Department of Liberal Arts

B.A. (Hons.) Liberal Arts
Curriculum and Syllabus

(Applicable to the students admitted from AY: 2023 onwards)

Easwari School of Liberal Arts
SRM University *AP*, Andhra Pradesh

Department Vision

To become a leading centre for excellence committed to fostering comprehensive learning, cultivating expertise and nurturing a global perspective to effectively serve society.

Department Mission

1. Enable multi-disciplinary knowledge that enhances the understanding of human experiences.
2. Provide a conducive environment for to develop future leaders.
3. Develop academic research methods and relevant practical skills for generating new knowledge.

Program Educational Objectives (PEO)

1. Introduce students to leading texts and central debates across various disciplines.
2. Develop students critical and analytical skills, empowering them to become agents of progressive social change.
3. Impart experiential and immersive training through internships, research projects and field-based learning to strengthen future career pathways.

Mission of the Department to Program Educational Objectives (PEO) Mapping

	PEO 1	PEO 2	PEO 3
Mission Statement 1	3	2	2
Mission Statement 2	2	3	2
Mission Statement 3	2	1	3

Program Specific Outcomes (PSO)

1. Demonstrate the theoretical and conceptual diversity in liberal arts domains.
2. Apply multi-disciplinary learning in chosen professional spheres.
3. Demonstrate critical and analytical capabilities in assessing complex socio-political challenges

Mapping Program Educational Objectives (PEO) to Program Learning Outcomes (PLO)

Program Learning Outcomes (PLO)															
PEOs	POs												PSOs		
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
PEO 1	3	3	3	2	3	2	3	3	3	3	2	2	3	2	3
PEO 2	3	3	3	2	3	2	3	3	2	3	2	2	3	3	3
PEO 3	3	3	3	3	3	2	3	2	3	3	3	2	3	3	3

Category Wise Credit Distribution			
Course Sub-category	**Subcategory Credits**	**Category Credits**	**Learning hours**
Ability Enhancement Courses (AEC)		9	270
University AEC	4		
School AEC	5		
Value Added Courses (VAC)		8	240
University VAC	8		
School VAC	0		
Skill Enhancement Courses (SEC)		15	450
School SEC	9		
Department SEC	0		
SEC Elective	6		
Foundation/ Interdisciplinary courses (FIC)		22	660
School FIC	22		
Department FIC	0		
Core + Core Elective including Specialization (CC)		76	2280
Core	76		
Core Elective (Inc Specialization)	0		
Minor (MC) + Open Elective (OE)	15	15	450
Research / Design / Internship/ Project (RDIP)		22	600
Internship / Design Project / Startup / NGO	12		
Internship / Research / Thesis	10		
Total		**167**	**5010**

Semester wise Course Credit Distribution Under Various Categories										
Category	**Semester**									
	I	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**	**Total**	**%**
Ability Enhancement Courses - AEC	2	2	2	3	0	0	0	0	9	**5**
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	**5**
Skill Enhancement Courses - SEC	2	2	3	2	3	3	0	0	15	**9**
Foundation / Interdisciplinary Courses - FIC	14	8	0	0	0	0	0	0	22	**13**
CC / SE / CE / TE / DE / HSS	0	4	16	16	16	16	8	0	76	**46**
Minor / Open Elective - OE	0	3	3	3	3	3	0	0	15	**9**
(Research/ Design/ Industrial Practice/Project/Thesis/Internship) -RDIP	0	0	2	0	4	0	6	10	22	**12**
Grand Total	**20**	**21**	**26**	**23**	**26**	**26**	**14**	**10**	**166**	**100**

Note: L-T/D-P/Pr and the class allocation is as follows.

a) Learning Hours : 30 learning hours are equal to 1 credit.
b) Lecture/Tutorial : 15 contact hours (60 minutes each) per semester are equal to 1 credit.
c) Discussion : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
d) Practical : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
e) Project : 30 project hours (60 minutes each) per semester are equal to 1 credit.

SEMESTER - I								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	AEC	U AEC	AEC 101	Art of Listening, Speaking and Reading Skills	1	0	1	2
2	VAC	S VAC	VAC 101	Environmental Science	2	0	0	2
3	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
4	FIC	S FIC	FIC 101	Emerging Technologies	2	0	0	2
5	FIC	S FIC	FIC 121	Understanding Human Minds	3	0	1	4
6	FIC	S FIC	FIC 122	Understanding the Indian Constitution	3	0	1	4
7	FIC	S FIC	FIC 123	Understanding Indian Society(ies): Myths and Realities	3	1	0	4
				Semester Total	**15**	**2**	**3**	**20**

SEMESTER - II								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	AEC	U AEC	AEC 107	Effective Writing and Presentation Skills	1	0	1	2
2	VAC	S VAC	VAC 102	Universal Human Values and Ethics	2	0	0	2
3	SEC	S SEC	SEC 103	Entrepreneurial Mindset	2	0	0	2
4	FIC	S FIC	FIC 115	Economics in Everyday Life	4	0	0	4
5	FIC	S FIC	FIC 116	Data Analytics for Social Sciences	4	0	0	4
6	Core	CC	LBA 202	Logic and Critical Thinking	3	1	0	4
7	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**19**	**1**	**1**	**21**

SEMESTER - III								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	AEC	U AEC	AEC 104	Creativity and Critical thinking Skills	1	0	1	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 114	Analytical Reasoning and Aptitude Skills- Basics	0	2	1	3
5	Core	CC	LBA 203	Introduction to Political Theory	3	1	0	4
6	Core	CC	LBA 204	Theories of Communication	3	1	0	4
7	Core	CC	LBA 206	Greek Philosophy	3	1	0	4
8	Core	CC	LBA 207	Anthropological Theories	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
10	RDIP	RDIP	LBA 212	Summer Immersion	0	0	2	2
				Semester Total	**17**	**5**	**6**	**6**

SEMESTER - IV								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	AEC	S AEC	AEC 102	Leadership and Teamwork	1	0	1	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 108	Social Entrepreneurship	2	0	0	2
5	Core	CC	LBA 208	Political Thought	3	1	0	4
6	Core	CC	LBA 209	Classical Sociological Theories	3	1	0	4
7	Core	CC	LBA 210	Qualitative Research Methods	3	1	0	4
8	Core	CC	LBA 211	Media and Nationalism	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**18**	**4**	**5**	**21**

SEMESTER - V								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
3	SEC	E SEC		Career Skills – I	3	0	0	3
4	Core	CC	LBA 301	Indian Government and Politics	3	1	0	4
5	Core	CC	LBA 302	Environmental Anthropology	3	1	0	4
6	Core	CC	LBA 303	Sociology of Gender	3	1	0	4
7	Core	CC	LBA 305	Mandarin - I	3	0	1	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
9	RDIP	RDIP	LBA 304	Internship	0	0	4	4
				Semester Total	**18**	**3**	**9**	**26**

SEMESTER - VI								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2
3	SEC	E SEC		Career Skills - II	3	0	0	3
4	Core	CC	LBA 306	Sociology of Work	3	1	0	4
5	Core	CC	LBA 307	Mandarin - II	3	0	1	4
6	Core	CC	LBA 308	Development Communication	3	1	0	4
7	Core	CC	LBA 309	Public Administration: Theory and Practice	3	1	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**18**	**3**	**5**	**26**

SEMESTER - VII								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	Core	CC	LBA 401	Advanced Research Methods	3	1	0	4
2	Core	CC	LBA 402	Modern Western Philosophy	3	1	0	4
3	RDIP	RDIP	LBA 406	Thesis - I	0	0	6	6
				Semester Total	**6**	**2**	**6**	**14**

SEMESTER - VIII								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	RDIP	RDIP	LBA 407	Thesis - II	0	0	10	10
Semester Total					**0**	**0**	**10**	**10**

Open Elective / Minor								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	OE	OE	LBA 241	Gender and Society	3	0	0	3
2	OE	OE	LBA 242	Technology and Society	3	0	0	3
3	OE	OE	LBA 243	Socio-cultural Dimensions of Sound	3	0	0	3
4	OE	OE	LBA 244	Gender and Development	3	0	0	3
5	OE	OE	LBA 245	Sustainable Cities and Climate Change	3	0	0	3
6	OE	OE	LBA 246	Introduction to Professional Ethics	3	0	0	3
7	OE	OE	LBA 247	Food, Culture, and Society	3	0	0	3
8	OE	OE	LBA 248	Gender Disability and Performance	3	0	0	3
9	OE	OE	LBA 249	Artificial Intelligence (AI) and Ethics	3	0	0	3
10	OE	OE	LBA 250	Law and Society	3	0	0	3

List Of Career Skill Courses								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	SEC	E SEC			3	0	0	3
2	SEC	E SEC			3	0	0	3
Semester Total					**6**	**0**	**0**	**6**

SRM University *AP*, Andhra Pradesh

Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

The Art of Listening, Speaking and Reading Skills

Course Code	AEC 101	Course Category		L	T	P	C
				1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To develop and enhance students' proficiency in listening, speaking, and reading skills,
- To help the participants understand the purpose and differentiate various types of audience.
- To prepare the students to produce Language in various contexts be it Oral or Written form.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop advanced listening skills, to comprehend and respond to a wide range of spoken language varieties, accents, and contexts with increased accuracy and fluency.	2	90%	90%
Outcome 2	Articulate ideas and thoughts clearly and effectively in both informal and formal settings, utilizing appropriate vocabulary, grammar, and speech delivery techniques.	3	90%	90%
Outcome 3	Enhance their reading comprehension and critical analysis abilities, enabling them to understand complex texts, extract key information, and critically evaluate the content within various genres and subjects.	3	70%	70%
Outcome 4	Engage in effective and meaningful conversations, demonstrating improved listening skills, oral communication abilities, and comprehension of written texts, thereby enhancing their overall language proficiency and communication competence	2	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1					1	1		3	2	3		3			
Outcome 2					1	1			1	3		3			
Outcome 3					1	1			1	3		2			
Average					**1**	**1**			**1**	**3**	**3**	**3**			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Augmenting Listening skills**	**9**		
	Course introduction and objectives: Importance of LSRW	1	1	1 a
	Listening - Barriers to active listening and steps to Overcome	2	1	1 b
	Listening Comprehension How to take/ make notes (different ways)	2	1	1b, 2a, 2c
	Listening practice: Identifying main ideas, supporting details, and inferences and summarizing key points	2	1	1b, 2a, 2c
	Practice sessions: memory games, Chinese whisper	2	1	NA
Unit 2	**Developing Speaking Skills**	**9**		
	Strategies for good speech, Basics of grammatically correct speech	1	2	1a, 2 a, b, c
	Basics of phonetics and intonation	2	2	1a
	Oral presentations: do's and don'ts	1	2	1a
	Speaking Practice: Just a minute/ Impromptu, Story-telling/ Story starters Group discussions,	5	2	NA
Unit 3	**Communication and Persuasion**	**9**		
	Verbal Communication and Nonverbal Communication	2	2, 3	1a
	The art of persuasive communication (Ethos, pathos, Logos)	2	2, 3	1a
	Practice sessions (Convince the other Role plays, Self-introduction, Pitching, extempore, public speaking)	5	2, 3	NA
Unit 4	**Reading**	**9**		
	Reading strategies (Skimming and scanning, extensive and intensive)	2	2	1c
	Reading and analyzing various texts, including articles, essays, and academic papers	3	2	1c
	Reading Comprehension Practice	4	2	1c, 2a
Unit 5	**Integrated Skills and Real-World Application**	**9**		
	Engaging in discussions and debates on current issues	2	3	NA
	Real-world application of language skills (e.g., job interviews, social interactions)	2	3	NA
	Pitching Presentation	5	3	NA
	Total contact hours	45		
	Notional hours	15		
	Total Leaning Hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Project (40%)
		CLA-1 20%	Mid-1	CLA-2 20%	CLA-3 20%	
Level 1	Remember	20%			40%	30%
	Understand					
Level 2	Apply	60%		40%	40%	30%
	Analyse					
Level 3	Evaluate	20%		60%	20%	40%
	Create					
Total		100%		100%	100%	100%

Recommended Resources

1a. Shoba, L. (2017). Communicative English: A Workbook. U.K: CambridgeUniversity Press.
1b. Leonardo, N. (2020) Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills. Rockridge Press
1c. Williams, A.J. (2014) Reading Comprehension: How To Drastically Improve Your Reading Comprehension and Speed Reading Fast! (Reading Skills, Speed Reading)

2a. https://learnenglishteens.britishcouncil.org/
2b. https://www.bbc.co.uk/learningenglish/
2c. https://www.ted.com/?geo=hi

Other Resources

1. -

Course Designers

1. -

SRM University *AP*, Andhra Pradesh
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Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Environmental Science

Course Code	VAC 101	Course Category	Value Added Course	L	T	P	C
				2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Environmental Science and Engineering	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To describe the environmental concepts from ecology and earth science to address real-world problems.
- To interpret the complex interactions within and between environmental systems and to evaluate evolving environmental problems

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Comprehend the environmental challenges that need attention.	1	80%	70%
Outcome 2	Summarize the types of environmental pollutions and possible effects to society	2	80%	70%
Outcome 3	Classify the natural environmental resources, present state, rate of depletion and future perspectives	2	80%	70%
Outcome 4	Articulate a project-based learning on existing local to global environmental issues	2	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	-	1	1	-	1	1	1	2	1	-	1	-	-	-
Outcome 2	1	-	1	1	-	1	2	1	2	1	-	1	-	-	-
Outcome 3	1	-	1	2	1	1	3	2	2	1	-	1	-	-	-
Outcome 4	1	-	1	2	2	1	3	3	2	2	1	1	-	-	-
Average	**1**	**-**	**1**	**1.5**	**1.5**	**1**	**2.25**	**1.75**	**2**	**1.25**	**1**	**1**	**-**	**-**	**-**

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Human, Environmental Issues, and Climate Change**	**6**	1	1,2,3
	The man-environment interaction	1	1	1,2,3
	Environmental issues and scales	1	1	1,2,3
	Land use and Land cover change	2	1	1,2,3
	Ozone layer depletion	1	1	1,2,3
	Understanding climate change and adaptation	1	1	1,2,3
Unit 2	**Environmental Pollution and Health**	**7**	2	1,2,3
	Understanding pollution; Definitions, sources, impacts on human health and ecosystem	2	2	1,2,3
	Air pollution	1	2	1,2,3
	Water pollution	1.5	2	1,2,3
	Soil pollution	1	2	1,2,3
	Solid waste	1.5	2	1,2,3
Unit 3	**Ecosystems, Biodiversity Conservation, and Sustainable Development**	**9**	3	1,2,3
	Ecosystems and ecosystem services	1	3	1,2,3
	Biodiversity and its distribution	1	3	1,2,3
	Threats to biodiversity and ecosystems	1	3	1,2,3
	Overview of natural resources	1	3	1,2,3
	Biotic resources	1	3	1,2,3
	Water resources; Soil and Energy resources	2	3	1,2,3
	Introduction to Sustainable Development Goals (SDGs)-targets and indicators	2	3	1,2,3
Unit 4	**Environmental Management, Treaties and Legislation**	**8**	4	1,2,3
	Introduction to environmental laws and regulation	2	4	1,2,3
	Environmental management system	2	4	1,2,3
	Pollution control and management	2	4	1,2,3
	Major International Environmental Agreements; Major Indian Environmental Legislations	2	4	1,2,3
Total Contact Hours		30		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50 %)								End Semester Exam (50 %)	
		CLA-1 (15 %)		CLA-2 (15 %)		CLA-3 (__%)		Mid Term (20 %)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	60%		40%				40%		30%	
	Understand										
Level 2	Apply	40%		60%				60%		70%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		**100%**		**100%**				**100%**		**100%**	

Recommended Resources

1. Rajagopalan, R. (2016) Environmental Studies (3rd edition), Oxford University Press.
2. Sharma, P. D. (2018) Ecology and environment. Rastogi Publications.
3. Anil K. Dey. (2016). Environmental Chemistry. New Age Publisher International Pvt Ltd. ISBN: 9789385923890, 9385923897

Other Resources

1. -

Course Designers

SRM University *AP*, Andhra Pradesh
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Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Digital Literacy

Course Code	SEC 102	Course Category	SEC	L	T	P	C
				1	1	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	ITKM	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

1. Introduce basic digital skills that are needed in today's 21st century work environment.
2. develop the skills that they need to effectively integrate technology into their respective professional practices.
3. Learn practical-oriented and will have a lot of hands-on exercises.
4. Understand basic and practical digital skills.
5. learn and use software and hardware systems, including the basic troubleshooting.
6. Learn issues pertaining to emerging technologies and creating digital identity in various platforms.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the importance of Digital Literacy	2	75%	80%
Outcome 2	Compare and Contrast collaborative features in digital platforms	3	70%	70%
Outcome 3	Create digital identity profile on LinkedIn	3	75%	75%
Outcome 4	Demonstrate best practices of digitally managed workspace on MS office 365 and G Suite	3	70%	75%
Outcome 5	Identify relevant information from authentic data sources	3	70%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1					3	3		1	2	3		3			
Outcome 2					3	3		1	2	3		3			
Outcome 3					3	3		1	2	3		3			
Outcome 4					3	3		1	2	3		3			
Outcome 5					3	3		1	2	3		3			
Average					3	3		1	2	3		3			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	**Introduction - Digital Literacy**	**2**	**1**	1,2,3
	About Digital Literacy	0.5	1	1,2,3
	Importance of digital literacy	0.5	1	1,2,3
	Overview of Computing Systems and Platforms	0.5	1	1,2,3
	Digital Proficiency for Career prospects and Everyday living	0.5	1	1,2,3
Unit No. 2	**Know your computer**	**3**	**1**	1,2,3
	Types of computing	0.5	1	1,2,3
	Accessories & peripherals	0.5	1	1,2,3
	System upkeep & maintenance	0.5	1	1,2,3
	Basic Troubleshooting	0.5	1	1,2,3
	Operating Systems	1	1	1,2,3
Unit No. 3	**Microsoft Office Automation software**	**5**	4	1,2,3
	Word Processing	1	4	1,2,3
	Excel - Data Analysis	1	4	1,2,3
	PowerPoint Presentations	1	4	1,2,3
	Digital software tools	1	4	1,2,3
	Best practices	1	4	1,2,3
Unit No. 4	**Google Automation Software**	**3.5**	4	1,2,3
	Word Processing	1	4	1,2,3
	Spreadsheet	1	4	1,2,3
	Presentations	1	4	1,2,3
	Best practices	0.5	4	1,2,3
Unit 5	**Digital Communication tools**	**4**	2	1,2,3
	Emails Systems - Gmail, MS Outlook, Zimbra, etc	0.5	2	1,2,3
	Calendar Functionality	0.5	2	1,2,3
	Drive - Access Permissions - Best practices	1	2	1,2,3
	Chat functionality and Use	1	2	1,2,3
	Zoom, MS Teams, Google meet, Jiomeet,	1	2	1,2,3
Unit No. 6	**Network and Internet**	**3**	1	1,2,3
	Basics of Network	1	1	1,2,3
	Types of browsers, Safety measures, bookmarks	1	1	1,2,3
	Search engines	1	1	1,2,3
Unit No. 7	**Digital Identity for Professional Connect activities**	**5**	3	1,2,3
	Social media	1	3	1,2,3
	Dos and Don’ts handling Social Media Accounts	2	3	1,2,3
	Digital Profile	3	3	1,2,3
Unit No. 8	**Cybersecurity**	**1.5**	1	1,2,3
	Introduction to Cybersecurity	0.5	1	1,2,3
	Strategies to project the personal and professional data	0.5	1	1,2,3
	Awareness on various Cyber Attacks	0.5	1	1,2,3
	Security measures for Email, Personal computing systems		1	1,2,3
Unit No. 9	**Information and Data Literacy**	**4**	5	1,2,3
	Information & Data Mining Strategies	1	5	1,2,3
	Online resources	2	5	1,2,3
	Understanding on Plagiarism	1	5	1,2,3
Total Contact Hours		**30**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	70%	40%	30%	30%	30%
	Understand					
Level 2	Apply	30%	60%	70%	70%	70%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Digital Literacy (20210401) Kindle Edition by Mandy Reininger (Author), Darrel Karbginsky (Author) Format: Kindle Edition
2. Digital Literacies: Concepts, Policies and Practices (New Literacies and Digital Epistemologies) New Edition by Colin Lankshear (Editor), Michele Knobel (Editor
3. Read the World: Rethinking Literacy for Empathy and Action in a Digital Age Illustrated Edition by Kristin Ziemke (Author), Katie Muhtaris (Author)

Other Resources

Course Designers

SRM University – AP, Andhra Pradesh
Neerukonda, Mangalagiri Mandal
Guntur District, Mangalagiri, Andhra Pradesh - 522240

Emerging Technologies

Course Code	FIC 101	**Course Category**	FIC	**L**	**T**	**P**	**C**
				2	0	0	2
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	ECE	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- Foster a comprehensive grasp of diverse emerging technologies and their transformative impacts on society and industries.
- Cultivate critical thinking skills to analyze challenges, opportunities, and applications within each technological domain.
- Develop practical skills through hands-on experiences and assignments, translating theoretical concepts into real-world applications.
- Raise awareness of ethical considerations, particularly in the context of Artificial Intelligence, and Machine Learning, IoT, Electric Vehicles, and Semiconductor Technology.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Exhibit a thorough understanding of quantum computing principles, including superposition, entanglement, and interference.	1	80%	90%
Outcome 2	Illustrate understanding by explaining the history, synthesis, and applications of nanomaterial and green hydrogen.	1	80%	90%
Outcome 3	Understand and classify 3D printing technologies.	2	75%	85%
Outcome 4	Demonstrate understanding of the evolution, classification, and applications of UAVs.	2	75%	85%
Outcome 5	Apply knowledge of Artificial Intelligence and Machine Learning, IoT, Electric Vehicles, and Semiconductor Technology.	2	75%	85%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary	Analytical Reasoning and	Critical and Reflective	Scientific Reasoning and	Research Related Skills	Modern Tools and ICT	Environment and	Moral, Multicultural	Individual and Teamwork	Communicatio n Skills	Leadership Readiness	Self-Directed and Lifelong	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	2	2	3	2	2	2	1	2	2	1	1	1	1
Outcome 2	2	1	1	2	3	1	2	2	2	2	2	1	1	1	1
Outcome 3	2	2	2	3	3	3	1	1	3	2	2	1	1	2	2
Outcome 4	2	2	2	2	3	3	2	2	3	2	2	1	2	2	1
Outcome 5	3	2	3	2	2	3	3	2	3	2	2	1	2	2	1
Average	2	2	2	2	3	2	2	2	2	2	2	1	2	2	1

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Quantum Computer and early ideas, classical and quantum computing approaches, superposition, entanglement, and interference in quantum computing.	1	1	1
	QUBITS and their types; representation of data in quantum mechanics.	1	1	1
	Shor's Algorithm, Grover's search algorithm.	1	1	1
	Quantum programming languages; Obstacles in building quantum computers.	1	1	1
	Applications of quantum computers; Opportunities in the field of quantum computing.	1	1	1
	Introduction of quantum communication pillers, quantum network, Heisenberg's uncertainty principle and QKD.	1	1	1
	Challenges in QKD, National Quantum Mission, Future perspectives.	1	1	1
Unit No. 2	Introduction to the nanometer scale. history of nanomaterials	1	2	2
	Synthesis of nanomaterials: Bottom-up and Top-down approach	1	2	2
	Tools & techniques to characterize nanomaterials. Applications of nanomaterials.	1	2	2
	Green Technology: Definition, types of Green Technologies, Green Hydrogen production.	1	2	2
	Challenges involved in the storage of Green Hydrogen produced from PEM based electrolysis.	1	2	2
	Applications of Green Hydrogen.	1	2	2
Unit No. 3	Introduction to 3D printing and additive manufacturing	1	3	3
	Capabilities of 3D printing	1	3	3
	Applications of 3D printing	1	3	3
	Classification based on ASTM	1	3	3
	Working principles of 3D printing technologies	1	3	3
Unit No. 4	Introduction to the evolution of drones	1	4	4
	Classification of drones	1	4	4
	Basic components of drones	1	4	4
	Principles of flight	1	4	4
	Applications of drones	1	4	4
	Drones rules in India, Challenges and future scope.	1	4	4
Unit No. 5	Introduction to Artificial Intelligence, Machine Learning, and Deep learning; applications	1	5	5
	Introduction to the Internet of Things (IoT)	1	5	6
	Applications of IoT	1	5	6
	Basic architecture of the Electric Vehicles (EVs)	1	5	7
	Trends and challenges in EVs	1	5	7
	Introduction to semiconductor mission and chip fabrication	1	5	8

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)				
		CLA-1 20%	**CLA-2 20%**	**CLA-3 20%**	**CLA-4 20%**	**CLA-5 20%**
Level 1	Remember	90 %	90 %	80 %	75 %	85 %
	Understand					
Level 2	Apply	10 %	10 %	20 %	25 %	15 %
	Analyse					
Level 3	Evaluate	0%	0%	0%	0%	0%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Quantum Computation and Quantum Information by Michael A. Nielsen, Isaac L. Chuang, 2010.
2. Nanotechnologies: Principles, Applications, Implications and Hands-on Activities – A compendium for educators by Luisa Filipponi and Duncan Sutherland, European Commission Research and Innovation, 2013.
3. Additive manufacturing: Principles, Technologies and applications by C.P. Paul and A.N. Jinoop, 2021.
4. Make: Getting Started with Drones - Build And Customize Your Own Quadcopter by Terry Kilby and Belinda Kilby, 2016.
5. Artificial Intelligence: A Modern Approach by Stuart Russell and Peter Norvig, 2010.
6. Fundamentals of Internet of Things: For Students and Professionals by F. John Dian, 2022.
7. Electric Vehicle Engineering by Per Enge, Nick Enge, and Stephen Zoepf, 2021.
8. Fundamentals of Semiconductor Manufacturing and Process Control by Gary S. May and Costas J. Spanos, 2006.

