situations.
3. Understand and leverage your own traits and OB competencies in the workplace for professional success and as a potential organizational leader.

Course Outcomes:

CO1	Understand how organizations work and why people behave as they do in work settings.
CO2	Better understand your own OB related traits and perspectives
CO3	Improve your ability to analyze and understand organizational situations in terms of OB theories and concepts
CO4	Improve your skills in reacting appropriately to organizational situations using OB concepts
CO5	Analyze the complexities associated with management of the group behavior in the organization.
CO6	Demonstrate how the organizational behavior can integrate in understanding the motivation (why) behind behavior of people in the organization.

Text Book (s)

- Organization Theory: From Chester Barnard to the Present and Beyond By Oliver E. Williamson Oxford University Press, 1995 (Expanded edition)
- Organizational Behavior: Foundations, Theories, and Analyses By John B. Miner Oxford University Press, 2002
- Organizational Behaviour: Performance Management in Practice By Richard Pettinger Routledge, 2010

Detailed outline of the course

Unit-1 Introduction
What is Organizational Behavior; Context Introductions and Orientation
Unit-2 Individual Effectiveness
Personality, values, attitudes, emotional intelligence
Unit-3 Social Interactions
Groups, Teams, and Leadership, Group Behavior and Teams Communication & Social Networks
Unit-4 Understanding Job Satisfaction & Motivation
Theories of Motivation, Applying Motivation related Concepts - Case Discussion
Unit-5 Employee Engagement
Affect, Attitudes, Recreational Activities and Behavior at work
Unit-6 Effects of Workplace Trends on Industrial-Organizational Psychology
Globalization, Sexual Harassment, Automation and Artificial Intelligence, Employee engagement program

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of The Course	Theatrical Performance			
Course Code	ENG2013			
Prerequisite	NA			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	0	0	4	4

Course Objectives:

Introduce students to the practical aspects of theatrical performances by practicing the following skills:

1. Planning a theatrical performance, distribution of roles and responsibilities and preparation of the script for a theatrical performance
2. Understand and implement the various aspects of directing a theatrical performance
3. Understand and implement the art of acting, music and dance in a theatrical performance
4. Understand and implement the craft of designing set, lights, costumes, sound, projection and props in a theatrical performance
5. Understand and perform the responsibilities of stage management
6. Rehearse and perform a theatrical performance in front of live audiences

Course Outcomes:

CO1	Plan the various stages of a theatrical performance and distribute roles and responsibilities and prepare a script for performance
CO2	Direct the theatrical performance with the help of a team of performers, artists and professionals
CO3	Perform the roles as actors, singers, musicians, choreographers and dancers
CO4	Design and prepare Sets, Lights, Costume, Sound, Projection, Props, etc.
CO5	Manage the stage properly and coordinate with all the stakeholders
CO6	Rehearse and perform a play in front of live audiences

Text Book (s)

- *Theatre Games* by Clive Barker, A&C Black; Reprint edition (September 1, 2003)

Reference Book (s)

- *The Oxford illustrated History of Theatre* by John Russell Brown, Oxford University Press, 1995.
- *Natyasastra: English Translation with Critical Notes* by AdyaRangacharya, MunshiramManoharial Publishers Private, Limited, 1996
- *Theatrical Design and Production*, 5th ed., by J. Michael Gillette, McGraw-Hill (2004)
- *A Practical Handbook for the Actor* by Bruder, Melissa et al. Random House, 1986.
- *Sound and Music for the Theatre: The Art and Technique of Design*, Second Edition by Deena Kaye and James LeBrecht, Focal Press; 2 edition (September 1999)
- *Designing with Light: An Introduction to Stage Lighting*, 4th ed., by J. Michael Gillette
- *An Introduction to Scenic Design and Construction* by Michael Gillette, 5th edition, 2005
- *The Director's Eye* by Ahart, John, Colorado Springs: Meriwether Pub. Ltd., 2001.
- *The Stage Management Handbook*, Daniel A. Ionazzi
- *Handbook of Stage Costume* [illustrated] by Tina Bicat, Crowood Press, Limited (2006)

Unit-1 Planning, distribution of roles and responsibilities, preparation of script
Unit-2 Direction
Unit-3 Acting, Music and Dance
Unit-4 Designer (Set, Lights, Costume, Sound, Projection, Props):
Unit-5 Stage Management
Unit-6 Final Rehearsals and Performance

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Intercultural Communication			
Course Code	ENG3010			
Prerequisite	NA			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	4	0	0	4

Course Objectives:

Introduce students to the practical aspects of theatrical performances by practicing the following skills:

1. Come to understand the foundational concepts of culture, and the dynamics that influence human interaction and communication across cultures.
2. Come to appreciate the wide range of diverse human behaviours, thereby increasing their cognitive complexity and cultural literacy.
3. Learn to use the ethnographic approach to observe, describe and interpret cultural behaviours.
4. Develop analytic breadth through using visual media and relationships as the basis of analysis.

Course Outcomes:

Course Outcomes:

CO1	Identify and describe the various aspects of culture which affect a person's worldview, values, and behaviour.
CO2	Understand the diversity of worldviews, values, behaviour, traditions, and experiences of co-cultures
CO3	Understand the roles of culture, language, power, and communication on the development of personal, social and cultural identities throughout the lifespan
CO4	Discuss how culture influences nonverbal communication and how nonverbal communication influences intercultural communication
CO5	Understand and analyze the process of stereotype formation and the manifestations of prejudice, discrimination
CO6	Explore and evaluate concrete examples of the student's own cultural heritage in relation to others

Text Book (s)

- *Theatre Games* by Clive Barker, A&C Black; Reprint edition (September 1, 2003)

Reference Book (s)

- *The Oxford illustrated History of Theatre* by John Russell Brown, Oxford University Press, 1995.
- *Natyasastra: English Translation with Critical Notes* by AdyaRangacharya, MunshiramManoharal Publishers Private, Limited, 1996
- *Theatrical Design and Production*, 5th ed., by J. Michael Gillette, McGraw-Hill (2004)
- *A Practical Handbook for the Actor* by Bruder, Melissa et al. Random House, 1986.

- *Sound and Music for the Theatre: The Art and Technique of Design*, Second Edition by Deena Kaye and James LeBrecht, Focal Press; 2 edition (September 1999)
- *Designing with Light: An Introduction to Stage Lighting*, 4th ed., by J. Michael Gillette
- *An Introduction to Scenic Design and Construction* by Michael Gillette, 5th edition, 2005
- *The Director's Eye* by Ahart, John, Colorado Springs: Meriwether Pub. Ltd., 2001.
- *The Stage Management Handbook*, Daniel A. Ionazzi
- *Handbook of Stage Costume* [illustrated] by Tina Bicat, Crowood Press, Limited (2006)

Unit-1
Introduction Introduction to Intercultural, Communication and Developing Cultural Awareness, Defining Human Communication and Culture, Components of Human Communication, Developing Intercultural Competence
Unit-2
Culture, communication, context, and power Three Approaches to Culture, Communication, Nine Cultural Value Orientation, Influence of Cultural Values on Communication
Unit-3
Cultural Values and Conflict Behaviour, Communication and context, Characteristics of Power, Relationship Between Communication and Power
Unit-4
Culture and Variables Culture and History, Culture and Values, Culture and Identity, Structure of Culture, Culture and Family, Constructs of Worldviews, Religion and Human Behaviours Common Elements of Religion, Developing Religious Tolerance
Unit-5
Language and Intercultural communication Components of Language, Cultural variations in communication style and apply to word choice in written communications, Challenges of multilingualism and how to adapt communications methods, Translation and interpretation
Unit-6
Phenomenon of code switching and interlanguage, Communications tactics and channels to promote intercultural messages to diverse, targeted audiences

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Social Inequality, Stratification and Mobility.			
Course Code	BSL05T5013			
Prerequisite	None			
Co requisite	none			
Ant requisite	none			
	L	T	P	C
	4	0	0	4

Course Objectives:

- To enable them in understanding Perspectives on Social structure
- To understand social structure and social relations in present context.
- Develop critical understanding of fundamental social institutions
- To understand problems caused due to structural factors of a society.
- To develop critical understanding to social dynamics.
- To enable students to explore and address the issues of social disharmony.

Course Outcomes: On successful completion of this course students will be enabling to:

CO1	Understand major perspectives on, natural inequalities and social inequalities.
CO2	Understand Impact of industrialization on social structure and social relations
CO3	To explore the causes and consequences of changes happening to fundamental social institutions in India
CO4	Develop critical understand Structural Issues like Inequality of Caste, Class Gender and Ethnicity.
CO5	Analyzing the causes and consequences of social mobility in Closed and Open Systems of Stratification
CO6	Build up capacity to organize community to address social and economic inequality .

Text Book (s)

- Jonathan H Turner, Structure of sociological theories,7th Edition,2002.
- Ahuja, Ram (2000): Social Problems in India, New Delhi: Rawat Publications
- Bottommore. T.B. 1972, SOCIOLOGY: A guide to problems and literature. Bombay : George Allen and Union (India).
- Robert A. Rothman, Inequality & Stratification - Race, Class, & Gender, 3rd Edition, 2008
- Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers.

