



DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY
EASWARI SCHOOL OF LIBERAL ARTS
BA(H) SOCIOLOGY/ANTHROPOLOGY

CURRICULUM APPLICABLE FOR 2024
ADMISSION ONWARDS

Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits
AEC	University AEC	Listen closely, Speak up, Read well: A Holistic approach to Language skills	1	0	1	2
VAC	University VAC	Environmental Science	2	0	0	2
SEC	School SEC	Digital Literacy	1	1	0	2
FIC	School FIC	Understanding India Society(ies): Myths and Realities	3	0	2	4
FIC	School FIC	Understanding the Indian Constitution	2	1	0	4
FIC	School FIC	Understanding Human Minds	3	0	1	4
FIC	School FIC	Emerging Technologies	2	0	0	2
Semester Total						20
Semester-2						
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits
AEC	University AEC	The power of the pen and the voice-Basics of writing presentation	1	0	1	2
VAC	University VAC	Ethics and Universal Human Values	2	0	0	2
SEC	School SEC	The Arrows of Intellect: Analytical Reasoning and tude	0	0	2	2
FIC	School FIC	Economics in Everyday Life				4
FIC	School FIC	Data Analytics for Social Sciences				3
CC	Core	Sociology and Anthropology: An Introduction	3	0	2	4
OE/Minor	OE/Minor	Food, Taste and Freedom	3	0	0	3
Semester Total						20
Semester-3						
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits
AEC	School AEC	Creativity and Critical thinking Skills	1	0	1	2
VAC	School VAC	Co-Curricular Activities	0	0	2	2*
VAC	School VAC	Community Engagement	2	0	0	2*
SEC	Department/School	Entrepreneurial Mindset				2
CC	Core	Classical Sociological Theories	3	0	2	4
CC	Core	Anthropological Theories	3	0	2	4
CC	Core	Gender, Power, Difference	3	0	2	4
CC	Core	Castes, Tribes and Nomadic Communities	3	0	2	4
OE/Minor	OE/Minor	Visuality and Aurality in Anthropology	3	0	0	3
Semester Total						23
Semester-4						
Category	Sub-Category	Course Title	L	T/D	P/PPr	Credits
AEC	School AEC	Leadership and Teamwork	1	0	1	2
VAC	School VAC	Co-Curricular Activities	0	0	2	2*
VAC	School VAC	Community Engagement	2	0	0	2*
SEC	School SEC	Social Entrepreneurship	1	1	1	2
CC	Core	Anthropology of Religion	3	0	2	4
CC	Core	Urban Sociology	3	0	2	4
CC	Core	Research Methodology	3	0	2	4
CC	Core	Environmental Anthropology	3	0	2	4
OE/Minor	OE/Minor	Work in the Gig Economy	3	0	0	3
Semester Total						23
Semester-5						
Category	Sub-Category	Course Title	L	T/D	P/PPr	Credits
VAC	School VAC	Co-Curricular Activities	0	0	2	2*

VAC	School VAC	Community Engagement	2	0	0	2*
SEC	SEC Elective	Career Skills-1				2
CC	Core	Nationalism and Society	3	0	2	4
CE	Core Elective	Anthropology of Senses or Conversion Politics	3	0	2	4
CC	Core	Anthropology of Kinship and Marriage	3	0	2	4
CC	Core	Medical Anthropology	3	0	2	4
OE/Minor	OE/Minor	Work, Health and Wellbeing	3	0	0	3
RDIP	Internship / earch / Thesis	Internship	0	0	8	4
Semester Total						25
Semester-6						
Category	Sub-Category	Course Title	L	T/D	P/ Pr	Credits
VAC	School VAC	Co-Curricular Activities	0	0	2	2
VAC	School VAC	Community Engagement	2	0	0	2
SEC	SEC Elective	Career Skills-2				2
CC	Core	Sociology of Modern India (Prof. Vandana)	3	0	2	4
CE	Core Elective	Sociology of Work or Social Movements	3	0	2	4
CE	Core Elective	Health System and Policy OR Work, Labour and Informality	3	0	2	4
CE	Core Elective	Science, Technology and Culture OR Gift Consumption and Exchange	3	0	2	4
OE/Minor	OE/Minor	Digital Anthropology	3	0	0	3
Semester Total						25
Semester-7						
Category	Sub-Category	Course Title	L	T/D	P/ Pr	Credits
CC	Core	Advanced Research Methods	3	0	2	4
CC	Core	Course of Independent Study	3	0	2	4
RDIP	Internship / earch / Thesis	Internship	0	0	12	6
Semester Total						14
Semester-8						
Category	Sub-Category	Course Title	L	T/D	P/P	Credits
RDIP	Internship / Research / Thesis	Major Project	0	0	12	10
Semester Total						10
Total Credit (3 years)						136
Total Credit (4 years)						160

LIST OF MINOR COURSES AND OPEN ELECTIVE COURSES OFFERED BY THE DEPARTMENT of SOCIOLOGY and ANTHROPOLOGY

Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits
OE/Minor		Food, Culture and Society	3	0	0	3
OE/Minor		Visuality and Aurality in Anthropology	3	0	0	3
OE/Minor		Work in the Gig Economy	3	0	3	3
OE/Minor		Work, Health and Wellbeing	3	0	0	3
OE/Minor		Digital Anthropology	3	0	0	3
OE/Minor		Sustainable Cities and Climate Change	3	0	0	3
OE/Minor		Gender and Society	3	0	0	3

COURSES OFFERED IN SEMESTER I

Understanding Indian Society(ies): Myths and Realities

Course Utilisation Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction	12
	History, Anthropology and Colonialism	
	Critics of Colonial Construction of Indian Society and Culture	
Unit 2	Villages Studies and Urban studies in India	12
	Understanding of Indian Villages: Anthropologists and Sociologists	
	Revisiting Indian Village Studies	
	Key Concepts: Urban, Urbanism and the City	
	Gender and the City	
Unit 3	Social Stratification in India- Caste and Class	12
	Social Stratification	
	The Book View and The Field View of Caste	
	Understanding Class with special reference to the Middle Class in India	
Unit 4	Tribes and Nomads	12
	Tribal Cultures	
	Nomadic and Semi-Nomadic Communities in India	
	Developmental Policies for Tribes, Nomadic and Semi-Nomadic communities	
Unit 5	Indian State and Society	12
	Colonial State and Indian Social	
	Postcolonial Indian Social	
	Total Contact Hours	60

Name of the Course: Understanding Indian Society (ies): Myths and Realities

Course Code		Course Category	School FIC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)	Understanding Indian Society (ies): Myths and Realities	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department		Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To introduce students to the study of India as a ‘colonial construct’ and its critique

Objective 2: To orient the students towards deconstructing the myth of the Indian village as a homogeneous, unchanging unit and its relationship with the Urban.

Objective 3: To introduce the students to sociological and anthropological formations of society in India

Objective 4: To introduce the idea of centrality of politics in constituting the ‘Indian social’.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the completion of the course learners will be able to	Bloom’s Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe and critique colonial approaches to the 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	Critically analyse the contours of the post-colonial ‘Indian Social’	2	70%	80%

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

CLOs	Program Learning Outcomes (PLO)												PS O 1	PS O 2	PS O 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 Life Long Learning			
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
Course Average	2	2	2	1	3	1	2	3	2	3	2	2	3	3	3

Learning Assessment

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

Course Designers

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

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

Prof. Vishnupad. Dean of Easwari School of Liberal Arts, SRM University, AP.

Lesson Plan

1. Topic(s): Introduction: History, Anthropology and Colonialism, Critics of Colonial Constriction of Indian Society and Culture		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous:NA	Current: Introduction: History, Anthropology and Colonialism	Following: Villages Studies and Urban studies in India
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours: 12
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> Cohn. B.S. (1996). Notes On the History of The Study of Indian Society and Culture. In <i>Structure and Changes in Indian Society</i> (Milton Singer and Bernard S. Cohn eds). Jaipur: Rawat Publication. (pp.1-27). Cohn. B.S. (1996). <i>Colonialism and Its Forms of Knowledge: The British India</i>, New Jersey: Princeton University Press. (Introduction. pp.1-15). Fuller C. J. (1977). British India or Traditional India? An Anthropological Problem, <i>Ethnos</i>, 42:3-4, pp.95-12. Fuller, C. J. (2016). "Colonial anthropology and the decline of the Raj: caste, religion and political change in India in the early twentieth century". <i>Journal of the Royal Asiatic Society</i>. 26 (3): 463–86 Fuller, C. J. (2017). Ethnographic Inquiry in Colonial India: Herbert Risley, William Crooke, and the Study of Tribes and Castes. <i>Journal of the Royal Anthropological Institute</i>, 23(3), 603–621. Bates, C 1995, Race, caste and tribe in central India: the early origins of Indian anthropometry. in P Robb (ed.), <i>The Concept of Race in South Asia</i>. OUP India, pp. 219-59. 		6
6.Assessments		
Assessment Component(s) CLA1+Midterm+End term	Assessment Type Assignment, quiz, Presentation, Written test.	Marks 15+5+5

Lesson Plan

2. Topic(s): Villages Studies and Urban studies in India- a. Understanding of Indian Villages: Anthropologists and Sociologists b. Revisiting Indian village Studies c. Key Concepts: Urban, Urbanism and the City d. Gender and the City		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Introduction to Social Research	Current: Villages Studies and Urban studies in India	Following: Social Stratification in India- Caste and Class
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours: 12
5. Resources 1. Dube, S.C (1955). Indian Village, London: Routledge. 2. Beteille, 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. Marriott, McKim (ed.) (1955). Village India: Studies in the Little Community, Chicago, : University of Chicago Press. 4. 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. <i>Comparative Studies in Society and History</i> , (60) 1, pp 58-89. 5. Srinivas M. N. (1987). The Indian Village: Myth and Reality. In <i>Dominant Caste and Other Essays</i> . Delhi: Oxford University Press. (pp.1-59).		Blended Learning Hours (if any)
6. Assessments		
Assessment Component(s) CLA2+Midterm+End term	Assessment Type Assignment, quiz, Presentation, Written test.	Marks 15+5+5

Lesson Plan

3. Topic(s): Social Stratification in India- Caste and Class- a. Social Stratification b. The Book View and The Field View of Caste c. Understanding Class with special reference to the Middle Class in India		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Villages Studies and Urban studies in India	Current: Social Stratification in India- Caste and Class	Following: Tribes and Nomads.
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours: 12
6. Resources 1. Crompton, R. (1998). <i>Class and Stratification: An Introduction to Current Debates</i> . Cambridge: Polity Press, 2nd Edition 2. Das, V. Ed. (2003). <i>The Oxford India Companion to Sociology and Social Anthropology, Vol.I and II</i> . Delhi: Oxford University Press (Sections 3 and 9 respectively). 3. Deshpande, S. (2003). <i>Contemporary India: A Sociological understanding</i> . New Delhi: Penguin Books.		Blended Learning Hours 6

4. Fernandes, L. (2006). *India's New Middle Class: Democratic politics in an Era of Economic Reform*. Minnesota: University of Minnesota Press.

6. Assessments

CLA2+Midterm+End term

Assignment, quiz, Presentation, Written test.

**Marks
15+5+5**

Lesson Plan

4. Topic(s): Tribes and Nomads a. Tribal Cultures b. Nomadic and Semi-Nomadic Communities in India c. Developmental Policies for Tribes, Nomadic and Semi-Nomadic Communities		CO: 3,4
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Social Stratification in India- Caste and Class	Current: Tribes and Nomads	Following: Indian State and Society
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours: 12
5. Resources 1. Bokil, M (2002). De-Notified and Nomadic Tribes: A Perspective. <i>Economic and Political Weekly</i> , 37(2), pp.148–154. 2. .Xaxa. V (1999). Transformation of Tribes in India: Terms of Discourse. <i>Economic and Political Weekly</i> , 34(24), pp.1519–1524. 3.		Blended Learning Hours 6
6. Assessments		
Assessment Component(s) End term	Assessment Type Written test	Marks 15

Lesson Plan

5. Topic(s): Indian State and Society a. Colonial State and Indian Social b. Postcolonial Indian Social		CO: 3,4
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Tribes and Nomads	Current: Indian State and Society	Following: NA
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours: 12
5. Resources 1. Jauregui, Beatrice. 2014. Provisional Agency in India: Jugaad and Legitimation in India, in <i>American Ethnologist</i> , Vol 41, No 1: 76-91 2. Witsoe, Jeffrey. 2012. Everyday Corruption and the Political Mediation of the Indian State, in <i>EPW</i> , Feb 11, Vol. XLVII, No. 6: 47-54		Blended Learning Hours 6
6. Assessments		
Assessment Component(s) End term	Assessment Type Written test	Marks 15

COURSES OFFERED IN SEMESTER II

Sociology and Anthropology: An Introduction

Course Utilisation Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introducing Anthropology and Sociology	8
	Colonialism, Anthropology, Orientalism, and Indology	
	Enlightenment, Industrial Revolution and Sociology	
	The relationship between the disciplines	
Unit 2	Basic Concepts	10
	Family, Kinship	
	Community	
	Institution	
	Society	
	Language, Culture, Multiculturalism	
	Norms,	
	Symbols, Myths, Rituals, Rites of Passage	
Unit 3	Understanding through theories	15
	Social-cultural Evolutionism	
	Functionalism, Structuralism, Conflict Theories	
	Symbolic and interpretive	
	Postmodernism	
Unit 4	Social Structures and their Inter-relationship	15
	Economy	
	Religion	
	Gender and Sexuality	
	Class, Caste, Tribe and Nomads	
Unit 5	Sociology and Anthropology in a Changing World	12
	Development,	
	Globalization	
	Migration	
	Total Contact Hours	60

Sociology and Anthropology: An Introduction

Course Code		Course Category	Core Course	L-T-P-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department		Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

Objective. 1 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.

Objective. 2. To teach students how to understand complex social and cultural aspects and their interrelationships differences through anthropological and sociological lenses.

Objective. 3. To cultivate the students towards critical empiricism and theoretical engagement to contemporary local and global challenges and draw sustainable solutions to create better communities and societies.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners 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	1,2	70	60
Outcome 2	Outline basic sociological concepts and theories	1,2	80	70
Outcome 3	Apply social-anthropological lens to look at everyday life	3,4,5	70	60
Outcome 4	Communicate the significance of social and collective action	3,4,5	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	PS O 1	PS O 2	PS O 3
Outcome 1	3	2	2	2	2	2	2	3	2	3	2	2	3		2
Outcome 2	3	2	2	2	2	2	2	3	2	3	2	2		3	
Outcome 3	3	2	2	2	3	2	2	3	2	3	2	2	2		3
Outcome 4	3	3	3	2	3	2	3	3	2	3	2	2		3	
Course Average	3	2	2	2	2	2	2	3	2	3	2	2	3	3	3

Learning Assessment

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

Course Designer

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

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

Lesson Plan

1. Topic(s): Introducing Anthropology and Sociology		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Introducing Anthropology and Sociology <ul style="list-style-type: none"> Colonialism, Anthropology, Orientalism, and Indology Enlightenment, Industrial Revolution and Sociology The relationship between the disciplines 	Following: Basic Concepts
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques <ul style="list-style-type: none"> Discussions . How many discussions / activities for this topic? 2 How many groups? 2 	In Class Hours 6	Out of Class Hours 2
<ol style="list-style-type: none"> Fuller C. J. (1977). British India or Traditional India? An Anthropological Problem, <i>Ethnos</i>, 42:3-4, pp.95-12. Fuller, C. J. (2017) Ethnographic inquiry in colonial India: Herbert Risley, William Crooke, and the study of tribes and castes. <i>Journal of the Royal Anthropological Institute</i>, 23 (3). pp. 603-621. Giddens, Anthony and Griffiths, Simon (2006) 'Sociology' Polity Press, Cambridge (selected chapters) Giddens, Anthony (2016) <i>Introduction to Sociology</i>, WW Norton, New York (selected chapters) Kottak, C. P. (2013). <i>Cultural Anthropology: Appreciating Human Diversity</i>. New York: McGraw-Hill. Nigel R. and Joanna O (2006). <i>Social and Cultural Anthropology: The Key Concepts</i>. Routledge. 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

1. Topic(s): Basic Concepts		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s)		
Previous: Introduction	Current: Basic Concepts <ul style="list-style-type: none"> Family, Kinship Community Institution, Society Language, Culture, Multiculturalism Norms, Symbols, Myths, Rituals, Rites of Passage 	Following: Understanding through theories
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 	In Class Hours 8	Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> Durkheim, Emile (1895/1982) <i>Rules of Sociological Method</i>, The Free Press, New York (selections) Eriksen, H.T. (2015). <i>Small Places, Large Issues: An Introduction to Social and Cultural Anthropology</i>, (4 th Edition). Pluto Press. Fuller, C. J. (2017) Ethnographic inquiry in colonial India: Herbert Risley, William Crooke, and the study of tribes and castes. <i>Journal of the Royal Anthropological Institute</i>, 23 (3). pp. 603-621. Giddens, Anthony and Griffiths, