

Department of Sociology and Anthropology

**B.A. (Hons.) Sociology and Anthropology
Curriculum and Syllabus**

(Applicable to the students admitted from AY: 2024 onwards)



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

Department Vision

The Department of Sociology and Anthropology aims to be a leading centre of excellence in teaching and research. Its dynamic curriculum aspires to enable students to build interdisciplinary, curricular and co-curricular skills to critically examine human social and cultural experiences.

Department Mission

1. Provide a nurturing environment to foster students' intellectual growth and holistic development.
2. Empower students to develop critical and analytical skills to become socially and culturally sensitive leaders, administrators and managers.
3. To continually strengthen the disciplines of Sociology and Anthropology with robust theoretical and empirical contributions.

Program Educational Objectives (PEO)

1. Introduce students to leading texts and central debates in Sociology and Anthropology.
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 careers.

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 Sociology and Anthropology domains.
2. Apply interdisciplinary learning in chosen professional spheres.
3. Demonstrate critical and analytical capabilities in assessing complex socio-cultural and 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	2	3	3	3	3	2	3	3	3

Category Wise Credit Distribution (BA Hons)			
Course Sub-category	Subcategory Credits	Category Credits	Learning hours
Ability Enhancement Courses (AEC)		8	240
University AEC	4		
School AEC	4		
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)		92	2760
Core	76		
Core Elective (Inc Specialization)	16		
Minor (MC) + Open Elective (OE)	15	15	450
Research / Design / Internship/ Project (RDIP)		12	300
Internship / Design Project / Startup / NGO	6		
Internship / Research / Thesis	6		
Total		172	5100

Category Wise Credit Distribution (BA Hons with Research)			
Course Sub-category	Subcategory Credits	Category Credits	Learning hours
Ability Enhancement Courses (AEC)		8	240
University AEC	4		
School AEC	4		
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	60		
Core Elective (Inc Specialization)	16		
Minor (MC) + Open Elective (OE)	15	15	450
Research / Design / Internship/ Project (RDIP)		28	780
Internship / Design Project / Startup / NGO	6		
Internship / Research / Thesis	22		
Total		172	5100

Semester wise Course Credit Distribution Under Various Categories (BA Hons)										
Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	2	2	2	2	0	0	0	0	8	5
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	5
Skill Enhancement Courses - SEC	2	3	2	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	16	8	92	53
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	0	6	12	7
Grand Total	20	22	25	23	26	26	16	14	172	100

Semester wise Course Credit Distribution Under Various Categories (BA Hons with Research)										
Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	2	2	2	2	0	0	0	0	8	5
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	5
Skill Enhancement Courses - SEC	2	3	2	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	44
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	8	14	28	16
Grand Total	20	22	25	23	26	26	16	14	172	100

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

- Learning Hours : 30 learning hours are equal to 1 credit.
- Lecture/Tutorial : 15 contact hours (60 minutes each) per semester are equal to 1 credit.
- Discussion : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- Practical : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- 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	1	0	1	2
2	VAC	U 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 123	Understanding Indian Society(ies): Myths and Realities	3	1	0	4
5	FIC	S FIC	FIC 122	Understanding the Indian Constitution	3	0	1	4
6	FIC	S FIC	FIC 121	Understanding Human Minds	3	0	1	4
7	FIC	S FIC	FIC 101	Emerging Technologies	2	0	0	2
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	U VAC	VAC 102	Universal Human Values and Ethics	2	0	0	2
3	SEC	S SEC	SEC 114	Analytical Reasoning and Aptitude Skills- Basics	0	2	1	3
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	SOC 101	Sociology and Anthropology: An Introduction	3	1	0	4
7	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					18	1	3	22

SEMESTER - III								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	S AEC	AEC 104	Creativity and Critical Thinking Skills	1	0	1	2
2	VAC	S VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	S VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 103	Entrepreneurial Mindset	2	0	0	2
5	Core	CC	SOC 201	Classical Sociological Theories	3	1	0	4
6	Core	CC	SOC 202	Anthropological Theories	3	1	0	4
7	Core	CC	SOC 203	Gender, Power and Difference	3	1	0	4
8	Core	CC	SOC 204	Castes, Tribes and Nomadic Communities	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
10	RDIP	RDIP	SOC 209	Summer Immersion: Liberal Arts	0	0	2	2
Semester Total					18	4	7	25

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	S VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	S VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 108	Social Entrepreneurship	1	1	0	2
5	Core	CC	SOC 205	Anthropology of Religion	3	1	0	4
6	Core	CC	SOC 206	Urban Sociology	3	1	0	4
7	Core	CC	SOC 207	Research Methodology	3	1	0	4
8	Core	CC	SOC 208	Environmental Anthropology	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					17	1	9	23

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	SOC 301	Nationalism and Society	3	1	0	4
5	Core	CC	SOC 302	Anthropology of Kinship and Marriage	3	1	0	4
6	Core	CC	SOC 303	Medical Anthropology	3	1	0	4
7	Elective	CE	CE	Core Elective	3	1	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
9	RDIP	RDIP	SOC 304	Internship	0	0	4	4
Semester Total					18	4	8	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	SOC 305	Sociology of Modern India	3	1	0	4
5	Elective	CE	CE	Core Elective	3	1	0	4
6	Elective	CE	CE	Core Elective	3	1	0	4
7	Elective	CE	CE	Core Elective	3	1	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					18	4	4	26

SEMESTER – VII (BA Hons)								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	SOC 401	Advanced Research Methods	3	1	0	4
2	Core	CC	SOC 402	Course of Independent Study	3	1	0	4
3	Core	CC	SOC 403	Law and Society	3	1	0	4
4	Core	CC	SOC 404	Gender and Development	3	1	0	4
Semester Total					12	4	0	16

SEMESTER – VII (BA Hons with Research)								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	SOC 401	Advanced Research Methods	3	1	0	4
2	Core	CC	SOC 402	Course of Independent Study	3	1	0	4
3	RDIP	RDIP	SOC 405	Research Project	0	0	8	8
Semester Total					6	2	8	16

SEMESTER – VIII (BA Hons)								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	SOC 406	Labour Migration in India: A Social History	3	1	0	4
2	Core	CC	SOC 407	Anthropology of Technology	3	1	0	4
3	RDIP	RDIP	SOC 408	Thesis: Part - I	0	0	6	6
Semester Total					6	2	6	14

SEMESTER – VIII (BA Hons with Research)								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	RDIP	RDIP	SOC 409	Research Project	0	0	14	14
Semester Total					0	0	14	14

Specialization								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	CE	SOC 421	Introduction to Archaeological Anthropology	3	1	0	4
2	Elective	CE	SOC 422	Introduction to Physical Anthropology	3	1	0	4
3	Elective	CE	SOC 423	Anthropology of Senses	3	1	0	4
4	Elective	CE	SOC 424	Conversion Politics	3	1	0	4
5	Elective	CE	SOC 425	Sociology of Work	3	1	0	4
6	Elective	CE	SOC 426	Globalization and Social Change	3	1	0	4
7	Elective	CE	SOC 427	Health System and Policy	3	1	0	4
8	Elective	CE	SOC 428	Work, Labour and Informality	3	1	0	4
9	Elective	CE	SOC 429	Science, Technology and Culture	3	1	0	4
10	Elective	CE	SOC 430	Gift Consumption and Exchange	3	1	0	4

Minors								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	OE	SOC 241	Food, Taste and Freedom	3	0	0	3
2	Elective	OE	SOC 242	Visuality and Aurality in Anthropology	3	0	0	3
3	Elective	OE	SOC 243	Work in the Gig Economy	3	0	0	3
4	Elective	OE	SOC 244	Work, Health and Wellbeing	3	0	0	3
5	Elective	OE	SOC 245	Digital Anthropology	3	0	0	3
6	Elective	OE	SOC 246	Sustainable Cities and Climate Change	3	0	0	3
7	Elective	OE	SOC 247	Gender and Society	3	0	0	3

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



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 Learning 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. -

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

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 protect 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

Understanding Indian Society (ies): Myths and Realities

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

Course Objectives / Course Learning Rationales (CLRs)

1. To introduce students to the study of India as a colonial exercise(s) and its critique
2. To orient the students towards deconstructing the myth of the Indian village as a homogeneous, unchanging unit and its relationship with the Urban.
3. To introduce the students to the building blocks of society in India
4. 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	
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. & 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.
22. Srinivas M. N. (1987). The Indian Village: Myth and Reality. In Dominant Caste and Other Essays. Delhi: Oxford University Press. (pp.1-59).
23. Xaxa. V (1999). Transformation of Tribes in India: Terms of Discourse. Economic and Political Weekly, 34(24), pp.1519–1524.
24. Witsoe, J. (2012). Everyday Corruption and the Political Mediation of the Indian State, in EPW, Feb 11, Vol. XLVII, No. 6: 47-54

Course Designers

1. Dr. Bikkur, Assistant Professor, Department of Liberal Arts. ESLA, SRM University, AP.
2. Dr. Ipsita Pradhan, Assistant Professor, Department of Liberal Arts,ESLA, SRM University, AP.
3. Prof. Vishnupad. Dean of Easwari School of Liberal Arts, SRM University, AP.

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	2,3	
	Right to Equality	2		1,7
	Six Freedoms	2		1,5,7
	Religious Freedom	3		4,7
	Minority Rights	2		3,4
	Directive Principles: Goals 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	3,4	
	What is federalism?	1		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	3	
	Division of Power: Legislative, Executive, and Judiciary	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	1,4	
	Constitution as a dialogue	2		3,4
	Constitutional Amendments and the basic structure of the Indian Constitution	3		1,3,7
	Insertion of the 9 th 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

Recommended 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>)

Course Designers

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

Understanding Human Minds

Course Code	FIC 121	Course Category	FIC		L	T	P	C
					3	1	0	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)

1. To understand the different approaches to the study of psychology
2. To understand the fundamental processes underlying human behaviour
3. 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 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
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

Emerging Technologies

Course Code	FIC 101	Course Category	FIC	L	2	T	0	P	0	C	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)

1. Foster a comprehensive grasp of diverse emerging technologies and their transformative impacts on society and industries.
2. Cultivate critical thinking skills to analyze challenges, opportunities, and applications within each technological domain.
3. Develop practical skills through hands-on experiences and assignments, translating theoretical concepts into real-world applications.
4. 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 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	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 pillars, 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 Filippini 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.

Effective Writing and Presentation Skills

Course Code	AEC 107	Course Category					
			L 1	T 0	P 1	C 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)

- Demonstrate proficiency in written communication, including the ability to compose clear, grammatically structured and organized written documents, as well as deliver well-structured and engaging presentations
- Critically analyse and synthesize information from various sources, conduct research, and effectively use evidence to support their arguments in both written assignments and oral presentations, that will enhance their critical thinking and research skills
- Through a combination of theoretical knowledge and practical exercises, the course aims to enhance students' ability to express ideas clearly, engage an audience, and deliver persuasive and impactful messages in both written and spoken formats.

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	2	90%	90%
Outcome 2	Recognize and analyse the expectations of specific target audiences by adjusting tone, language and style to suit the intended purpose of the audience of written communication and tailoring written content to various formats such as reports, essays, emails, and professional correspondence.	3	90%	90%
Outcome 3	Demonstrate confident Public Speaking with the ability to deliver structured, well-organized, and persuasive presentations by employing visual and interactive aids, storytelling techniques.	3	70%	70%
Outcome 4	Develop strong critical thinking and research skills, enabling them to evaluate information critically, synthesize sources effectively, and provide well-reasoned arguments in their written work and presentations.	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			
Outcome 4					1	1			1	3	3	3			
Average					1	1		3	1	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Basics of Grammatically correct writing	9	1	
	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 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 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 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 5	Project Based Learning	15		
	Community Based Project	15	1, 2, 3, 4	NA
	Total Learning 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%		20%		50%
	Understand					
Level 2	Apply	40%		40%	50%	50%
	Analyse					
Level 3	Evaluate	40%		40%	50%	
	Create					
Total		100%		100%	100%	100%

Recommended Resources

- 1a) Swan, M. (2005). Practical English usage (Vol. 688). Oxford: Oxford university press.
- 1b) Fenning, C. (2023). Effective Emails: The secret to straightforward communication at work: 1 (Business CommunicationSkills): Sanage Publishing University Press.
- 1c) 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
- 1d) Yate, M. (2016). Knock'em Dead Resumes: A Killer Resume Gets More Job Interviews! Simon and Schuster.
- 1e) 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.
- 1f) Carnegie, D. (2013). The Art of Public Speaking. Wyatt North Publishing, LLC.
- 2a. <https://learnenglishteens.britishcouncil.org/>
- 2b. <https://www.bbc.co.uk/learningenglish/>
- 2c. <https://www.ted.com/?geo=hi>
- 2d. https://www.tifr.res.in/~cccf/data/InternDocs/How_to_write_a_structured_Project_Report.pdf

Other Resources

Course Designers

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. Nagarajan, 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

1. Department of Psychology, SLASS, SRM University-AP

Analytical Reasoning and Aptitude Skills – Basics

Course Code	SEC-114	Course Category	SEC	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 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	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.

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)

1. To obtain an overview of the fundamental concepts of economics.
2. To discuss various alternative theories of an economy in the short run, and the role of policy in this context.
3. 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

1. Dr Adviti Devaguptapu, Assistant Professor, SRM University-AP.

Data Analytics for Social Science

Course Code	FIC 116	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)

1. Understand the skill sets and technologies required for data science.
2. Gain knowledge of data science process and basic tools for Exploratory Data Analysis
3. Learn various data science algorithms and its application domain.
4. Understand the implement recommendation system using fundamental mathematical and algorithmic ingredients.
5. 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)												PSO 1	PSO 2	PSO 3
	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			
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.

Sociology and Anthropology: An Introduction

Course Code	SOC 101	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	Sociology and Anthropology	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- To introduce and familiarize the students with sociological and anthropological concepts and theories and how these disciplines have studied the diversity of human societies and cultures in time and space and past and present.
- To teach students how to understand complex social and cultural aspects and their interrelationships differences through anthropological and sociological lenses.
- To cultivate the students towards critical empiricism and theoretical engagement to contemporary local and global challenges and drawn
- sustainable solutions to create better communities and societies.

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 discipline of Sociology and its role and purpose	1	70%	60%
Outcome 2	Outline basic sociological concepts and theories	2	80%	70%
Outcome 3	Apply social-anthropological lens to look at everyday life	3	70%	60%
Outcome 4	Communicate the significance of social and collective action	4	60%	60%
Outcome 5	To explain how anthropology and sociology disciplines are dealing with contemporary changes	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	3	2	2	2	2	2	3	2	3	2	2	2	3	2
	Outcome 2	3	2	2	2	2	2	3	2	3	2	2	2	3	2
	Outcome 3	3	2	2	2	3	2	3	2	3	2	2	2	3	3
	Outcome 4	3	3	3	2	3	2	3	2	3	2	2	2	2	2
	Outcome 5	3	2	2	2	2	2	3	2	3	2	2	2	2	2
Average	3	2.2	2.2	2	2.4	2	2.2	3	2	3	2	2	2	2.6	2.2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introducing Anthropology and Sociology	8	1	10,11,13,1420,26,
	Colonialism, Anthropology, Orientalism and Indology	3		
	Enlightment, Industrial Revolution and Sociology	3		
	The relationship between the disciplines	2		
Unit 2	Basic Concepts	18	2	7,8, 11, 13, 14, 16,17, 19, 21, 22,24, 25
	Family, Kinship	3		
	Community	2		
	Institution	2		
	Society	2		
	Language, Culture, Multiculturalism	3		
	Norms,	3		
	Symbols, Myths, Rituals, Rites of Passage	3		
Unit 3	Understanding through theories	12	3	1,7,8, 19,33, 16
	Ethnocentrism and Race	3		
	Cultural Relativism	3		
	Cultural Ecology	3		
	Structure, Agency and Stratification	3		
	State			
Unit 4	Social Structures and their Inter-relationship	12	4	8,17,14
	Economy	2		
	Religion	2		
	Gender and Sexuality	4		
	Class, Caste, Tribe and Nomads	4		
Unit 5	Sociology and Anthropology in a Changing World	10	5	2, 4, 8, 18,29
	Development,	3		
	Anthropocene	3		
	Globalization and Migration	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

- Barnard, A. (2000). History and Theory in Anthropology . Cambridge: Cambridge University Press
- Belshaw, C. S. (1974). The Contribution of Anthropology to Development. Current Anthropology, 15(4), 520–526.
- Bokil, M (2002). De-Notified and Nomadic Tribes: A Perspective. Economic and Political Weekly, 37(2), pp.148–154.
- Brettell, C. B. (2009). Anthropology, Migration, and Comparative Consciousness. New Literary History, 40(3), 649–671.
- Cohn. B.S. (1996). Colonialism and Its Forms of Knowledge: The British India, New Jersey: Princeton University Press. (Introduction. pp.1-15).
- Das, Veena (2016) Handbook of Indian Sociology, Oxford University Press, New Delhi (selected chapters)
- Durkheim, Emile (1895/1982) Rules of Sociological Method, The Free Press, New York (selections)
- Eriksen, H.T. (2015). Small Places, Large Issues: An Introduction to Social and Cultural Anthropology, (4 th Edition). Pluto Press.
- Eriksen, T. H. (2017). What is Anthropology? Pluto Press.
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- Giddens, Anthony and Griffiths, Simon (2006) 'Sociology' Polity Press, Cambridge (selected chapters)
- Giddens, Anthony (2016) Introduction to Sociology, WW Norton, New York (selected chapters)
- Hendry, J. (2017). An Introduction to Social Anthropology (3rd ed.). Bloomsbury Publishing.
- Hooks, Bell (1994) Teaching to Transgress: Education as the Practice of Freedom, Routledge, New York
- Jackson, S. and S. Scott (eds.), 2002, Gender: A Sociological Reader, London: Routledge.
- Joy, N (2016). An Introduction to Social Anthropology: Sharing Our Worlds. UK: Palgrave Macmillan.
- Kearney, M. (1986). From the Invisible Hand to Visible Feet: Anthropological Studies of Migration and Development. Annual Review of Anthropology, 15, 331–361.
- Kottak, C. P. (2013). Cultural Anthropology: Appreciating Human Diversity. New York: McGraw-Hill.
- Lewis, D. (1973). Anthropology and Colonialism. Current Anthropology, 14(5), 581–602
- Majumdar D. N. and Madam T.N (1967). Introduction to Social Anthropology, New Delhi, Asia Publishing House.
- Metcalf Peter (2005) Anthropology: the basics. Abingdon (England), Routledge
- Mills, C W (1959) The Sociological Imagination, Oxford University Press, New York
- Monaghan J. & Just P. (2000). Social and Cultural Anthropology: A Very Short Introduction. Oxford University Press.
- Nigel R. and Joanna O (2006). Social and Cultural Anthropology: The Key Concepts. Routledge.
- Pels, P. (1997). The Anthropology of Colonialism: Culture, History, and the Emergence of Western Governmentality. Annual Review of Anthropology, 26, 163–183.
- Ritzer, George (2011) Sociological Theory, McGrawHill Publishers, New York (selected chapters)
- Roger Keesing (1984) An Introduction of Cultural Anthropology. New York, MacMillan.
- Schneider, H. K. (1975). Economic Development and Anthropology. Annual Review of Anthropology, 4, 271–292.
- Tuner, Victor (1966). The Ritual Process Structure and Anti-Structure, New York :Cornell University Press
- Tylor, E. B. (1896). Anthropology: An introduction to the study of man and civilization. Appleton; Company.
- Xaxa. V (1999). Transformation of Tribes in India: Terms of Discourse. Economic and Political Weekly, 34(24), pp.1519–1524.
- <https://anthropology.ua.edu/anthropological-theories/>

Course Designers

- Dr. Ipsita Pradhan, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM-AP
- Dr. Bikku, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM-AP

Creativity and Critical Thinking Skills

Course Code	AEC 104	Course Category	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)

1. Identify key concepts associated with creative problem-solving and critical analysis.
2. Interpret and summarize various models and frameworks used in fostering creative and critical thinking skills
3. Apply divergent thinking methods to generate innovative solutions to multifaceted problems.
4. 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

Course Designers

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

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)

1. To develop the Entrepreneurial Mindset of Students.
2. 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	100%	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
2. Mr Udayan Bakshi, Associate Director, Directorate of Entrepreneurship, SRM University-AP

Classical Sociological Theories

Course Code	SOC 201	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Introduce students to key thinkers and ideas and help them understand the classical canon of Euro-American sociology
2. Explain the significance of these theories and their diverse approaches for social analysis and perspective building
3. Help students to apply and use these theories and ideas as methodological tools, especially for an Indian setting
4. 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)												PSO 1	PSO 2	PSO 3
	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			
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
Outcome 4	3	3	3	3	2	1	2	3	2	3	2	2	3	3	3
Average	2.75	2.5	3	2.25	2.75	1	2	3	2.5	2.5	2	2	3	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 Learning Assessments (70%)			End Semester Exam (30%)
		Mid-1 30%	Class Quiz(20%)	Class Participation(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 Stepinsky (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

1. Dr Vandana Swami, Department of Sociology and Anthropology, SRM AP

Anthropological Theories

Course Code	SOC 202	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. Introduces students to an anthropological theory and how these theories differ from other social sciences and humanities disciplines.
2. 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.
3. 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	Describe the discipline of Sociology and its role and purpose	1	70%	60%
Outcome 2	Outline basic sociological concepts and theories	2	80%	70%
Outcome 3	Apply social-anthropological lens to look at everyday life	3	70%	60%
Outcome 4	Communicate the significance of social and collective action	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	3	2	2	2	2	2	3	2	3	2	2	2	3	2
	Outcome 2	3	2	2	2	2	2	3	2	3	2	2	2	3	2
	Outcome 3	3	2	2	2	3	2	3	2	3	2	2	2	3	3
	Outcome 4	3	3	3	2	3	2	3	3	2	3	2	2	2	2
	Average	3	2.25	2.25	2	2.5	2	2.25	3	2	3	2	2	2.75	2.25

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
		2		
	The Evolution of Culture (E. B. Tylor)	2		
	The Evolution of Society (L. H Morgan)	2		
	Neo-Evolutionists and Multicultural Theories (L. White and Julian Steward)	3		
		3		
Unit 3	Culture theory and Culture and Personality Theories	12	3	1,7,8,12, 13,15,16
	Historical Particularism (Franz Boas)	3		
	Individual and Culture (Margret mead)	3		
	Pattern of Culture (Ruth Benedict)	3		
Unit 4	Functionalism and Structuralism Theories	12	4	2, 7,8, 12,13,15, 16.
		3		
	Ethnography and Function of Culture (Bronislaw Malinowski)	3		
	Social Structure and Structure of Society (A. R. Redcliff-Brown)	3		
	Structuralism (Claude Levi-Strauss)	3		
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)			
	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).	2		
	Indian Anthropologists and Theories and Concepts	2		
	Subaltern anthropology ad their ideas on Minorites			
	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. 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 Bix, 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.
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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.
24. 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).
25. Cohn. B.S. (1996). *Colonialism and Its Forms of Knowledge: The British India*, New Jersey: Princeton

Course Designers

1. Dr. Dr. Bikku, Assistant Professor, Department of Sociology and Anthropology, ESLA. SRM University, Andhra Pradesh, India.

Gender, Power, Difference

Course Code	SOC 203	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To familiarize the student with the basic idea of gender(s) and their inherent fluidity
2. To Show the relationship between gender and other social institutions.
3. 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	Acquire an understanding of gender and patriarchy	2	70%	80%
Outcome 2	Illustrate of a gendered understanding of theoretical works in the discipline of Sociology	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	Examine how gendered hierarchies are interlined with other social hierarchies.	2	60%	60%
Outcome 5	Examine the manifestation of gendered hierarchy at the local and the global levels.	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	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	Gendering Sociology- A Patriarchal Discipline	8	1,2	7, 8, 11,3
	The Patriarchal origins of Sociology			
	The Creation of Patriarchy			
Unit 2	Foundational Ideas	10	3	7, 8
	Gender, Sex, Sexuality			
	Masculinity and Femininities			
	Feminism(s)			
Unit 3	Gender and its Intersections	15	4,5	4,5,11
	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	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. 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. Karwe, Irawati. 2006 [2nd Edition]. Hyderabad: Orient BlackSwan
4. Leela Dube 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its twentieth century avatar, New Delhi: Penguin (pp 1-27).
5. 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).
6. Rege, S. 2003. Sociology of Gender: The Challenge of Feminist Sociological Thought. Michigan: Sage Publications
7. 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].
8. 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.
9. Lerner, Gerda. (1986). The Creation of Patriarchy. New York: Oxford University Press.
10. Rebecca Tuvel (Spring 2017). "In Defense of Transracialism". Hypatia: A Journal of Feminist Philosophy. 32 (2)
11. Stock, Kathleen. (2021). Material Girls: Why Reality Matters for Feminism. Fleet.
12. Hooks, Bell. (1984). Feminism: From Margin to Centre. South End Press
13. Hochschild, Arlie. (1989). The Second Shift: Working Parents and the Revolution at Home. New York: Avon Books
14. Sassen, Saskia. 1998. Globalization and its Discontents, New York: The New Press.
15. Kannabiran, Kalpana & Vasanth Kannabiran. 2002. De-eroticizing Assault. Calcutta: Stree

Other Resources

1. Short film: Juice (2017). Directed by Neeraj Ghaywan
2. Feature Film: Provoked (2006). Directed by Jag Mundhra

Course Designers

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

Castes, Tribes and Nomadic Communities

Course Code	SOC 204	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. To introduce and familiarise students with insights into various castes and tribes in modern India.
2. To critically understand and analyse castes and tribes in changing scenarios in South Asia.
3. To introduce the various Social Welfare, Development Policies and Issues of Rights for the different castes and tribes to eliminate social, political and economic marginalities.
4. To familiarise with the contemporary debate on caste and tribes by critically analysing different theories on caste and tribes.

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 modern India, focusing on concepts of tribes and Tribes.	1	70%	80%
Outcome 2	Familiarize and understand various theories and concepts.	2	70%	70%
Outcome 3	Effectively analyse social and tribal movements in India.	3	60%	70%
Outcome 4	Critical understanding and analysis of Social Welfare, Development Policies and Issues of Rights related to castes and tribes.	4	60%	60%
Outcome 5	Critically analyses and explains contemporary debates on castes and tribes.	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	2	3		3	3	3	2	2	2
Outcome 2	2	2	2	2	2	3	2	2		3	3	2	2	3	2
Outcome 3	3	2	3	3	3	2	2	3		3	3	3	2	3	2
Outcome 4	2	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	3	2	3
Average	2.4	2	2.4	2.4	2.4	2.2	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 Castes and Tribes	12	1	8, 11, 13, 15, 21, 27, 28, 29
	Caste and tribe: Meaning, definition,	2		
	Understanding of caste systems- Hierarchy and difference	3		
	History of Caste and Tribes in History	4		
	Untouchability, the ideology of purity, and the dominant caste.	3		
Unit 2	Theories on caste, tribe and religion	14	2	5,7,8, 9, 11,12,14,16,21, 25,26,32,33
	Origin of castes systems in India, Verna, and Jati	2		
	The caste system in the Hindu social structure	3		
	Theories on caste: (Indology, Religious, Brahminical and Vernacular, Racial, Occupational. Functional, Political and Evolution, Social Mobility and Sanskritization).	6		
	Non- Brahminical understanding of Caste. Castes among non-Hindu religions (Christian, Muslims, and Sikhs)	3		
Unit 3	Social and Cultural Movements:	10	3	6,11,13, 22, 28,29
	Caste Movements in India Tribal movements in India	4		
	Movements for Water (Jal), Forest (jangle), and Land (Jameen).	2		
	Caste and Tribes Religious conversion or religious revitalization	4		
Unit 4	Social Welfare, Development Policies and Issues of Rights	12	4	23, 27,29
	A Constitutional Provisions for Reservation,	2		
	Social Welfare and The Issues of Rights - Public Sphere.	3		
	Tribal development policies	3		
	Developmental Policies for the Scheduled Castes, Other Backwards Class (OBCs) and Other socially, culturally, or economically marginalized communities.	4		
Unit 5	Contemporary Debates	12	5	1,3,6,8,18,21,23,28,31
	Understating of caste and tribe – M. K. Gandhi and B. R. Ambedkar.	2		
	Critique of Cultural Nationalism and Hindutva • Issues of Representation	3		
	• Dalit feminist standpoint • Sexuality and Marginalization • Tribes, Castes, and Identity Politics • De-Sanskritization and Tribalization	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%	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. Ambedkar, B. R. (1990). Annihilation of caste: an undelivered speech. New Delhi: Arnold Publishers.
2. Bailey, F. G. (1961). Tribe and caste in India. Contribution to Indian Sociology 5:7–19
3. Barua, A. (2019). Revisiting the Gandhi–Ambedkar Debates over ‘Caste’: The Multiple Resonances of Varṇa. Journal of Human Values, 25(1), 25–40.
4. Béteille, A. (1965). Caste, Class, and Power: Changing Patterns of Stratification in a Tanjore Village. Berkeley: University of California Press.
5. Béteille, A. (1996). Varna and Jati. Sociological Bulletin 45.1: 15–27.
6. Baviskar, A. (2005). Adivasi Encounters with Hindu Nationalism in MP. Economic and Political Weekly 40, 48: 5105–13.
7. Dewey, C. (1972). Images of the Village Community: A Study in Anglo-Indian Ideology. Modern Asian Studies 6, 3: 291–328.
8. Dumont, L. (1967[1980]). Homo Hierarchicus, The Caste System and Its Implications. Chicago: University of Chicago Press.
9. Fuller, C. J. (1976). Kerala Christians and the Caste System. Man, 11(1), 53–70.
10. Fuller, C. J. (1996). Introduction. In C. Fuller, (ed.), Caste Today. Delhi: Oxford University Press, 1–31.
11. Gupta, D. (ed.). (1992). Social Stratification (2nd edition). Delhi: Oxford University Press.
12. Ghurye, G. S. (1969). Caste and race in India. Delhi: Popular Prakashan.
13. Guru, G. (2012). The Cracked Mirror: an Indian Debate on Experience and Theory. New Delhi: Oxford University Press.
14. Hegde, S. (2020). Caste Theory and the Identity Hypothesis: What's the Matter? Social Scientist, 48(1/2 (560-561)), 17–40.
15. Jodhka, S. S., & Shah, G. (2010). Comparative Contexts of Discrimination: Caste and Untouchability in South Asia. Economic and Political Weekly, 45(48), 99–106.
16. Lynch, O. M. (1969). The Politics of Untouchability: Social Mobility and Social Change in a City of India. New York: Columbia University Press.
17. Mason O. (1944). The Caste System of India. American Sociological Review, 9(6), 648–657.
18. Mibang, T. & Behera, M.C (2007). Tribal Studies – Emerging Frontiers Knowledge. New Delhi: Mittal Publications.
19. Raheja, G. G. (1988). India: Caste, Kingship, and Dominance Reconsidered. Annual Review of Anthropology, 17, 497–522.
20. Simpson, E., Tilche, A., Sbriccoli, T., Jeffery, P & 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. 58-8
21. Singh, I P (1977). Caste in a Sikh Village. In Singh Harjinder (ed), Caste among non-Hindus in India. New Delhi : National Publishing house.
22. Singh, K.S. (1984). Tribal Movements in India Volume I & II. Delhi: Manohar Publications.
23. Singh, K.S. (1990). Ethnicity, Identity and Development. Delhi: Manohar Publications.
24. Srinivas, M. N. (1959). The Dominant Caste in Rampura. American Anthropologist 61.1: 1–16.
25. Srinivas M.N. (1962). Caste in Modern India and Other Essays. London: Asia Publishing House.
26. Stevenson, H. N. C. (1954). Status Evaluation in the Hindu Caste System. The Journal of the Royal Anthropological Institute of Great Britain and Ireland, 84(1/2), 45–65.
27. Xaxa, V (1999). Transformation of Tribes in India: Terms of Discourse. Economic and Political Weekly, 34(24), pp.1519–1524
28. Xaxa, V. (2005). Politics of Language, Religion and Identity: Tribes in India. Economic and Political Weekly, 40(13), 1363–1370.
29. Xaxa, V. (2008). State, Society and Tribes. New Delhi: Pearson Longman.
30. Dasgupta, A. (Ed.). (2012). On the Margins: Tribes, Castes and Other Social Categories, Studies in Indian Sociology. New Delhi: Sage.
31. Gupta, D. (2005). Caste and Politics: Identity over System. Annual Review of Anthropology, 34, 409–427.
32. Hutton, J. H. (1947). Caste in India: Its nature, functions, and origins. Cambridge, MA: Harvard Univ. Press.
33. Thorat, S. & Umakant (Eds.), (2004). Caste, Race and Discrimination. Jaipur & New Delhi: Rawat

Course Designers

1. Dr. Bikku, Assistant Professor, Department of Sociology and Anthropology, SRM University, AP.

Summer Immersion: Liberal Arts

Course Code	SOC 209	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 and Anthropology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

1. To provide students with real-world experience in understanding the challenges faced by communities working towards social development.
2. To help students analyze the efforts of organizations driving inclusive development in rural and urban areas.
3. 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

Category	Description	CLOs
Fieldwork Experience	Students engage with communities to identify social and developmental issues in rural and urban settings.	1,2
Organizational Analysis	Students explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.	2
Problem-Solving Exercises	Students apply critical thinking to develop solutions for challenges observed during their field immersion.	3
Civil Society Assessment	Students examine the functioning of civil society and development-related organizations during their engagement.	4

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

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.

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)

1. To Equip Students with the Knowledge and Skills to Address Social Challenges through Entrepreneurial Solutions
2. 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)												PSO 1	PSO 2	PSO 3
	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			
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 Praszquier 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

Anthropology of Religion

Course Code	SOC 205	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Introduces students to an anthropological approach to understanding religious rituals, myths, and symbols and how these concepts are related to human societies and cultures.
2. Aim to clarify and make the students understand basic theoretical approaches to studying regions.
3. At the end of this class, students will be familiar with anthropological religious theories and approaches and develop 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	Acquire basic knowledge and ability to demonstrate proficiency in using religious concepts and critical thinking.	1	70%	80%
Outcome 2	Understand the significant religious theories of anthropology and other social sciences.	2	70%	70%
Outcome 3	Gain familiarity with world religions and other religious in specific historical and global contexts and apply them in their writing.	3	60%	70%
Outcome 4	Define the major world religions and be able to understand the differences between them.	4	60%	60%
Outcome 5	Critically analyse religious concepts and theories, and use this knowledge in speaking and writing in their major field.	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	2	2	2	3	3	2	1	2
Outcome 2	2	2	2	3	2	3	2	2	2	3	2	2	1	2	2
Outcome 3	3	2	3	2	3	2	3	2	3	2	3	3	2	3	2
Outcome 4	2	3	2	3	2	2	2	2	2	2	3	2	3	2	2
Outcome 5	2	2	2	2	2	2	2	2	3	2	2	2	3	3	2
Average	2.4	2.2	2.4	2.4	2.4	2.2	2.4	2	2.4	2.2	2.4	2.4	2.8	2.2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Anthropological of Religion	12	1	10
	What is Truth and Beliefs?	2		
	What is Religion?			
	What is Mythology, Magics, and witchcraft?	3		
	What is symbol and Ritual?	2		
	What Is Shamanism?	2		
	What is the Anthropological Perspective of study religion	3		
Unit 2	Theoretical Approaches to the Study of Religion-I	10	2	2,5,9,11
	Religion in Primitive Culture -Edward Burnett Tylor	3		
	The Elementary Forms of Religious Life - Emile Durkheim	3		
	The Protestant Ethic and the Spirit of Capitalism- Max Weber	3		
Unit 3	Theoretical Approaches to the Study of Religion-II	14	3	3,4,5, 7
	Myth in Primitive Psychology- Bronislaw Malinowski	3		
	The Problem of Symbols- E. Evans-Pritchard	3		
	A Jivaro Version of Totem and Taboo- Claude Levi-Strauss	3		
	Religion as a Cultural System- Clifford Geertz	3		
	Liminality and Communitas- Victor Turner	2		
Unit 4	World Religions	14	4	2, 8,9
	Judaism, Christianity and Islamic	3		
	Jainism, Buddhism, Sikhism and Hinduism	4		
	Confucianism, Daoism, and Shinto	3		
	Indigenous (Tribal) religions	3		
	African and other religions	2		
Unit 5	Religious change and New Religious Movements and	10	5	1,2, 3
	The Anthropology of Religious Change	2		
	Revitalisation Movements, Traditional and Modern	2		
	Bhakti Movements in India	2		
	Religion and Politics	2		
	Secularism in its Place.	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%	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. Asad, T. (1992). Religion and Politics: An Introduction. Social Research. Vol. 59 (1): 3-16.
2. Durkheim, E. (1995). The Elementary Forms of Religious Life. Translated by Karen. E. Fields. New York: (introduction)
3. Eller, J. D. (2007). Introducing Anthropology of Religion: Culture to the Ultimate. New York and London: Routledge. (Unit-5. Religious Change and New Religious Movements.pp.160-186).
4. Geertz, C. (1973). The Interpretation of Cultures. Selected Essays. Basic Books, Religion as a Cultural System, pp.87-125.
5. Lamberk. M. (Ed.,). (2008). A Redear in the Anthropology of Religion. Second edition. MA and Oxford: Blackwell Publishing. (Part I (1,2,3,4); Part. II (11, 12, 14,17, 26).
6. Madan, T. N. (1991). "Secularism in Its Place" in Madan, T. N. (Edited.,). Religion In India. Delhi: Oxford University Press. (pp. 394-412).
7. Malinowski, B. (1948). Magic, Science and Religion and Other Essays.
8. Morris, B. (2005). Religion and Anthropology: A Critical Introduction. Cambridge: Cambridge University Press.
9. Pals, D. L. (2015). Nine Theories of Religion. Third edition. New York, Oxford: Oxford University Press. (Unit-2, 4, and 9).
10. Stein, R. L. & Stein, P. L. (2017). The Anthropology of Religion, Magic, and Witchcraft. London & New York: Routledge.
11. Weber, M. (2001). The Protestant Ethic and the Spirit of Capitalism. Translated by Stephen K. England: Roxbury Publishing Press.

Course Designers

1. Dr. Bikku, Assistant Professor, Department of Sociology and Anthropology, ESLA. SRM University, Andhra Pradesh, India.

Urban Sociology

Course Code	SOC 206	Course Category	CC				L	T	P	C
							3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

1. To familiarize the student with the basic ideas of Urban, Urbanism and Urbanization.
2. To familiarize students with key texts to make sense of the vital concerns associated with ‘urban’ living.
3. To understand the ‘city’s experiences’ of exclusion and inclusion through multiple perspectives.
4. To locate the city as part of global processes, rather than as a fixed geographical place.

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 basic concepts	2	70%	80%
Outcome 2	Apply understanding of theoretical works in the discipline of Urban Sociology	3	70%	70%
Outcome 3	Examining the city through different marginalised perspectives.	3	60%	70%
Outcome 4	Analyse processes of exclusion and inclusion in the city.	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	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
Average	2.5	2	2.5	1	2.75	2	2	2.5	2	3	2	2.5	2.75	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction	8	1,2	7, 8, 11
	Urban			
	Urbanism			
	City			
Unit 2	Perspectives in Urban Sociology	10	3	7, 8
	Ecological			
	Political Economy			
	Network			
	City as Culture			
Unit 3	Movements and Settlements	15	4,5	3,5,11
	Migration	5		
	Settlement	5		
Unit 4	Politics of Urban Space	15	4,5	12,13, 14
	Caste, Class and Gender	5		
	Culture and Leisure	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	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. Holton, R. J. Cities, Capitalism and Civilization, London: Allan and Unwin, Chapters. 1& 2. Pp. 1 – 32
2. Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.
3. Mumford, Lewis 1961. The City in History: its origins and transformations and its prospects. Mariner Books: Pp 329, 94118
4. Weber, Max 1978. The City. The Free Press: New York. Pp 6589
5. Hannerz, Ulf. 1980. Exploring the City: Toward an Urban Anthropology, NY:Columbia University Press. Chapter 2. Pp 1958
6. Harvey, David 1985 The Urban Experience, Baltimore: Johns HopkinsUniversity Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35
7. Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in The Royal Dutch Geographical Society KNAG, Vol. 93, No. 5, Blackwell Publishers. pp. 548–558
8. Wirth, Louis. 1938. "Urbanism as a way of Life" in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 124
9. Simmel, Georg, 1903, "Metropolis and the Mental Life" in GaryBridge and Sophie Watson, eds. The Blackwell City Reader. Oxford and Malden,MA: WileyBlackwell, 2002.
10. Rao, M.S.A, 1981, "Some aspects of the sociology of migration", SociologicalBulletin,Vol. 30, 1. Pp2138
11. Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils ina Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) Urbanization inIndia. Sage: New Delhi. Pp. 232246
12. Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", Economic & Political Weekly, May 4, Vol. XLVIII, No 18, Pp 4455

Course Designers

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

Research Methodology

Course Code	SOC 207	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. Understand the ethics of doing research.
2. Describe the steps of designing a research project including identifying a research topic, conducting literature search, developing research question, conducting data collection and analysis.
3. Understand the basics of different methods and apply a few of them in a hands-on setting.
4. Familiarity with a few software (MS Excel, Jamovi, Zotero)

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	Ability to apply principles of ethics in planning a research project	1, 2	70%	80%
Outcome 2	Designing a research project by identifying broad research topic, conducting systematic literature search, developing research question, conducting data collection, and analysis	2,3,4	70%	70%
Outcome 3	Ability to use one or a few research methods while conducting field work - quantitative (survey), qualitative (in-depth interviews, focus group discussions, informal conversation, observation), mixed-methods.	2,3,4	70%	70%
Outcome 4	Ability to use software for quantitative data analysis and reference management (MS excel, Jamovi, Zotero)	3,4	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	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3	2			3	2		
Outcome 2	2	2	2		2		2	2	3			2		2	
Outcome 3	3	2	3		3			3	3			3		2	
Outcome 4	2	3	3		2			2	2			2			
Average	2.5	2.25	2.75		2.5		2	2.5	2.5			2.5	2	2	

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Ethics and Research	5	1	1-3
	What is ethics and why is it important in research?			
	Basic principles of ethics			
	Historical experiences that gave rise to ethical principles			
	Importance of IRB/IEC – explaining IRB/IEC forms, making students to fill the same			
Unit 2	Steps of designing a research project	20	1,2	4-10
	Identifying a research topic – through reading, personal experience, and observation			
	Basics of systematic literature search – referencing (Zotero), plagiarism			
	Framing a research question			
	Research design – experimental, longitudinal, cross-sectional, ethnography, case study			
	Principles of data collection and analysis			
	Introduction to quantitative, qualitative, and mixed-methods			
Unit 3	Quantitative methods	10	3	11-13
	Basic concepts – population, sample, sampling frame, parameter, statistic, estimate, variable			
	Sample size and sampling techniques			
	Designing a questionnaire/interview schedule			
	Data entry, descriptive analysis using MS excel, Jamovi			
Unit 4	Qualitative methods	10	3	13-19
	Sampling			
	In-depth interviews, focus group discussions (FGDs), observations, informal discussion			
	Designing interview guide, FGD guide			
	Conducting in-depth interviews, FGDs			
	Transcription, coding, and thematic analysis			
Unit 5	Field work	15	2,3,4	1-19
	Meaning of ‘field’ in field work			
	Approaching the field			
	Observation			
	Conducting a survey			
	Conducting in-depth interviews, FGDs,			
	Total contact hours	60		

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

1. Henn M, Weinstein M, Foard N. Ethics in Social Research. In: A critical introduction to social research. second. SAGE; 2010.
2. Bryman A. Ethics and politics in social research. In: Social research methods. Fourth. Oxford University Press. 2012
3. Indian Council of Medical Research. National Ethical Guidelines for Biomedical and Health Research Involving Human Participants. Edited by R. Mathur. New Delhi, New Delhi: Indian Council of Medical Research; 2017
4. Bryman, A. The nature and process of social research In: Social research methods. Fourth. Oxford university press. 2010
5. Bryman, A. (2012) 'Planning a Research Project and Formulating Research Questions', Social Research Methods, 4th Ed., Oxford University Press, UK
6. Bryman, A. (2012) 'Reviewing the Literature', Social Research Methods, 4th Ed., Oxford University Press, UK
7. Mishra, S., 2019. Perceived and manifested health problems among informal e-waste handlers: A scoping review. Indian Journal of Occupational and Environmental Medicine, 23(1), p.7.
8. Khan, K.S., Kunz, R., Kleijnen, J. and Antes, G., 2003. Five steps to conducting a systematic review. Journal of the royal society of medicine, 96(3), pp.118-121.
9. Prasad, R., 2018. Investigation reveals serious scientific misconduct by IIT Dhanbad faculty - The Hindu. The Hindu.
10. Bryman, A. (2012) 'Research Designs', Social Research Methods, 4th Ed., Oxford University Press, UK
11. Bryman, A. The nature of quantitative research In: Social research methods. Fourth. Oxford university press. 2010
12. Charan J, Biswas T. How to calculate sample size for different study designs in medical research?. Indian journal of psychological medicine. 2013 Apr;35(2):121-6.
13. Bryman, A. Introduction to sampling In: Social research methods. Fourth. Oxford university press. 2010
14. Bryman, A. Sampling in qualitative research In: Social research methods. Fourth. Oxford university press. 2010
15. Bryman, A. Interviewing in qualitative research In: Social research methods. Fourth. Oxford university press. 2010
16. Libguides: Qualitative research: Observation (no date) Observation - Qualitative Research -LibGuides at Duke University. Available at: <https://guides.library.duke.edu/c.php?g=289813&p=1934020> (Accessed: 13 November 2023).
17. Bryman, A. Focus Groups In: Social research methods. Fourth. Oxford university press. 2010
18. Future Health Systems Sundarbans Health Watch Research brief. <https://pointofview.org.in/gallery9.html>
19. Yadav, D. Criteria for Good Qualitative Research: A Comprehensive Review. Asia-Pacific Edu Res 31, 679–689 (2022). <https://doi.org/10.1007/s40299-021-00619-0> <https://link.springer.com/article/10.1007/s40299-021-00619-0#citeas>

Course Designers

1. Dr. Sapna Mishra, Assistant Professor, ESLA, SRM University-ap

Environmental Anthropology

Course Code	SOC 208	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. To interrogate the history of anthropology's approach to the environment, beginning with early functionalist, structuralist, and Marxist accounts of human-environment relationships.
2. 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.
3. 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	1	5,8, 9, 13,14,15, 17 ,
	History of Environmental Thoughts	4		
	Environmental Determinism	4		
	Cultural Determinism and Possibilism	4		
	Cultural Theory and Environmentalism	3		
Unit 2	Cultural Ecology	15	2	11, 18, 21, 23
	Introduction to Cultural Ecology -Julian Stewards	3		
	Ecological Population and Ecosystem	4		
	Ethno-ecology	4		
	Cultural Materialism- Marvin Harris	4		
Unit 3	Environmental Ethics and Worldviews	10	3	6,10,16,20
	Religion and Ecology	4		
	Ecocentrism	3		
	Indigenous Environmental Knowledge	3		
	Environmental Challenges, Crises and Politics	10		
Unit 4	Sustainable Development, Ecotourism, and Protected Areas	4	4	2, 4, 19
	Political Ecology	3		
	Politics of Conservation	3		
Unit 5	New Emerging fields in Environmental Anthropology	10	5	1,3,7,12, 22, 24
	Climate Change	3		
	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. Govindarajan, 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

1. Dr. Bikku, Assistant Professor, Department of Sociology and Anthropology, ESLA. SRM University, Andhra Pradesh, India.

Nationalism and Society

Course Code	SOC 301	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. To analyze ideas of nationalism as they impact society and social formations .
2. To analyze nationalism as a force of social modernization.
3. To critically analyse various theories of nationalism.
4. To explain the current populist trends in democracies using an anthropological lens.

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 an understanding of concepts of nation and nationalism.	1	70%	80%
Outcome 2	Discuss various theories on nationalism.	2	70%	70%
Outcome 3	Describe critically the 'paradigmatic' development of nation state in Europe and America	3	60%	70%
Outcome 4	Summarize the main aspects of anti-colonial nationalism.	4	60%	60%
Outcome 5	Summarize current dynamics of 'nation states' in light of theories of nationalism.	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 Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	2	3	2	2	3	2	2	2	3	2	2	2
Outcome 2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
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	2	2	2	2
Outcome 5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Average	2.4	2	2.4	2	2.4	2	2	2.4	2	2	2	2.4	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction	20	1,2	2,4,5,
	What is nationalism?			
Unit 2	Theories of Nationalism-1	20	2,3	6,7,8
	Perennial Theories- Primordialist and socio-biological theories			
	Theories of Nationalism-II			
Unit 3	Modernization Theories- Social communication, Economistic and Gellner's theories of nationalism	20	4,5	1,3
	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. Anderson, B. (1983). Imagined Communities. Reflections on the Origin and Spread of Nationalism. London: Verso, 1983. 1-46
2. Dunn, J. (1999). Nationalism. In Ronald Beiner, (ed). Theorizing Nationalism. Albany: SUNY Press.pp- 27-50.
3. Gellner,G. (183). Nations and Nationalism. Oxford: Blackwell.pp-1-87.
4. Miller, D. (2000). In Defence of Nationality. In Miller, Citizenship and National Identity. Cambridge: Polity. Pp- 24-40.
5. Renan, E. (1995). 'What is a Nation?' in Omar Dahbour and Micheline Ishay, eds. The Nationalism Reader. New Jersey: Humanities Press.pp- 143-155.
6. Smith, A. D. (1999). Myths and Memories of the Nation. Oxford: Oxford University Press. Pp. 1-27; 99-147.
7. Smith & Gellner (1996). The Warwick Debates. Nations and Nationalism, November, Vol. 2(3):357-388.
8. Özkırımlı,U. (2003). The Nation as an Artichoke? A critique of ethnosymbolist interpretations of Nationalism. Nations and Nationalism. 9(3): 339- 355.

Course Designers

1. Dr Vishnupad, Professor, Easwari School of Liberal Arts, SRM University, Andhra Pradesh.

Anthropology of Kinship and Marriage

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

Course Objectives / Course Learning Rationales (CLRs)

1. To familiarise the basic concepts of kinship, marriage, and family in anthropology and other allied disciplines that attempt to understand society (ies) and human behaviour.
2. To Develop a critical analysis to address various issues relating to family and marriage and usages of kinship terms through et, marriage studies.
3. Explain the use of anthropological methods to examine the process of change in kinship, marriage, and family.

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	Familiarise and understand the importance of basic concepts such as kinship, marriage, and family in social life.	1	70%	80%
Outcome 2	Understand the applicability of these concepts to their research area(s)	2	70%	70%
Outcome 3	Articulate the key features and benefits of the concepts to society(ies)	3	60%	70%
Outcome 4	Effectively and critically analyzing kinship, marriage, and family in changing scenarios.	4	60%	60%
Outcome 5	Explain and Critical analyze with anthropology and other theories and methods to examine the concepts.	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		2	2	3	3	3	2
Outcome 2	2	2	2	2	2		3	2		2	2	2	2	3	2
Outcome 3	3	2	3	3	3		3	3		2	2	3	3	2	3
Outcome 4	2	2	2	3	2		2	2		2	2	2	2	3	3
Outcome 5	2	2	2	2	2		3	2		2	2	2	2	3	3
Average	2.4	2	2.1	2.4	2.4		2.6	2.4		2	2	2.4	2.4	2.8	2.6

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction: Kinship and Descent	14	1,	1, 3,6, 9,11,14, 17
	The Study of Kinship in Anthropology	2		
	Nature and importance of kinship; Kin and kinship terms; Kinship terminology; Major kinship systems: kinship usages. Kinship and descent;	4		
	Descent rules; Unilateral descent groups; Inheritance and succession; Segmentary lineage systems; Descent groups: Patrilineal, Matrilineal, Double-descent. Cognitive descent; Function of descent groups	4		
	Kinship and economy, economic cooperation and exchange networks, Kinship and politics. Urbank kinship, Living relationship	4		
Unit 2	Marriage and Alliance Systems	14	2	2, 3,4, 5, 6, 8, 11,12, 13, 16, 17
	Definition; Forms and rules of marriage; Ways of Acquiring Mates; Divorce and marriage instability; Post-marital residence rules; changing patterns of marriage.	4		
	Symmetrical and Asymmetrical alliances	3		
	Origin of incest taboo-biological, cultural and psychological theories.	3		
	Marriage among the Hindus, Muslims and Christians in India Gay Marriages.	4		
Unit 3	Family:	9	3	9,12, 13,,15, 17, 19
	Definition and functions of family: Universality of family, Concept of the domestic group,	3		
	Household and family, the Development cycle of the domestic group	3		
	Hindu joint family stability and change.	3		
Unit 4	Gender and kinship:	8	4	10,18,20,
	Kinship and gender roles in traditional and modern societies;	4		
	Sex, gender, and marriage-alternative forms and contemporary practices and trends	4		
Unit 5	Unit-5. Kinship and Marriage: Theories	15	5	1,5,6,10, 11 14, 17,18, 20
	The evolution of family forms, Descent theory, Alliance theory, Functionalists approach. Historical materialism and instrumentality	5		
	Functionalists approach Historical materialism and instrumentality	4		
	Culturalist accounts, Feminism and Kinship Theory	3		
	Challenging the conceptual basis of kinship	3		
	Total Contact Hours	60		

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	20%	35%	20%	30%	40%
	Understand					
Level 2	Apply	60%	50%	60%	50%	40%
	Analyse					
Level 3	Evaluate	20%	15%	20%	20%	20%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Carsten, J. (2004) After kinship. New departures in Anthropology, UK: Cambridge University Press.
2. Carsten, J. (2023, November 21). Kinship. Encyclopedia Britannica. <https://www.britannica.com/topic/kinship>
3. Goody, J. and Fortes. M. (1973) The Character of kinship. Cambridge: University Press.
4. Grossbard, A. (1978). Towards a Marriage Between Economics and Anthropology and a General Theory of Marriage. The American Economic Review, 68(2), 33–37.
5. Harris, C. C (1990) Kinship. Concepts in social thought. Minneapolis, University of Minnesota Press.
6. Holy, L. (1996). Anthropological Perspectives on Kinship. Pluto Press.
7. J.H.M. B. (1968). Other Cultures. New York, the Free Press
8. Karve I. (1968). Kinship Organization in India. London, Asia Publication House.
9. Kottak C P. (2015). Cultural Anthropology: Appreciating Cultural Diversity, (16th edition) New York: McGraw-Hill Education,
10. Tsing A. L. and Yanagisako S J. (1983). Feminism and Kinship Theory. Current Anthropology. 24:4, 511-516.
11. Levi-Strauss, C. (1969). The Elementary Structures of Kinship. Boston, MA: Beacon Press.
12. Majumdar D. N. and Madam T.N (1967). Introduction to Social Anthropology, New Delhi, Asia Publishing House.
13. Metcalf P. (2005). Anthropology: the basics. Abingdon: Routledge.
14. Parkin, R and L. Stone (2004). Kinship and Family: An Anthropology Reader. Oxford, Victoria. Blackwell Publishing.
15. Paul B. (1963). Social Anthropology. New York, Mac Millan.
16. Peletz, M G. (1995). "Kinship Studies in Late Twentieth-Century Anthropology." Annual Review of Anthropology 24: 343–72.
17. Robin F. (1983) Kinship and Marriage. Cambridge, Cambridge University Press.
18. Tsing A. L. and Yanagisako S J. (1983). Feminism and Kinship Theory. Current Anthropology. 24:4, 511-516.
19. Uberoi, P. (ed.). 1(993). Family, Kinship, and Marriage in India. New York: Oxford University Press.
20. Uberoi, P. (1995). When is a Marriage Not a Marriage? Sex, Sacrament and Contract in Hindu Marriage. Contributions to Indian Sociology 29: 319-345.

Course Designers

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

Medical Anthropology

Course Code	SOC 303	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. Understand basic concepts in the discipline of medical anthropology.
2. Situate health, illness, and disease in the social, economic, cultural, and political landscape.
3. Describe biomedicine in relation to local conditions, global historical forces, and other forms of medical thinking and practice.
4. Describe basics of anthropological field work.

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 basic concepts in the discipline of medical anthropology	1, 2	70%	80%
Outcome 2	Explain the anthropological understanding of health, illness, and disease and situate them in the larger socio-economic and political context	2	70%	70%
Outcome 3	Describe the role of biomedicine and other forms of medical thinking and practice	2	70%	70%
Outcome 4	Apply the theoretical concepts to the field	2,3	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 Lifelong 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	3			2		2	
Outcome 3	3	2	3		3			3	3			3		2	
Outcome 4	2	3	3		2			2	2			2			
Average	2.5	2.25	2.75		2.5		2	2.5	2.5			2.5	2	2	

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Medical Anthropology	20	1	1-5
	Evolution of medical anthropology as a discipline			
	Definitional struggles and ongoing debates			
	Critical biocultural approaches to health and illness			
	Theories, applications, and methods			
	Field work			
Unit 2	Contexts and conditions	10	2	6-11
	Global Health			
	Anthropology of Political violence and War			
	Anthropology of epidemics/pandemics			
Unit 3	Health and behavior	10	3	12-16
	The Anthropology of Reproduction			
	Anthropological Approaches to Migration and Health			
	Emerging Trends in Pharmaceutical Enhancement, Lifestyle Regulation, Self-Medication, and Recreational Drug Use			
Unit 4	Care, treatment, and communication	20	4	17-21
	Ethnomedicine: Traditions of Medical Knowledge			
	Medicine: Colonial, Postcolonial, or Decolonial?			
	Medical Pluralism and biotechnologies of care			
	Infectious diseases: The politics of communicability			
	Field work			
	Total contact hours	60		

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

1. Browner, C.H. and Sargent, C. (2007). Engendering medical anthropology. In: Medical Anthropology: Regional Perspectives and Shared Concerns (ed. F. Sailant and S. Genest), 233–251. Malden, MA: Blackwell.
2. Baer, H.A., Singer, M., and Johnson, J.H. (1986). Toward a critical medical anthropology. *Social Science and Medicine* 23 (2): 95–98.
3. Caudill, W. (1953). Applied anthropology in medicine. In: *Anthropology Today* (ed. A.L.Kroeber), 771–806. Chicago, IL: University of Chicago Press.
4. Briggs, C. and Nichter, M. (2009). Biocommunicability and the biopolitics of pandemic threats. *Medical Anthropology* 28 (3): 189–198.
5. Chambers, T. (2020). From fieldsite to “fieldsite”: Ethnographic methods in the time of COVID. *Studies in Indian Politics* 8 (2): 290–293.
6. Adams, V. et al. (2019). Re-imagining global health through social medicine. *Global Public Health* 14 (10): 1383–1400.
7. Affun-Adegbulu, C. and Adegbulu, O. (2020). Decolonising global (public) health: From western universalism to global pluriversalities. *BMJ Global Health* 5 (8): e002947. doi: 10.1136/ bmjgh-2020-002947.
8. Anderson, W. (2014). Making global health history: The postcolonial worldliness of biomedicine. *Social History of Medicine* 27 (2): 372.
9. Baer, H., Singer, M., and Susser, I. (Eds.) (2013). *Medical Anthropology and the World System*. (3rd ed.). Westport, CT: Praeger.
10. Brandt, A.M. (2013). How AIDS invented global health. *New England Journal of Medicine* 368 (23): 2149–2152.
11. Farmer, P. (2004). An anthropology of structural violence. *Current Anthropology* 45 (3): 305–317.
12. Andaya, E. and Mishtal, J. (2017). The erosion of rights to abortion care in the United States: a call for a renewed anthropological engagement with the politics of abortion. *Medical Anthropology Quarterly* 31 (1): 40–59.
13. Chatterjee, N. and Riley, N.E. (2001). Planning an Indian modernity: the gendered politics of fertility control. *Signs: Journal of Women in Culture and Society* 26 (3): 811–845.
14. Wickramage, K., Vearey, J., Zwi, A.B., Robinson, C., and Knipper, M. (2018). Migration and health: a global public health research priority. *BMC Public Health* 18: 987.
15. Chacón, J.A. and Davis, M. (2006). *No One Is Illegal: Fighting Racism and State Violence on the U.S.- Mexico Border*. Chicago: Haymarket.
16. Anglin, M.K. and White, J.C. (1999). Poverty, health care, and problems of prescription medication: a case study. *Substance Use and Misuse* 34: 2073–2093.
17. Calvet-Mir, L., Reyes-García, V., and Tanner, S. (2008). Is there a divide between local medicinal knowledge and western medicine? A case study among native Amazonians in Bolivia. *Journal of Ethnobiology and Ethnomedicine* 4: 18.
18. Dobkin De Rios, M. (2002). What we can learn from Shamanic healing: brief psychotherapy with Latino immigrant clients. *American Journal of Public Health* 92 (10): 1576–1581.
19. Foster, G.M. (1976). Disease etiologies in nonwestern medical systems. *American Anthropologist* 78: 773–782.
20. Cant, S. and Sharma, U. (1999). *A New Medical Pluralism? Alternative Medicine, Doctors, Patients, and the State*. London: Taylor & Francis.
21. Nichter, M. (1980). Layperson's perception of medicine as perspective into the utilization of multiple therapy systems in Indian context. *Social Science and Medicine* 14B: 225–233.

Course Designers

1. Dr. Sapna Mishra, Assistant Professor, ESLA, SRM University- AP

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%

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%

Sociology of Modern India

Course Code	SOC 305	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Critically examine social structures and institutions in India (tribe, gender, religion, caste etc)
2. Apply central sociological concepts such as social structure, agency and social stratification to examine practices of power and processes of social change
3. Analyze the categories of 'modern' and 'traditional' and evaluate their role in shaping meaning and trajectories of Indian development
4. Demonstrate how sociological analysis enhances understanding of contemporary social 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	Appreciate and understand the complex historical processes that created the modern nation state of India	1, 2	70%	60%
Outcome 2	Acquire skills in sociological analysis of given issues and problems	3, 4	70%	60%
Outcome 3	Evaluate the strengths and weaknesses of sociological narratives and explanations of events and processes	3, 4, 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
Outcome 1	2	2	2	2	2	2	2	2	2	3	2	2	2
Outcome 2	2	2	2	2	3	2	2	3	3	3	2	2	2
Outcome 3	2	3	3	2	2	2	2	2	3	3	2	2	2
Average	2	2.3	2.3	2	2.3	2	2	2.3	2.3	3	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Understanding Social Change in India	15	1, 2	1, 2,3
	Experiencing social change – empirical narrations			
	Colonial roots of Indian modernity			
	Sanskritization and Westernization			
	Tradition and Modernity as frameworks for analysis			
Unit 2	Analyzing Indian Society	15	2,3	2, 3, 4, 5
	Structure and Agency			
	Gender relations and Patriarchy			
	Classes in India – Constitution, Consciousness and Agency			
	Caste and Social Stratification			
	Adivasis in India – Marginalization, Identity and Resistance			
Unit 3	Development as Nation Building	15	2, 3	4, 5, 6, 7
	Nation building in post-colonial India: Contested imaginations			
	Science and the projects of modernizing India			
	Sites of Development: Village India, Urban India, Digital India			
Unit 4	The Future of Work and Workers in India	10	2, 3	10, 11, 12
	Who is a worker			
	Uncertain Livelihoods			
	Platform economies and workers struggles			
Unit 5	Conclusion and Reflections	5	All	13, 14, 15
	Looking at modern India from the lenses of equity and sustainability			
	Deepening democracy in India			
Total Contact Hours		60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 20%	CLA-2 20%	Class Participation(10%)	
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. Mills, C W (1956/76) Excerpts from The Sociological Imagination, OUP, pp. 3-11
2. Karl Marx and Friedrich Engels (1888) Excerpt from the Communist Manifesto, Marxists Internet Archive (marxists.org)
3. M N Srinivas (1995) 'Westernization' in Social Change in Modern India, New Delhi, Orient Blackswan, pp 45-94
4. Melvin, Tumin (1953) Some Principles of Stratification: A Critical Analysis, American Sociological Review, 18(4): 387-394
5. Subramaniam, Ajantha (2020) IIM-B talk on Meritocracy on You Tube
6. Weber, Max (1925/2014) Excerpt from Bureaucracy, in Eldes and Approuth's 'Sociological Theory in the Classical Era,
7. Tejasvi, Purnachandra K P Tabara's Story, Translated by Narayan Hegde, in 'From Cavery to Godaveri: Modern Kannada Short Stories' ed. Ramachandra Sharma, New Delhi, Penguin Books
8. Gupta, Akhil (2001) Governing Population: The Integrated Child Development Service Program in India, in Thomas Blom Hansen and Finn Stepputat (eds) 'States of Imagination: Ethnographic Explorations of the Postcolonial State' Durham, Duke University Press
9. Cohn Bernard (1970) Indian Social Structure and Culture: Caste, in "India: The Social Anthropology of a Civilization, Oxford University Press, pp, 124-141
10. Lankesh P (1988/2004) The Touch, translated by K V Tirumalesh, in Vanamala Vishwanathan (ed.) When Stone Melts and Other Short Stories, New Delhi, Sahitya Akademi, pp 49-54
11. Deshpande, Satish (2006) Mapping the Middle: Issues in the Analysis of the Non-Poor Classes in India, in, Mary John et al (eds) Contested Transformations: Changing Economies and Identities in Contemporary India, New Delhi, Tulika Books, pp 215-236
12. John Harriss 'Class and Politics' in Jayal and Mehta (eds) The Oxford Companion to Politics in India, pp 139-153
13. Terri Chapman, Samir Saran et al eds (2018) "The Future of Work in India: Inclusion, Growth and Transformation," The Observer Research Foundation and the World Economic Forum
14. V Geetha (2007) Patriarchy: A History of the Term, Chapter 1 of V Geetha 'Patriarchy' STREE, pp 4-29
15. Govinda, Radhika (2017) Different Dalit Women Speak Differently, in Anandi and Kapadia (eds) Dalit Women: Vanguard of An Alternative Politics in India, Routledge India
16. Shekhar, Hansda Sowendra (2015) Story from 'The Adivasi Will not Dance: Stories' New Delhi, Speaking Tiger Books

Course Designers

1. Dr Vandana Swami Department of Sociology and Anthropology, ESLA, SRM University, AP

Advanced Research Methods

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

Course Objectives / Course Learning Rationales (CLRs)

1. Provide students with knowledge of the philosophical underpinnings of research, including the researcher's location in the society.
2. Familiarize students with different methods of social research at an in-depth level.
3. Ability to develop a thorough research proposal and conduct the fieldwork.
4. Ability to use software and field methods to conduct field study and data analysis.

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 familiarise and utilise philosophical underpinning in conducting research.	1	70%	80%
Outcome 2	Ability to use Qualitative, and mixed methods in conducting their research.	2	70%	70%
Outcome 3	Ability to use, Quantitative and mixed methods in conducting their research.	3	60%	70%
Outcome 4	Ability to use various software to analyse data	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	3	2	3		3		2	3	2	2	2	3	3	3	2
Outcome 2	2	2	2		2		2	2	3	2	2	2	2	3	3
Outcome 3	3	2	3		3		2	3	3	2	2	3	2	3	3
Outcome 4	2	2	2		2		2	2	2	2	2	2	3	3	2
Average	2.5	2	2.5		2.5		2	2.5	2.5	2	2	2.5	2.5	3	2.5

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Philosophy of Research Methodology	8	1	3,7,11,12,15,16
	What is Scientific Research	2		
	Empiricism, Positivism and Interpretative Research	2		
	Epistemology of Social Sciences	2		
	Quantitative and Qualitative research	2		
Unit 2	Qualitative methods	12	2	2,3,7,8,10,12,14,15,16 15
	Participant observation, Interviews	3		
	Focus Group Discussion (FGDs), Case Study, Genealogy	3		
	Ethnography Studies in Anthropology and other disciplines	3		
	Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA)	3		
Unit 3	Quantitative methods – Research designs,	10		
	Research design – cross-sectional, longitudinal, experimental	4	3	
	Sample size and sampling techniques	3		
	Reliability and validity	3		
Unit 4	Quantitative methods – data analysis	12	4	
	Types of probability distribution – Normal distribution, Binomial distribution, Poisson distribution	2		
	Univariate analysis – frequency tables, graphs, measures of central tendency, measures of dispersion	2		
	Bivariate analysis – correlation, regression	2		
	Statistical tests – Chi-square, T-test, ANOVA	2		
	Data analysis using Jamovi and R	2		
	Introduction to large data sets	2		
Unit-5	Research Proposal and Fieldwork	18	1,2,3,4	7,12,13,15, 16
	Development of a Proposal	4		
	Conducting fieldwork	8		
	Data Analysis and Report writing.	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	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. Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices* (2012). Textbooks Collection. 3. https://digitalcommons.usf.edu/oa_textbooks/3
3. Bryman, A. (2010a). The nature of quantitative research In *Social research methods*. Fourth. Oxford University Press.
4. Bryman, A. (2010b). Introduction to sampling In *Social research methods*. Fourth. Oxford University Press.
5. Bryman, A. (2010c). Secondary analysis and official statistics In *Social research methods*. Fourth. Oxford University Press.
6. Bryman, A. (2012) 'Research Designs', *Social Research Methods*, 4th Ed., Oxford University Press, UK
7. Bernard, H. R. (1990). *Research Methods in Cultural Anthropology*. New Delhi: Sage Publications.
8. Campbell, J. R. (2001). Participatory Rural Appraisal as Qualitative Research: Distinguishing Methodological Issues from Participatory Claims. *Human Organization*, 60(4), 380–389.
9. Charan J, Biswas T. (2023). How to calculate sample size for different study designs in medical research? *Indian journal of psychological medicine*. Apr;35(2):121-6.
10. Fuller-Haimendorf, C. V. (1943). *The Chenchus: Jungle Folk of the Deccan*. London: Macmillan.
11. Geertz, C. (1973). *The Interpretation of Cultures*. New York: Basic Books Inc.
12. Khattri, K. (2021). *Analysis of Data in Block-3 Specific Essential Aspects in Research*, Mehta S, Venkatramana P., Khattri, P. and Das M. New Delhi: IGNOU
13. Leurs R. (1997). Critical Reflections on Rapid and Participatory Rural Appraisal. *Development in Practice*, 7(3), 290–293.
14. Malinowski, B. (1922). *Argonauts of the Western Pacific*. New York: Routledge and Kegan Paul Ltd. E. P Dutton & Company, Inc.
15. Pelto, P. J., and Pelton. G. H. (1978). *Anthropology Research; The Structure of Inquiry*. Cambridge: Cambridge University Press.
16. Srivastava, V. K. (Ed.) (2004) *Methodology and Fieldwork*. New Delhi: Oxford University Press.

Course Designers

1. Dr. Bikku, Assistant Professor, Department of Sociology and Anthropology, ESLA, SRM University-AP
2. Dr. Sapna Mishra, Assistant Professor, Department of Sociology and Anthropology, ESLA, SRM University-AP

Course of Independent Study

Course Code	SOC 402	Course Category	CC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Identification of the literature- theoretical and empirical work- that can guide the students' area of study.
2. Students will be adept at articulating their own research work in the larger context of the existing studies.

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	Summarize the literature in their chosen area of study	2	70	80
Outcome 2	Determine which theories will be relevant to their proposed research	3	70	80
Outcome 3	Organise the literature into different sub-themes within their chosen theme.	4	70	80
Outcome 4	Connect their own study within the domain of existing studies.	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	2	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	2	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	2	2	3	3	2	2	2	3	3	3	1	3	3
Outcome 4	0	2	2	2	3	3	2	2	2	3	3	3	3	2	2
Course Average	0	2	2	2	3	3	2	2	2	3	3	3	2	2	2

Category	Description	CLOs achieved
To be determined according to the students' chosen area of study by the research supervisor, in consultation with the department.	To be determined according to the students' chosen area of study by the research supervisor, in consultation with the department.	To be determined according to the students' chosen area of study by the research supervisor, in consultation with the department.

Learning Assessment

		Classwork (30%)	Report (40%)	Viva (30%)
Level 1	Remember	N.A	N.A	N.A
	Understand			
Level 2	Apply	50%	50%	50%
	Analyse			
Level 3	Evaluate	50%	50%	50%
	Create			
Total		100%	100%	100%

Course Designers

1. Dr. Ipsita Pradhan, Assistant Professor, Department of Sociology and Anthropology, SRM University AP

Course Code	SOC 403	Course Category	CC			L	T	P	C
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		3	1	0	4
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

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

	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	3	60%	70%
Outcome 4	Analysing the structural inequality and social control	4	60%	60%
Outcome 5	Formulating new legal languages	5	70%	70%

[illegible]

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Understanding Law and Society: Conflict, Structural-Functional Perspectives	12	1	1,2,3
	Primitive accumulation and political economy	4		
	Control machinery and convention	4		
	Law through the lens of social morality	4		
Unit 2	Colonial and Post Colonial India Perspectives	12	2	4,5,6,7
	Officializing Procedures	4		
	State building as a cultural project	4		
	Legal language and new forms of life	4		
	Notions of disability and personhood	3		
Unit 3	Genesis and Continuity of Structures: Challenges of a homogenous framework	12	2	8,9,10,11,12
	Panopticon	4		
	Idea of surveillance	4		
	Can human rights be homogenous?	4		
	Female desires destabilizing patriarchal notions	4		
Unit 4	Borderland and Legal Infrastructures	12	3,4	13,14,15,16
	Familial fragmentation and economic change	6		
	Redefining universality of human rights in India	3		
	Development projects without social context	3		
Unit 5	Gender, Labour and Law	12	3,4	17,18,19,20
	Social, political, legal constructivism of human rights	4		
	Problematizing official archives and the politics of archives	4		
	Gender labour, autonomy, and emancipation	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	40%	30%	30%	30%	40%
	Understand					
Level 2	Apply	40%	50%	50%	50%	40%
	Analyse					
Level 3	Evaluate	20%	20%	20%	20%	20%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Marx, K. 1978 (1846). The German Ideology (172-173). In R. Tucker (ed.), The Marx Engels Reader, 2nd ed. 186-193 New York and London: W.W. Norton and Co.
2. Weber, M.(1964). The Economic System and the Normative Orders in Law in Economy and Society, 11-33, USA: Harvard University Press.
3. Steven, L., & Andrew, S. (1983). Crime and Punishment in Durkheim and the Law, (59-68), Oxford: Robertson and Company Ltd.
4. Cohn, B. (1996). Colonialism and Its Forms of Knowledge: British in India, (57-75), USA: Princeton University Press.
5. Suresh, M. (2016). Law and the Vulnerable State: Legal Language in Terrorism Trials in Delhi's Courts. Indian Anthropologist 46(2) : 35–51. <http://www.jstor.org/stable/26493881>.
6. Addakha, R. & Saptarshi, M. (2009). Disability Law in India: Paradigm Shift or Evolving Discourse?, Economic and Political Weekly. 44 (41/42): 62–68. <http://www.jstor.org/stable/25663681>.
7. New discourses around disability laws- newspaper articles and public debates
8. Foucault, M. (1977). Discipline and Punish: The Birth of the Prison. New York: Pantheon Books. 195-228
9. Sally, E. M. (2000). Human Rights and Gender Violence: Translating International Law into Local Justice, 103-133, USA: University of Chicago Press.
10. Mehta, R. (2014). So Many Ways to Love You/Self: Negotiating Love in a Prison, International Feminist Journal of Politics. 16(2):181– 198. <http://dx.doi.org/10.1080/14616742.2014.912915>
11. <https://www.youtube.com/watch?v=49vK5xJwaV0>
12. Behind The Bars-A film By Dr Dev Kanya Thakur-Full length
13. Impey, Angela. Song Walking: Women, Music and Environmental Justice in an African Borderland, 116-142, USA: University of Chicago Press, 2018
14. Sharma, S. (2022). Epistemes of human rights in Kashmir: Paradoxes of universality and particularity, Journal of Human Rights, 2: 158–173, <https://doi.org/10.1080/14754835.2022.2030207>
15. Dolly K. (2015). Making Pickles during a Ceasefire Livelihood, Sustainability, and Development in Nagaland, Economic and Political Weekly. vol no. 9
16. <https://www.borderlines-cssaame.org/posts/2022/1/6/on-archiving-surveillance>
17. Annavarapu, S. (2013). Human Rights, Honour Killings and the Indian Law: Scope for a 'Right to Have Rights. Economic and Political Weekly 48(50): 129–32. <http://www.jstor.org/stable/24479054>
18. Banerjee, S. (2021). Documenting Narratives of Violence: Archives, Oral Histories and Constructing Absences. Oral History 49 (2):81–94. <https://www.jstor.org/stable/48670160>.
19. Gopal, M.(2013). Ruptures and Reproduction in Caste/Gender/Labour. Economic and Political Weekly, 48(18): 91–97. <http://www.jstor.org/stable/23527313>.
20. Recent discussions and discourses in public domain.

Course Designers

1. Dr. Sebanti Chatterjee, Assistant Professor, Department of Liberal Arts, SRM University, AP.

Gender and Development

Course Code	SOC 404	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. To familiarize the student with the basic idea of gender(s) and development
2. To Show the relationship between gender and other social institutions.
3. 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	Articulate a gendered understanding of development processes.	2	70%	80%
Outcome 2	Articulate the history of development	2	70%	70%
Outcome 3	Discuss how gendered hierarchies are interlined with other social hierarchies through developmental efforts.	2	60%	70%
Outcome 4	Apply how development at the macro level influences interpersonal relationships.	3	60%	60%
Outcome 5	Analyse 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 Lifelong 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	Historical and Theoretical Perspectives	15	3	2, 6, 10
	The history of international development			
	WID, WAD, GAD			
Unit 2	Women and Economic Development	15	4,5	1,6,8
	Women and Land Rights			
	Women and Microcredit			
Unit 3	Labour in the Global Economy	15	4,5	3,4,5,7,9
	Global Gendered Division of Labour			
	Gender and Sexuality as forms of labour Discipline			
	Sex Tourism			
Unit 4	Health, Survival, Services	15	4,5	6,8,10
	Gender and Health			
	Community Participation			
	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%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Agarwal, Bina. 1994. A Field of One's Own: Gender and Land Rights in South Asia. Cambridge: Cambridge University Press
2. Coles, Anne, Leslie Gray and Janet Momsenn(eds) (2015). The Routledge Handbook of Gender and Development. London: Routledge
3. Deborah Pruitt and Suzanne LaFont. 1995. "For love and money: Romance tourism in Jamaica." Annals of Tourism Research , 22(2): 422:440
4. Diane Elson and Ruth Pearson. 1981. "Nimble Fingers Make Cheap Workers: An Analysis of Women's Employment in Third World Export." Feminist Review, 7: 87-107.
5. Emmanuel David. "Purple collar labor: Transgender Workers and Queer Value at Global Call Centers in the Philippines." Gender & Society, 29 (2): 169-194.
6. John, Mary (ed) (2008). Women Studies in India: A Reader. New Delhi: Penguin Books
7. Kabeer, Naila. (1994). Reversed Realities: Gendered Hierarchies in Development Thought. London: Verso
8. Lamia Karim. 2008. "Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh." Cultural Dynamics, 20 (1): 5-29.
9. Shelley Feldman. 2009. "Historicizing Garment Manufacturing in Bangladesh: Gender, Generation, and New Regulatory Regimes." Journal of International Women's Studies, 11(1): 268-288.
10. Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma and Laurie Nisonoff (eds) (1997). The Women, Gender and Development Reader. New York: Zed Books.

Course Designers

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

Research Project

Course Code	SOC 405	Course Category	RDIP		L	T	P	C
					0	0	8	8
Pre-Requisite Course(s)	Co-Requisite Course(s)	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Identify and describe key concepts, theories, and methodologies relevant to the research topic.
2. Explain the significance of existing literature and how it relates to the research question.
3. Develop and execute a research plan, including data collection and analysis, using appropriate methods.
4. Evaluate the research findings and submit a thesis in the context of existing knowledge and existing literature.

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 key concepts, theories, and methodologies relevant to the research topic.	1	70	80
Outcome 2	Interpret existing literature to contextualize the research question.	2	70	80
Outcome 3	Develop the research project with extended data collection and analysis, using appropriate methodologies.	3	70	80
Outcome 4	Examine research findings and integrate them with existing literature	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	-	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	-	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	-	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	-	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	-	2	1	2	3	3	1.5	2	2	3	3	3	2	2.8	2.5

Category	Description	CLOs
Conceptual Framework	Students describe key concepts, theories, and methodologies relevant to their research topic.	1
Literature Review	Students interpret existing literature to contextualize their research question effectively.	2
Research Design	Students present their research project, including data collection and analysis using appropriate methodologies.	3
Findings/ Integration	Students examine research findings and integrate them with existing theoretical frameworks to provide a comprehensive understanding	4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			Viva (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	
		Conceptual Framework	Literature Review	Research Design	Findings/ Integration
Level 1	Remember	30%	30%	20%	25%
	Understand				
Level 2	Apply	40%	30%	50%	25%
	Analyse				
Level 3	Evaluate	30%	40%	30%	50%
	Create				
Total		100%	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
3. Dr. Bikku, Assistant Professor and Head, Department of Sociology and Anthropology, SRM University AP.
4. Dr. Ipsita Pradhan, Assistant Professor, Department of Sociology and Anthropology, SRM University AP.
5. Dr. Sebanti, Assistant Professor, Department of Sociology and Anthropology, SRM University AP.
6. Dr. Sapna Mishra, Assistant Professor, Department of Sociology and Anthropology, SRM University

Labour Migration in India: A Social History

Course Code	SOC 406	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. Describe and explain a comprehensive framework for understanding ‘work’ and ‘labour’ as sociological and historical categories
2. Characterize and theorize the types of labour migration patterns that are discernible in modern India
3. Illustrate the historical contexts of labour migration from which contemporary parallels may be drawn
4. Show why ‘social history’ is a strong paradigm within which to document labour migration in India and globally as well

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 theoretical and conceptual issues pertinent to ‘labour’ and ‘migration’	1, 2	70%	60%
Outcome 2	Examine the inherent patterns and trends for social mobility and social networks among working classes in India	3, 4	70%	60%
Outcome 3	Identify the larger political economy within which labour migration unfolds	2, 3	70%	70%
Outcome 4	Critically analyse the challenges and opportunities that migration presents to workers in India	3, 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	2	2	2	2	2	3	2	2	2	3	2	2	2	2	2
Outcome 2	2	2	2	2	2	3	2	2	2	3	2	2	2	3	2
Outcome 3	3	2	3	2	3	3	2	2	2	3	2	2	2	3	2
Outcome 4	3	2	3	2	3	3	2	2	2	3	2	2	2	2	2
Average	2.5	2	2.5	2	2.5	3	2	2	2	3	2	2	2	2.5	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction: Labour as a Historical and Analytical Category	10	1,2,3,4	1,2,3
	Labour and Historical Formations			
	Marxist -Structural Approach			
	Liberal/Rational Choice/Marginalist Approaches			
	Post Structural Approaches			
	Thinking with and across these paradigms to understand Labour			
Unit 2	Migration and Social Mobilities: A Framework	8	1,2,3,4	4,5,11,12
	Migration in Human History – Causes, Patterns and Outcomes			
	Types of Migration			
	Labour Migration : A specific category of human migration			
Unit 3	Political Economy of Labour Migration in India	20	1,2,3,4	6,7,8,9,10
	The long duree of migration patterns in India			
	Colonialism, Race and Labour in British Colonies – the case of India			
	Independent India The Early Decades Nation Building and Developmentalism Planned Developmentalism Townships and Social Exclusions of Labour Working Class Movements and Migrant Labour A close look Liberalization and its impact on labour questions Neo-Liberal India and labour movements The Labour Codes A Critical View			
	Case Studies	20	1,2,3,4	
	Selected Case Studies on issues of labour migration from Urban India, Rural India, Small Towns and Peri Urban India			
	Student Study Project on Labour Migration in and around Amarvati, AP in selected industries			
Unit 4	Case study class presentations			
	Conclusion: Labour Migration: A Complex Mirror of Social Change	2	1,2,3,4	
	How to make labour migration a safe and inclusive space with good governance mechanisms			
	Migrant Labour: The Shining Pride Behind its story of Growth			
Unit 5	Total Contact Hours	60		

Learning Assessment

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

Recommended Resources

1. Arango, J. (2000). Explaining migration: a critical view. *International social science journal*, 52(165): 283-296. <https://doi.org/10.1111/1468-2451.00259>
2. De Haas.H. (2010a) The internal dynamics of migration processes: A theoretical inquiry. *Journal of ethnic and migration studies* 36(10): 1587-1617. <https://doi.org/10.1080/1369183X.2010.489361>
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6. Massey, D.S. (1990). Social structure, household strategies, and the cumulative causation of migration. *Population index* 56(1): 3-26.
7. Sassen, S. (1988). *The Mobility of Labor and Capital: A Study in International Investment and Labor Flows*. Cambridge, Cambridge University Press.
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9. Stark, O. (1991). *The migration of labor*. Cambridge, Basil Blackwell.
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11. Yang, A. (1989). *The Limited Raj: Agrarian Relations in Colonial India, Saran District, 1793-1920*. California: University of California Press, 1989. Print.
12. Yang, A. (1999). *Bazaar India: Markets, Society, and the Colonial State in Bihar*, University of California Press.

Course Designers

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Anthropology of Technology

Course Code	SOC 407	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To critically understand the relationship between human culture and technology in time and space.
2. To develop creative thinking about the values of technologies beyond their functions.
3. To provide anthropological knowledge and skills about the technology and human culture and help in the sustainable use of these technologies through human and non-human ethical concerns.

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 knowledge about Human and technological relations through anthropological lance.	1	70%	80%
Outcome 2	Cultivate the theoretical and methodological knowledge to understand the human dynamics and technology.	2	70%	70%
Outcome 3	Describe human and non-human relationship with the technology and its impacts.	3	60%	70%
Outcome 4	Critically looking at politics of technology in the societies and its ethics.	4	60%	60%
Outcome 5	Explain emerging digital technology and beyond as well as its challenges in the 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: Technology, Culture and society	12	1	1,10,12, 14,15,19, 21
	Meaning and Nature: Origin of technology			
	Society, nature, and the concept of technology			
	Technology and Culture			
Unit.2	The Evolution of Technology: History, Theories and Methodology	12	2	2,6,7,11,13,17,,18,20
	The Anthropology of Technology: The Formation of a Field and Theories			
	Archaeology and Technology			
	Social Agency and the Dynamics of Prehistoric Technology			
	Anthropology, Technology and Emerging Methodology			
Unit.3	The Technological Practices of Humans and Non-Human Animals	12	3	2,4, 5,8,9,11,12,16,19,22
	Technology as Skill in Handwork and Craft.			
	Social and Cultural Representations of Technology			
	Agriculture and technology			
	Technological use and non-human animals			
	Humanism, Posthumanism, and New Humanism: How Robots Challenge the Anthropological Object			
Unit.4	Technology, Society and Ethics	12	4	1,8,11,15, 19, 23
	Infrastructures, Linkages, and Livelihoods			
	Ethics, Values, and Morality			
	Gender and Technology			
	Advanced Medical Technology--Social and Ethical Implications			
Unit.5	Emerging Digital Technologies and Its Challenges	12	5	4,10,11,16,19, 20
	The Digital and the Human: A Prospectus for Digital Anthropology			
	Digital Politics and Political Engagement			
	Anthropology and Artificial Intelligence			
	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. Bray, F. (2007). Gender and Technology. Annual Review of Anthropology, 36, 37–53.
2. Bijker, Wiebe E; Hughes, Thomas P; Pinch, Trevor J (1989). The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology. Cambridge (Mass.): MIT Press.
3. Bray, F. (2007). Gender and Technology. Annual Review of Anthropology, 36, 37–53. <http://www.jstor.org/stable/25064943>.
4. Braybrooke, Kit Kat; Jordan, Tim (2017). "Genealogy, culture and technomyth: Decolonizing Western information technologies, from Open Source to the maker movement", Digital Culture & Society, 3 (1), 25–46.
5. Bunn, Stephanie (2022). "Technology as skill in handwork and craft: Basketwork and handweaving". In Bruun, Maja Hojer (ed.). The Palgrave Handbook of the Anthropology of Technology. Singapore: Palgrave Macmillan. pp. 61–83.
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7. Epstein, Stephen M. (1993). Cultural Choice and Technological Consequences: Constraint of Innovation in the Late Prehistoric Copper Industry on Cerro Huaringa, Peru (PhD thesis). University of Pennsylvania.
8. Fox, R. C. (1976). Advanced Medical Technology--Social and Ethical Implications. Annual Review of Sociology, 2, 231–268. <http://www.jstor.org/stable/2946093>.
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11. Ingold, Tim (1997). "Eight themes in the Anthropology of Technology. Social Analysis". The International Journal of Social and Cultural Practice. 41 (1): 106–138.
12. Ingold, T (2000). "Society, nature, and the concept of technology". In Ingold, Tim (ed.). The Perception of the Environment. London: Routledge. pp. 302–313.
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14. Lemonnier, Pierre (1992). Elements for an Anthropology of Technology. Ann Arbor: Museum of Anthropology, University of Michigan, Anthropological Paper 88. ISBN 978-1-949098-84-6.
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16. Maja Hojer Bruun, Ayo Wahlberg, Rachel Douglas-Jones, Cathrine Hasse, Klaus Hoeyer, Dorthe Brogård Kristensen, Brit Ross Winthereik. (2022). The Palgrave Handbook of the Anthropology of Technology. . Palgrave Macmillan, Singapore. <https://doi.org/10.1007/978-981-16-7084-8>
17. Miller, Heather M.-L., (2007). Archaeological Approaches to Technology. Walnut Creek, CA: Left Coast Press (Previously San Diego, CA: Elsevier/Academic Press
18. Ottaway, Barbara S. (2001). "Innovation, production and specialization in early prehistoric copper metallurgy". European Journal of Archaeology. 4 (1): 87–112. doi:10.1179/eja.2001.4.1.87.
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21. Sigaut, F. (1994). "Technology". In Ingold, T. (ed.). Companion Encyclopedia of Anthropology. London: Routledge. pp. 420–459.
22. Tsing, A. L (2021). The mushroom at the end of the world : On the possibility of life in capitalist ruins (First published 2015. New paperback printing, 2021 ed.). Princeton, NJ
23. Winthereik, B.R., Wahlberg, A. (2022). Infrastructures, Linkages, and Livelihoods. In: Bruun, M.H., et al. The Palgrave Handbook of the Anthropology of Technology. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-16-7084-8_34

Course Designers

1. Dr. Bikku, Assistant Professor, Department of Sociology and Anthropology, ESLA. SRM University, Andhra Pradesh, India.

Thesis: Part - I

Course Code	SOC 408	Course Category	RDIP		L	T	P	C
					0	0	6	6
Pre-Requisite Course(s)	Co-Requisite Course(s)	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Identify and describe key concepts, theories, and methodologies relevant to the research topic.
2. Explain the significance of existing literature and how it relates to the research question.
3. Develop and execute a research plan, including data collection and analysis, using appropriate methods.
4. Cohesive integration of all components of a research proposal.

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 key concepts, theories, and methodologies relevant to the research topic.	1	70	80
Outcome 2	Interpret existing literature to contextualize the research question.	2	70	80
Outcome 3	Illustrate a research project, including data collection and analysis, using appropriate methodologies.	3	70	80
Outcome 4	Cohesive integration of all components of research proposal.	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	-	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	-	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	-	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	-	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average		2	1	2	3	3	1.5	2	2	3	3	3	2	2.8	2.5

Category	Description	CLOs
Conceptual Framework	Students describe key concepts, theories, and methodologies relevant to their research topic.	1
Literature Review	Students interpret existing literature to contextualize their research question effectively.	2
Research Design	Students illustrate their research project, including data collection and analysis using appropriate methodologies.	3
Finalisation of Proposal	Cohesive integration of all components of research proposal	4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (70%)			Viva (End Semester) 30%
		CLA-1 (20%)	CLA-2 (25%)	CLA-25 (%)	
Level 1	Remember	30%	30%	20%	25%
	Understand				
Level 2	Apply	40%	30%	50%	25%
	Analyse				
Level 3	Evaluate	30%	40%	30%	50%
	Create				
Total		100%	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
3. Dr. Bikku, Assistant Professor and Head, Department of Sociology and Anthropology, SRM University AP.
4. Dr. Sapna Mishra, Assistant Professor, Department of Sociology and Anthropology, SRM University AP.
5. Dr. Ipsita Pradhan, Assistant Professor, Department of Sociology and Anthropology, SRM University AP.
6. Dr. Sebanti, Assistant Professor, Department of Sociology and Anthropology, SRM University AP.

Thesis: Part - II

Course Code	SOC 409	Course Category	RDIP		L	T	P	C
					0	0	14	14
Pre-Requisite Course(s)	Co-Requisite Course(s)	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Application of data collection methods and techniques
2. Analyse and synthesise findings
3. Comprehensive thesis writing
4. Demonstration and presentation of the field 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	Apply data collection methods and techniques.	1	70	80
Outcome 2	Analyse and synthesise findings	2	70	80
Outcome 3	Write a comprehensive report.	3	70	80
Outcome 4	Demonstrate and present the field research	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	-	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	-	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	-	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	-	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average		2	1	2	3	3	1.5	2	2	3	3	3	2	2.8	2.5

Course Unitization Plan

Category	Description	CLOs
Data Collection	Students will collect data using various methods and techniques.	1
Data Analysis and synthesis	Students will Analyse data and synthesis it.	2
Thesis Writing	Students will write their thesis and submit to the department.	3
Presentation	Students will make a presentation of their research	4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			Viva (End Semester) 40%
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	
		Data Collection	Data Analysis and synthesis	Thesis Writing	
Level 1	Remember				
	Understand				
Level 2	Apply	50%	50%	50%	50%
	Analyse				
Level 3	Evaluate	50%	50%	50%	50%
	Create				
Total		100%	100%	100%	100%

Course Designers

1. Dr. Bikku, Assistant Professor and Head, Department of Sociology and Anthropology, SRM University AP.
2. Dr Vandana Swami, Associate Dean and Professor, Eswari School of Liberal Arts, SRM University AP.
3. Dr. Sapna Mishra, Assistant Professor, Department of Sociology and Anthropology, SRM University AP.
4. Dr. Ipsita Pradhan, Assistant Professor, Department of Sociology and Anthropology, SRM University AP.
5. Dr. Sebanti, Assistant Professor, Department of Sociology and Anthropology, SRM University AP.

Introduction to Archaeological Anthropology

Course Code	SOC 421	Course Category	CE		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To Familiarise students with Archaeology, its nature and scope, and its relationship with anthropology and other disciplines and areas.
2. To explore students about the development of geological time scale, human cultures and archaeological methods.
3. To familiarise students with the origin and development of archaeological anthropology 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	Ability to familiarise with Archaeology and its relationship with the other disciplines.	1	70%	80%
Outcome 2	To enhance the knowledge and understanding about the geological time scale and its relationship with human and non-human species	2	70%	70%
Outcome 3	Describe and understand how Cultural Chronology: Tool Typology and Technology have developed and evolved over the period of time and space.	3	60%	70%
Outcome 4	Acquire the ability to understand and use the archaeological methods to study and reconstruct the past through their archaeological remains.	4	60%	60%
Outcome 5	Acquire the knowledge on Indian pre-history and proto historical culture and economy.	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 Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	2	3	3	2	3	2	3	2	3	3	3	2
Outcome 2	2	2	2	2	2	3	2	2	2	2	3	2	2	3	3
Outcome 3	3	2	3	2	3	3	2	3	2	3	3	3	2	3	3
Outcome 4	2	2	2	2	2	3	2	2	2	3	3	2	3	3	2
Outcome 5	3	2	3	2	3	2	2	3	2	2	3	2	3	3	3
Average	2.6	2	2.6	2	2.6	2.8	2	2.6	2	2.6	2.8	2.4	2.6	3	2.6

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit:1	Introduction to Archaeology	12		2,3,6,7,9,11,13, 17
	Origin and Scope of Archaeological Anthropology			
	Archaeology relation to anthropology,			
	Archaeology and Palaeoanthropology,			
	Archaeology and history,			
	Archaeology and Prehistory			
	Archaeology and Historical archaeology			
Unit:2	A Brief Outline on the Origin of Earth and Life and Geological Time Scale.	12		2, 3, 5, 6, 9, 13.17
	Understanding the Geological Time Scale			
	Cenozoic Era with Special Reference to Quaternary Period			
	Pleistocene and Holocene Epoch Chronology			
Unit:3	Understanding Cultural Chronology: Tool Typology and Technology	12		2, 3, 5, 6, 9, 11,13.15, 16,17
	Palaeolithic Cultures (Lower, Middle and Upper)			
	Mesolithic Cultures.			
	Neolithic Cultures.			
	Chalcolithic			
	Copper-Bronze Age and Iron Age			
Unit:4	Methods of Studying Archaeological Anthropology	12		3,10,11,13,15,17
	Exploration			
	Excavation			
	Dating Methods: Relative and Absolute Dating methods.			
	Conservation and Preservation			
Unit:5	Prehistoric and Protohistoric Archaeology in India	12		1,4,13,14,15,16
	Origin and Development			
	Prehistoric Archaeological anthropology in India			
	Indus Vally Civilization: Its Origin and Decline			
	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. Agrawal, D.P. (1982). The Archaeology of India. London: Curzon Press
2. Bahn, P. (2006). Archaeology: A Very Short Introduction. New Delhi: Oxford University Press.
3. Barnouw, V. (1978). Physical Anthropology and Archaeology. Homewood: The Dorsey Press.
4. Bhattacharya, D. K. (1990). An Outline of Indian Prehistory. Delhi: Palaka Prakashan
5. Coles, J. M. & Higgs, E. S. (1969) The Archaeology of Early Man. London: Faber & Faber.
6. Daniel, G. (1967). The Origins and Growth of Archaeology. London: C.A. Watts & Co.
7. Gamble, C. (2008). Archaeology: The Basics. London: Routledge.
8. Gosden, C. (2007). Prehistory: A Very Short Introduction. New Delhi: Oxford University Press.
9. Kelly, R. L & David H. T. (2010). Archaeology (5th Edition). Belmont: Wadsworth-Cengage Learning.
10. Kottak, C P. (2009). Anthropology: The Exploration of Human Diversity. (13th Edition). Boston: Mc Grawhill.
11. Pearsall, D. M. (2008). Encyclopaedia of Archaeology. Oxford: Academic Press.
12. Piggot, S. (1950). Prehistoric India. Harmondsworth: Pelican Books.
13. Reddy, R, V. (1987). Elements of Prehistory. New Delhi: Mittal Publication
14. Renfrew, C. (2007). Prehistory: The Making of Human Mind. New York: Modern Library.
15. Sankalia, H. D. (1974). Prehistory and Prehistory of India and Pakistan. Pune: Deccan College Series.
16. Sankalia, H. D. (1977). New Archaeology: Its Scope and Application to India. (D.N. Majumdar Memorial Lecture 1964) Lucknow: Ethnographic and Folk Culture.
17. Weitz, C. A. 1979. Introduction to Physical Anthropology and Archaeology. Englewood Cliffs: Prentice-Hall, Inc.

Course Designers

1. Dr. Bikkur, Assistant Professor, Sociology and Anthropology, ESLA. SRM University-AP

Introduction to Physical Anthropology

Course Code	SOC 422	Course Category	CE		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To Familiarise students with physical/biological anthropology, its meaning, scope, and its specialisation, as well as its relationship with anthropology and other science disciplines and areas.
2. To explore the development of the theoretical aspect of human evolution, primates' and hominids' relationships, and human genetics.
3. To Apply the skills and knowledge of physical anthropology and anthropology in general in service of Humanity.

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	Ability to familiarise with physical/biological anthropology and its relationship with the other disciplines.	1	70%	80%
Outcome 2	To enhance the knowledge and understanding concepts and theory of evolution.	2	70%	70%
Outcome 3	Describe and understand how Primates and Hominins evolved over the period of time and space.	3	60%	70%
Outcome 4	Acquire the knowledge on human genetics and human variation to understand the human evolution and various issues related to Physical	4	60%	60%
Outcome 5	Apply the skills and knowledge of physical anthropology and anthropology in general in service of Humanity.	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	3	2	2	2	3	2	2	2	3	2	3	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	2.4	2.4	2	2.4	2.2	2.4	2.4	2.4	2.6	2.4	2.6	2.8	2.2	2.4

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit:1	Introduction	12	1	
	Origin, Meaning, Scope and Nature of Physical/Biological Anthropology			1,2,8,9,11,13,15,18,21,22
	Historical development, Major specializations of physical Anthropology.			
	Physical Anthropology its relationship other disciplines.			
	Physical/Biological Anthropology and Anthropology			
	Anthropometry			
Unit:2	Theories of Evolution	12	2	1,3,7,10, 13,17, 22, 23
	Overview of evolutionary thought,			
	Geological Time Scale; Pleistocene, Importance of Stratigraphy, Palaeontology.			
	Scientific Method,			
	Principles for evolution, Lamarckism, Neo-Lamarckism.			
	Darwinism, Neo-Darwinism, Synthetic Theory			
Unit:3	Primates and Hominins	12	3	4,6,7,13,19,22,
	Man's place in the Animal Kingdom, Characteristics, Classification and Distribution of living Primates:.			
	Habitats, Primate Behaviour, Comparison of Morphological features of Man and Apes (Gibbon, Orangutan, Chimpanzee, Gorilla).			
	Erect Posture and Bipedalism; What makes humans human			
	Human Evolution: Interdisciplinary nature of Palaeoanthropology, fissile primates. Aegyptopithecus, Dryopithecus, Proconsul.			
	Early Hominoids: Characteristics: Ramapithecus to Homo habilis.			
	Fossil Hominids: Homo erectus, Neandertals and Homo sapiens: Evidence, Characteristics, Distribution,			
Unit:4	Human Genetics and human Variation	12	4	9,11, 12,13, 14,16, 19
	Human Genetics: Brief history, Cell and DNA Structure, Mitosis, Meiosis, Genes, Mutation, Mendel's Laws,			
	Modes of Inheritance: Autosomal Dominant & Recessive; Sex linked, Sex Influenced, Sex limited;			
	Multiple Alleles; Methods of studying Heredity: Twins and Pedigree.			
	Human Variation: Historical and contemporary views on Human Population Diversity.			
	Concept of Race-Racism- Myth or Reality. Adaptive Significance.			
Unit:5	Application of Physical Anthropology.	12	5	5,8,10,13,20,21,22
	Physical Anthropology in the service of Humanity,			
	Public Health and Nutrition.			
	Forensic anthropology,.			
	Sports anthropology			
	Family Welfare and Genetic Counselling.			
	Medico- legal problems, Applications in industry and Defence services			

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. Barnouw, V. (1978). Physical Anthropology and Archaeology. Homewood: The Dorsey Press.
2. Beth, S., Katie N., Kelsie, A., & Lara, B. (2019). Explorations: An Open Invitation to Biological Anthropology. Arlington: American Anthropological Association. <https://explorations.americananthro.org/> Chapter 1 pp.1-23.
3. Beth, S., Katie N., Kelsie, A., & Lara, B. (2019). Explorations: An Open Invitation to Biological Anthropology. Arlington: American Anthropological Association. <https://explorations.americananthro.org/> Chapter 2 & 4 pp.29-51; 109-135. and Appendix A pp.623-659.
4. Beth, S., Katie N., Kelsie, A., & Lara, B. (2019). Explorations: An Open Invitation to Biological Anthropology. Arlington: American Anthropological Association. <https://explorations.americananthro.org/> Chapter 5 & 6 pp.148-221. and Chapter 13 pp.489-539.
5. Beth Shook, Katie Nelson, Kelsie Aguilera and Lara Braff 2019. Explorations: An Open Invitation to Biological Anthropology. Arlington: American Anthropological Association. <https://explorations.americananthro.org/> Chapter 3 pp.69-93 and Chapter 13 pp.489-539.
6. Boyd, R., & Joan, B. S. (2009). How Humans Evolved (5th edition). New York: Norton.
7. Das, B.M. & Ranjan D. (2013). Physical Anthropology Practical. Allahabad: Kitab Mahal Agencies. pp. 1-63; 103-113.
8. Das, B.M. (2016.) Outlines of Physical Anthropology. Allahabad: Kitab Mahal Agencies.
9. Jurmain, R., Lynn K., Wenda T & Harry N. (2010). Introduction to Physical Anthropology (8th, 9th & 10th Editions). Belmont: Wadsworth/Thomson Learning.
10. Kottak, C P. (2009). Anthropology: The Exploration of Human Diversity. (13th Edition). Boston: Mc Grawhill.
11. Larsen, C. S. (2008). Our Origins: Discovering Physical Anthropology. New York: W.W. Norton.
12. Park, M. A. (2008). Biological Anthropology (5th edition). Boston: McGraw-Hill
13. Rami, R. V. (2012). Foundations of Physical Anthropology and Human Evolution. Tirupati: V. Indira.
14. Relethford, J. H. (2008). The Human Species: An Introduction to Biological Anthropology (7th Edition). Boston: McGraw-Hill.
15. Samantha M. H. (2008). Method and Practice in Biological Anthropology: A Workbook and Laboratory Manual for Introductory Courses. New Jersey : Pearson/Prentice Hall.
16. Shukla, B.R.K. & Sudha, R. (2016). Physical Anthropology and Human Genetics: An Introduction. Delhi: Palaka Prakashan.
17. Stanford, C., John, S. A., & Susan C. A. (2018). Biological Anthropology: The Natural History of Humankind (4th Edition). Upper Saddle River, N.J. : Pearson. Chapter 1 & 4 pp.14-33; 97-118
18. Stanford, C., John, S. A., & Susan C. A. (2018). Biological Anthropology: The Natural History of Humankind (4th Edition). Upper Saddle River, N.J. : Pearson. Introduction pp.1-11.
19. Stanford, C., John, S. A., & Susan C. A. (2018). Biological Anthropology: The Natural History of Humankind (4th Edition). Upper Saddle River, N.J. : Pearson. Chapter 6 & 7 pp.160-224.
20. Stanford, Craig, John S. Allen and Susan C. Anton. 2018. Biological Anthropology: The Natural History of Humankind (4th Edition). Upper Saddle River, N.J. : Pearson. Chapter 3 pp.69-93 and Chapter 5 pp.121-157.
21. Weitz, C. A. (1979). Introduction to Physical Anthropology and Archaeology. Englewood Cliffs: Prentice-Hall, Inc.
22. Wenda. T., Robert, J., Lynn, K., Russell, C., Eric, B. (2017). Introduction to Physical Anthropology. Wadsworth Publishing Co Inc.
23. Wood, B. (2005). Human Evolution: A Very Short Introduction. Oxford: Oxford University Press.

Course Designers

1. Dr. Bikku, Assistant Professor, Sociology and Anthropology, ESLA. SRM University-AP

Anthropology of Senses

Course Code	SOC 423	Course Category	CE		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To discuss how anthropology requires a sensory engagement.
2. To Identify ideas, theories and practices of anthropology of senses.
3. To Demonstrate how principles of phenomenology and embodiment become crucial for the anthropology of senses.
4. Critically analyse the visual, sonic, haptic, olfactory, and gastronomical approaches to Anthropology.

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 various definitions of anthropology of senses.	1	70%	80%
Outcome 2	Arrive at the categories of ritual, every day, environmental, and violent.	2	70%	70%
Outcome 3	Compare the different lenses to explain socio-cultural situations	3	60%	70%
Outcome 4	Verify how being and embodiment are complex interconnected systems.	4	60%	60%
Outcome 5	Critically analyse the social, aural, and spatial in constructing an anthropological idea.	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	2	3	3	3	2	3	2	2	3
Outcome 2	2	2	2	2	2	0	3	2	2	3	2	2	3	3	2
Outcome 3	3	2	3	3	3	0	3	3	3	2	3	3	2	1	3
Outcome 4	2	3	2	2	2	0	3	2	2	3	2	2	3	2	2
Outcome 5	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3
Average	2.4	2.2	2.4	2.2	2.4	0.8	2.6	2.4	2.4	2.6	2.2	2.4	2.6	2.2	2.6

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction: What is Sensory Anthropology?	12	1	1,2,3
	How does one get consumed by the sensory world?	4		
	Exploring the depth of words and images	4		
	Exploring emplacement- body, mind, and environment	4		
Unit 2	Ecology and Senses	12	2	4, 5,6,7, 8,9
	Exploring Acoustemology	4		
	Feelingful listening and cultures of sound	4		
	Meaning of Landscape and Temporality	2		
	Immersive Ecological walk	3		
	How does one do sensory ethnography?	2		
Unit 3	Interrogating Smell	12	2	10,11,12
	Sensuous discourse of caste violence	4		
	Collaborative survival and autumn aroma	4		
	Assemblage and Political Economy	4		
	Food, Labour, and Smell	4		
Unit 4	Rituals of Listening	12	3,4	13,14,15
	Piety, Ethical Listening, Embodiment	6		
	I-pod shaping war environment	3		
	City and Sound	3		
Unit 5	Unit 5: The Visual Turn	12	3,4	16,17,18
	Affective expression and cinema	4		
	Mizo Insurrection and Camera	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%	50%
	Understand					
Level 2	Apply	40%	40%	50%	40%	30%
	Analyse					
Level 3	Evaluate	30%	20%	20%	20%	20%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. STOLLER, P. (1997). Sensuous Scholarship. University of Pennsylvania Press. <http://www.jstor.org/stable/j.ctt3fj1pm>
2. Pink, S. (2013). Engaging the senses in ethnographic practice: Implications and advances. *The Senses and Society*, 8(3), 261-267.
3. Howes, D. (Ed.). (2021). *Empire of the senses: The sensual culture reader*. London: Routledge. Introduction and select chapters
4. Feld, S., & Brenneis, D. (2004). Doing anthropology in sound. *American ethnologist*, 31(4), 461-474.
5. Ingold, T. (1993). The temporality of the landscape. *World archaeology*, 25(2), 152-174.
6. Invited Lecture by Rohan Chakravarty about his series 'green humor'
7. This is followed by an early morning bird watching or wildlife walk to introduce the ecological lens in experiencing the everyday.
8. Chenhall, R., Kohn, T., & Stevens, C. S. (2020). *Sounding Out Japan: A Sensory Ethnographic Tour*. United Kingdom: Routledge.
9. Lorea, C. E., Mukherjee, A., & Roy, D. (2024). A Dalit religion online: clashing sensoryscapes and remote ethnographies behind the screen. *Dialectical Anthropology*, 48(1), 83-112.
10. Kapoor, S. (2021). The violence of odors: sensory politics of caste in a leather tannery. *The Senses and Society*, 16(2), 164-176.
11. Tsing, A. L. (2021). *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. United Kingdom: Princeton University Press.
12. Dolly Kikon (2020): Seasons of Life follows Tsumungi, Pithunglo, and Yanchano, as they labour to forage and ferment tender bamboo shoot, a food item cherished across several Himalayan households in South Asia. link: <https://www.youtube.com/watch?v=nrI4e07MYKk>
13. Mahmood, S. (2001). Rehearsed spontaneity and the conventionality of ritual: Disciplines of Şalat. *American Ethnologist*, 28(4), 827-853.
14. Hirschkind, C. (2001). The Ethics of Listening: Cassette-Sermon Audition in Contemporary Egypt. *American ethnologist*, 28(3), 623-649.
15. Chattopadhyay, B. (2012). Sonic Menageries: Composing the sound of place. *Organised Sound*, 17(3), 223-229.
16. Daughtry, J. M. (2015). *Listening to War: Sound, Music, Trauma, and Survival in Wartime Iraq*. United Kingdom: Oxford University Press.
17. Pandian, A. (2011). Landscapes of expression: Affective encounters in South Indian cinema. *Cinema Journal*, 51(1), 50-74.
18. Pachau, J. L. K., Schendel, W. v. (2015). *The Camera as Witness: A Social History of Mizoram, Northeast India*. India: Cambridge University Press.

Course Designers

1. Dr. Sebanti Chatterjee, Assistant Professor, Department of Sociology and Anthropology, SRM Universit

Conversion Politics in India

Course Code	SOC 424	Course Category	CE			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. The course aims to introduce the meaning of religious symbols
2. Explain how rituals are placed within the discourse of modernity
3. To articulate how secularism is important in the Indian social milieu
4. Critically engage with local and global manifestations of religion.

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 genesis of conversations around religiosity	1	70%	80%
Outcome 2	Illustrate the nuances of conversion dialogues	2	70%	70%
Outcome 3	Explore how sound and religion create new meanings	3	60%	70%
Outcome 4	Distinguish cultural expression and power	4	60%	60%
Outcome 5	Critically adopt a digital framework to situate indigeneity	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	3	3	2	3	3	3	3
Outcome 2	2	2	2	2	3	3	2	2	2	2	2	2	2	2	2
Outcome 3	3	2	3	3	3	2	3	3	3	2	3	3	2	2	2
Outcome 4	2	2	2	2	2	3	2	2	3	2	3	2	2	2	2
Outcome 5	2	2	2	3	2	3	2	2	2	3	2	2	2	2	2
Average	2.4	2	2.4	2.5	2.5	2.4	2.4	2.4	2.5	2.4	2.5	2.4	2.4	2.4	2.4

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Debates on religion, secularism, Culture	20	1,2	1,2,3,4,5
	What is secular?	7		
	Ritual behaviour and social structure and processes	7		
	Distinctive cultural traditions and liberal democratic government	6		
Unit 2	Conversion, Society, and Culture	20	2,3	6,7,8,9,10
	Syrian Christianity and cultural expression	7		
	Political articulation, education, and print	7		
	Christian Historical Experiences and Larger Indian Modernity	6		
Unit 3	Religion and Sound	20	3,4	11,12,13,14,15,16
	Religious syncretism and indigenization of Christianity	7		
	Afro Indian Creole musical Practices in Gujarat	7		
	Bhimgeet articulating political, religious, and aesthetic concerns	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	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	20%	40%	50%	40%	20%
	Analyse					
Level 3	Evaluate	30%	20%	20%	20%	30%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Asad, T. (2003). Formations of the secular: Christianity, Islam, modernity. United Kingdom: Stanford University Press.
2. Turner, V., Abrahams, R., Harris, A. (2017). The Ritual Process: Structure and Anti-Structure. United Kingdom: Taylor & Francis.
3. Taylor, C. (1994). Multiculturalism: Examining the Politics of Recognition. United Kingdom: Princeton University Press.
4. Huda, Q. U. (2003). Khwaja Mu'in ud-din Chishti's death festival: competing authorities over sacred space. Journal of Ritual Studies, 17(1), 61-78.
5. Visvanathan, S. (1999). The Christians of Kerala: History, Belief and Ritual Among the Yakoba. India: Oxford University Press, USA.
6. Longkumer, A. (2019). 'Along Kingdom's Highway': the proliferation of Christianity, education, and print amongst the Nagas in Northeast India. Contemporary South Asia, 27(2), 160-178.
7. Malekandathil P., & Sarkar, T. (2016). Christianity in Indian History: Issues of Culture Power and Knowledge. Delhi: Primus Books.
8. Guru, G. (1991). Hinduisation of Ambedkar in Maharashtra. Economic and political weekly, 26(1), 339-341.
9. PC, S. (2017). Muslim social organisation and cultural Islamisation in Malabar. South Asia Research, 37(1), 19-36.
10. Eaton, R. M. (1985). Approaches to the Study of Conversion to Islam in India. Approaches to Islam in religious studies, 106-123.
11. Sherinian, Z. (2017). Religious Encounters: Empowerment through Tamil Outcaste Folk Drumming. Interpretation, 71(1), 64-79.
12. <https://www.academia.edu/video/lgeOmj>
13. Kalyani, K. (2020). Tathagata Buddha Songs. Caste: A Global Journal on Social Exclusion, 1(2), 51-62.
14. Chatterji, R. (2014). Folk Theatre on the Modern Stage: Manasa-Death Dealer/Life Giver. Indian Anthropologist, 44 (2), 1-18. <http://www.jstor.org/stable/43899386>.
15. Parveen, B. (2014). "The eclectic spirit of Sufism in India: an appraisal." Social Scientist 42 (11), 39-46.
16. Choppy, G. K. (2021). Christianity and Politics in Tribal India: Baptist Missionaries and Naga Nationalism. India: State University of New York Press.

Course Designers

1. Dr. Sebanti Chatterjee, Assistant Professor, Department of Sociology and Anthropology, SRM University-AP.

Sociology of Work

Course Code	SOC 425	Course Category	CE		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Liberal Arts	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Introduce students to the social context of what is known as work
2. Introduce students to how this social context has brought about transformative shifts in the way work is organized.
3. 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	Analyze 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 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	30%	20%	30%	40%
	Understand					
Level 2	Apply	70%	60%	70%	50%	40%
	Analyse					
Level 3	Evaluate	0%	10%	10%	20%	20%
	Create					
Total		100%	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, Rinehart 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 and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33
9. Taylor, Steve. 1998, "Emotional Labour and the new Workplace" in Thompson and Walhurst (eds.) Workplace of the Future. London: Macmillan, Pp. 84-100
10. Breman, Jan. 2003, "The Informal Sector" in Veena Das, (ed.) The Oxford India 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 Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) Industrial Work and Life: An Anthropological Reader, London: Berg, Pp. 167-185
13. Ritzer, G. 2000. The Macdonaldization of Society. California: Pine Forge 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.

Globalization and Social Change

Course Code	SOC 426	Course Category	CE			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. Introduce and situate globalization as a historical social process
2. Describe and define different types of globalization (economic, social, cultural)
3. Review theories of globalization and social change
4. Analyze the complex ways in which globalization impacts social change
5. Critically evaluate both pro and anti-globalization narratives

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	Appreciate the historical genesis and map the trajectories of globalization	1	80%	70%
Outcome 2	Attain theoretical insights on how to understand processes of globalization	2, 3	80%	70%
Outcome 3	Evaluate the pros and cons of the social impacts of globalization	4, 5	80%	70%
Outcome 4	Summarize the effects of globalization upon Indian society	4, 5	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	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2
Outcome 2	3	2	2	2	2	2	2	3	2	2	2	3	2	2	3
Outcome 3	3	2	2	2	2	2	2	3	2	2	2	3	3	3	3
Outcome 4	2	2	2	3	3	2	3	3	2	2	2	2	2	3	2
Average	2.5	2	2	2.25	2.25	2	2.25	3	2	2	2	2.5	2.25	2.5	2.5

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used		
Unit 1	Introducing Globalization	10	1	1, 2, 3		
	What is globalization					
	Historical perspectives on Globalization					
	What is local, what is global					
	Globalization and social change					
Unit 2	Theories of Globalization	10	1, 2	1, 2, 3, 4, 8		
	Modernization Theory, Dependency Theory					
	World System Theories					
	NeoLiberalism					
Unit 3	Global Technology and Information Flows	10	2, 3	5, 6, 7		
	Technology, Media, Internet					
	Global Governance and Civil Society					
Unit 4	Global Cultural Flows, Hybridity and Postmodernity	15	3	5		
	Landscapes of globalization, cultural flows					
	Human migration					
	Globalization of crime, disease, war and terrorism					
Unit 5	Resisting Globalization : Case Studies	10	3, 4	11, 12, 13, 14		
	Case studies from India, Latin America, United States, Middle East, Europe Democracy and Globalization					
Unit 6	Conclusion and Reflections	5				
	Globalization promise and pitfalls					
Total Contact Hours		60				

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			End Semester Take Home Essay (40%)
		In Class Quiz (20%)	Midterm (30%)	Class Participation (10%)	
Level 1	Remember	50%	50%	30%	30%
	Understand				
Level 2	Apply	40%	40%	40%	20%
	Analyse				
Level 3	Evaluate	10%	10%	30%	50%
	Create				
Total		100%	100%	100%	100%

Recommended Resources

1. L Stavrianos (1981) 'Global Rift', Harper Perennial, New York (selected chapters)
2. J. Timmons Roberts and Amy Bellone Hite eds. (2007) The Globalization and Development Reader, Malden, MA, Blackwell (selected chapters)
3. Stiglitz, Joseph E (2003) Globalization and its Discontents, New York, WW Norton and Company (selected chapters)
4. Philip Mc Michael and Heloise Weber (2021) Development and Social Change: A Global Perspective, Sage, London
5. Arjun Appadurai (1990) 'Disjuncture and Difference in the Global Cultural Economy' "Theory, Culture and Society", Vol 7, Issue 2-3 pp 295-310
6. Mary Kaldor (2008) Global Civil Society: Communicative power and Democracy, LSE India Observatory
7. David Harvey (1991) The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change, Wiley Blackwell (selected chapters)
8. Sasha Liley (2006) On Neo Liberalism: An Interview with David Harvey
9. Mike Davis (2004) Planet of Slums, Verso, New York (selected chapters)
10. Mike Davis (2017) Late Victorian Holocausts: El Nino Famines and the Making of the Third World, Verso, New York (selected chapters)
11. A. Gunvald Nilsen and Sara Motta eds. (2011) Social Movements in the Global South: Dispossession, Development and Resistance, Palgrave MacMillan (selected chapters)
12. James Petras (2013) Social Movements in Latin America: NeoLiberalism and Popular Resistance, Palgrave MacMillan (selected chapters)
13. Fawaz E. Gerges (2015) Contentious Politics in the Middle East: Popular Activism and Marginalized Resistance, Palgrave MacMillan (selected chapters)
14. G Harrison (2002) Issues in the Contemporary Politics of Sub Saharan Africa, Palgrave MacMillan (selected chapters)

Course Designers

1. Dr. Vandana Swami, Department of Sociology and Anthropology, SRM University, AP vandana.s@srmap.edu.in

Health Systems and Policy

Course Code	SOC 427	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Understand health system as a complex system.
2. Familiarity with the process of policy making as well as implementation.
3. Describe how health policies and systems have evolved 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	Appreciate the emerging understanding of health system and healthcare system	1,2	70%	80%
Outcome 2	Utilize various theories and frameworks in analyzing health system and policies	2,3,4	70%	70%
Outcome 3	Utilize various theories and frameworks in analyzing health policies	2,3,4	70%	70%
Outcome 4	Delineate policy trajectory in India in line with key global events/actors influencing the same	3,4	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	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3	2			3	2		
Outcome 2	2	2	2		2		2	2	3			2		2	
Outcome 3	3	2	3		3			3	3			3		2	
Outcome 4	2	3	3		2			2	2			2			
Average	2.5	2.25	2.75		2.5		2	2.5	2.5			2.5	2	2	

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Health system and healthcare system	10	1,2	1-5
	Emerging understanding of health system and healthcare system			
	Health systems frameworks			
	Group presentation on health system frameworks			
Unit 2	Health policy analysis	12	3	6-9
	Definition of policy, questions to be asked to analyse a policy			
	Policy analysis theories and frameworks			
	Group presentations on policy analysis theories and frameworks			
	Preparing a policy brief			
Unit 3	Evolution of health policy and systems in India	23	4	10-18
	Global actors and their roles in shaping health systems and policies at the global level including India			
	Evolution of National Health Committees in India			
	Role of five-year plans in the evolution of health system and policies in India			
	National Health Programs and Policies			
	Organizational structure of healthcare system in India			
	Total contact 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%	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

1. De Savigny, D. and Adam, T. eds., (2009). Systems thinking for health systems strengthening. World Health Organization.
2. Peters, D.H., (2014). The application of systems thinking in health: why use systems thinking?. Health research policy and systems, 12(1), pp.1-6.
3. Freedman, L.P., 2005. Achieving the MDGs: health systems as core social institutions. Development, 48(1), pp.19-24.
4. Shakarishvili, G., Atun, R., Berman, P., Hsiao, W., Burgess, C. and Lansang, M.A., (2010). Converging health systems frameworks: towards a concepts-to-actions roadmap for health systems strengthening in low and middle income countries. Global Health Governance, 3(2).
5. Van Olmen, J., Criel, B., Bhojani, U., Marchal, B., Van Belle, S., Chenge, M.F., Hoeree, T., Pirard, M., Van Damme, W. and Kegels, G., (2012). The health system dynamics framework: the introduction of an analytical model for health system analysis and its application to two case-studies. Health, Culture and Society, 2(1), pp.1-21.
6. Buse, K., Mays, N. and Walt, G., (2012). Making health policy. McGraw-hill education (UK). (UK) Chapter 1 (Policy analysis framework: Actors, contexts, power), pp. 4-16 and chapter 2 (Power and Policy process) 20-46
7. Walt, G., Shiffman, J., Schneider, H., Murray, S.F., Brugha, R. and Gilson, L., (2008). 'Doing health policy analysis: methodological and conceptual reflections and challenges. Health policy and planning, 23(5), pp.308-317.
8. Ramani, S et al. (2021). Sometimes Resigned, Sometimes Conflicted, and Mostly Risk Averse: Primary Care Doctors in India as Street Level Bureaucrats, International Journal of Health Policy Management, 10 (7): 376-387
9. Philippe De Wals, Maria-Eugenia Espinoza-Moya & Daniel Béland. (2019). Kingdon's Multiple Streams Framework and the Analysis of Decision-Making Processes Regarding Publicly-Funded Immunization Programs., Expert Review of Vaccines, 18:6, 575-585, DOI: 10.1080/14760584.2019.1627208
10. Duggal, R. (2001). Evolution of Health Policy in India. Mumbai: Centre for Enquiry into Health and Allied Themes. 1-56
11. Amrith, S. (2007). Political culture of health in India: A historical perspective. Economic and Political Weekly, 114-121.
12. Sujatha, V. and Abraham, Leena. 2007. Medicine, state and society, Economic and political weekly, 44 (12) 35-43
13. Sen, G. (2012). Universal Health Coverage in India. Economic & Political Weekly, 47(8), 45.
14. Lahariya, C. 2018. 'Ayushman Bharat' Program and Universal Health Coverage in India. Indian Pediatr 55, 495-506
15. Lahariya, C., (2017). Mohalla Clinics of Delhi, India: Could these become platform to strengthen primary healthcare?. Journal of family medicine and primary care, 6(1), p.1.
16. Garg, S. and Pande, S., (2018). Learning to Sustain Change: Mitani Community Health Workers Promote Public Accountability in India. Accountability Research Center.
17. Garg, S. and Pande, S., (2018). Learning to Sustain Change: Mitani Community Health Workers Promote Public Accountability in India. Accountability Research Center.
18. Shukla, Abhay et al. (2013). Community based monitoring and planning in Maharashtra: A case study, Case studies series, COPASH. 1-25.

Course Designers

1. Dr. Sapna Mishra, Assistant Professor, ESLA, SRM University- AP

Course Code	SOC 428	Course Category	CE		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

1. Explain and describe the nature of 'informality' and 'informal economy'
2. Elaborate upon the challenges faced by labour and informal workers in India and globally
3. Describe the social movements that have supported informal workers in their struggles
4. Evaluate the role played by labour and informal sector in national development in India

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognize the features of 'informality' and define the 'informal sector'	1, 2	70%	60%
Outcome 2	Demonstrate the nature of working conditions in the informal sector through a case study assignment	3	70%	60%
Outcome 3	Analyze the contribution of informal economy and casual labour to economic growth	4, 5	70%	60%
Outcome 4	Evaluate the role of the informal sector as a mass employer in India and its socio economic impacts	4, 5	70%	60%

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Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Defining Informality: Theories and Concepts	10	1	1, 2
	WIEGO framework			
	ILO perspectives			
	Formal vs Informal economies			
	Understanding the informal sector in India			
	Role of the state in informalization			
Unit 2	Labour and work in the informal economy	10	2	3, 4
	Working conditions and wages			
	Major sectors of informalization			
	Role of trade unions in social protection of labour			
Unit 3	Social identities and social solidarities in the informal sector	10	2, 3	4, 5, 6, 7
	Gender, Caste and Tribe in the informal sector			
	Kinship and social networks among informal labour			
	Role of managers and intermediaries in the informal sector			
Unit 4	Case Study	10	2, 3	7
	Students work in groups to develop a case study on an informal sector unit in their area, with due permissions and clearances from all stakeholders			
	Case study class presentations			
Unit 5	Conclusion: Informal Labour and Social Mobility	5	1, 2, 3	8, 9, 10, 11
	Stories of struggle, hope and despair			
	Safe work in informal economies – challenges and opportunities			
Total Contact Hours		45		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments			End Semester Take Home Essay (35%)
		CLA-1 In Class Quiz (20%)	CLA 2 In Class Mid-Term Examination (25%)	CLA-3 (20%) Class Participation	
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. V Chen (2012) 'Informal Economy: Definitions, Theories and Policies' WIEGO Working Paper No. 1
2. J Breman (2011) 'Informal Economy as a Global Trend' WIEGO Working Paper, Amsterdam, 2011
3. A K Naik (2009) 'Informal Sector and Informal Workers in India' IARIW-SIAM Conference on Measuring the Informal Economy in Developing Countries
4. Sengupta A, Raveendran G and Kannan KP (2008) 'India's Common People: Who are they, How Many are They and How do they Live?' EPW, 43 (11)
5. State of Working in India (2018) Azim Premji University Report (Chapter 5)
6. Ghai D (2002) 'Decent Work: Concepts, Models and Indicators', International Institute for Labour Studies, Geneva
7. NCEUS (2007) 'Other Disadvantaged Workers: Migrants, Child and Bonded Labourers', Report on condition of work and promoting of livelihood in the unorganized sector', pp 193-208
8. Kamala Sankaran (2020) 'Realizing employer liability for informal workers: Lessons from India' in Martha Chen, Francoise Carre (ed) 'The Informal Economy Revisited: Examining the Past, Envisioning the Future' London, Routledge, pp 226-231
9. ILO (2007) Toolkit for Mainstreaming Employment and Decent Work, Geneva, ILO
10. Goswami P (2009), 'A Critique of the Unorganized Workers Social Security Act' EPW, 44(11): 17-18
11. RoyChowdhury, S. (2005) Labour Activism and Women in the Unorganized Sector: Garment export Industry in Bangalore, EPW, 2250-2255

Course Designers

1. Dr Vandana Swami Professor, Department of Sociology and Anthropology SRM University, Andhra Pradesh

Science, Technology, Culture

Course Code	SOC 429	Course Category	CE			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. The course aims to introduce concepts of science, technology, culture
2. Familiarise students how scientific thinking emerged
3. Understand networks and communities of power
4. Critically evaluate how religion, artifact, and feminist voices come together.

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 significance of technology across spectrums	1	70%	80%
Outcome 2	Demonstrate relationship between religion, science, and technology	2	70%	70%
Outcome 3	Illustrate how democracy and citizenship shape social lives	3	60%	70%
Outcome 4	Explore difference aspects of the feminist questions	4	60%	60%
Outcome 5	Critically analyse how state and its subversive other formulate bio-technical questions	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 Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	2	3	3	3	3	2	2	3	3	3	3	3
Outcome 2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Outcome 3	3	2	3	2	3	2	2	3	2	2	3	3	3	3	3
Outcome 4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Outcome 5	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2
Average	2.4	2	2.4	2	2.4	2.4	2.4	2.4	2	2	2.4	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 Science and Technology	20	1,2	1,2
	Incommensurability and paradigm	7		
	Networks and relations of power and control	7		
	Centres of Calculation	6		
Unit 2	Science, Religion, Technology	20	3,4	3,4,5
	Scientific Temper and socio-cultural change	7		
	Who is a scientific believer?	7		
	Egypt's acoustic culture- state sanctioned and subversive voices	6		
Unit 3	Feminist Engagement and Science	20	4,5	6,7,8,9
	Politics and epistemologies of location	7		
	Objectivity as positioned rationality	7		
	Attending to forms of bio-citizenship	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	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	20%	20%	50%	40%	20%
	Analyse					
Level 3	Evaluate	30%	40%	20%	20%	30%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Kuhn, T. S. (2012). The Structure of Scientific Revolutions. United Kingdom: University of Chicago Press.
2. Latour, B. (1987). Science in Action: How to follow scientists and engineers through society. Cambridge: Harvard University Press.
3. Thomas, R. (2021). Science and Religion in India: Beyond Disenchantment (1st ed.). U.K.: Routledge. Chapter 1, 3.
4. Simon, A. (2022). Media of The Masses: Cassette Culture in Modern Egypt. Stanford, CA: Stanford University Press.
5. Guzik, K. (2016). Making Things Stick: Surveillance Technologies and Mexico's War on Crime. University of California Press. Chapter: Surveillance Technologies and States of Security.
6. Haraway, D. (2013). Situated knowledges: The science question in feminism and the privilege of partial perspective 1. In Women, science, and technology. U.K.:Routledge. pp. 455-472.
7. Smith, L. A. (2016). Identifying democracy: Citizenship, DNA, and identity in postdictatorship Argentina. Science, Technology, & Human Values, 41(6), 1037-1062.
8. Majumdar, A., & Qureshi, A. (2022). Thinking about infertility from a mixed-methods perspective: the need to look at toxicity in rural India. Sexual and Reproductive Health Matters, 29(2), 413–19. <https://www.jstor.org/stable/48714672>.
9. Krishnan, S. (2023). Digitalisation of Indian smart cities: post-Covid-19 approaches to data, recognition and health monitoring. Cambridge Journal of Regions, Economy and Society, 16(2), 349-359.

Course Designers

1. Dr. Sebanti Chatterjee, Assistant Professor, Department of Sociology and Anthropology, SRM University, AP.

Gift, Consumption, and Exchange

Course Code	SOC 430	Course Category	CE		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To discuss historical evolution of economic anthropology
2. To Identify how economy is embedded in various social institutions
3. To Illustrate how there is perpetual cycles of exchanges within and between generations
4. Critically analyse concepts of debts, obligations, consumption

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 nature of political economy and class struggle	1	70%	80%
Outcome 2	Explain notions of market and trade and reciprocity	2	70%	70%
Outcome 3	Applying at the meanings of the economy and morality of gift	3	60%	70%
Outcome 4	Analyze the inter-tribal network of relationships	4	60%	60%
Outcome 5	Critically formulate cultures of honour, credit, and obligation	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	2	3	2	2	3	3	3	3	3
Outcome 2	2	2	2	3	2	2	2	2	3	3	2	2	2	2	2
Outcome 3	3	2	3	2	3	3	3	3	2	3	2	3	3	3	3
Outcome 4	2	2	2	2	2	3	2	2	3	2	3	2	2	2	2
Outcome 5	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2
Average	2.4	2	2.4	2.5	2.5	2.5	2.4	2.4	2.5	2.5	2.4	2.4	2.4	2.4	2.4

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Political Economy and German Society	12	1	1
	Overthrow of the capitalist mode of production	6		
	Historic periods and its own laws	6		
Unit 2	Gift Economy	12	2	2,3
	Kula and ceremonial gift	4		
	Mythical ancestors and magical knowledge	4		
	Rules of Generosity and intensity of Gift Exchange	4		
Unit 3	Affluent Society and Consumption	12	2	4,5
	Simplicity of technology and democracy of property	4		
	Prestige on craftsmanship and Trade	4		
	Consumption and Possessive individualism	4		
Unit 4	Economy and Society	12	3,4	6,7,8
	Community, Self-sufficiency, Justice	6		
	Trade, Market, and, Debt	6		
Unit 5	Market Economy and Intimacy	12	3,4	9,10
	Labour, Land, Money	6		
	Intimacy and Economic Relations	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	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	20%	40%	50%	20%	20%
	Analyse					
Level 3	Evaluate	30%	20%	20%	40%	30%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Marx, K., Engels, F. (1959). Basic Writings on Politics and Philosophy. United States: Doubleday.
2. Malinowski, B. (2013). Argonauts of the western Pacific: An account of native enterprise and adventure in the archipelagoes of Melanesian New Guinea [1922/1994]. UK:Routledge.
3. Mauss, M. (2011). The Gift: Forms and Functions of Exchange in Archaic Societies. United Kingdom: Martino Publishing.
4. Sahlins, M. (2020). Stone Age Economics. United Kingdom: . Routledge.
5. Graeber, D. (2011). Consumption. Current anthropology, 52(4), 489-511.
6. Polanyi, K. (1971). Trade and Market in the Early Empires: Economies in History and Theory. United States: Henry Regnery Company.
7. Stoller, P. (1996). Spaces, places, and fields: the politics of West African trading in New York City's informal economy. American Anthropologist, 776-788.
8. Graeber, D. (2012). Debt: The First 5000 Years. India: Penguin Books Limited.
9. Polanyi, K. (2002). The great transformation. Readings in economic sociology, 38-62.
10. Zelizer, V. A. (2009). The Purchase of Intimacy. United Kingdom: Princeton University Press.

Course Designers

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