Reference Book (s)

- Sen, Amartya (Trinity College, Cambridge) India: Economic Development and Social Opportunity ,1991
- T. H Marshall, Citizenship and social class. and other essays, Cambridge University Press,1950
- Supurna Banerjee and Nandini Ghosh.Introduction. Debating Intersectional ties: Challenges for a Methodological Framework,1989

Unit-1 Introducing Stratification:	10 hours
<p>Natural inequalities and social inequalities</p> <p>Hierarchy and differences, theories on social stratification</p> <p>Structural Inequality: Jatis, Caste, Sub caste, Occupations, race, Varna, Class and new systems of stratifications and their role in society, tribe and nation, Status consistency and Status inconsistency,</p> <p>Social Mobility: Nature and types of Mobility , Mobility in Closed and Open Systems of Stratification,</p>	
Unit-2 Contemporary Issues and Debates in Stratification	10 hours
<p>Contemporary Issues and Debates in Stratification</p> <p>Education as a site of Inequality-educational inequalities in contemporary India, Educational Anomie, Rise of Meritocracy , Impact of Modern education, Industrialization on social stratification</p> <p>Impact of green revolution, democratization and information and communication technology on caste and class in rural India.</p>	
Unit-3 Structural Issues and inequality	10 hours
<p>Jatis, Caste, Sub caste, Occupations, race, Varna, Class and new systems of stratifications and their role in society, tribe and nation, Status consistency and Status inconsistency,</p>	
Unit-4 Race and Ethnicity	10 hours
<p>1. Definitions of race and ethnicity 2. The social construction of race</p> <p>a. radicalization b. racial formation theory</p> <p>3. Prejudice, discrimination and institutional racism</p> <p>4. Consequences of racial stratification a. racial segregation b. race, ethnicity, and life chances</p> <p>5. Diverse group experiences</p> <p>6. Intersections of class and race</p>	
Unit 5 Addressing Social Inequalities in Contemporary India	10 Hrs
<p>Changing forms of social inequality, Rise of Meritocracy, Role of technology in Social division.</p>	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
---------------------------------	----------------------------	----------------------------	--------------------

20	30	50	100
----	----	----	-----

Name of The Course	Religion Science and Society			
Course Code	BSL05T5014			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives: This course aims to provides a broad vision, knowledge, understanding and rational outlook to understand and analyze religion

Course Outcomes: On successful completion of this course students will be able to-

CO1	Examine the various approaches to the study of religion.
CO2	Develop a critical understanding of state, religion and emancipation.
CO3	Examine the various religious practices like rites of passage and practices of inversion.
CO4	Critically examine the structure, function and dysfunctions of religion
CO5	Interpret and understand the causes and consequences of world religions.
CO6	Examine the sociological analysis of impact of science and technology on society.

Text Book (s)

- T. N. Madan, Religion in India, OUP, New Delhi, 1991
- A. Nandy, Trivedy, Mayaram and Yagnik, Creating a Nationality: The Ramjanmabhoomi Movement and the Fear of the Self, OUP, Delhi, 1987
- Srinivas, M. N. 1952. Religion and society among the Coorgs of south India. Clarendon : Oxford
- Emile Durkheim. 1995. The elementary forms of religious life. Translated by Karen E. Fields. New York: The Free Press
- Max Weber.1978. Economy and society. Edited by Guenther Roth and Claus Wittich. California: University of California Press

Reference Book (s)

- Malinowski, Bronislaw. 1948. Magic, science and religion and other essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press
- Mauss, Marcel.2008 (2003). On prayer. USA: Berghahn Books

Unit-1	Introduction To sociology of Religion	15 hours
Religion: Why Sociologists Study Religion? Meaning and Definitions, Concepts, Theories. Cult , Sect, Denomination. Social and Religious: Formulating Religious ,Asceticism and Accumulation Theodicy and Eschatology , State, Religion and Emancipation Religious and Solitude		
Unit-2	Elements of Religious	10 hours
Elements of Religious Sacred, Myth, Ritual , Time-Space, Rationality Religious Practices Rites of passage, Practices of inversion		
Unit-3		10 hours
Techniques of Religious Prayer ,Craft ,Body Religion in India: Functions and dysfunctions, Impact of religion on Indian society Communalism in India., Sociological Analysis of religious behaviour of Indians		
Unit-4		10 hours
Impact of science on society, Science and Scientific Controversies, Technology and Privacy		
UNIT 5	Religion Science and Society:	10 Hrs
Current Trends in Religion: Secularization., Classical and Modern Thinkers on Religion and Secularization.		
Unit 6		5 Hrs
A new Religious Consciousness. Religion, Magic and Science.		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100