Course Designers

1. Dr. Sunil Chinnadurai, Associate Professor, ECE Department.
2. Dr. Pardha Saradhi Maram, Associate Professor, Chemistry Department.
3. Dr. Sangjukta Devi, Assistant Professor, Mechanical Engineering Department.
4. Dr. Harish Puppala, Assistant Professor, Civil Engineering Department.
5. Dr. Pranav RT Peddinti, Assistant Professor, Civil Engineering Department.
6. Dr. Ravi Kumar, Assistant Professor, Physics Department.
7. Dr. Sujith Kalluri, Associate Professor, ECE Department.

SRM University *AP*, Andhra Pradesh

Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Understanding Human Minds

Course Code	FIC 121	Course Category		L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To understand the different approaches to the study of psychology
- To understand the fundamental processes underlying human behaviour
- To make applications of various psychological concepts

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain various perspectives in psychology	2	80%	70%
Outcome 2	Understand the fundamental psychological processes	2	70%	65%
Outcome 3	Apply the understanding in different settings and contexts	4	75%	60%
Outcome 4	Understand and differentiate the basic theories in Psychology and its applications	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1							1					3		
Outcome 2		2	2	1		1		1				1		3	
Outcome 3		2	2	2			2	2	1	1	1	2		2	2
Outcome 4	2	2		2	2	2		1	2	2	2	2			3
Average	**1.5**	**2**	**2**	**2**	**2**	**1.5**	**2**	**1.5**	**1.5**	**1.5**	**1.5**	**2**	**3**	**2.5**	**2.5**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	**Nature of Psychology**		1 & 2	2
	Definition and goals of psychology	3		
	Nature of Psychology: Art or science	3		
	Traditional schools of thought in psychology	6		
Unit 2	**Sensation and Perception**		1, 3 & 4	1 & 3
	Sensation and its types	3		
	Absolute and differential threshold; Signal detection theory	3		
	Perception: Understanding perception, Gestalt laws of organization	3		
	Perceptual constancy, depth perception, perception of movement	3		
Unit 3	**Motivation**		1 & 3	1 & 3
	Definition and types (Intrinsic and Extrinsic motivation)	3		
	Psychological aspects of various forms of motivation (Physiogenic motives, Psychogenic motives, Sociogenic motives)	3		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory, Maslow's hierarchy of needs	6		
Unit 4	**Emotion**		2 & 3	1 & 2
	Definition and types of emotions	3		
	Autonomic Nervous System (ANS) and Emotions	3		
	Expression of emotions	3		
	Correlates of emotions: cognition and culture	3		
Unit 5	**Intelligence**		1 & 2	1 & 2
	Definitions and nature of intelligence	3		
	Theories of intelligence: Cattell's theory of intelligence, Spearman's two-factor theory, Thurstone's mental ability , Sternberg's triarchic theory, Gardner's theory of multiple intelligences	6		
	Measuring intelligence and tests of intelligence	3		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total			100%	100%	100%	100%

Recommended Resources

1. Baron, R. A. (2001). Psychology. 5th Ed. New Delhi: Pearson Education India.
2. Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014). Atkinson &Hilgard's Introduction to Psychology.16th Ed. United Kingdom: Cengage Learning.

Other Resources

1. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

Course Designers

1. 1. Dr Ayesha Parveen Haroon, Assistant Professor, Department of Psychology, Easwari Liberal Arts – SRM- AP

SRM University *AP*, Andhra Pradesh

Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Understanding the Indian Constitution

Course Code	FIC 122	Course Category	Core Course (CC)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	History	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To locate the plurality of ideas in the Indian constitution
- To appreciate the importance of dialogue in the making and the extension of the Indian constitution.
- To develop a multidisciplinary approach in understanding the functioning of Indian democracy.
- To critically interrogate the concepts of equality, liberty, justice, and non-discrimination

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the need of having a constitution.	2	80%	70%
Outcome 2	Define the concept of liberty and non-discrimination.	1	90%	80%
Outcome 3	Review key institutions of Indian democracy.	2	80%	70%
Outcome 4	Examine the tradition of consensus and discontent in Indian democracy.	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	2	1	2	1	-	2	2	2	2	2	2	2	2
Outcome 2	2	1	2	1	1	1	-	3	2	2	2	2	3	2	3
Outcome 3	2	2	2	1	2	1	-	2	2	2	2	3	2	2	2
Outcome 4	2	2	3	2	3	1	-	3	2	2	2	3	3	2	3
Course Average	**2**	**1.5**	**2.25**	**1.25**	**2**	1	**-**	**2.5**	**2**	**2**	**2**	**2.5**	2.5	2	2.5

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	**Making of the Indian Constitution**	**14**	**1,2**	
	Why do we need a constitution?	2		**1,2**
	Beginning of constitutionalism in India: Colonial and Anti-colonial legacies	2		**2,7**
	Locating constituent Assembly debate: Consensus and Discontent.	3		**2,3**
	Reading the preamble of the Indian constitution.	2		**2,6**
Unit No. 2	**Fundamental Rights and Directive Principles-Ideas of Equality, Justice and Liberty**	**13**		
	Right to Equality	2	**2,3**	**1,7**
	Six Freedoms	2		**1,5,7**
	Religious Freedom	3		**4,7**
	Minority Rights	2		**3,4**
	Directive Principles: Gaols to establish a social and economic Democracy	2		**4,5**
	The primacy of Rights over Directive Principles	2		**4,7**
Unit No. 3	**Asymmetrical Federalism: Centre-State Relations**	**13**		
	What is federalism?	1	**3,4**	**3,6**
	Constitutional provisions related to federalism	2		**3,7**
	Relationship between State and Centre	3		**3,7**
	Deliberative Ambiguities of Indian Federalism	2		**1,7**
	Special Provisions for Jammu and Kashmir, Himachal Pradesh, Northeastern states, and tribal areas.	3		**3,7**
	AFSPA and suspension of Indian democracy	2		**3,7**
Unit No. 4	**Foundation of Governance**	**11**		
	Division of Power: Legislative, Executive, and Judiciary	3	**3**	**3,7**
	Parliamentary form of government in India	2		**3,7**
	Government of the Union and Government of the State	3		**1,6**
	Role of Supreme Court and Judicial Activism in India	3		**1,2**
Unit No. 5	**Constitution as a living document**	**9**		
	Constitution as a dialogue	2	**1,4**	**3,4**
	Constitutional Amendments and the basic structure of the Indian Constitution	3		**1,3,7**
	Insertion of the 9th schedule in the constitution	2		**1,5**
	The role of the judiciary and citizens in defending, negotiating and interpreting the constitution	2		**3,7**

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (__%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	30%		20%				40%		20%	
	Understand	70%		80%				60%		60%	
Level 2	Apply										
	Analyse						100%			20%	
Level 3	Evaluate										
	Create										
Total		**100%**		**100%**			**100%**	**100%**		**100%**	

Recommended Resources

1. Austin, G. (1996). The Indian Constitution: Cornerstone of a Nation, Oxford: OUP.
2. Bhargava, R. (ed) (2008), Ethics and Politics of the Indian Constitution, New Delhi: OUP.
3. Choudhry, S. et al. (2017). The Oxford Handbook of the Indian Constitution, New Delhi: OUP
4. Hassan, Z., Sridharan, E. & Sudarshan, R. (eds). (2002). India's Living Constitution: Ideas Practices, Controversies. New Delhi: Permanent Black.
5. Kannabiran, K. (2012). Tools of Justice: Non- Non-discrimination and the Indian Constitution, Routledge,
6. Kashyap, C.S. (2011). Our Constitution, New Delhi: National Book Trust.
7. Thiruvengadam, K.A. (2017). The Constitution of India: A Contextual Analysis, India: Hart Publishing

Online Resources

1. Armed Forces (Special Powers) Acts 1958 (https://www.mha.gov.in/sites/default/files/armed_forces_special_powers_act1958.pdf)
2. Dr. Ambedkar's Last Speech in the Constituent Assembly on Adoption of the Constitution (November) (https://main.sci.gov.in/AMB/pdf/Closing%20speech%2025%20Nov%201949.pdf)

Other Resources

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Aqsa Agha, Assistant Professor, Dept. of History, SRM

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Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Understanding Indian Society (ies): Myths and Realities

Course Code	FIC 123	Course Category	Core Course (CC)		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- To introduce students to the study of India as a colonial exercise(s) and its critique
- To orient the students towards deconstructing the myth of the Indian village as a homogeneous, unchanging unit and its relationship with the Urban.
- To introduce the students to the building blocks of society in India
- To introduce the idea of centrality of politics in constituting Indian social.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe and critique colonial study of India	2	70%	80%
Outcome 2	Illustrate a critical understanding of changing Indian villages	2	70%	70%
Outcome 3	Define the nature of stratification in India	2	70%	80%
Outcome 4	Define and analyse the inter relationship between caste, class, gender and tribe in India	2	70%	70%
Outcome 5	Describe and Critical post-colonial Indian Social	2	70%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 2	2	2	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 3	2	1	2	1	3	1	2	3	2	3	2	2	3	3	3
Outcome 4	2	2	3	1	3	1	2	3	2	3	2	2	3	3	3
Outcome 5	2	1	2	3	1	1	2	3	2	3	2	2	3	3	3
Average	2.2	1.6	2.2	1.4	2.6	1	2	3	2	3	2	2	2.6	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction**	**12**	**1**	
	History, Anthropology and Colonialism			**5,10**
	Critics of Colonial Constriction of Indian Society and Culture			**4,5**
Unit 2	**Villages Studies and Urban studies in India**	**12**	**2**	
	Understanding of Indian Villages: Anthropologists and Sociologists			**6**
	Revisiting Indian village Studies			**21, 22**
	Key Concepts: Urban, Urbanism and the City			**7,14, 19**
	Gender and the City			
Unit 3	**Social Stratification in India- Caste and Class**	**14**	**3**	
	Social Stratification			**6,7**
	The Book View and The Field View of Caste			**6,7**
	Understanding Class with special reference to the Middle Class in India			**6,7,9**
Unit 4	**Tribes and Nomads**	**12**	**4**	
	Tribal Cultures			**2**
	Nomadic and Semi-Nomadic Communities in India			**3**
	Developmental Policies for Tribes, Nomadic and Semi-Nomadic Communities			**2**
Unit 5	**Indian State and Society**	**10**	**5**	
	Colonial State and Indian Social			**10**
	Postcolonial Indian Social			**11**
	Total contact Hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid (15%)	CLA-2 (10%)	CLA-3 (15%)	
		Theory	Theory	Theory	Theory	Theory
Level 1	Remember	40%	40%	40%	40%	40%
	Understand					
Level 2	Apply	50%	50%	50%	50%	50%
	Analyse					
Level 3	Evaluate	10%	10%	10%	10%	10%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Alm, Bjorn. (2010). Creating Followers, Gaining Popularity: leadership Strategies in a Tamil Nadu Village, in Pamela Price and A R Rudd (eds) Power and Influence in India: Bosses, Lords and Captains. Delhi: Routledge: 1-20.
2. Betteille, A. (1991). Society and Politics in India: Essays in a Comparative Perspective: London: The Athlone Press. (Chapter 3, The Concept of Tribes with special reference to India). (pp. 57-78).
3. Bokil, M (2002). De-Notified and Nomadic Tribes: A Perspective. Economic and Political Weekly, 37(2), pp.148–154.
4. Cohn. B.S. (1996). Notes On the History of The Study of Indian Society and Culture. In Structure and Changes in Indian Society (Milton Singer and Bernard S. Cohn eds). Jaipur: Rawat Publication. (pp.1-27).
5. Cohn. B.S. (1996). Colonialism and Its Forms of Knowledge: The British India, New Jersey: Princeton University Press. (Introduction. pp.1-15).
6. Crompton, R. (1998). Class and Stratification: An Introduction to Current Debates. Cambridge: Polity Press, 2nd Edition 5
7. Das, V. Ed. (2003). The Oxford India Companion to Sociology and Social Anthropology, Vol.I and II. Delhi: Oxford University Press (Sections 3 and 9 respectively).6
8. Deshpande, S. (2003). Contemporary India: A Sociological understanding. New Delhi: Penguin Books.7
9. Fernandes, L. (2006). India's New Middle Class: Democratic politics in an Era of Economic Reform. Minnesota: University of Minnesota Press.
10. Fuller C. J. (1977). British India or Traditional India? An Anthropological Problem, Ethnos, 42:3-4, pp.95-12.
11. Gottdiener, M. & Budd, L.(2005). Key Concepts in Urban Studies. London: Sage Publication.
12. Gupta, D. (Ed.) (1991). Social Stratification. Delhi: Oxford University Press
13. Hansen, T. (2017). On Law, Violence, and Jouissance in India, in Cultural Anthropology, 1 Nov.https://culanth.org/fieldsights/on-law-violence-and-jouissance-in-india
14. Harvey, D. (2010). 'The Right to the City: From Capital surplus to Accumulation by Dispossession' in Swapna Banerjee-Guha (ed.): Accumulation by Dispossession: Transformative Cities in the New Global Order (17-32). New Delhi: Sage
15. Jauregui, B. (2014). Provisional Agency in India: Jugaad and Legitimation in India, in American Ethnologist, Vol 41, No 1: 76-91
16. Mani, L. (1989). Contentious Traditions: Debate on Sati in Colonial India, in Sudesh V. & and Kumkum, S. (ed) Recasting Women. Delhi: Kali for Women.
17. Metcalf, T. (1995). Ideologies of the Raj (chap 1). New York: Cambridge University Press.
18. Michelutti, L. (2014) Kingship without King in Northern India, In Patronage as Politics in South Asia, Anastasia Piliavsky (Ed) Cambridge University Press: 283-302
19. Patel, S. (2006). 'Introduction' in Sujata Patel and Kushal Deb (eds.): Urban Studies (1-38). New Delhi: Oxford University Press
20. Phadke, S, Khan, S and Ranade, S. (2011). Why Loiter? Women and Risk on Mumbai Streets, New Delhi: Penguin Books

21. Simpson, and Tilche, A and Sbriccoli, T and Jeffery, P and Otten, T (2018) A Brief History of Incivility in Rural Postcolonial India: Caste, Religion and Anthropology. Comparative Studies in Society and History, (60) 1, pp 58-89.
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Course Designers

1. Dr. Bikku, Assistant Professor, Department of Liberal Arts. ESLA, SRM University, AP.
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Effective Writing and Presentation Skills

Course Code	AEC 107	**Course Category**	AEC	**L**	**T**	**P**	**C**
				1	0	1	2
Pre-Requisite Course(s)	AEC 101	**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	Literature and Languages	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

1. Demonstrate proficiency in written communication, including the ability to compose clear, grammatically structured writing and critically analyse information from various sources, conduct research effectively, and use evidence to support their arguments in both written assignments and oral presentations.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop coherent and well-structured written communication by generating clear and concise written content with logical organization, appropriate grammar, vocabulary, and sentence structure.	1, 2	70%	60%
Outcome 2	Recognize and analyze the expectations of specific target audiences by adjusting tone, language and style to suit the intended purpose of the message and tailoring written content to various formats such as reports, essays, emails, and professional correspondence.	3, 4	70%	60%
Outcome 3	Increased Confidence in Public Speaking with the ability to deliver structured, well-organized, and persuasive presentations by employing visual and interactive aids, storytelling techniques.	5, 6	70%	70%
Outcome 4	Develop strong critical thinking and research skills, enabling students to evaluate information critically, synthesize sources effectively, and provide well-reasoned arguments in their written work and presentations.	3, 4, 5, 6,	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1									3	3	1	2	2	2	2
Outcome 2		2				1			3	3	2	2	2	2	2
Outcome 3		2				2			3	3	3	2	2	2	2
Outcome 4		2				3									
Average		2				2			3	3	2	2	2	2	2

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	**Basics of Grammatically correct writing**	**9**		
	SVO	1	1	1a, 2a,b
	Punctuation	3	1	1a, 2a,b
	Articles and Preposition	2	1	1a, 2a, b
	Tense and Apostrophe	1	1	1a, 2a, b
	Subject-Verb-Agreement	2	1	1a, 2a, b
Unit No. 2	**Categories of Writing**	**9**		
	Emails – different types (Official mails : Requesting Leave/ Enquiring vacancy/ Resigning from job/ requesting internship etc.)	3	1, 2	1b, c
	Notice and Agenda,	2	1, 2	1b, c
	Minutes of Meeting	2	1, 2	1b, c
	Paragraph writing	2	1, 2	1b, c
Unit No. 3	**Advanced Writing**	**9**		
	Writing Cover Letters	3	1, 2	1e
	Resume writing	2	1, 2	1d
	SOP, Abstract	2	1, 2	1g
	Project Report Writing	2	1, 2	2, d
Unit No. 4	**Effective Presentation Techniques**	**9**		
	Understanding the elements of successful presentations – Non-verbal communication in presentaions	3	2,3, 4	1f, 2c
	Creating engaging PPTs	2	2,3, 4	1f, 2c
	Structuring presentations for clarity and impact - Logical flow of topics and connected writing in line with storyboard	2	2, 3, 4	1f, 2c
	Handling Questions and Answers	2	2, 3, 4	1f, 2c
Unit No. 5	**Project Based Learning**	**15**		
	Community Based Project	15	1, 2, 3, 4	NA
	Total Contact Hours	45		
	Notional Hours	15		
	Total Learning Hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50 %)								End Semester Exam (50 %)	
		CLA-1 (15 %)		CLA-2 (15 %)		CLA-3 (__%)		Mid Term (20 %)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%	10%	20%	10%			40%		20%	10%
	Understand										
Level 2	Apply	20%	30%	40%	30%			60%		40%	30%
	Analyse										
Level 3	Evaluate										
	Create										
Total		**60%**	**40%**	**60%**	**40%**			**100%**		**60%**	**40 %**

Recommended Resources

1. Swan, M. (2005). Practical English usage (Vol. 688). Oxford: Oxford university press.
2. Fenning, C. (2023). Effective Emails: The secret to straightforward communication at work: 1 (Business Communication Skills): Sanage Publishing
3. University Press.
4. Talbot, F. (2009). How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, Emails and More, for Today's Business Needs. Kogan Page Publishers
5. Yate, M. (2016). Knock'em Dead Resumes: A Killer Resume Gets More Job Interviews! Simon and Schuster.
6. Yate, M. J. (2018). Ultimate Cover Letters: Master the Art of Writing the Perfect Cover Letter to Boost Your Employability (Vol. 5). Kogan Page Publishers.
7. Carnegie, D. (2013). The Art of Public Speaking. Wyatt North Publishing, LLC.
8. Yakhontova, T. V. (2003). English academic writing for students and researchers. Lviv: PAIS.

Other Resources

1. https://learnenglishteens.britishcouncil.org/
2. https://www.bbc.co.uk/learningenglish/
3. https://www.ted.com/?geo=hi
4. https://www.tifr.res.in/~cccf/data/InternDocs/How_to_write_a_structured_Project_Report.pdf

Course Designers

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Universal Human Values and Ethics

Course Code	VAC 102	Course Category	VAC			L	T	P	C
						2	0	0	2
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA				
Course Offering Department	Psychology Department	Professional / Licensing Standards	NA						

Course Objectives / Course Learning Rationales (CLRs)

- To cultivate deep understanding of human values by teaching students the core principles of universal human values and their significance.
- To promote ethical decision-making skills by equipping the students with the ability to make ethical choices in life, work, and society.
- To foster a diverse and inclusive ethical perspective by sensitizing the students to diversity, equity, inclusion, gender, and cultural differences.
- To highlight the relevance of ethics in society and professions by showcasing the practical importance of ethics in personal, societal, and professional contexts.
- To address common challenges by preparing the students to overcome obstacles to ethical behaviour, fostering a commitment to universal values.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	1	70%	80%
Outcome 2	Students will foster diverse and inclusive perspectives, contributing to more equitable and harmonious communities and workplaces	2	70%	70%
Outcome 3	Students will be able to apply ethical principles effectively in their personal and professional lives, leading to improved relationships and ethical practices in society	3	60%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1			3		2		2	3	3	1	1	3			
Outcome 2			3		2		1	3	3	1	1	3			
Outcome 3			3		2		2	3	3	1	1	3			
Average			3		2		1.6	3	3	1	1	3			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Fundamentals of Human Values and Ethics**	**7**	1	1, 2, 3, 4, 5
	Introduction to human values and ethics.	1		
	Theory of wellbeing	2		
	Purpose and relevance of human values	4		
Unit 2	**Culture and Ethical Principles**	**5**	2	1, 2, 3, 4, 5
	Culture and ethics.	2		
	Ethics in the community and society	3		
Unit 3	**Ethics and Inclusivity**	**6**	2	1, 2, 3, 4, 5
	Ethics and diversity & inclusion	3		
	Equity, equality, and addressing violence	3		
Unit 4	**Ethics in various life spheres**	**6**	3	1, 2, 3, 4, 5
	Ethics in family, society, and workplace	4		
	Ethics in IPR and plagiarism	2		
Unit 5	**Overcoming ethical challenges**	**6**	3	1, 2, 3, 4, 5
	Identifying common challenges	3		
	Strategies to overcome challenges	3		

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments (50%)**		
		CLA-1 (10%)	**CLA 2 (20%)**	**CLA-3 (20%)**
		Theory	**Theory**	**Theory**
Level 1	Remember	50%	50%	50%
	Understand			
Level 2	Apply	50%	50%	50%
	Analyse			
Level 3	Evaluate			
	Create			
Total		**100%**	**100%**	**100%**

Recommended Resources

1. Landau, RS. (2019). Living Ethics. New York: Oxford University Press.
2. Nagarazan, R.S. (2022). A Text book on Professional Ethics and Human Values. New Delhi: New Age International Publisher.
3. Rachels, J., & Rachels, S. (2012). The elements of moral philosophy 7e. McGraw Hill.
4. Singer, P. (1986). Applied Ethics. Oxford: Oxford University Press.
5. Gensler, H., Spurgin, E., & Swindal, J. (2004). Ethics: contemporary readings. Routledge.

Course Designers

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Entrepreneurial Mindset

Course Code	SEC 103	Course Category	SEC	L	T	P	C
				2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To develop the Entrepreneurial Mindset of Students.
- To provide tools and techniques for navigating the uncertain path of entrepreneurship

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the key entrepreneurship and innovation concepts	1	80%	80%
Outcome 2	Explain concepts of Startup Funding and Pitching	1	80%	80%
Outcome 3	Identify Entrepreneurial Opportunity and ideate solutions	2	80%	70%
Outcome 4	Articulate innovative business plans with sound entrepreneurial concepts.	3	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1			2				1								
Outcome 2			2						3		3				
Outcome 3		3	3		2				3	2	3	3			
Outcome 4		3	3		2				3		3	3			
Average		**1.5**	**2.5**		**1**		**0.25**		**2.25**	**0.5**	**2.25**	**1.5**			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
UNIT-1	**Introduction to Entrepreneurship**	2		
	What and Why of Entrepreneurship		1	1,2
	Need of Entrepreneurship		1	1,2
	Entrepreneurship at SRM-AP		1	1,2
UNIT-2	**Entrepreneurial Orientation**	4		
	Characteristics of successful entrepreneurs		1,2	1,2
	Mindset shifts: from an employee to an entrepreneur		1,2	1,2
	Overcoming challenges and dealing with failures		1,2	1,2
UNIT-3	**Entrepreneurial Skills**	4		
	Skillsets of an Entrepreneur		1,2	1,2
	Design Thinking, Growth Mindset		1,2	1,2
	Design Thinking		1,2	1,2
UNIT-4	**Entrepreneurial Opportunity & Ideation**	2		
	Difference between idea and opportunity		1,2	1,2
	Opportunities in Vibrant Indian Entrepreneurial Ecosystem		1,2	1,2
	Opportunity Recognition (Sources of Opportunity)		1,2	1,2
	Idea Generation		1,2	1,2
UNIT-5	**Business Model Canvas**	2		
	Why BMC		3	1,2
	Value Proposition		3	1,2
	Customer Discovery		3	1,2
	Customer Relationship		3	1,2
	Channels		3	1,2
	Key Partners		3	1,2
	Key Activities		3	1,2
	Key Resources		3	1,2
	Revenue Structure		3	1,2
	Cost Structure		3	1,2
UNIT-6	**Startup Financing & Pitching**	2		
	Stages of Fundraising		4	1,2
	Mode of Investment		4	1,2
	Startup Valuation		4	1,2
	From Pitch to Hitch (Pitch Deck)		4	1,2
UNIT-7	**Growth Mindset and Sales Ability**	2		
	Importance of Sales skill for Entrepreneur		3	1,2
	Sales Techniques		3	1,2
	Developing Growth Mindset		3	1,2
UNIT-8	**Developing the Business Plan**	12	3,4	1,2
	Total Hours	30		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			End Semester Exam (40%)
		CLA-1 (10%)	CLA-2 (20%)	CLA-3 (30%)	
Level 1	Remember		20%	20%	100%
	Understand				
Level 2	Apply	100%	80%	80%	
	Analyse				
Level 3	Evaluate				
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Bruce R. Barringer, R. Duane Ireland. Entrepreneurship Successfully Launching New Ventures, Pearson; 2020

2. Robert D. Hasrich, Dean A. Shepherd, Michael P. Peters, Entrepreneurship, McGraw Hill, 2021

Other Resources

1. Best business courses online (n.d.). Coursera. https://www.coursera.org/browse/business/entrepreneurship

Course Designers

1. Dr Aftab Alam, Assistant Professor, Paari School of Business, SRM University-AP
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Economics for Everyday Life

Course Code	FIC 115	**Course Category**	FIC	**L**	**T**	**P**	**C**
				4	0	0	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	Economics	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- To obtain an overview of the fundamental concepts of economics.
- To discuss various alternative theories of an economy in the short run, and the role of policy in this context.
- To understand the application of important theories related to an open economy.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	**Bloom's Level**	**Expected Proficiency Percentage**	**Expected Attainment Percentage**
Outcome 1	Distinguish between different economic systems as they relate to contemporary social, and political contexts.	2	70%	65%
Outcome 2	Apply simple mathematical methods to illustrate basic relationships between fundamental economic measures and variables.	3	70%	65%
Outcome 3	Demonstrate awareness of the market system and the role of government policy in different contexts.	3	70%	65%
Outcome 4	Apply various microeconomic and macroeconomic concepts to real-life situations	3	70%	65%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	**Program Learning Outcomes (PLO)**														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	1	3	2	-	-	-	2	3	2	2			
Outcome 2	3	2	2	3	2	-	-	-	2	3	2	2			
Outcome 3	3	2	2	2	2	-	-	-	2	3	2	2			
Outcome 4	3	2	2	3	2	-	-	-	2	3	2	2			
Course Average	**3**	**2**	**2**	**3**	**2**	**-**	**-**	**-**	**2**	**3**	**2**	**2**			

Course Unitization Plan

Unit No.	Unit Name	Required Learning hours	CLOs Addressed	References Used
Unit I	**Introduction**	**10**		
	What is Economics?	3	1	1
	Basic Concepts of Economics	3	1	1
	Ten Principles of Economics	2	1	1
Unit II	**Microeconomic Concepts**	**23**		
	Demand Function	4	2	1
	Supply Function	4	2	1
	Market Equilibrium	3	2	1
	Elasticity	4	2	1
	Determinants of Elasticity	4	2	1
	Competition and Types of Markets	4	2	1
Unit III	**Macroeconomic Concepts**	**20**		
	National Income	4	3	2
	Unemployment	4	3	2
	Inflation	4	3	2
	AD-AS Curve	4	3	2
	Introduction to Fiscal and Monetary Policies	4	3	2
Unit IV	**Application of Microeconomic and Macroeconomic concepts**	**7**		
	Applications of Supply and Demand curves	4	4	3
	Application of AD-AS curve	3	4	2
Total Learning hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	60%	60%	40%	40%	50%
	Understand					
Level 2	Apply	40%	40%	60%	60%	50%
	Analyze					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Mankiw, N. G. Principles of Microeconomics, (2007).
2. Mankiw, N. G. (2013). Macroeconomics fifth edition.
3. https://open.umn.edu/opentextbooks/textbooks/32

Other Resources

Course Designers

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Data Analytics for Social Science

Course Code	FIC 116	**Course Category**		**L**	**T**	**P**	**C**
				4	0	0	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	Economics	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- Understand the skill sets and technologies required for data science.
- Gain knowledge of data science process and basic tools for Exploratory Data Analysis
- Learn various data science algorithms and its application domain.
- Understand the implement recommendation system using fundamental mathematical and algorithmic ingredients.
- Understand the use of data visualization tool

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate statistical measures to fit a model to a data.	2	75%	70%
Outcome 2	Apply data science algorithms such as Linear Regression, k-Nearest Neighbours (k-NN), k-means, and Naive Bayes to solve the given problems.	5	75%	70%
Outcome 3	Apply Feature Selection algorithms such as Filters, Wrappers, Decision Trees and Random Forests to solve a given problem	3	70%	60%
Outcome 4	Compute Recommendation Systems using Visualization tools based on the acquired data	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	**3**	**3**	**3**	**2**	**1**	**1**			**2**	**2**	**1**	**3**	**3**	**3**	**2**
Outcome 2	**3**	**3**	**3**	**2**	**1**	**1**			**2**	**2**	**1**	**3**	**2**	**3**	**2**
Outcome 3	**3**	**3**	**3**	**2**	**1**	**1**			**2**	**2**	**1**	**3**	**3**	**3**	**2**
Outcome 4	**3**	**3**	**3**	**2**	**1**	**1**			**2**	**2**	**1**	**3**	**3**	**3**	**2**
Average	**3**	**3**	**3**	**2**	**1**	**1**			**2**	**2**	**1**	**3**	**3**	**3**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Learning hours	CLOs Addressed	References Used
Unit 1		**9**		
	Introduction: What is Data Science? - Big Data and Data Science hype – and getting past the hype - Why now?	2	1	1,2,3,6,8
	Datafication- Current landscape of perspectives	1	1	1,2,3,5,9,10
	Skill sets needed	1	1	1,2
	Statistical Inference - Populations and samples	1	1	1,2,6,9
	Statistical modelling,	1	1	1,2,6,9
	probability distributions,	1	1	1,2,6,9
	fitting a model	1	1	1,2,6,9
	Introduction to R	1	1	1,2,8
Unit 2		**9**		
	Exploratory Data Analysis and the Data Science Process	2	1	1,2,3
	Philosophy of EDA - The Data Science Process	2	1	1,2,3
	The Data Science Process	1	1	1,2,6
	Three Basic Machine Learning Algorithms – Introduction	1	1, 2	1,10
	Linear Regression	1	1, 2	5,7
	K-Nearest Neighbours (K-NN)	1	1, 2	5,7
	K-means	1	1, 2	5,7
Unit 3		**9**		
	One More Machine Learning Algorithm and Usage in Applications	**1**	2	5,7
	Motivating application: Filtering Spam - Why Linear Regression and k-NN are poor choices for Filtering Spam	1	1, 2	5,7,9,10
	Naive Bayes and why it works for Filtering Spam	1	1, 2	5,7
	Data Wrangling: APIs and other tools for scrapping the Web	1	1, 2	4,10
	Feature Generation and Feature Selection (Extracting Meaning from Data)	1	3	4,10
	Motivating application: user (customer) retention	1	3	4,10
	Feature Generation (brainstorming, role of domain expertise, and place for imagination) -	1	3	4,10
	Feature Selection algorithms	1	3	4,10
	Filters; Wrappers; Decision Trees; Random Forests	1	3	4,10
Unit 4		**9**		
	Recommendation Systems: Building a User-Facing Data Product	2	4	1,2,8
	Algorithmic ingredients of a Recommendation Engine	1	4	1,2,8
	Dimensionality Reduction	2	4	8,9
	Singular Value Decomposition - Principal Component Analysis -	1	4	8,9
	Mining Social-Network Graphs	1	4	8,9
	Clustering of graphs - Direct discovery of communities in graphs	1	4	8,9
	Partitioning of graphs - Neighbourhood properties in graphs	1	4	8,9
Unit 5		**9**		
	Data Visualization	1	4	1,2,3,6
	Basic principles, ideas, and tools for data visualization	2	4	1,2,3,6
	Examples of inspiring (industry) projects -	2	4	1,2,3,6

	Data Science and Ethical Issues	1	4	1,2,3,6
	Discussions on privacy, security, ethics	1	4	1,2,3,6
	A look back at Data Science	1	4	1,2,3,6
	Next-generation data scientists	1	4	1,2,3,6
Total Learning hours		**45**		

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments (50%)**				**End Semester Exam (50%)**
		CLA-1 (10%)	**Mid-1 (15%)**	**CLA-2 (10%)**	**Mid-2 (15%)**	
Level 1	Remember	70%	40%	30%	30%	30%
	Understand					
Level 2	Apply	20%	40%	50%	40%	50%
	Analyze					
Level 3	Evaluate	10%	20%	20%	30%	20%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Joel Grus, Data Science from Scratch: First Principles with Python, Second Edition O'Reilly, Paperback – 5 May 2019
2. Jake VanderPlas, Python Data Science Handbook: Essential Tools for Working with Data Paperback – 2016
3. Cathy O'Neil and Rachel Schutt. Doing Data Science, Straight Talk from The Frontline. O'Reilly. 2014.
4. Jure Leskovek, Anand Rajaraman and Jeffrey Ullman. Mining of Massive Datasets. v2.1, Cambridge University Press. 2014. (free online)
5. Kevin P. Murphy. Machine Learning: A Probabilistic Perspective. ISBN 0262018020. 2013.
6. Foster Provost and Tom Fawcett. Data Science for Business: What You Need to Know about Data Mining and Data-analytic Thinking. ISBN 1449361323. 2013.
7. Trevor Hastie, Robert Tibshirani and Jerome Friedman. Elements of Statistical Learning, Second Edition. ISBN 0387952845. 2009. (free online)
8. Avrim Blum, John Hopcroft and Ravindran Kannan. Foundations of Data Science. (Note: this is a book currently being written by the three authors. The authors have made the first draft of their notes for the book available online. The material is intended for a modern theoretical course in computer science.)
9. Mohammed J. Zaki and Wagner Miera Jr. Data Mining and Analysis: Fundamental Concepts and Algorithms. Cambridge University Press. 2014.
10. Jiawei Han, Micheline Kamber and Jian Pei. Data Mining: Concepts and Techniques, Third Edition. ISBN 0123814790. 2011.

Other Resources

Course Designers

1. Dr Rajiv Senapati, Assistant Professor, Computer Science Engineering, SRM University – AP.

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Logic and Critical Thinking

Course Code	LBA 202	**Course Category**	Core Course	**L**	**T**	**P**	**C**
				3	1	0	4
Pre-Requisite Course(s)	NA	**Co-Requisite Course(s)**	NA	**Progressive Course(s)**	**NA**		
Course Offering Department	Liberal Arts	**Professional / Licensing Standards**	NA				

Course Objectives / Course Learning Rationales (CLRs)

- To explore the basics of logical thinking and reasoning.
- To distinguish between different types of arguments.
- To analyze the distinction and the relation between deduction and induction.
- To explore logical fallacies.
- To analyze the basics of critical thinking.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	**Bloom's Level**	**Expected Proficiency Percentage**	**Expected Attainment Percentage**
Outcome 1	Describe logical concepts	1	70%	80%
Outcome 2	Discuss inductive and deductive reasoning and their application	2	70%	80%
Outcome 3	Apply the tools of critical thinking	3	70%	70%
Outcome 4	Analyze the parts of thinking, or elements of thought, and how these parts work together in reasoning.	4	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	**Program Learning Outcomes (PLO)**														
	Scientific and Disciplinary Knowledge	**Analytical Reasoning and Problem Solving**	**Critical and Reflective Thinking**	**Scientific Reasoning and Design Thinking**	**Research Related Skills**	**Modern Tools and ICT Usage**	**Environment and Sustainability**	**Moral, Multicultural and Ethical Awareness**	**Individual and Teamwork Skills**	**Communication Skills**	**Leadership Readiness Skills**	**Self-Directed and Life Long Learning**	**PSO 1**	**PSO 2**	**PSO 3**
Outcome 1	3	3	3	1	3	1	1	2	2	1	2	2	2	2	2
Outcome 2	3	3	3	1	-	1	1	2	2	1	1	2	-	-	2
Outcome 3	3	3	3	1	3	1	1	3	2	1	1	3	2	2	-
Outcome 4	3	3	3	1	2	1	1	2	1	1	1	2	2	-	2
Average	**3**	**3**	**3**	**1**	**2.7**	1	**1**	**2.25**	**1.75**	**1**	**1.25**	**2.25**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Logic**	**4**	1,2,3	1, 2, 3, 4
	Definition, Nature. Scope and Utility	2		
	Traditional and Modern Logic	2		
Unit 2	**Proposition**	**20**	1,3	1, 2, 3, 4
	Definition, Structure. Sentence and Proposition	2		
	Traditional classification of Proposition according to Quality and Quantity.	3		
	The four-fold scheme of Proposition AEIO.	4		
	Transformation of ordinary sentence into logical forms – AEIO.	4		
Unit 3	**Inference**	**14**	1,2,3	1, 2, 3, 4
	Definition, Type- Deduction and Inductive, Mediate 'and Immediate	7		
	Categorical syllogism: Structure, Rules. Figure. Valid-mood, Testing of syllogistic reasoning, Logical Fallacies	7		
Unit 4	**Symbolic Logic**	**6**	1,3	1, 2, 3, 4
	Characteristics, Symbols, Use of Symbols, Constant, Variables, Truth Function. Basic Truth Function, Construction of Truth Table.	6		
Unit 5	**Critical Thinking**	**16**	1,2,3,4	1,2,3,4,5
	The Basics: Claims, Issues and Arguments	4		
	More Fallacies	4		
	Persuasion Through Rhetoric: Common Devices and Techniques	4		
	Cognitive Biases	4		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	60%	50%	50%	50%	50%
	Understand					
Level 2	Apply	30%	40%	40%	40%	40%
	Analyse					
Level 3	Evaluate	10%	10%	10%	10%	10%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Cohen, M. F. (2011). An introduction to logic and scientific method. Read Books Ltd..
2. Copi & Cohen. (2014). Introduction to Logic, Delhi: Pearson.
3. Hurley, P. (2007). Introduction to Logic. Wadsworth, Delhi.
4. Sen, M. (2008). LOGIC. Delhi, Pearson.
5. Moore & Parker. (2009). Critical Thinking. McGraw Hill, USA.

Course Designers

1. Dr. Chandana Deka, Assistant Professor, Department of Liberal Arts, SRM University, AP.
2. Dr. Anasuya Agarwala, Assistant Professor, Department of Liberal Arts, SRM University,

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Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Creativity and Critical Thinking Skills

Course Code	AEC 104	Course Category	Ability Enhancement Course (AEC)	L	T	P	C
				1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature & Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Identify key concepts associated with creative problem-solving and critical analysis.
- Interpret and summarize various models and frameworks used in fostering creative and critical thinking skills
- Apply divergent thinking methods to generate innovative solutions to multifaceted problems.
- Assess and compare the strengths and weaknesses of various critical thinking approaches in decision-making.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define and describe fundamental concepts and theories related to creativity and critical thinking.	1	80%	80%
Outcome 2	Explain the significance of creativity and critical thinking in problem-solving and decision-making processes.	2	80%	60%
Outcome 3	Implement critical thinking strategies to analyse and evaluate information and arguments effectively.	3	80%	70%
Outcome 4	Analyse and assess the effectiveness of specific creative thinking methods in addressing real-world problems.	4	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3			3		3		3	3	3	1
Outcome 2	3	3	3	3	3			3		3		3	3	3	1
Outcome 3	3	3	3	3	3			3		3		3	3	3	1
Outcome 4	3	3	3	3	3			3		3		3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**			**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Creativity and Critical Thinking**	**6**		
	Introduction to key concepts	2	1,3	1
	Importance in personal and professional contexts	2	1,3	1,2
	Understanding the differences	1	2,3	1,4
	Real-world applications	1	1,3	1,3
Unit 2	**Overcoming Mental Blocks**	**6**		
	Identifying and addressing barriers	3	1	14
	Exercises for mental flexibility	3	4	1,2
Unit 3	**Critical Thinking Skills**	**6**		
	Recognizing common pitfalls	1	1,3	1,2
	Examples and group discussion	1	2,3	1,2
	Techniques for assessing information credibility	2	1,3	1
	Case studies and research exercises	2	1,3	3
Unit 4	**Application of Creative Solutions**	**6**		
	Practical problem-solving exercises	1	1,3	1,4
	Group projects and case studies	2	2,3	2,3
	Integrating ethics into creative and critical thinking	1	1,3	1
	Discussions on ethical dilemmas and decision-making	2	1,3	3
Unit 5	**Application of Creative Solutions**	**6**		
	Quizzes on concepts and techniques	1	1,3	1,2
	Individual and group assignments	1	2,3	1,2
	Applying creativity and critical thinking to a real-world scenario	2	1,3	1
	Presentation and peer evaluation	2	1,3	3
Total Contact Hours		**30**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (75%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Project Work (45%)
Level 1	Remember	30%		10%	
	Understand				
Level 2	Apply	70%	100%	90%	100%
	Analyse				
Level 3	Evaluate				
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Creative Confidence: Unleashing the Creative Potential Within Us All by Tom Kelley and David Kelley
2. Critical Thinking: An Introduction by Alec Fisher
3. Think Like a Freak: The Authors of Freakonomics Offer to Retrain Your Brain by Steven D. Levitt and Stephen J. Dubner
4. Creative Intelligence: Harnessing the Power to Create, Connect, and Inspire by Bruce Nussbaum

Other Resources

1. No Data

Course Designers

1. Dr. Sayantan Thakur, Assistant Professor, Department of Literature and Languages, SRM University-AP

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Analytical Reasoning and Aptitude Skills - Basics

Course Code	SEC-114	**Course Category**		**L-T-P-C**	0	2	1	3
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**				
Course Offering Department	Mathematics	**Professional / Licensing Standards**						

Course Objectives

1. To categorize, apply and use thought process to distinguish between concepts of quantitative methods.
2. To prepare and explain the fundamentals related to various possibilities.
3. To critically evaluate numerous possibilities related to puzzles.
4. Explore and apply key concepts in logical thinking to business problems.

Course Outcome (COs)

CO's	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
1	Use logical thinking and analytical abilities to solve quantitative aptitude questions from company specific and other competitive tests.	1	70%	60%
2	Solve questions related to Time and Distance and Time and work from company specific and other competitive tests.	3	65%	70%
3	Understand and solve puzzle questions from specific and other competitive tests	1	60%	60%
4	Make sound arguments based on mathematical reasoning and careful analysis of data.	1	65%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modem Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	2	2						2			2			
Outcome 2	1	2													
Outcome 3	1	2	2						2		2	2			
Outcome 4	1	2			2						2	2			
Course Average	1	2	2		2				2		2	2			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No.1	Speed Maths and Simplification	**1**	**1,2**	**1,2**
	Basics of Number system – Different types of numbers and their properties, Problems on finding unit digit, finding number of divisors and their application, LCM and HCF and their applications	**6**	**1,2**	**1,2**
	Basics of Linear equations	**2**	**1,2**	**1,2**
Unit No.2	Basics of Percentage calculations, Profit and Loss, Simple interest and Compound interest, True Discount	**6**	**1,4**	**1,2**
	Basics of Ratio and Proportion, Average, Alligation and Mixtures	**4**	1,2	1,2
Unit No.3	Basics of Time and Work, Pipes and Cisterns, Problems on Chain Rule	**4**	**1,4**	**1,2**
	Basics of Time, Speed and Distance, Problems on Trains, Boats and Streams, Problems on Races and Games and Escalators.	**6**	**1,4**	**1,2**
Unit No.4	Basics of counting techniques, Permutations and Combinations, Probability	**5**	**1.2.4**	**1,2**
	Basic introduction of Progressions, Quadratic Equations, Inequalities	**4**	1.2	**1,2**
Unit No.5	Number Series, Alphabet series, odd man out, Finding the Wrong Number, Non-Verbal Series.	**4**	1.2	3,4
	Analogies, Coding and decoding	**3**	1,3	3,4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (__%)								End Semester Exam (_50%)	
		CLA-1 (_10%)		CLA-2 (_15%)		CLA-3 (__10%)		Mid Term (_15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	20%		25%		20%		25%		25%	
	Understand	20%		25%		20%		25%		25%	
Level 2	Apply	30%		25%		30%		25%		25%	
	Analyse	30%		25%		30%		25%		25%	
Level 3	Evaluate										
	Create										
Total		**100%**		**100%**		**100%**		**100%**		**100%**	

Recommended Resources

1. Arun Sharma – How to prepare for CAT Quantitative Aptitude, Tata McGraw Hill.
2. CAT Quantitative Aptitude – Nishit K. Sinha
3. R.S. Agarwal – Reasoning. Reasoning for competitive exams – Agarwal.
4. Logical Reasoning and Data Interpretation for CAT, By Nishit K. Sinha

Recommended Online Resources

1. Geeks for Geeks
2. Indiabix.
3. M4maths.com

Course designed by

1. Mr. Naresh Adapa – Quantitative Aptitude Trainer, Department of CR&CS SRM University AP.
2. Mr. Shaik Mohammed Musa Kaleemullah, Verbal Ability Trainer, Department of CR&CS, SRM University AP.
3. Dr. Fouzul Atik – Assistant Professor, Department of Mathematics, SRM University AP.

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Introduction to Political Theory

Course Code	LBA 203	Course Category	Core Course (CC)		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- To describe political ideas.
- To analyse the relationship between political theory and other disciplines.
- To apply political concepts in real-life situations.
- To examine debates in classical and contemporary political theory

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the historical development of political ideas.	1	70%	80%
Outcome 2	Discuss the works of political thinkers and philosophical concepts influencing contemporary political issues	2	70%	70%
Outcome 3	Explain the relationship between political theory and other disciplines	3	60%	70%
Outcome 4	Examine philosophical concepts in order to understand and critically assess real-world political phenomena	4	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	-	2	3	2	-	-
Outcome 2	3	-	2	3	-	-	-	2	-	-	-	2	-	3	-
Outcome 3	3	-	3	-	3	-	2	3	-	2	-	3	-	-	2
Outcome 4	2	-	2	-	2	-	-	-	2	-	-	2	-	3	-
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	2	-	-
Average	**2.6**	**2**	**2.4**	**3**	**2.5**		**2**	**2.5**	**2**	**2**	**2**	**2.4**	**2**	**3**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction**	**10**	1,3	1,2,3,4
	Political Science: Meaning, Nature and Scope	3		
	Approaches to the study of Political Science: Normative and Empirical.	4		
	Behaviouralism and Post-Behaviouralism	3		
Unit 2	**State and Sovereignty**	**15**	2,4,5	1,2,3,4
	State: Meaning, Nature and Elements of State. Theories of Origin of State: Evolutionary Divine, Social Contract. State and Civil Society.	5		
	Sovereignty: Meaning, Characteristics and Kinds. Theories: Monism and Pluralism.	5		
	State Systems: Colonialism, Imperialism, Neo-Imperialism, Decolonization, Globalization	5		
Unit 3	**Basic Concepts**	**15**	1, 2,4,5	1,2,3,6,7
	Law: Meaning, Source and Types	2		
	Liberty	2		
	Equality	2		
	Justice	2		
	Rights: Meaning and Types. Human Rights and their safeguards	2		
	Power, Authority and Legitimacy	5		
Unit 4	**Political Ideology**	**15**	1, 2,4,5	1,2,3,6,7
	Liberalism, Socialism, Fascism,	8		
	Ecologism, Feminism, End of Ideology debate	7		
Unit 5	**Democracy**	**5**	1, 2,4,5	1,2,3,6,7
	Democracy: Evolution, Types: Direct and Representative (Territorial, Minority, Proportional, Functional)	3		
	Challenges before Democracy	2		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
		Theory	Theory	Theory	Theory	Theory
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Ramaswamy, S. (2010). Political theory: Ideas and concepts. New Delhi: PHI Learning Pvt. Ltd..
2. Johari, J.C. (2012). Contemporary Political Theory. New Delhi: Sterling.
3. Sabine, G.H. and Thorson, T.L. (1973). A History of Political Theory. New Delhi: OUP and IBH.
4. Mc Kinnon, C. (2008). Issues in Political Theory. New York: OUP.
5. Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman.
6. Heywood, A (2015). Political Theory: An Introduction, London: Palgrave Macmillan

Course Designers

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Theories of Communication

Course Code	LBA 204	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

- To explore various schools of communication theories.
- To develop understanding of media effects.
- To understand theoretical concepts of various media scholars
- To understand the effects of culture on media.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define the term 'theory'.	1	70%	80%
Outcome 2	Discuss various models of communication.	2	70%	70%
Outcome 3	Relate various theories of communication with real life case studies.	3	60%	70%
Outcome 4	Analyse the impact of culture on media and vice versa	4	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	2	-	3	2	3	1	3	3	3	2
Outcome 2	2	2	2	-	-	2	-	2	2	3	1	2	3	1	1
Outcome 3	3	2	3	-	3	2	-	3	2	3	1	3	3	1	2
Outcome 4	2		2	-	2	2	-	2	2	3	1	2	3	3	3
Outcome 5	2	2	2	-	2	2	-	2	2	3	1	2	3	3	3
Average	**2.4**	**2**	**2.4**	**-**	**2.5**	**2**	**-**	**2.4**	**2**	**3**	**1**	**2.4**	**3**	**2.2**	**2.2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Theory.**	**12**		
	Introduction to Theory. What is a Theory? What is a Model?	**4**	**1**	**1**
	Importance of Communication Theories and Models. Basic Models of Communication	**4**		**1**
	Linear and Circular Models of Communication	**4**		**1,2,3**
Unit 2	**Mass Communication Theories**	**12**		
	Mass Communication concepts, definitions, two schools- process and semiotics, models (linear models vs. dialogical and discursive), cultivation theory, Empiricism, Organism, Division of Labour, Functionalism, Scientism.	**4**	**2**	**3,4**
	Effects Studies :Process and models of media effects, Socio cultural effects, News public opinion and Political Communication, knowledge-gap hypothesis;	**4**		**3,4,5**
	Historical eras- Powerful effects, limited effects and cumulative traditions; cognitive consistency theories.	**4**		**3,4,5**
Unit 3	**Audiences and Mass Media effects.**	**12**		
	Understanding Audiences: Theories: The hypodermic needle theory	**4**	**3,4**	**1,2,6**
	Two step flow theory, Uses and gratification, Reception theory	**4**		**1,2,6**
	Obstinate audience theory, Hypermedia Seduction theory.	**4**		**1,2,6**
Unit 4	**Persuasion and Agenda role of the media.**	**12**		
	Theories of persuasion, Agenda Setting, Normative theory of media and society	**4**	**5**	**1,3,4,5**
	New Media, Theoretical foundation:	**4**		**1,3,4,5**
	Cybernetic & Information Society.	**4**		**5**
Unit 5	**Media and Culture.**	**12**		
	Understanding the meaning of culture and Communication: A cultural approach to communication.	**3**	**5**	**6**
	Cultural practices and power	**3**		**2,7**
	Understanding popular culture and Mass culture,	**3**		**3,5,7**
	Frankfurt school, Birmingham School	**3**		**3,4,5,6,7**

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid (15%)	CLA-2 (10%)	CLA-3 (15%)	
		Theory	Theory	Theory	Theory	Theory
Level 1	Remember	**30%**	**30%**	**30%**	**30%**	**40%**
	Understand					
Level 2	Apply	**40%**	**40%**	**40%**	**40%**	**40%**
	Analyse					
Level 3	Evaluate	**30%**	**30%**	**30%**	**30%**	**20%**
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Fiske, J. (1990). Introduction to Communication Studies (2nd ed.). London and New York: Routledge.
2. Hasan, S. (2010). Mass Communication: Principles and Concepts. CBS Publisher.
3. McLuhan, M. (1980). Understanding Media. London: Mentor.
4. McQuail, D. (2000). McQuail's Mass Communication Theory (4th ed.). New Delhi: Sage.
5. McQuail, D. (Ed.). (2002). McQuail's Reader in Mass Communication Theory. London: Sage.
6. Naurla, U. (2006). Dynamics of Mass Communication Theory and Practice. Atlantic Publishers and distributors.
7. Adorno, T., & Horkheimer, M. (1997). Dialectic of Enlightenment. London: Verso.

Course Designers

1. Dr. Ugen Bhutia, Assistant Professor, Department of Journalism, SRM University, AP.

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Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Greek Philosophy

Course Code	LBA 206	Course Category	Core Course		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- To explore the concepts of being, not-being, and change.
- To analyse the methods of argument and persuasion used by ancient philosophers.
- To describe virtues, knowledge as understood by Greek Philosophers
- To discuss Plato's theory of Forms, and the philosophical problems it raises.
- To discuss Aristotle's notion of substance.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the knowledge and understanding of the development of Ancient Greek Philosophy	1	70%	80%
Outcome 2	Discuss the core debates in metaphysics and epistemology in ancient Greek philosophy	2	70%	70%
Outcome 3	Illustrate the relevance of ancient debates in contemporary philosophy	3	60%	70%
Outcome 4	Analyze the ethical and moral implications stemming from Ancient Greek philosophical inquiries.	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	3	3	2	2	-	1	3	2	2	1	3	-	2	2
Outcome 2	2	2	3	2	2	-	1	3	2	2	1	2	2	-	-
Outcome 3	2	2	3	2	2	-	1	3	2	2	1	3	-	2	2
Outcome 4	2	3	3	2	2	1	1	3	2	2	1	3	2	-	2
Average	**2**	**2.5**	**3**	**2**	**2**	**1**	**1**	**3**	**2**	**2**	**1**	**2.75**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1		**20**	1,2,3,4	2,3,4
	Pre-Socratic philosophy: a general survey of Pre-Socratic philosophy	7		
	Heraclitus: Doctrine of Flux and Logos	7		
	Parmenides: Nature of Being	6		
Unit 2		**20**	1,2,3,4	2,4
	Sophists and Socrates	7		
	Man is the measure of all things (Protagoras)	6		
	Virtue is Knowledge (Socrates)	7		
Unit 3		**20**	1, 2,3,4	1,5
	Plato	10		
	Aristotle	10		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
		Theory	Theory	Theory	Theory	Theory
Level 1	Remember	60%	60%	60%	60%	60%
	Understand					
Level 2	Apply	30%	30%	30%	30%	30%
	Analyse					
Level 3	Evaluate	10%	10%	10%	10%	10%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Charlton, W. (Ed.). (1983). Aristotle's physics: Books I and II. Oxford University Press.
2. Taylor, C. C. W. (Ed.). (1997). Routledge history of philosophy. Routledge.
3. Kirk, Raven & Schofield (1957). Pre Socratic-Philosophy. CUP.
4. Tankha, V. (2012). Ancient Greek Philosophy: Thales to Socrates. India, Pearson.
5. Vlastos, G. (1969). Justice and psychic harmony in the Republic. The Journal of Philosophy, 66(16), 505-521.

Course Designers

1. Dr. Chandana Deka, Assistant Professor, Department of Liberal Arts, SRM University, AP.
2. Dr. Anasuya Agarwala, Assistant Professor, Department of Liberal Arts, SRM University, AP.

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Anthropological Theories

Course Code	LBA 207	Course Category	School FIC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- Introduces students to an anthropological theory and how these theories differ from other social sciences and humanities disciplines.
- Aim to clarify and make the students understand basic anthropological concepts and approaches and how various social and cultural anthropologists have contributed to understanding different peoples/groups and communities worldwide from the 18th century to the 21st century.
- Aims to teach students about inventive cultures and traditions and build critical and creative thinking.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To Familiarize students with basic approaches of anthropology from the 19th century to the 21st century.	1	70%	80%
Outcome 2	To Cultivate the critical understanding of cultures, including social, economic, and religious institutions, in anthropology.	2	70%	70%
Outcome 3	Define and understand the concepts of Anthropology, Evolutionism, cultural and personality, functionalism, structural functionalism, symbolic and interpretive, gender, post-modernism and its critics.	3	60%	70%
Outcome 4	Analyse anthropological theories, which help cultivate students' thinking and develop critical and creative thinking and frameworks to predict and comprehend various societies and cultures worldwide.	4	60%	60%
Outcome 5	Describe how anthropological knowledge helps cultivate, develop and use to understand various societies and Rural and Urban/City societies.	5	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	2	3	2	3	3	2	2	3	3	2	1	2
Outcome 2	2	2	2	2	2	3	2	2	2	3	2	2	1	2	3
Outcome 3	3	2	3	2	3	2	3	3	3	2	3	3	2	3	2
Outcome 4	2	3	2	2	2	2	2	2	2	3	3	2	3	2	3
Outcome 5	2	2	2	2	2	2	2	2	3	3	2	2	3	3	2
Average	**2.4**	**2.2**	**2.4**	2	**2.4**	2.2	2.4	**2.4**	**2.4**	**2.6**	2.4	**2.4**	**2.8**	**2.2**	**2.4**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Anthropological Theories**	**10**	**1**	2, 7, 8, 12,13, 14,
	Ancient Anthropological Understanding (Herodotus, Aristotle)	2		
	Anthropology during the medieval period	3		
	Immanuel Kant and Anthropology	2		
	The Social Organism (Herbert Spencer)	3		
Unit 2	**Modern and Evolutionary Anthropological Theories**	**12**	**2**	2,7, 8, 12,13,15, 16,20, 22
	The Evolution of Culture (E. B. Tylor)	3		
	The Evolution of Society (L. H Morgan	3		
	Materialistic and Idealistic Outlook (Karl Marx and F. Engel)	3		
	Neo-Evolutionists and Multicultural Theories (L. White and Julian Steward)	3		
Unit 3	**Culture theory and Culture and Personality Theories**	**12**	**3**	1,7,8,12, 13,15,16
	Historical Particularism (Franz Boas)	4		
	Individual and Culture (Margret mead)	4		
	Pattern of Culture (Ruth Benedict)	4		
Unit 4	**Functionalism and Structuralism Theories**	**12**	**4**	2, 7,8, 12,13,15, 16.
	Ethnography and Function of Culture (Bronislaw Malinowski)	4		
	Social Structure and Structure of Society (A. R. Redcliff-Brown)	4		
	Structuralism (Claude Levi-Strauss)	4		
Unit 5	**Symbols and Interpretative to Post-Modernists and Feminist Theories**	**14**	**5**	3, 4, 5,6, 9,10,11, 16, 17,18, 19, 21,23
	Interpretive Anthropology (Clifford Geertz)	2		
	Symbols, Pilgrims, and Drama (Victor Turner)	2		
	Ortner, S. (1974). Is Female to Male as Nature is to Culture	2		
	Post-modernists and Post-Colonialists' Anthropology (Michael Foucault, Jacques Derrida, Pierre Bourdieu).	4		
	Indian Anthropologists and Theories and Concepts	4		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	30%	30%	30%	30%	40%
	Understand					
Level 2	Apply	50%	50%	50%	50%	40%
	Analyse					
Level 3	Evaluate	20%	20%	20%	20%	20%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Benedict, R. (1989). Patterns of Culture. Preface by Margaret Mead; foreword by Mary Catherine Bateson. Houghton Mifflin.
2. Erickson, P. A. & Murphy. L. D. (2008). A History of Anthropological Theory. Toronto: Higher Education University of Toronto Press Incorporated,
3. Clifford, J.& George E. M. (eds)., (1986). Writing Culture. The Poetics and Politics of Ethnography, Berkeley: University of California Press.
4. Cohn, B. S. (1996). Colonialism and its forms of knowledge: the British in India. Princeton: University Press.
5. Cooke, B. (2006.). "Postmodernism." In Encyclopedia of Anthropology, Vol. 4, edited by H. James Birx, 1912-1915. Thousand Oaks: SAGE Publication.
6. Dirks, N. (2001). Castes of Mind: Colonialism and the Making of Modern India, Princeton, NJ: Princeton University Press.
7. Eriksen, T. H. (2001). Small Paces, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press.
8. Erickson, P A. and Murphy L. D. (2016). Readings for a History of Anthropological Theory, Toronto: University of Toronto Press.
9. Foucault, M. (1982). The Subject and Power. Critical Inquiry, 8(4), 777-795.
10. Free, A. (1996). The Anthropology of Pierre Bourdieu: A reconsideration. Critique of Anthropology, 16(4), 395–416. https://doi.org/10.1177/0308275X9601600405
11. Geertz, C. (1973) .The Interpretations of Cultures. New York: Basic Books
12. Gordon, R.J, Lyons, H & Lyons, A. (Eds.,). (2011). Fifty Key Anthropologists. New York: Routledge.
13. Harris, M., (1968). The Rise of Anthropological Theory: A History of Theories of Culture. Crowell, New York.
14. Kant, I. (2015[1798]). Anthropology from a Pragmatic Point of View, UK: Cambridge University Press.
15. Layton, R. (1997). An Introduction to Theory in Anthropology. U.K: Cambridge University Press.
16. Moore, J. D. (2009). Visions of Culture: An Introduction to Anthropological Theories and Theorists, USA: Alta Mira Press.
17. Ortner, S. (1974). Is Female to Male as Nature is to Culture?, in Woman, Culture and Society. Michelle Rosaldo and Louise Lamphere (eds.). Stanford: Stanford University Press.
18. Ortner, Sherry. (1996). Making Gender: The Politics and Erotics of Culture. Boston, MA: Beacon Press.
19. Sahlins, M. (1976). Culture and Practical Reason, Chicago: University of Chicago Press.
20. Steward, J. (1955). Theory of Culture Change: The Methodology of Multilinear Evolution, IL: University of Illinois Press.
21. Turner, B. S. (1990). Theories of Modernity and Postmodernity, London: SAGE Publications.
22. Tylor, E. B (1871). Primitive Culture, Cambridge: Cambridge University Press.
23. Upadhyay, V. S and Pandey G (1993). History of Anthropological Thought. New Delhi: Concept Publishing Company

Course Designers

1. Dr.Bikku, Assistant Professor, Department of Liberal Arts, SLASS. SRM University, Andhra Pradesh, India.

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Summer Immersion: Liberal Arts

Course Code	LBA 212	Course Category	RDIP	L	T	P	C
				0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)	Summer Internship		
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To provide students with real-world experience in understanding the challenges faced by communities working towards social development.
- To help students analyze the efforts of organizations driving inclusive development in rural and urban areas.
- To enhance students' practical skills in problem-solving and community engagement for social impact.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify social and developmental issues encountered by communities in both rural and urban settings.	1,2	70	80
Outcome 2	Explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.	2	70	80
Outcome 3	Apply critical thinking skills to develop solutions for the challenges observed during their field immersion.	3	70	80
Outcome 4	Examine the functioning of civil society and development related organisations.	4	70	80

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	**0**	**2**	**1**	**2**	**3**	**3**	**1**	**2**	**2**	**3**	**3**	**3**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Fieldwork Experience**		1,2	
	Students engage with communities to identify social and developmental issues in rural and urban settings.			
Unit 2	**Organizational Analysis**		2	
	Students explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.			
Unit 3	**Problem-Solving Exercises**		3	
	Students apply critical thinking to develop solutions for challenges observed during their field immersion.			
Unit 4	**Civil Society Assessment**		4	
	Students examine the functioning of civil society and development-related organizations during their engagement.			

Learning Assessment

Bloom's Level of Cognitive Task		Progress Report (Daily reflection Journal) (30%)	Internship Report/Video Documentary (40%)	Viva (Presentation) (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
Total		**100%**	**100%**	**100%**

Course Designers

1. Dr Vandana Swami, Associate Dean and Professor, Eswari School of Liberal Arts, SRM University AP
2. Dr. Vineeth Thomas, Assistant Professor and Head, Department of Political Science, SRM University AP

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Asian Cities

Course Code	AEC 111	Course Category		L	T	P	C
				2	1	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	ESLA	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

1. Discuss the geography of the contemporary urban Asia
2. Discuss the political economy of the urban Asia
3. Summarize the major intellectual influences of different disciplines on urban Asia
4. Analyse the urban experience of different groups

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the main theories of urban development in Asia	1	70%	80%
Outcome 2	Discuss the policies that shaped urban development in Asia	1	70%	70/%
Outcome 3	Summarize the main challenges faced by mega cities of Asia	1	70%	80%
Outcome 4	Analyse the water scarcity, climate change and migration challenges India	2	80%	90%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and CT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	2	2		2	2	2	2	3		3	2		
Outcome 2	2	2	2	2		2	2	2	2	3		3		2	
Outcome 3	2	2				2	2	2	2	3		3	2		3
Average	**2**	**2**	**2**	**2**		**2**	**2**	**2**	**2**	**3**		**3**	**2**	**2**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Changing Demographics of Urbanization in Asia	7	1	1,2,
Unit 2	Models, Frameworks and Metaphors in Asian Urbanization:	10	2	3,4,5
	The Contributions of Geertz, Friedmann, Lewis, McGee and their role in our knowledge and understanding of the Asian urban context			
Unit 3	Contemporary Indian Urbanization: Major Patterns, Conundrums and Policy Challenges.	10	3	6,7,8
Unit 4	Rural-Urban Migration: Migrants in India and China	7	4	9,10,11
Unit 5	The Water crisis in historical perspective	11	5	12,13,14,15,16

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 100%				End Semester Exam 0%
		CLA-1 25%	CLA 2 25%	CLA-3 25%	CLA-4 25%	
Level 1	Remember	60%	60%	50%	40%	
	Understand					
Level 2	Apply	40%	40%	50%	60%	
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	

Recommended Resources

1. Patricia McCarney and Richard Stren (2016) Urbanization as a transformative force. Chapter 2 in World Cities Report. Pg. 27-45.
2. S Jaishankar (2024). Chapters (2,5,7) on Quercus.
3. The Lewis model explained: https://www.youtube.com/watch?v=1cgvYrGBW6w
4. Financial Times: China Migration at a turning point. http://www.ft.com/cms/s/2/767495a0-e99b-11e4-b863-00144feab7de.html#axzz4JmWVQoJO
5. The Economist: The largest migration in history. https://www.youtube.com/watch?v=KNXg-kYk-
6. Asian experience and alternative approaches. Oxford, England, Pergamon, 1978. 163-92
7. Om Mathur et al 2022. Symposium on the State of the Cities: India Report. Urban Affairs Forum. March 15, 2022.
8. The Economist 2023. How to fix India's decrepit cities. August 14th
9. Ananya Roy 2009. Why India cannot plan its cities. Informality, Insurgence and the Idiom of Urbanization. Planning Theory. Volume: 8; Issue: 1; Page: 76-87 (available online)
10. Om Mathur 2017 How urban is India. Financial Express, November 1st.
11. Liza Weinstein: Demolition and Dispossession, 2013 "Toward an Understanding of State Violence in Millennial Mumbai". Studies in Comparative International Development. 48: 285-307 (to be made available online, also available via the Robarts library website)
12. Chan, Kam Wing, 2015. "Five Decades of the Chinese Hukou System," in Robyn R. Iredale and Fei Guo (eds.), Handbook On Chinese Migration, Identity and Wellbeing, Edward Elgar Publishing Ltd, Cheltenham, UK, pp.23-47 (to be made available online the U of T portal, also available via the Robarts library website).
13. Tirthankar Roy, 2022. Monsoon Economies: India's History in a Changing Climate: MIT Press.Chapters 1,3 and 5.
14. Harini Nagendra and Seema Mundoli 2023. Shades of Blue: Connecting the drops in India's Cities. Chapters 1,2,3.
15. Harini Nagendra and Seema Mundoli 2023. Shades of Blue: Connecting the drops in India's Cities. Chapters 5 & 17

Other Resources

Course Designers

1. Prof. Bharat Punjabi, University of Toronto
2. Co-ordinated by Idris Bhat, Political Science, SRM University.

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Social Entrepreneurship

Course Code	SEC 108	Course Category	SEC	L	T	P	C
				2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To Equip Students with the Knowledge and Skills to Address Social Challenges through Entrepreneurial Solutions
- To Foster Practical Experience and Ethical Leadership in Social Entrepreneurship

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the Concept and Importance of Social Entrepreneurship	2	90%	80%
Outcome 2	Identify social problems and entrepreneurial opportunities	3	80%	80%
Outcome 3	Develop the Business Model for a Social Enterprise	3	70%	70%
Outcome 4	Prepare a plan to Manage and Scale Social Enterprises for Sustainable Impact	4	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1		2					2	2				2			
Outcome 2		2	3				2	2	3		3	3			
Outcome 3		3	3				2	2	3		3	3			
Outcome 3		3	3				3	2	3		3	3			
Average		**2.5**	**2.25**				**2.25**	**2**	**2.25**		**2.25**	**2.75**			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
UNIT-1	**Introduction to Social Entrepreneurship**	2		
	Define social entrepreneurship and its importance	0.25	1	1,2
	Identify key challenges in addressing social issues	0.5	1	1,2
	Explore historical context and evolution of the field	0.25	1	1,2
	Analyze root causes of social issues	0.5	1	1,2
	Explore ethical considerations in social innovation	0.25	1	1,2
	Understand the importance of sustainability	0.25	1	1,2
UNIT-2	**Identifying Social Problems and Opportunities**	4		
	Identify pressing social problems and Methods for assessing community needs	1	2	1,2
	Techniques for spotting opportunities for social change	2	2	1,2
	Analyzing existing solutions and gaps in the market	1	2	1,2
UNIT-3	**Developing a Social Enterprise Concept**	10		
	Understand the role of empathy in social entrepreneurship	1	1,2	1,2
	Conduct needs assessments and market research	2	2	1,2
	Define a clear social mission and vision	1	2	1,2
	Business Model Canvas	6	2	1,2
UNIT-4	**Managing Social Entrepreneurship**	6		
	Role of leadership in driving social change	1	3	1,2
	Building a values-driven organization	1	3	1,2
	Explore legal structures for social enterprises	1	3	1,2
	Develop a marketing plan for social enterprises	1	2	1,2
	Understand the role of storytelling in impact	1	2,3	1,2
	Ethical marketing practices	1	1,2	1,2
UNIT-5	**Funding & Scaling of Social Entrepreneurship**	6		
	Explore investment options for social enterprises	1	3,4	1,2
	Identify funding sources and strategies	1	3,4	1,2
	Develop a fundraising strategy	1	3,4	1,2
	Importance of adaptability and learning	1	3,4	1,2
	Pitching for Social Impact	1	3,4	1,2
	Strategies for scaling social enterprises	1	3,4	1,2
UNIT-6	**Challenges and Future Trends in Social Entrepreneurship**	2	1	1,2
	Total Hours	30		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (70%)			End Semester Exam (30%)
		Mid Term Exam (20%)	CLA-1 (20%)	CLA 2 (30%)	
Level 1	Remember	80%	60%	70%	40%
	Understand				
Level 2	Apply	20%	40%	30%	60%
	Analyse				
Level 3	Evaluate				
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Social Entrepreneurship: What Everyone Needs to Know" by David Bornstein and Susan Davis
2. "Social Entrepreneurship: Theory and Practice" by Ryszard Praszkier and Andrzej Nowak
3. "Lean Impact: How to Innovate for Radically Greater Social Good" by Ann Mei Chang

Other Resources

1. https://www.coursera.org/specializations/social-entrepreneurship-cbs

Course Designers

1. Dr. Aftab Alam, Assistant Professor, Paari School of Business, SRM University-AP

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Political Thought

Course Code	LBA 208	Course Category	Core Course (CC)		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- To analyse Western Political Thought.
- To analyse Indian Political Thought.
- To examine the contributions of various political thinkers.
- To describe the relevance of political thinkers in the contemporary world.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the historical development of political ideas.	1	70%	80%
Outcome 2	Discuss the works of political thinkers and philosophical concepts influencing contemporary political issues	2	70%	70%
Outcome 3	Examine the social, political & economic context of political ideas and its impact on the society.	3	60%	70%
Outcome 4	Explain various aspects of Indian political thought	4	60%	60%
Outcome 5	Summarise the dimensions of western political thought.	5	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	2	-	3	2	-	-
Outcome 2	2	2	2	-	-	-	-	2	-	-	-	2	-	2	-
Outcome 3	3	2	3	-	3	-	-	3	-	-	-	3	-	-	2
Outcome 4	2	-	2	-	2	-	-	2	-	-	-	2	-	2	-
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	2	-	2
Average	**2.4**	**2**	**2.4**		**2.5**			**2.4**		**2**		**2.4**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Classical Political Thinkers**	**10**	1,2,3	1,2,3,4
	Problems of Political Philosophy, Plato- Justice, Education and Ideal State	2		
	Aristotle-Theory of State, Constitutions, Law and Revolution. Confucius- Virtuous, Role of Government.	2		
	Cicero- Mixed form of Government, and the Laws.	4		
	Machiavelli- State, Religion and Ethics	2		
Unit 2	**Modern Political Thinkers-I**	**15**	1,2,3	1,2,3,4
	Social Contractualists: Thomas Hobbes, John Lock and Rousseau.	4		
	Montesquieu- Separation of Powers. Utilitarianism- Jeremy Bentham	4		
	Individualism -John Stuart Mill	4		
	Conservatism- Edmund Burke	3		
Unit 3	**Modern Political Thinkers-II**	**15**	1, 2,3	1,2,3,4
	Immanuel Kant, Karl Marx- Hegelian Dialectics, Dialectical Materialism, Class struggle and Dictatorship of the Proletariat.	6		
	Harold Laski- Pluralism. Joseph Proudhon- Anarchism	6		
	Mary Wollstonecraft.	3		
Unit 4	**Ancient Indian Political Thinkers**	**8**	1,2,4	10
	Manu	4		
	Kautilya	4		
Unit 5	**Modern Indian Political Thinkers**	**12**	1,2,5	5,6,7,8,9,10
	Aurobindo Ghosh, Pandita Ramabhai	5		
	MN Roy, MK Gandhi, BR Ambedkar and Jawaharlal Nehru	7		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
		Theory	Theory	Theory	Theory	Theory
Level 1	Remember	60%	70%	60%	70%	50%
	Understand					
Level 2	Apply	40%	30%	40%	30%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Mukherjee, S and Ramaswamy, S. (1999). A History of Political Thought: Plato to Marx, New Delhi, Prentice Hall.
2. Nelson, B. (2008). Western Political Thought. New York: Pearson Longman
3. Jha, S. (2018). Western Political Thought. New Delhi: Pearson.
4. Sabine, G. H. (1961). A History of Political Theory. New York: Holt Rinehart and Winston
5. Chakrabarty, B and Pandey, R. (2009). Modern Indian Political Thought: Text and Context. New Delhi: Sage
6. Chakravarti, U. (2007). Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest.
7. Mehta. V and Pantham, TH (eds.)(2006). Political ideas in modern India: Thematic Explorations. New Delhi: Sage
8. Roy, H and Singh, M. (2011). Indian Political Thought: Themes and Thinkers, New Delhi:Pearson
9. V. Mehta, (1992) Foundations of Indian Political Thought, Delhi: Manohar Publications

Course Designers

1. Dr. Vineeth Thomas, Assistant Professor, Department of Liberal Arts, SRM University, AP.
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Classical Sociological Theories

Course Code	LBA 209	Course Category	Core Course		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	N/A	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- Introduce students to key thinkers and ideas and help them understand the classical canon of Euro-American sociology
- Explain the significance of these theories and their diverse approaches for social analysis and perspective building
- Help students to apply and use these theories and ideas as methodological tools, especially for an Indian setting
- Use the theories to illustrate and analyze contemporary social phenomena

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand the central sociological theories and classical thinkers' ideas	1, 2	80%	70%
Outcome 2	Apply this knowledge to develop a sociologically informed worldview	2, 3	80%	70%
Outcome 3	Argue for and explain the relevance of sociology in academic work and in reading the structures of everyday life	2, 3, 4	80%	70%
Outcome 4	Evaluate the contours of Indian society using a sociological lens	3, 4	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3, 4
Outcome 1	3	2	3	2	3	1	2	3	3	2	2	2	3	3	3
Outcome 2	3	2	3	2	3	1	2	3	3	2	2	2	3	3	3
Outcome 3	2	3	3	2	3	1	2	3	2	3	2	2	3	3	3
Average	**2.6**	**2.3**	**3**	**2**	**3**	**1**	**2**	**3**	**2.6**	**2.3**	**2**	**2**	**2**	**3**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Classical Sociological Theory: An Introduction**	**10**	**1, 2**	1, 2, 3
	What is Sociology?			
	Why should one study classical sociological theory?			
	Why do classics endure?			
	Central concepts of sociological theory			
Unit 2	**Positivism and the birth of Sociology – I (August Comte)**	**10**	**2, 3**	**1, 2**
	Historical conditions for the rise of sociology			
	August Comte and the rise of positivist thinking			
	Laws of Positivism and social change			
	Critical Analysis of Comtean positivism			
Unit 3	**Positivism and Sociology – II (Karl Marx)**	**10**	**2, 3**	4,
	Karl Marx as thinker and philosopher			
	Class Analysis, Modes of Production, Alienation			
	Capitalism, Conflict and Class struggle			
	Historical Materialism			
	Critical Analysis of Marxist theories			
Unit 4	**Functionalism and Positivism – III (Emile Durkheim)**	**10**	2, 3, 4	5
	Social facts			
	Anomie and Suicide			
	Division of Labour and Functionalism			
Unit 5	**Interpretive Sociology and the Cultural Turn**	**10**	2, 3, 4	6
	Max Weber and the Protestant Ethic			
	Alternative paradigm to understand the rise of Capitalism			
	Ideal types			
	Bureaucracy and Rationalization thesis		2, 3, 4	
Unit 6	**Gender, Caste and Race in Classical Theories**	10		
	Gender and Patriarchy			7, 8, 9, 10, 11
	Caste questions in sociology			
	Race and Ethnicity			
	Conclusion and Overview			
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Internal Learning Assessments (70%)				End Semester Exam (30%)
		(30%)	In Class Quiz	Class Participation		
		Midterm	(20%)	20%		
Level 1	Remember	30%	30%	30%		30%
	Understand					
Level 2	Apply	30%	30%	30%		30%
	Analyse					
Level 3	Evaluate	40%	40%	40%		40%
	Create					
Total		**100%**	**100%**	**100%**		**100%**

Recommended Resources

1. George Ritzer and Jeffrey Stepinksy (2020), 'Classical Sociological Theory' Sage Publications
2. Craig Calhoun et al, (2020) 'Classical Sociological Theory' Wiley Blackwell
3. C Wright Mills,(2000) 'The Sociological Imagination' Oxford University Press
4. Karl Marx and Friedrich Engels, (2014) 'The Communist Manifesto' International Publishers
5. Emile Durkheim, (2014) 'Rules of Sociological Method'(Free Press
6. Max Weber (2020) "The Protestant Ethic and the Spirit of Capitalism' Penguin Press
7. Bell Hooks (2014) 'Feminist Theory: From Margin to Center' Routledge
8. B R Ambedkar, (2021) 'Annihilation of Caste' General Press
9. W E B DuBois (2014) 'The Souls of Black Folk' CreateSpace Independent Publishing Platform
10. M N Srinivas (1968) 'Social Change in Modern India' University of California Press
11. Nandini Sundar et al (2018) 'Anthropology in the East: Founders of Indian Sociology and Anthropology' Permanent Black

Course Designers

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Qualitative Research Methods

Course Code	LBA 210	Course Category	DC	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

- To provide the student with knowledge of qualitative research philosophy and techniques
- To familiarize students with insights into qualitative research methods and encourage them to use these techniques in the research for qualitative data collection and analysis.
- To familiarise the importance of qualitative research methods and experiment with qualitative research techniques in society, students are encouraged to publish qualitative research

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop an understanding of methods and methodologies	1	70%	80%
Outcome 2	Assess the applicability of qualitative research techniques to their research area(s)	2	70%	70%
Outcome 3	Articulate the key features and benefits ethnographic methods	3	60%	70%
Outcome 4	Effectively analyze and write up qualitative data in your findings.	4	60%	60%
Outcome 5	Define ethical and practical issues in research and design and critically evaluate research designs.	5	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	2	3	2	3	3	2	2	3	3	2	1	2
Outcome 2	2	2	2	2	2	3	2	2	2	3	2	2	1	2	3
Outcome 3	3	2	3	2	3	2	3	3	3	2	3	3	2	3	2
Outcome 4	2	3	2	2	2	2	2	2	2	3	3	2	3	2	3
Outcome 5	2	2	2	2	2	2	2	2	3	3	2	2	3	3	2
Average	**2.4**	**2.2**	**2.4**	2	**2.4**	2.2	2.4	**2.4**	**2.4**	**2.6**	2.4	**2.4**	**2.8**	**2.2**	**2.4**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Social Research**	**12**	**1**	2,3, 6
	Positivism	4		
	Empiricism	4		
	Inductive and Deductive	4		
Unit 2	**Qualitative methods**	**12**	**2**	2, 3, 6
	Participant observation and non-participant observation	4		
	Interviews- Structured, Semi-structured, Unstructured	4		
	Focus group discussion, Case Study, Genealogy	4		
Unit 3	**Ethnography**	**12**	**3**	1,3,5,8
	What is ethnography	4		
	Organizational Ethnography	4		
	Online Ethnography	4		
Unit 4	**Research Design and Data Analysis.**	**12**	**4**	2, 6, 8
	Elements of Research Design	3		
	Explorative and Descriptive and Experimental Research Design	3		
	Hypothesis Meaning, formulation and Importance	3		
	Data Analysis: Interpretation and Presentation of Qualitative Data and, Writing up Qualitative Research.	3		
Unit 5	**Issues in Research Methods**	**12**	**5**	2,3, 6, 8
	Research Ethics	4		
	Reflexivity	4		
	Reliability and Validity in Social Sciences	4		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	30%	30%	30%	40%
	Understand					
Level 2	Apply	50%	50%	50%	50%	40%
	Analyse					
Level 3	Evaluate	20%	20%	20%	20%	20%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Atkinson, P.A. (2007). Ethnography: Principles and Practice. London: Routledge.
2. Bernard, H. R. (1990). Research Methods in Cultural Anthropology. New Delhi: Sage Publications.
3. Bruce L. B. (1995) Qualitative Research Methods for the Social Sciences, London, Allyn and Bacon.
4. Chaudhary, S.K & Chaudhuri, S. S. (Eds.,). (2014). Fieldwork in South Asia: Memories, Movements, And Experiences. New Delhi: Sage Publication.
5. Malinowski, B. (1922). Argonauts of the Western Pacific. New York: Routledge and Kengan Paul Ltd. E. P Dutton & Company, Inc.
6. Pelto, P. J., & Pelton. G. H. (1978). Anthropology Research; The structure of Inquiry. Cambridge: Cambridge University Press.
7. RAI. (1971) Notes and Queries in Anthropology. London: Routledge & Kegan Paul.
8. Srivastava, V. K. (Ed.). (2004). Methodology and Fieldwork. New Delhi: Oxford University Press.

Course Designers

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Media and Nationalism

Course Code	LBA 211	Course Category	Core Course		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- To explore various definitions of the term 'nationalism'.
- To analyse and understand the mass media as a public sphere.
- To explore various perspectives on the term 'ideology'.
- To access the significance of ideology in the mass media.
- To understand how mass media reports on marginalities.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define and contrast between different perspectives on the term 'nationalism'.	1	70%	80%
Outcome 2	Discuss the role of mass media within the larger concept of public sphere.	2	70%	70%
Outcome 3	Illustrate different perspectives of the term 'ideology'.	3	60%	70%
Outcome 4	Analyse the ideological impact on the functioning of the mass media.	4	60%	60%
Outcome 5	Critique how the media represents various marginalities like ethnicity, gender, caste and region.	5	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	1	1	3	3	3	1
Outcome 2	2	2	2	-	-	-	-	2	2	1	1	2	3	3	3
Outcome 3	3	2	3	-	3	-	-	3	-	1	1	3	3	3	1
Outcome 4	2	-	2	-	2	-	-	2	2	1	1	2	3	3	3
Outcome 5	2	2	2	-	2	-	-	2	3	1	1	2	3	3	3
Average	2.4	2	2.4	-	2.5	-	-	2.4	2.33	1	1	2.4	3	3	2.2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to nationalism**	**15**		
	Primordial, Constructivist and Instrumentalist understandings	**4**	**1**	**4**
	Ethno/Sacred nationalism	**4**		**4**
	Imagined community, The Invention of Tradition.	**4**		**2, 8**
	Whose Imagined Community?	**3**		**3**
Unit 2	**Media and the Public Sphere**	**15**		
	Habermasian Concept of Public Sphere	**4**	**2**	**6**
	Agenda Setting	**4**		**11**
	Print Capitalism	**4**		**2**
	Banal Nationalism	**3**		**10**
Unit 3	**Media and Ideology**	**11**		
	Introduction to Ideology	**4**	**3,4**	**5**
	Ideological State Apparatus	**4**		**1**
	Manufacturing Consent.	**3**		**7**
Unit 4	**Reporting on Caste, Gender**	**8**		
	Caste and Media	**4**	**5**	**9**
	Gender and Media	**4**		**12**
Unit 5	**Exploring Marginalities: Media and the NorthEast**	**11**		
	Representation of NorthEast in national media	**3**	**5**	**10**
	Ethnicity and diversity	**3**		**10**
	Resistance movements, insurgency in the media	**3**		**10**
	NorthEast and the Rhetoric of development	**2**		**10**

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember Understand	30%	40%	30%	40%	30%
Level 2	Apply Analyse	70%	40%	70%	60%	40%
Level 3	Evaluate Create	-	20%	-	-	30%
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Althusser, L. (1971). Lenin and philosophy and other essays (B. Brewster, Trans.). Monthly Review Press.
2. Anderson, B. (2006). Imagined communities: Reflections on the origin and spread of nationalism. Verso.
3. Chatterjee, P. (1993). The nation and its fragments: Colonial and postcolonial histories. Princeton University Press.
4. Dawisha, A. (2002). Nation and nationalism: Antecedents to contemporary debates. International Studies Review, 4(1), 3-22.
5. Eccleshall, R. (1999). Political ideologies: An introduction. Routledge.
6. Habermas, J. (1989). The structural transformation of the public sphere: An inquiry into a category of bourgeois society (T. Burger & F. Lawrence, Trans.). MIT Press.
7. Herman, E. S., & Chomsky, N. (1988). Manufacturing consent: The political economy of the mass media. Pantheon Books.
8. Hobsbawm, E. (1983). Introduction: Invention traditions. In E. Hobsbawm & T. Ranger (Eds.), The invention of tradition (pp. 1-14). Cambridge University Press.
9. Jeffrey, R. (2016). Media and modernity: Communications, women and the state in India. Orient Blackswan.
10. Kabi, K. H., & Pattnaik, N. S. (2015). Media, conflict and peace in Northeast India. Vij Books.
11. McQuail, D. (2009). McQuail's mass communication theory. Vistar Publication.
12. Prinsloo, J. (1999). Cheer the beloved country? Some thoughts on gendered representations, nationalism and the media. Agenda: Empowering Women for Gender Equity, 40, 45-53.

Course Designers

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Indian Government and Politics

Course Code	LBA 301	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

- To explore various dimensions of the Indian government and its freedom struggle.
- To analyse and understand the constitution of India
- To examine the Indian legislature, executive and judiciary.
- To explain the party system in India

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the viewpoints on Indian politics and the nature of the Indian state	1	70%	80%
Outcome 2	Illustrate the constitutional and legal rights in the Indian Constitution	2	70%	70%
Outcome 3	Examine the structure of Indian society and the nature of social inequality	3	60%	70%
Outcome 4	Explain the electoral system in India	4	60%	60%
Outcome 5	Summarise about India's legislature, executive and judiciary systems	5	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	2	-	3	2	-	-
Outcome 2	3	-	2	3	-	-	-	2	-	-	-	2	-	3	-
Outcome 3	3	-	3	-	3	2	2	3	-	-	2	3	-	-	2
Outcome 4	2	-	2	-	2	-	-	-	2	-	-	2	-	3	-
Outcome 5	2	2	2	-	2	-	-	2	-	-	3	2	2	-	-
Average	**2.6**	**2**	**2.4**	**3**	**2.5**	**2**	**2**	**2.5**	**2**	**2**	**2.5**	**2.4**	**2**	**3**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Indian Freedom Struggle**	**10**	1	3,6,14,15,16
	From constitutionalism to Mass Satyagraha	2		
	Revolutionary movements	2		
	Non-Co-operation, Civil disobedience and Quit India	4		
	Indian Naval uprising, Indian National Army, the role of women in the freedom struggle	2		
Unit 2	**Indian Constitution**	**8**	2	1,2,4,5
	Indian Constitution: basic features	2		
	Fundamental Rights	2		
	Fundamental Duties	2		
	Directive Principles of state policy	2		
Unit 3	**Institutional Functioning: Legislature, Executive and Judiciary**	**12**	1,4	6,12,16
	Parliament; Lok Sabha and Rajya Sabha	4		
	Executive: President, Prime Minister and the Council of Ministers, the Bureaucracy	4		
	Supreme Court and High Court, Judicial Review, Judicial Activism and Public Interest Litigation	4		
Unit 4	**Politics in India**	**10**	4	3,6,7,8,9,10,11,14,15
	Party System, Ideology and social base of political parties	5		
	fragmentation, communalism and regionalism. Pressure groups; patterns of coalition politics; electoral behaviour. Class, caste, gender and ethnicity in Indian politics	5		
Unit 5	**Social Movements**	**10**	3	12,13,14,15,16
	Workers, Peasants, Tribal	5		
	Dalit, Environmental and Women's Movement	5		
Unit 6	**Grassroot democracy**	**10**	4	16
	Local Self-Government in India, panchayat raj and municipality	5		
	73rd and 74th Constitutional Amendment, Challenges and Prospects	5		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	70%	40%	30%	40%	50%
	Understand					
Level 2	Apply	30%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. S.K. Chaube (2010). The Making and Working of the Indian Constitution. New Delhi: National Book Trust (Chapter V: 'The Rights of the Indians', pp.33-61)
2. Thiruvengadam. (2017). The Constitution of India, A Contextual Analysis. Oxford: Bloomsbury.
3. Chatterjee, P. (2011), The State, in N G Jayal and P Mehta (eds) The Oxford Companion to Politics in India (pp..3-14). New Delhi:OUP.
4. Palshikar, S. (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution (pp.143-163). New Delhi: Oxford University Press.
5. Austin, G. (2010). The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.
6. Chakravarty, B. & Pandey, K. P. (2006). Indian Government and Politics. New Delhi: Sage.
7. Sridharan, E. (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', Coalition Politics and Democratic Consolidation in Asia. New Delhi: Oxford University Press.
8. Yadav, Y and Palshikar, S. (2006). 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', P.R. DeSouza and E. Sridharan (eds.) (pp.73-115). India's Political Parties. New Delhi: Sage Publications, pp. 73-115.
9. Kothari, R. (1970). Caste in Indian Politics. Delhi: Orient Longman.
10. Deshpande, S. (2016). Caste in and as Indian Democracy. New Delhi: Seminar.
11. Roy. (2010). 'The Women's Movement', in N.Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India (pp.409-442), New Delhi: Oxford University Press.
12. Singh, M.P. & Saxena, R. (2008). Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning

Course Designers

1. Dr. Vineeth Thomas, Assistant Professor, Department of Liberal Arts, SRM University, AP.
2. Dr. Idris Hassan Bhat, Assistant Professor, Department of Liberal Arts, SRM University

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Environmental Anthropology

Course Code	LBA 302	Course Category	CC	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

- To interrogate the history of anthropology's approach to the environment, beginning with early functionalist, structuralist, and Marxist accounts of human-environment relationships.
- It builds towards more recent developments in the field, focusing on nonhuman and relational ontologies and current projects on the intersections of nature, capital, politics, and landscape histories.
- To familiarise students with the intellectual histories of environmental anthropology and contemporary debates and tensions around questions of ethics, agency, environment, conservation, Climate change and historical causality.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Acquire basic knowledge and understanding of Human and environment relationship through anthropological lance.	1	70%	80%
Outcome 2	Cultivate the critical understanding of environmental politics from historical to the present.	2	70%	70%
Outcome 3	Acquire knowledge about the Ecological and Environmental Anthropology, cultural Ecology, Political Ecology, Human Ecology, Cultural Materialism, Religion and Ecology, Ecocentrism, Climate change, Multispecies Ethnographies.	3	60%	70%
Outcome 4	Critically analyze how contemporary debates and tensions around questions of ethics, agency, environment, conservation, Climate change across the world.	4	60%	60%
Outcome 5	Apply the anthropological knowledge helps to resolve the contemporary environmental problems and provides sustainable solutions.	5	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	3	3	2		3		3	3	3	2	2	2
Outcome 2	2	2	2	2	2	3		2		3	3	2	2	3	2
Outcome 3	3	2	3	3	3	2		3		3	3	3	2	3	2
Outcome 4	2	2	2	2	2	2		2		3	3	2	3	2	3
Outcome 5	2	2	2	2	2	2		2		3	3	2	3	2	3
Average	**2.4**	**2**	**2.4**	**2.4**	**2.4**	**2.2**		**2.4**		**3**	**3**	**2.4**	**2.4**	**2.4**	**2.4**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Environmental Anthropology**	**15**		5,8, 9, 13,14,15, 17 ,
	History of Environmental Thoughts	4	1	
	Environmental Determinism	4		
	Cultural Determinism and Possibilism	4		
	Cultural Theory and Environmentalism	3		
Unit 2	**Cultural Ecology**	**15**		11, 18, 21, 23
	Introduction to Cultural Ecology -Julian Stewards	3	2	
	Ecological Population and Ecosystem	4		
	Ethno-ecology	4		
	Cultural Materialism- Marvin Harris	4		
Unit 3	**Environmental Ethics and Worldviews**	**10**		6,10,16,20
	Religion and Ecology	4	3	
	Ecocentrism	3		
	Indigenous Environmental Knowledge	3		
Unit 4	**Environmental Challenges, Crises and Politics**	**10**		2, 4, 19
	Sustainable Development, Ecotourism, and Protected Areas	4	4	
	Political Ecology	3		
	Politics of Conservation	3		
Unit 5	**New Emerging fields in Environmental Anthropology**	**10**		1,3,7,12, 22, 24
	Climate Change	3	5	
	Multispecies Ethnography and Beyond	4		
	Sustainability	3		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	40%
	Understand					
Level 2	Apply	50%	40%	50%	50%	40%
	Analyse					
Level 3	Evaluate	20%	20%	20%	20%	20%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Archambault, J. S. (2016). Taking Love Seriously in Human-Plant Relations in Mozambique: Toward and Anthropology of Affective Encounters. Cultural Anthropology, 31(2):244-271.
2. Bates, D. G. (2005). Human Adaptive Strategies: Ecology, Culture and Politics, 3rd edition. Boston: Pearson.
3. Brightman, M., & Lewis, J. (2017). Introduction: The Anthropology of Sustainability: Beyond Development and Progress. In: Brightman, M., Lewis, J. (eds) The Anthropology of Sustainability. Palgrave Studies in Anthropology of Sustainability. Palgrave Macmillan, New York. https://doi.org/10.1057/978-1-137-56636-2_1
4. Carpenter, C. (2020). Power in Conservation: Environmental Anthropology Beyond Political Ecology (1st ed.). Routledge. https://doi.org/10.4324/9780429324659
5. Dove M. & Carpenter C. (2008). Environmental anthropology : A Historical Reader. Blackwell Publication.
6. Ellen, R. Peter P. & Alan B. (Eds.,). (2000). Indigenous Environmental Knowledge and Its Transformations: Critical Anthropological Perspectives. Amsterdam: Harwood Academic.
7. Govindrajan, R. (2018). Animal Intimacies: Interspecies Relatedness in India's Central Himalayas. Chicago: University of Chicago Press. https://doi.org/10.7208/9780226560045
8. Haenn, W, and Harnish. (Eds.,). (2016), The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living, 2nd ed. (New York University Press, 2016).
9. Moran, Emilio F. (2006). People and Nature: An Introduction to Human Ecological Relations. Malden, MA: Blackwell Publishing.
10. Harris, M. (1966). The Cultural Ecology of India's Sacred Cattle. Current Anthropology 7:51-66.
11. Harris, M. (1996). Cultural Materialism. In: David Levinson & Melvin Amber (Eds.), Encyclopedia of Cultural Anthropology. New York: Henry Holt and Co., pp. 277-281.
12. Hartigan, J. (2021). Knowing Animals: Multispecies Ethnography and the Scope of Anthropology. American Anthropologist, 123(4), 846–860. https://doi.org/10.1111/AMAN.13631
13. Kopnina. H and Shoreman-Ouimet, E. (Eds.,).(2017). Routledge Handbook Environmental Anthropology Today. London & New York: Routledge
14. Kottak, C. P. (1999). The New Ecological Anthropology. American Anthropologist 101:23-35.
15. Salzman, P. C and Donald W. A. (1996). "Ecological Anthropology." In Encyclopedia of Social and Cultural Anthropology. Alan Barnard and Jonathan Spencer, eds. Pp. 169-172. London: Routledge.
16. Sponsel, L. E. (2011). The Religion and Environment Interface: Spiritual Ecology
17. in Ecological Anthropology. In Kopnina. H and Shoreman-Ouimet, E. Environmental Anthropology Today. London & New York: Routledge. Pp-37-55.
18. Orlove, B. S. (1980). Ecological Anthropology. In Annual Review of Anthropology 9:235-273.
19. Rappaport, R. A. (1968). Pigs for the Ancestors: Ritual in the Ecology of a New Guinea People. New Haven: Yale University Press.
20. Robbins, P. (2012). Political Ecology: A Critical Introduction. 2nd ed. New York: Wiley Blackwell.
21. Sillitoe, P. (1998). The Development of Indigenous Knowledge: A New Applied Anthropology. Current Anthropology 39 (2): 223–52.
22. Steward, J. (1955). Theory of Culture Change: The Methodology of Multilinear Evolution. Urbana: University of Illinois Press.
23. Tsing, A. L. (2015).. The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins. Princeton: Princeton University Press.
24. Townsend, P. K . (2018). Environmental Anthropology: From Pigs to Policies, 3rd edition. Waveland Press.
25. West, P. (2005). "Translation, Value, and Space: Theorizing an Ethnographic and Engaged Environmental Anthropology." American Anthropologist 107 (4): 632–42

Course Designers

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Sociology of Gender

Course Code	LBA 303	Course Category	Core Course	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

- To familiarize the student with the basic idea of gender(s) and their inherent fluidity
- To Show the relationship between gender and other social institutions.
- To understand critically the links between gender, globalization and labor.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Articulate an understanding of gender and patriarchy	2	70%	80%
Outcome 2	Elaborate a gendered understanding of theoretical works in the discipline of Sociology	2	70%	70%
Outcome 3	Capture the concepts of sex, sexuality gender, masculinity and femininity and be able to see the inter- relationships.	3	60%	70%
Outcome 4	Examine how gendered hierarchies are interlined with other social hierarchies.	3	60%	60%
Outcome 5	Analyze the manifestation of gendered hierarchy at the local and the global levels.	4	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	1	3	2	2	3	2	3	2	3	3	3	3
Outcome 2	2	2	2	1	3	2	2	2	2	3	2	2	3	3	3
Outcome 3	3	2	3	1	3	2	2	3	2	3	2	3	3	3	3
Outcome 4	2	2	2	1	2	2	2	2	2	3	2	2	2	3	3
Outcome 5	2	2	2	1	2	2	2	2	2	3	2	2	3	3	3
Average	**2.4**	**2**	**2.4**	**1**	**2.6**	**2**	**2**	**2.4**	**2**	**3**	**2**	**2.4**	**2.8**	**3**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Gendering Sociology- A Patriarchal Discipline**	**8**	**1,2**	1,2,4, 7, 8, 11
	The Patriarchal origins of Sociology	4		
	The Creation of Patriarchy	4		
Unit 2	**Foundational Ideas**	**10**	**3**	**7, 8**
	Gender, Sex, Sexuality	3		
	Masculinity and Femininities	3		
	Feminism(s)	4		
Unit 3	**Gender and its Intersections**	**15**	**4,5**	3,5,11,6
	Caste	5		
	Class	5		
	Ethnic and Racial Discrimination	5		
Unit 4	**Manifestations of Gendered Relationships**	**15**	**4,5**	12,13, 14
	The Household	5		
	Gendered Labour in the Global Economy	5		
	Gender and Violence	5		
Unit 5	**Gender and/Sexual Queer**	**12**	**3**	9,10
	Trans-activism and gender-critical feminism non-binary gender, Transgender people, Intersex persons	6		
	Queering Sexual Orientation- Lesbian, Gay, Bisexual, Asexual, Pansexual	6		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember Understand	30%	30%	30%	30%	30%
Level 2	Apply Analyse	70%	60%	50%	40%	30%
Level 3	Evaluate Create	0%	10%	20%	30%	40%
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26).
2. Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104-118].
3. Leela Dube 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its twentieth century avatar, New Delhi: Penguin (pp 1-27).
4. Menon, Nivedita .2012. Seeing like a Feminist. India: Penguin. Introduction. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) Women, Culture and Society. Stanford: Stanford University Press (pp. 67- 87).
5. Rege, S. 2003. Sociology of Gender: The Challenge of Feminist Sociological Thought. Michigan: Sage Publications
6. Susie, Tharu and Tejaswini Niranjana. 1999. "Problems for a Contemporary theory of Gender‟ in Nivedita Menon (ed.) Gender and Politics in India, New Delhi: Oxford University Press [pp 494-525].
7. Beauvoir, S. de (1992). The Second Sex. trans. H.M. Parshley. Harmondsworth. Penguin. Butler, Judith. (1990). Gender Trouble: Feminism and the Subversion of Identity. New York. Routledge.
8. Lerner, Gerda. (1986). The Creation of Patriarchy. New York: Oxford University Press.
9. Rebecca Tuvel (Spring 2017). "In Defense of Transracialism". Hypatia: A Journal of Feminist Philosophy. 32 (2)
10. Stock, Kathleen. (2021). Material Girls: Why Reality Matters for Feminism. Fleet.
11. Hooks, Bell. (1984). Feminism: From Margin to Centre. South End Press
12. Hochschild, Arlie. (1989). The Second Shift: Working Parents and the Revolution at Home. New York: Avon Books
13. Sassen, Saskia. 1998. Globalization and its Discontents, New York: The New Press.
14. Kannabiran, Kalpana & Vasanth Kannabiran. 2002. De-eroticizing Assault. Calcutta: Stree

Course Designers

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Foreign Language – Mandarin-I

Course Code	LBA 305	Course Category	Core Elective		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- Analysia and apply fundamental theories and concepts of Mandarin acquisition.
- Develop listening, speaking, reading, and writing skills in Mandarin Chinese to engage with diverse contexts and professional settings.
- Demonstrate Chinese language and culture interact.
- Explore Utilize language learning strategies and resources effectively to facilitate continuous improvement and adaptation to evolving language demands.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate understanding and interpretation of fundamental theories and concepts of the Chinese language.	1	80%	70%
Outcome 2	Engage in basic communication in Chinese through listening, speaking, reading, and writing in both daily life and professional settings.	2	70%	70%
Outcome 3	Employ self-directed learning strategies to continuously improve Chinese language proficiency and adapt to changing linguistic demands and environments.	2	60%	60%
Outcome 4	Comprehend fundamental concepts of the Chinese language and culture, including language structure, evolution, and usage contexts.	2	60%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	Demonstrate the theories and concepts in different fields.	Application of multi-disciplinary knowledge in	Demonstrate critical, rational, and scientific capabilities in
Outcome 1	3	3	1			1		2	1	2		2	3	1	2
Outcome 2	3	2	1			3		2	3	3		1	3	3	1
Outcome 3	1	2	2			3		1	1	2		3	1	2	2
Outcome 4	3	3	3			1		3	1	3		3	3	2	3
Average	3	2.5	2			2		2	2	3		2.5	3	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction of Mandarin Chinese & Pinyin**			**2**
	Introduction of Mandarin Chinese.	**3**	1	
	Greetings in normal and polite ways.	**2**	1	
	Pinyin (Mandarin Chinese phonetic system)	**10**	1	
Unit 2	**Lesson 1 Welcome to Taiwan!**			**1**
	Learning simple phrase to introduce people.	**8**	2	
	Learning simple phrase to discuss likes/dislikes.	**5**	2	
	Learning simple phrase to express gratitude.	**2**	2	
Unit 3	**Lesson 2 My Family**			
	Learning to talk about family member and their names.	**7**	3	
	Learning to describe people, places, and possessions.	**6**	3	
	Learning to talk about the number of people in a family.	**2**	3	
Unit 4	**Lesson 3 What Are You Doing Over the Weekend?**			
	Learning to describe likes/dislikes (e.g., sports and movies).	**5**	4	
	Learning to express what two groups have in common.	**2**	4	
	Learning to politely ask others' opinions and make simple suggestions.	**5**	4	
	Learning to form choice questions.	**3**	4	
Total Contact Hours		**60**		

Learning Assessment

Question Difficult	Bloom's Level of Cognitive Task	Continuous Learning Assessments (60%)			End Semester Exam (40%)
		CLA-1 (20%)	CLA-2 (30%)	Mid-1 (10%)	
Level 1	Remember Understand	70%	50%	40%	30%
Level 2	Apply Analyse	30%	50%	60%	70%
Level 3	Evaluate Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. A Course in Contemporary Chinese Volume 1by the Mandarin Training Center at National Taiwan Normal University. Publisher: Sanctum Books; First Indian edition (31 March 2021).
2. Supplementary Pinyin & cultural materials.

Course Designers

1. Miss HsinYi Huang, Instructor

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BA/BA(H)/BA(Hons with research) V Semester

Summer Internship

Course Code		Course Category	RDIP		L	T	P	C
					0	0	4	4
Pre-Requisite Course(s)	Summer Immersion	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department		Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Identify the key themes and practices relevant to the industry
- Explain the processes and workflows within the organization.
- Apply and connect theoretical knowledge to practical tasks and projects in the workplace.
- Evaluate the effectiveness of different strategies and approaches used by the organization.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognize and recall fundamental industry-specific concepts and practices.	1	70	80
Outcome 2	Interpret and describe the organizational processes and workflows	2	70	80
Outcome 3	Apply and connect theoretical knowledge in practical tasks and projects within the internship setting.	3	70	80
Outcome 4	Assess and critique the effectiveness of strategies and methodologies employed by the organization.	4	70	80

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	**0**	**2**	**1**	**2**	**3**	**3**	**1**	**2**	**2**	**3**	**3**	**3**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Industry Orientation**		1	
	Students engage in activities that help them recognize and recall fundamental industry-specific concepts and practices.			
Unit 2	**Process Analysis**		2	
	Students interpret and describe the organizational processes and workflows observed during their internship.			
Unit 3	**Practical Application**		3	
	Students implement theoretical knowledge by completing practical tasks and projects within the internship setting.			
Unit 4	**Strategy Evaluation**			
	Students assess and critique the effectiveness of strategies and methodologies employed by the organization during their internship.		4	

Learning Assessment

Bloom's Level of Cognitive Task		Progress Report (30%)	Internship Report (40%)	Viva (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
Total		**100%**	**100%**	**100%**

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Enter Data

SRM University *AP*, Andhra Pradesh
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CO-CURRICULAR ACTIVITIES

Course Code	VAC 103	**Course Category**	VAC	**L**	**T**	**P**	**C**
				0	0	2	2
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	SA	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

1. Develop essential skills, including leadership, communication, and teamwork, among students.
2. Offer opportunities for students to apply academic concepts in practical, real-world scenarios.
3. Promote self-exploration, confidence-building, and social responsibility.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	**Bloom's Level**	**Expected Proficiency Percentage**	**Expected Attainment Percentage**
Outcome 1	Demonstrate confidence in leading group activities, communicate clearly, and collaborate effectively with diverse teams.	2	80%	75%
Outcome 2	Apply theories to practical tasks by solving problems and adapting concepts to real-life situations through cocurricular activities	2	80%	70%
Outcome 3	Develop new experiences with an open approach through guided reflection to assess personal growth, skills, and learning for holistic development.	3	80%	70%

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments 100%**			
		CLA-1 25%	**CLA-2 25%**	**CLA-3 25%**	**CLA-4 25%**
Level 1	Remember				
	Understand				
Level 2	Apply	15%	15%	15%	15%
	Analyse				
Level 3	Evaluate	10%	10%	10%	10%
	Create				
Total		**25%**	**25%**	**25%**	**25%**

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Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

COMMUNITY SERVICE AND SOCIAL RESPONSIBILITY

Course Code	VAC 104	**Course Category**	VAC	**L**	**T**	**P**	**C**
				0	0	2	2
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	CEL	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

1. Encourage initiatives that address local needs, foster self-sufficiency, and promote environmental sustainability within the community.
2. Equip participants with a deeper understanding of social issues and a sense of responsibility towards marginalized communities.
3. Inspire active participation in community service programs and foster a culture of giving back among individuals and organizations.
4. Develop and implement programs that contribute to skill development, economic empowerment, and equal opportunities for underprivileged sections of society.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	**Bloom's Level**	**Expected Proficiency Percentage**	**Expected Attainment Percentage**
Outcome 1	Develop effective strategies for identifying and addressing community needs.	3	80%	80%
Outcome 2	Demonstrate empathy and cultural sensitivity when engaging with diverse community groups.	4	80%	75%
Outcome 3	Implement sustainable solutions and evaluate their impact on social well-being.	5	90%	85%
Outcome 4	Collaborate effectively within teams to design and lead community service projects.	6	90%	80%

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments 50%**				**End Semester Exam 50%**
		CLA-1 20%	**Mid-1 20%**	**CLA-2 20%**	**CLA-3 20%**	
Level 1	Remember	10%	10%			20%
	Understand					
Level 2	Apply		10%	10%		20%
	Analyse					
Level 3	Evaluate				10%	10%
	Create					
Total		**10%**	**20%**	**10%**	**10%**	**50%**

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Sociology of Work

Course Code	LBA 306	Course Category	DSE	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

- Introduce students to the social context of what is known as work
- Introduce students to how this social context has brought about transformative shifts in the way work is organized.
- Introduce students to the different issues affecting contemporary work conditions

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Articulate the basic concepts like work, labour, employment.	2	70%	80%
Outcome 2	Apply the nuances in which work is structured at the global and the local levels.	3	70%	70%
Outcome 3	Capture how social locations like gender, caste, ethnicity influence the access to work and experiences at work.	3	60%	70%
Outcome 4	Analyse how social change affects nature of work	4	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	2	3	1	3	3	3	3	2	3	2	3	3
Outcome 2	2	2	2	2	3	1	2	2	3	3	2	2	2	3	3
Outcome 3	3	2	3	2	3	1	2	3	3	3	2	3	3	2	3
Outcome 4	2	2	2	2	2	1	3	2	3	3	2	2	3	3	3
Average	**2.5**	**2**	**2.5**	**2**	**2.7**	**1**	**2.5**	**2.5**	**3**	**3**	**2**	**2.5**	**2.5**	**2.7**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction**	**14**	**1,4**	1,6,7,8
	Work: Definition, Forms	**3**		
	Work and Social Theory	6		
	Historical Transformation: Industrial , Industrial Society, Post-Industrial Society, Information Society	5		
Unit 2	**Dimensions of Work**	**12**	**1,2**	**9**
	Alienation	4		
	Gender	5		
	Unpaid Work and Forced Labour	3		
Unit 3	**Work in the Formal and Informal Sectors**	**12**	**1**	2,11
	Formal Organizations	6		
	The Informal Sector	6		
Unit 4	**Globalization and New Spaces of Work**	14	**3,4**	14,14
	McDonaldization	3		
	Emotional Labour & Aesthetic Labour in Service Work	6		
	Gig Work	5		
Unit 5	**Risk, Hazard and Disaster at Work**	8	**3**	12,13
	Total Hours	60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 10%	CLA-2 10%	CLA-3 15%	
Level 1	Remember Understand	30%	30%	20%	30%	40%
Level 2	Apply Analyse	70%	60%	70%	50%	40%
Level 3	Evaluate Create	0%	10%	10%	20%	20%
Total			**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Edgell, Stephen. 2012. The Sociology of Work: Continuity and Change in Paid and Unpaid Work. London: Sage.
2. Blau, M. Peter. and Scott, W. Richard. 1977. Formal Organizations: A Comparative Approach. London: Routledge and Kegan Paul
3. Clegg, Stewart and Dunkerley, David. 1980. Organization, Class and Control. London: Routledge & Kegan Paul.
4. Etzioni, Amitai. Ed.1961. A Sociological Reader in Complex Organizations. New York: Holt, Rienhart and Winston Inc.
5. Ramaswamy E. A. and Uma Ramaswamy. 1981, Industry and Labour,New Delhi:Oxford University Press, Chapter 3, Pp.33-65
6. Bell, Daniel. 1976, The Coming of Post-Industrial Society, London:Heineman, Introduction, Pp.12-45
7. Kumar, Krishan.1973, Prophecy and Progress, London:Allen Lane, Ch. 6, Pp. 185-240
8. Erikson, Kai. 1990, "On Work and Alienation" in Erikson, K. and S.P.Vallas (eds)The Nature of Work: Sociological Perspectives. New Haven andLondon:American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33
9. Taylor, Steve. 1998, "Emotional Labour and the new Workplace" inThompson and Walhurst (eds.) Workplace of the Future. London: Macmillan,Pp. 84-100
10. Breman, Jan. 2003, "The Informal Sector" in Veena Das, (ed.) The OxfordIndia Companion to Sociology and Social Anthropology, New Delhi: OUP, Pp.1287-1312
11. Visvanathan, Shiv. 1986, "Bhopal: the Imagination of a Disaster", Alternatives XI, Pp. 147- 165
12. Zonabend, Francoise. 2009, "The Nuclear Everyday" in MassimilianoMollona, Geert De Neve and Jonathan Parry (ed.) Industrial Work andLife: An Anthropological Reader, London: Berg, Pp. 167-185
13. Ritzer, G. 2000. The Macdonaldization of Society. California: Pineforge Press
14. Hochschild, Arlie. 1983. The Managed Heart: Commercialization of Human Feelings, London: University of California Press

Course Designers

1. Dr. Ipsita Pradhan, Assistant Professor, Department of Liberal Arts, SRM University, AP.

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Foreign Language II – Mandarin-II

Course Code	LBA 307	Course Category	Core Course		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)	Mandarin I	Co-Requisite Course(s)	N.A	Progressive Course(s)	N.A			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	N.A					

Course Objectives / Course Learning Rationales (CLRs)

- Acquire basic vocabulary and grammatical structures necessary for effective communication in Mandarin Chinese.
- Cultivate cultural awareness and sensitivity through exposure to various Chinese cultural practices.
- Reflect on personal language learning processes and strategies to enhance linguistic proficiency and cross-cultural competence.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Collaborate effectively with others using Chinese for communication and problem-solving.	3	80%	70%
Outcome 2	Understand and respect Chinese culture while demonstrating adaptability and sensitivity in cross-cultural interactions.	3	70%	70%
Outcome 3	Overcome language barriers and communicate confidently in cross-cultural environments.	2	70%	70%
Outcome 4	Acquiring critical thinking skills to analyze different viewpoints and arguments within Chinese contexts.	2	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	Demonstrate the theories and concepts in different fields.	Application of multi-disciplinary knowledge in various professional	Demonstrate critical, rational, and scientific capabilities in meeting different socio-political challenges in a complex, changing
Outcome 1	**3**	**3**	**2**			**3**		**1**		**3**		**1**	**3**	**3**	**2**
Outcome 2	**3**	**2**	**3**			**2**		**3**		**2**		**3**	**3**	**1**	**3**
Outcome 3	**2**	**2**	**1**			**1**		**2**		**3**		**1**	**2**	**1**	**1**
Outcome 4	**1**	**1**	**3**			**1**		**3**		**1**		**2**	**1**	**2**	**3**
Average	**2.3**	**2**	**2.3**			**1.8**		**2.3**		**2.5**		**1.8**	**2.3**	**1.8**	**2.3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Lesson 4 Excuse Me. How Much Does That Cost in Total?**			1-2
	Learning to ask & talk about prices.	**7**	1	
	Learning to ask for reasons.	**4**	1	
	Learning to use simple phrases to describe the size and function of common objects	**4**	1	
Unit 2	**Lesson 5 Beef Noodles Are Really Delicious**			
	Learning the names of common foods & describing their taste.	**5**	2	
	Learning to express likes for and make simple comments about food.	**5**	2	
	Learning to describe what somebody can/can't do and how well one does it.	**3**	2	
	Learning to ask for help.	**2**	2	
Unit 3	**Lesson 6 Their School Is Up in the Mountains**			
	Learning to describe locations (e.g., near or far).	**3**	3	
	Learning to talk about place in the vicinity of other places.	**8**	3	
	Learning to make simple comments about the appearance of a place.	**4**	3	
Unit 4	**Lesson 7 Going to KTV at 9 O'clock in the Morning**			
	Learning to tell and ask about time.	**4**	4	
	Learning to describe an activity that takes place at a point in time (time-when) or during a certain frame (time-duration).	**5**	4	
	Learning to make appointments with friends.	**4**	4	
	Learning to talk about habitual activities.	**2**	4	
Total Contact Hours		**60**		

Learning Assessment

Question Difficult	Bloom's Level of Cognitive Task	Continuous Learning Assessments (60%)			End Semester Exam (40%)
		CLA-1 (20%)	CLA-2 (30%)	Mid-1 (10%)	
Level 1	Remember Understand	70%	50%	40%	30%
Level 2	Apply Analyse	30%	50%	60%	70%
Level 3	Evaluate Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. A Course in Contemporary Chinese Volume 1 by the Mandarin Training Center at National Taiwan Normal University. Publisher: Sanctum Books; First Indian edition (31 March 2021).
2. Supplementary vocabulary & cultural materials

Course Designers

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Development Communication

Course Code	LBA 308	Course Category	Core Elective (CE)		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	N.A	Co-Requisite Course(s)	N.A	Progressive Course(s)	N.A			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	N.A					

Course Objectives / Course Learning Rationales (CLRs)

- The course aims to broaden the connotation of development to include its social meanings.
- Familiarise students with ideas, theories and practices of development.
- Understand the implicit power relations in the way 'development' is practised and the way it is communicated with the masses.
- Critically analyse the ways through which communication becomes a tool to understand development.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define 'development' holistically rather than unidimensionally.	1	70%	80%
Outcome 2	Discuss theories emerging from Western notions of development and then juxtapose them with theories from postcolonial perspectives.	2	70%	70%
Outcome 3	Attain the importance of communication processes.	3	60%	70%
Outcome 4	Analyze how media and communication can provide an alternative view of development at the grassroots to mainstream media concerning development	4	60%	60%
Outcome 5	Analyse the link between development and communication.	4	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	1	-	3	3	3	3
Outcome 2	2	2	2	-	-	-	-	2	-	1		2	3	3	3
Outcome 3	3	2	3	-	3		-	3	-	3	-	3	3	3	3
Outcome 4	2		2	-	2	-	-	2	2	3	3	2	3	3	3
Outcome 5	2	2	2	-	2	-	-	2	2	3	3	2	3	3	3
Average	2.4	2	2.4	-	2.5	-	-	2.4	2	1.6	3	2.4	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction: Unpacking Development and Development Communication**	**12**	**1**	**1,7,8,9**
	History of Development	**4**		
	Developmentalism: A Critique	**4**		
	Development Communication as a field of Mass communication.	**4**		
Unit 2	**Theories of Development**	**12**	**2**	**12,13,14**
	The Theory of Stages of Development	**4**		
	Political Economy of Growth	**4**		
	The Development of Underdevelopment	**4**		
		3		
Unit 3	**Perspectives from the Third World**	**12**	**2**	**11,10**
	The Political Economy of underdevelopment (Bagchi)	**4**		
	Development as Freedom	**4**		
	Communitarian theory: Liberation Theology and Conscientization.	**4**		
	Empowerment Paradigm	**4**		
Unit 4	**Thoughts and Approaches to Development Communication**	**12**	**3,4**	**1,2,3,4**
	School of thought on Development Communication-Bretton woods school, Latin American school, Indian School, African School	**6**		
	Approaches-Media for Development approach, Media Development approach, Participatory and Community Communication approach	**6**		
Unit 5	**Media for Development Communication**	**12**	**3,4**	**6,5**
	Sonagachi Project: A Case Study Set in India by Satarupa Dasgupta-	**4**		
	Facilitating Community Radio in India: Profiles of NGOs and their Community Radio Initiatives- UNICEF's communication for development.	**4**		
	Development Messages Knowledge& Knowledge sharing, Bottom up and Dialogic, Communication Development as Participation	**4**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	30%
	Understand					
Level 2	Apply	40%	30%	70%	60%	40%
	Analyse					
Level 3	Evaluate	30%	30%	-	-	30%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Dipankar Sinha. (2013). Development Communication. Orient BlackSwan.
2. Melkote, S. R. (1991). Communication for development in the Third World: Theory and practice. Sage.
3. Mody, B. (Ed.). (2003). International and development communication: A 21st-century perspective. Sage. (Selected chapters from Part II)
4. Nair, K., & White, S. (Eds.). (1993). Perspectives on development communication. Sage.
5. Rogers, E. M. (1962). Diffusion of innovations. Free Press.
6. Pavarala, V., & Malik, K. K. (2007). Other voices: The struggle for community radio in India. Sage.
7. Rist, G. (2008). The history of development: From Western origins to global faith. Zed Books, pp. 1-24.
8. Sachs, W. (Ed.). (1992). The development dictionary: A guide to knowledge and power. Zed Books, pp. 1-21.
9. Dirlik, A. (2014). Developmentalism: A critique. Intervention, 16(1), 30-48.
10. Sen, A. (1999). Development as freedom. Oxford University Press, pp. 311, 35-54.
11. Bagchi, A. K. (1982). The political economy of underdevelopment. Cambridge University Press.
12. Baran, P. A. (1964). The political economy of growth. Penguin Books.

Course Designers

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Public Administration: Theory and Practice

Course Code	LBA 309	Course Category	Core Course		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)				
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- To analyse and understand various concepts in public administration
- To illustrate financial and Indian administration
- To explain the evolution of public administration.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe public administration as a discipline and practice.	1	70%	80%
Outcome 2	Discuss the theories of public administration	2	70%	70%
Outcome 3	Examine the functioning of public administration	3	60%	70%
Outcome 4	Explain the aspects of Indian administration.	4	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	-	-	3	2	-	-
Outcome 2	2	2	2	-	-	-	-	2	-	-	-	2	-	2	-
Outcome 3	3	2	3	-	3	-	-	3	-	-	-	3	-	-	2
Outcome 4	2	-	2	-	2	-	-	2	-	-	-	2	2	2	-
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	-	-	-
Average	**2**	**2**	**2**		**3**			**2**				**2**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Public Administration as a discipline**	**10**	1,2,3	1,2,3,4
	Meaning, Scope and Significance.	2		
	Evolution and Status of the Discipline	2		
	Public and Private Administration	4		
	Case study on public and private administration	2		
Unit 2	**Basic concepts and principles**	**15**	1,2,3	1,2,3,4
	Organization. Hierarchy. Unity of Command. Span of Control. Authority and Responsibility. Centralization and Decentralization	4		
	Delegated Legislation. Chief Executive. Line, Staff and Auxiliary Agencies.	4		
	Public Enterprises. Independent Regulatory Commissions.	4		
	Case study on various concepts and principles of administration	3		
Unit 3	**Theories of administration**	**15**	1,2,3	3,4,5
	Taylor's Scientific Management. Fayol's Classical Theory;Elton Mayo's Theory of Human Relations.	6		
	Bureaucratic Theory. Systems Approach; Feminism and administration	6		
	Case study on theories of administration	3		
Unit 4	**Financial and local administration**	**8**	4	1,2,3
	Budget – Meaning, Significance, Principles. Budgetary Process - Formulation, Enactment, Execution. Line-Item vs Performance	4		
	Budget. Incremental vs Zero-Based Budget. Sunset Legislation. Rural and Urban Governance in India	4		
Unit 5	**Growth and trends in Public administration**	**12**	4,5	1,2,3,4,5,6
	Control over Administration. Comparative Public Administration. Development Administration. New Public Administration.	7		
	State vs Market Debate and Public-Private Partnership. Ombudsman in India: CVC, Lok Pal and LokAyuktha., Case study on growth and trends in public administration	5		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	50%	40%	30%	40%	50%
	Understand					
Level 2	Apply	50%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Bhattacharya, M. (2008). New Horizons of Public Administration. New Delhi: Jawahar Publishers
2. Basu, R. (2008). Public Administration: Concepts and Theories. Sterling Publishers: New Delhi
3. Shafritz, J and Hyde, A. (2004). Classics of Public Administration. Belmont: Wadsworth
4. Prasad, D. R., Prasad, V. S., & Satyanarāyaṇa, P. (Eds.). (1991). Administrative thinkers. Sterling Publishers Pvt. Ltd.
5. Maheshwari,S. (2009). Administrative Thinkers. New Delhi: Macmillan
6. Singh, A. (2002). Public Administration: Roots and Wings. (2002). New Delhi: Galgotia Publishing Company

Course Designers

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Advanced Research Methods

Course Code	LBA 401	Course Category	CC	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

- Provide students with knowledge of the philosophical underpinnings of research.
- Familiarize students with different methods of social research at an in-depth level.
- Familiarize students with understanding the importance of the researcher's location in society.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Outline an understanding of methods and methodologies	1	70%	80%
Outcome 2	Discuss ethical and practical issues in research	2	70%	70%
Outcome 3	Construct and evaluate research designs.	3	60%	70%
Outcome 4	Explain method and methodology in social science research.	4	60%	60%
Outcome 5	Evaluate the key features and benefits ethnographic methods	5	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	2	3	2	3	3	2	2	3	3	2	1	2
Outcome 2	2	2	2	2	2	3	2	2	2	3	2	2	1	2	3
Outcome 3	3	2	3	2	3	2	3	3	3	2	3	3	2	3	2
Outcome 4	2	3	2	2	2	2	2	2	2	3	3	2	3	2	3
Outcome 5	2	2	2	2	2	2	2	2	3	3	2	2	3	3	2
Average	**2.4**	**2.2**	**2.4**	2	**2.4**	2.2	2.4	**2.4**	**2.4**	**2.6**	2.4	**2.4**	**2.8**	**2.2**	**2.4**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Social Research**	**12**	**1**	2,3, 5
	Positivism	4		
	Empiricism	4		
	Inductive and Deductive	4		
Unit 2	**The Knowledge and the Knower**	**12**	**2**	16
	Epistemology	4		
	Are women knowers?	4		
	Is there a feminist method(s)?	4		
Unit 3	**Qualitative methods**	**12**	**3**	2,3, 5, 7
	Participant observation and non-participant observation	4		
	Interviews- Structured, Semi-structured, Unstructured	4		
	Focus group discussion, Case Study, Genealogy	4		
Unit 4	**Issues in Research Methods**	**12**	**4**	2,3,4, 7
	Research Ethics	4		
	Reflexivity	4		
	Reliability and Validity in Social Sciences	4		
Unit 5	**Ethnography**	**12**	**5**	1,2, 5, 7.
	What is Ethnography	4		
	Organisational Ethnography	4		
	Online Ethnography	4		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	30%	30%	30%	40%
	Understand					
Level 2	Apply	50%	50%	50%	50%	40%
	Analyse					
Level 3	Evaluate	20%	20%	20%	20%	20%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Atkinson, P.A. (2007). Ethnography: Principles and Practice. London: Routledge.
2. Bernard, H. R. (1990). Research Methods in Cultural Anthropology. New Delhi: Sage Publications.
3. Bruce L. B. (1995) Qualitative Research Methods for the Social Sciences, London, Allyn and Bacon.
4. Chaudhary, S.K and Chaudhuri, S. S. (Eds.,). (2014). Fieldwork in South Asia: Memories, Movements, And Experiences. New Delhi: Sage Publication.
5. Pelto, P. J., and Pelton. G. H. (1978). Anthropology Research; The structure of Inquiry. Cambridge: Cambridge University Press.
6. RAI. (1971)Notes and Queries in Anthropology. London: Routledge & Kegan Paul.
7. Srivastava, V. K. (Ed.) (2004) Methodology and Fieldwork. New Delhi: Oxford University Press,
8. Harding, S. (ed.,). (1987). Feminism and Methodology: Social Science Issues. Bloomington and Indianapolis: Indiana University Press

Classical Ethnographies for Book review:

9. Elvin, V. (1939). The Baiga. Delhi: Gyan Publication.
10. Fuller-Haimendorf, C. V. (1943). The Chenchus: Jungle Folk of the Deccan. London: Macmillan.
11. Fuller-Haimendorf, C. V. (1948). The Raj Gonds of Adilabad: A Peasant Culture of the Deccan. London: Macmillan.
12. Malinowski, B. (1922). Argonauts of the Western Pacific. New York: Routledge and Kengan Paul Ltd. E. P Dutton & Company, Inc.
13. Malinowski, B. (1935). Crime and Custom in Savage Society. New York: Harcourt, Brace & Co.
14. Mead, M. (1996 [1928]). Coming Age of in Samoa: A Psychological Study of Primitive Western Civilisation. New York: Quill Paperbacks

Course Designers

1. Dr. Bikku, Assistant Professor, Department of Liberal Arts, SRM University, AP.
2. Dr. Ipsita Pradhan Assistant Professor, Department of Liberal Arts, SRM University, AP.

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Modern Western Philosophy

Course Code	LBA 402	Course Category	Core Course		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- To discuss the key problems and ideas which shaped the history of modern philosophy.
- To explore how philosophers accommodate new learning with a broad view of human abilities, and to construct systematic understandings of the world.
- To explore the broad background in the history of western philosophy, preparing them for advanced work in the Modern History of philosophy.
- To analyze the history of thought to develop important critical thinking skills.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the major Epistemological developments in Modernity	1	70%	80%
Outcome 2	Discuss Primary Texts in Modern western epistemology	2	70%	70%
Outcome 3	Illustrate the difference between the traditions of Rationalism and Empiricism that divided Western thought during this period	3	70%	80%
Outcome 4	Analyse the intellectual, cultural movement known as the Enlightenment, a movement which came to a culmination in the philosophies of Hume and Kant at the end of the18 century and which continues to shape, to some extent, the world today.	4	70%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	3	1	2	1	2	3	1	1	2	3	-	2	2
Outcome 2	3	3	3	1	2	1	2	2	1	1	1	2	-	-	-
Outcome 3	2	2	3	1	2	1	2	3	1	1	1	3	2	-	2
Outcome 4	2	2	2	1	2	1	2	3	1	1	2	2	2	2	-
Average	**2.25**	**2.25**	**2.75**	**1**	**2**	**1**	**2**	**2.75**	**1**	**1**	**1.5**	**2.5**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Rationalism**	**25**		1,2,4,5, 6, 7
	Descartes	10	1,2,3	
	Leibniz	5		
	Spinoza	10		
Unit 2	**Empiricism**	**25**		1,2,3,8,9,10
	Locke	10	1,2,3,4	
	Berkely	5		
	Hume	10		
Unit 3	**Critical Philosophy**	**10**		1,2,3,11
	Immanuel Kant	10	1, 2,3,4	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	60%	60%	60%	60%	50%
	Understand					
Level 2	Apply	30%	30%	30%	30%	40%
	Analyse					
Level 3	Evaluate	10%	10%	10%	10%	10%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Ariew, R., & Watkins, E. (Eds.). (2009). Modern Philosophy. Hackett Publishing.
2. Matson, W. (2000). A new history of philosophy, volume two: From Descartes to Searle. USA: Thomson Higher Education.
3. Cassirer, E. (1951). The philosophy of the enlightenment (Vol. 7). Princeton University Press.
4. Descartes, R. (2008). Meditations on first philosophy (M. Moriarty, Trans.). Oxford University Press.
5. Descartes, R. (1993). Discourse on method; and Meditations on first philosophy. Indianapolis: Hackett Pub. Co.
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7. Jolley, N. (2019). Leibniz. Routledge.
8. Locke, J. (1847). An essay concerning human understanding. Kay & Troutman.
9. Berkeley, G. (1999). Principles of human knowledge and three dialogues. OUP Oxford.
10. Hume, D. (2016). An enquiry concerning human understanding. In Seven masterpieces of philosophy (pp. 183-276). Routledge.
11. Kant, I. (1908). Critique of pure reason. 1781. Modern Classical Philosophers, Cambridge, MA: Houghton Mifflin, 370-456.

Course Designers

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Thesis Phase 1

Course Code	LBA 406	Course Category	Core	L	T	P	C
				0	0	6	6
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

- To introduce students to the subject area of their interests and conduct field work.
- To think critically about the chosen area of study
- To be able to demonstrate the gap in research and how the students' research can address the gaps in their area of research.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Elaborate on reading and summarising	2	70	80
Outcome 2	Extrapolate theories and relate to field work.	2	70	80
Outcome 3	Complete academic writing	3	70	80
Outcome 4	File research process	4	70	80

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2
Outcome 2	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2
Outcome 3	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2
Outcome 4	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2
Average	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	NA	NA	NA	NA	NA
	Understand					
Level 2	Apply	NA	NA	NA	NA	NA
	Analyse					
Level 3	Evaluate	NA	NA	NA	NA	NA
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

Course Designers

1. Dr. Ipsita Pradhan, Assistant Professor, Department of Liberal Arts, SLASS, SRM-AP University
2. Dr. Asijit Datta, Assistant Professor, Department of Liberal Arts, SLASS, SRM-AP University
3. Dr. Vandana, Professor, Department of Liberal Arts, SLASS, SRM-AP University
4. Dr. Vivek Kumar Yadav, Department of Liberal Arts, SLASS, SRM-AP University

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Thesis Phase 2

Course Code	LBA 407	**Course Category**	Core		**L**	**T**	**P**	**C**
					0	0	10	10
Pre-Requisite Course(s)	LBA 406	**Co-Requisite Course(s)**	NA	**Progressive Course(s)**	**NA**			
Course Offering Department	Liberal Arts	**Professional / Licensing Standards**	NA					

Course Objectives / Course Learning Rationales (CLRs)

- Students should be able to combine empirical data and literature.
- To think critically about how both the above aspects interact
- To be able to demonstrate original academic writing, going beyond assignments

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Elaborate on reading and summarising	2	70	80
Outcome 2	Extrapolate theories and relate to field work.	2	70	80
Outcome 3	Complete academic writing	3	70	80
Outcome 4	File research process	4	70	80

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2
Outcome 2	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2
Outcome 3	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2
Outcome 4	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2
Average	3	3	3	3	3	2	2	2	1	1	2	2	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	NA	NA	NA	NA	NA
	Understand					
Level 2	Apply	NA	NA	NA	NA	NA
	Analyse					
Level 3	Evaluate	NA	NA	NA	NA	NA
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

Course Designers

1. Dr. Ipsita Pradhan, Assistant Professor, Department of Liberal Arts, SLASS, SRM-AP University
2. Dr. Asijit Datta, Assistant Professor, Department of Liberal Arts, SLASS, SRM-AP University
3. Dr. Vandana, Professor, Department of Liberal Arts, SLASS, SRM-AP University
4. Dr. Vivek Kumar Yadav, Department of Liberal Arts, SLASS, SRM-AP University

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Gender and Society

Course Code	LBA 241	Course Category	Open Elective Course	L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Liberal Arts	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Introduce the students from diverse backgrounds to the concepts pertaining to gender and sex and sexuality.
- Discuss the operationalization of gender in everyday lives.
- Discuss the various issues faced by different genders through institutionalization of patriarchy, and its various ramifications.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Acquire an understanding of gender and patriarchy	2	70%	80%
Outcome 2	Define gender, sex and sexuality	2	70%	70%
Outcome 3	Extrapolate the concepts of sex, sexuality gender, masculinity and femininity and be able to see the inter- relationships.	2	60%	70%
Outcome 4	Develop a critical understanding of gendered socialisation and its manifestation in the family	2	60%	60%
Outcome 5	Create and work on a gendered perspective to understand social and historical events.	2	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	1	3	2	2	3	2	3	2	3	3	3	3
Outcome 2	2	2	2	1	3	2	2	2	2	3	2	2	3	3	3
Outcome 3	3	2	3	1	3	2	2	3	2	3	2	3	3	3	3
Outcome 4	2	2	2	1	2	2	2	2	2	3	2	2	2	3	3
Outcome 5	2	2	2	1	2	2	2	2	2	3	2	2	3	3	3
Average	**2**	**2**	**2**	**1**	**3**	**2**	**2**	**2**	**2**	**3**	**2**	**2**	**3**	**3**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction**			
	What is Gender			
	Difference between gender, sex and sexuality			
	Masculinities, femininities and gender fluidity			
Unit 2	**Gender Socialisation**			
	Theories of Gender Socialisation			
	Agents of Gender Socialisation			
Unit 3	**Everydayness of Gender**			
	Gender and Family			
	Gender and Space			
Unit 4	**Gender and Social Movements**			
	The Women's Movement in India			
	The Movement for Transgender Rights in India			
Unit 5	**Gender and its Intersections**			
	Caste			
	Class			

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

Course Designers

1. Dr. Ipsita Pradhan, Assistant Professor, Dept. of Liberal Arts, SLASS, SRM University- AP

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Technology and Society

Course Code	LBA 242	Course Category		L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To introduce the students to the studies in society and technology and the foundational literature in the same area.
- To demystify the presented narrative of technology as a major force in social transformation.
- To introduce the students to the social shaping and construction of scientific knowledge and technology.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Examine the process of innovation and production of technology from a sociological perspective	2	70	80
Outcome 2	Interpolate basic knowledge of the core literatures and empirical works in the area of science and technology.	3	70	70
Outcome 3	Illustrate a nuanced understanding of society and technology interplay in bringing about change in society.	3	70	80
Outcome 4	Demonstrate the impact of technology on society and vice versa	3	70	70

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	2	3	3	3	3	2	3	2	3	2	3	2	1	2
Outcome 2	1	2	2	3	2	3	2	2	2	3	1	2	2	2	2
Outcome 3	1	2	3	3	3	3	2	3	2	2	1	3	3	3	3
Outcome 4	1	2	2	3	2	3	2	2	2	2	2	2	2	2	2
Average	1	2	2	3	2	3	2	2	2	2	1	2	2	3	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Course Designers

1. Dr. Ipsita Pradhan. Assistant Professor, Department of Liberal Arts, SRMAP
2. Dr. Sapna Mishra. Assistant Professor, Department of Liberal Arts, SRMAP

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Gender and Development

Course Code	LBA 244	Course Category		L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)	Liberal Arts	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department		Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To familiarize the student with the basic idea of gender(s) and development
- To Show the relationship between gender and other social institutions.
- To understand critically the links development and social location.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop an understanding of gender and patriarchy	2	70%	80%
Outcome 2	Cultivation of a gendered understanding of development processes.	2	70%	70%
Outcome 3	Understanding the history of development	2	60%	70%
Outcome 4	Understand how gendered hierarchies are interlined with other social hierarchies through developmental efforts.	2	60%	60%
Outcome 5	Understand how development at the macro level influences interpersonal relationships.	1	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3			
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3			
Outcome 4	2		2		2			2				2			
Outcome 5	2	2	2		2			2				2			
Average	**2**	**2**	**2**		**3**			**2**				**2**			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid (15%)	CLA-2 (10%)	CLA-3 (15%)	
		Theory	Theory	Theory	Theory	Theory
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

Other Resources

Course Designers

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Sustainable Cities Climate Change

Course Code	LBA 245	Course Category	OE	L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)	Department of Liberal Arts	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department		Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To understand the diverse backgrounds to draw on various human and climate change discourses in the city's context.
- To provide students with an understanding of the relationship between cities, people's settlements, and their environment.
- To describe, analyse, and explore (and learn) ongoing policy-level discussion on cities and climate change. It also draws and suggests the best design of sustainable cities which could positively impact climate change.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define climate challenges at the global urban and cities for the 21st century;	2	70%	80%
Outcome 2	Critical understanding and analysis of rapid urban/city growth and its impacts on the climatic condition and human settlements;	2	70%	70%
Outcome 3	Articulate and explain various the concepts such as adaptation, sustainability, climate change, pollution, sustainable cities, climate mitigations, planning, and designing of green cities;	2	60%	70%
Outcome 4	Define and analyse anthropological and multidisciplinary knowledge, which helps the students with critical thinking and creative planning and ideas to build climate-sensitive cities without ignoring the various officials, professionals and local peoples' knowledge and skills;	2	60%	60%
Outcome 5	Apply unique adaptation and mitigation methods for urban/cities to build green and climate-resilient cities by resolving issues.	1	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	3	3		2	3		2	2	3			2
Outcome 2	2	2	2	3	3		3	2		2	3	2	2		
Outcome 3	3	2	3	3	3		3	3		2	2	3	**2**		
Outcome 4	2		2	3	2		2	2		2	3	2		3	3
Outcome 5	2	2	2	3	2		3	2		2	3	2		3	3
Average	**3 2**	**2**	**2**	**3**	**3**		**3**	**3 3**		**2**	**3**	**2**	**2.2.4**	**3**	**2.**

Course Unitization Plan

Unit No.	Unit Name	Totel no. Hours of Teaching
Unit 1	Introduction to Sustainable Cities and Climate Change	8
	History of Urban, City centres and Climate Change	
	Overview of Cities of 21st Century and Climate Change	
	Indian Cities and Climate Change	
Unit 2	Effects of Climate Change on Cities	10
	The impact of Climate Change on Cities	
	American (North-South) Cities	
	European Cities	
	Asian Cities	
Unit 3	Cities as Contributors to Climate Change	8
	American Cities	
	European Cities	
	Asian Cities (Indian Cities)	
Unit 4	Cities, Peoples, and Climate Initiatives and Policies.	10
	Specific adaptation, Mitigation	
	Slums and settlements major cities across the world	
	Case Study of New York and Tokyo	
Unit 5	Toward Sustainable Cities.	9
	Global and local policy-level discussion on cities and climate change	
	Sustainable Development Goals (SDGs 4, 8, 9, 11, 12 and 17) for Cities and Climate Change.	
	Sustainability, Conservation, Climate change and beyond.	
Total Contact Hours		**45**

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments (60%)**				**End Semester Assessments (40%)**
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember Understand	30%	40%	30%	40%	50%
Level 2	Apply Analyse	70%	60%	70%	60%	50%
Level 3	Evaluate Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

Other Resources

Course Designers

1. Dr. Bikku, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

SRM University *AP*, Andhra Pradesh

Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Introduction to Professional Ethics

Course Code	LBA 246	Course Category	OE	L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Liberal Arts	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To describe the concept of ethics and its significance in professional life
- To explain the uniqueness of professional ethics
- To demonstrate and analyze the complexities of ethical issues in various professions
- To develop critical thinking and sensitivity about ethical issues

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the nature and scope of ethics	2	70%	80%
Outcome 2	Identify the difference between personal and professional ethics	2	70%	70%
Outcome 3	Explain the importance of professional codes of ethics and their application in the professional career	3	70%	70%
Outcome 4	Apply the necessary knowledge to navigate ethical dilemmas	4	60%	60%
Outcome 5	Create Ethical Sensitivity	4	70 %	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	3	3	2	2	3	2	3	3	3	3	2	1
Outcome 2	2	2	2	2	2	2	2	2	3	2	2	2	1	2	3
Outcome 3	3	2	3	2	3	2	2	3	2	2	2	3	2	2	2
Outcome 4	2		2	2	2	2	2	2	2	2	2	2	1	2	3
Outcome 5	2	2	2	2	2	2	2	2	3	2	2	2	3	2	1
Average	**2**	**2**	**2**	**2**	**3**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	50%	40%	30%	40%	50%
	Understand					
Level 2	Apply	50%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

Other Resources

Course Designers

1. Dr Vivek Kumar Yadav, Assistant Professor, Department of Liberal Arts, SRM University-AP
2. Dr Chandana Deka, Assistant Professor, Department of Liberal Arts, SRM University-AP

SRM University *AP*, Andhra Pradesh

Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Food, Culture and Society

Course Code	LBA 247	Course Category	Open Elective Course	L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)	Liberal Arts	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department		Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Describe the role of food and nutrition in social formation and historical change
- Articulate the global dynamics around the production, consumption and distribution of food
- Analyze food consumption and food cultures as an index of social power
- Examine the response of the Indian state to problems of hunger and poor nutrition

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify and discuss food as a cultural element of society			
Outcome 2	Explain food production and consumption through the perspectives of gender and labour			
Outcome 3	Explain food production and consumption through the perspectives of gender and labour Demonstrate an understanding regarding sustainable ways to feed the world			

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Outcome 2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Outcome 3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Outcome 4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Outcome 5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Average	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Anthropology of Food and Food Cultures: An Introduction	10
	Food and symbolic meaning	
	Food Taboos	
	Foodways	
Unit 2	Food and the Making of the Modern World	10
	Slavery and Sugar	
	Tea plantations and Imperialism in India	
	Sugar and the Industrial working classes in Europe	
	Opium, Tea , Curry and Imperialism– global interconnections	
Unit 3	Food and Nutrition in Independent India	10
	Legacy of colonial famines and their impact	
	Food crisis and a new technological development strategy for India – Green Revolution	
	Sociological analysis of hunger and malnutrition Right to Food	
Unit 4	Granny knows best? Indigenous diets, Power and Knowledge	10
	Indigenous knowledge and modern scientific nutritional premises: A comparative dialogue	
	Diets, Fad Diets and Health – Navigating a maze	
	What do potato chips and Maggi noodles tell us about food security and sustainability?	
Unit 5	Conclusion and Reflection	5
	Wrapping up, cooking and eating together!	
	Total Contact Hours	**45**

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments**			**End Semester Exam (35%)**
		CLA-1	**CLA 2**	**CLA-3**	
		In Class Quiz (25%)	**Midterm Exam (25%)**	**Class Participation (15%)**	
Level 1	Remember Understand	30%	30%	30%	30%
Level 2	Apply Analyse	30%	30%	30%	30%
Level 3	Evaluate Create	40%	40%	40%	40%
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

Other Resources

Course Designers

1. Dr Vandana Swami, Professor, Department of Liberal Arts SRM University, Andhra Pradesh

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments			End Semester Exam (35%)
		CLA-1	CLA 2	CLA-3	
		In Class Quiz (25%)	Midterm Exam (25%)	Class Participation (15%)	
Level 1	Remember	30%	30%	30%	30%
	Understand				
Level 2	Apply	30%	30%	30%	30%
	Analyse				
Level 3	Evaluate	40%	40%	40%	40%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

Other Resources

Course Designers

2. Dr Vandana Swami, Professor, Department of Liberal Arts
3. SRM University, Andhra Pradesh

SRM University *AP*, Andhra Pradesh

Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Gender, Disability and Performance

Course Code	LBA 248	Course Category		L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Liberal Arts	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- The course aims to provide practical equipment necessary to engage with gender and disability issues in professional, familial an informal space.
- Familiarise students with the growth, expansion, and contribution of women and differently abled bodies in our immediate surrounding and society at large.
- Teach students to collaborate with each other in the process of building new knowledge systems and inclusive zones.
- Elaborate on decoding gendered and disabled bodies in visual arts and culture.
- Demonstrate to students the ways to analyse their own sights and reactions.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand and remember the concepts related to feminism and disability studies	1,2	70%	80%
Outcome 2	Become familiar with gender and bodily equality and the future of work and care.	1,2	70%	70%
Outcome 3	Learn about the need for social dialogue for gender equality and differently abled bodies	2, 3, 4	70%	70%
Outcome 4	Evaluate intersectional discrimination at work, what it means and how to tackle it	2,3,4,6	60%	60%
Outcome 5	Analyse organisational gender assessment methods.	4, 5, 6	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	2		2	3		1				3			
Outcome 2	3	2	2		2	3		1				3			
Outcome 3	3	3	3		3	3		3				3			
Outcome 4	3	3	3		3	3		3	3			3			
Outcome 5	3	3	3	3	3	3		2	3	3	3	3			
Average	3	2.4	2.6	.6	2.6	3		2	1.2	.6	.6	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Feminist Perspectives on Gendered Bodies	12	1, 2	
	What does it mean to have a body?	4		
	Are we all victims of the male gaze?	4		
	Do women inside homes resemble women of the world?	4		
Unit 2	Disability, Representations and Resistances	12	1, 2	
	Ableism and Disabilities	4		
	Mythologies, Films and Other Disabled Encounters	4		
	Activism and Equal Rights	4		
Unit 3	Performance and Everydayness	12	3, 4, 5	
	Performance in Families	4		
	Performance in Workplaces	4		
	Performance in Informal Spaces	4		
Unit 4	Contingency, Queer, Care	12	3,4, 5	
	Do we all have Fragile Bodies?	4		
	Are there either/or binaries for sex and sexualities?	4		
	The Politics of Caring Bodies	4		
Unit 5	Ideological, Masculine and Ethical Anxieties	12	3, 4, 5	
	Nervousness and Heteronormativity	6		
	Rewriting the Codes of Vision and Interaction	6		

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments (50%)**				**End Semester Exam (50%)**
		CLA-1 (10%)	**Mid (15%)**	**CLA-2 (10%)**	**CLA-3 (15%)**	
		Theory	**Theory**	**Theory**	**Theory**	**Theory**
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Quayson, Ato. Aesthetic Nervousness: Disability and the Crisis of Representation. New York: Columbia University Press, 2007.
2. Davis, Lennard J. The Disability Studies Reader. Routledge, 2013.
3. Sapey, Bob. Key Concepts in Disability Studies. Sage Publications, 2009.
4. Butler, Judith. Gender trouble: Feminism and the subversion of identity. New York; London: Routledge, 2006.
5. Moi, Toril. Sexual/Textual Politics: Feminist Literary Theory. New York: Methuen, 1985.
6. Woolf, Virginia. A Room of One's Own. Penguin Books, 2004.
7. Amenábar Alejandro, The sea Inside. 2004
8. Paranjpye, Sai. Sparsh. 1980
9. Dormael, Jaco Van. The 8th Day. 1996.
10. Bose, Shonali. Margarita with a Straw. 2015.
11. Ram. Taramani. 2017.
12. Fry, Paul. Queer Theory and Gender Performativity. Yale Lecture Series. https://www.youtube.com/watch?v=7bkFlJfxyF0. 2009.
13. Davis, Lennard. Disability Studies Across the Disciplines: Theory & Praxis.
14. https://www.youtube.com/watch?v=_zvk0_m4sck. 2019.
15. Butler, Judith. Berkeley professor explains gender theory. https://www.youtube.com/watch?v=UD9IOllUR4k. 2023.

Course Designers

1. Dr. Asijit Datta, Assistant Professor, Department of Media Studies, SRM University, AP.

SRM University *AP*, Andhra Pradesh

Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Artificial Intelligence (AI) and Ethics

Course Code	LBA 249	Course Category		L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Liberal Arts	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To analyze the nature of intelligence.
- To analyze the impact of artificial intelligence on society theories of nationalism.
- To understand the various ethical issues that artificial intelligence presents.
- To evaluate the challenge of meaning in the post-work society

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate concepts of intelligence and artificial intelligence.	2	70%	80%
Outcome 2	Discuss the positive and negative impact of AI on society.	2	70%	70%
Outcome 3	Describe the main ethical challenges like privacy, disinformation, unemployment etc that arise out of use of AI.	2	60%	70%
Outcome 4	Evaluate the challenge to work because of AI.	2	60%	60%
Outcome 5	Describe the potential change in relationships because of AI.	2	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3			
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3			
Outcome 4	2		2		2			2				2			
Outcome 5	2	2	2		2			2				2			
Average	**2**	**2**	**2**		**3**			**2**				**2**			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	What is Artificial Intelligence?	10	1,2	1, 2,3,4
	Intelligence	7		
	Artificial Intelligence	7		
	Artificial General Intelligence	6		
Unit 2	What is Ethics of AI?	20	1,3	5,6,7,8,9,10,11,12
	Privacy and AI	4		
	Disinformation and AI	4		
	AI and Biases	4		
	AI and Work: Unemployment AI and Elections	8		
Unit 3	AI and Humanity	15		
	Loss of Meaning: Post-work Human	5		
	Autonomous weapons and War	5		
	Relationships and AI: Love and Life with Robots	5		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
Level 1	Remember					
	Understand					
Level 2	Apply					
	Analyse					
Level 3	Evaluate					
	Create					
Total						

Recommended Resources

1. N. Bostrom and E. Yudkowsky. 'The ethics of artificial intelligence'. In W. M. Ramsey and K. Frankish, editors, The Cambridge Handbook of Artificial Intelligence, Cambridge University Press, Cambridge, 2014.
2. 'Benefits & risks of artificial intelligence', Future of Life Institute ·
3. 'Top 9 ethical issues in artificial intelligence', World Economic Forum, 21 Oct 2016.
4. Binns, R. (2017). 'Algorithmic Accountability and Public Reason', Philosophy & Technology.
5. Sparrow, R. (2007). 'Killer robots', Journal of Applied Philosophy, 24, 62–77.
6. Turkle, S. (2011), Alone Together, Basic Books – Introduction ('Alone Together') & Chapter 3 ('True Companions').
7. Devlin, K. 'In defence of sex machines: why trying to ban sex robots is wrong', he Conversation, 17 September 2015.

Course Designers

Idris Hassan Bhat, Assistant Professor, Department of Liberal Arts, SRM University, AP.

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Law and Society

Course Code	LBA 250	Course Category	OE	L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Liberal Arts	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To discuss the inter-relationship between law, sociology, and anthropology.
- To demonstrate theoretical and empirical implications of law
- To evaluate how human rights discourses are framing debates and policies
- Critically analyse legal infrastructures and social consequences

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Historically situate law and society as a discourse	1	70%	80%
Outcome 2	Contextualizing various sites where human rights and violence inform each other	2	70%	70%
Outcome 3	Articulating legal possibilities through the lens of power, gender, and economic transformation	1	60%	70%
Outcome 4	Analysing the structural inequality and social control	2	60%	60%
Outcome 5	Formulating new legal languages	4	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3			
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3			
Outcome 4	2		2		2			2				2			
Outcome 5	2	2	2		2			2				2			
Average	**2.4**	**2**	**2.4**		**2.5**			**2.4**				**2.4**			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	50%	40%	30%	40%	50%
	Understand					
Level 2	Apply	50%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

Course Designers

1. Dr. Sebanti Chatterjee, Assistant Professor, Department of Liberal Arts, SRM University, AP.
2. Dr. Vivek Kumar Yadav, Assistant Professor, Department of Liberal Arts, SRM University, AP.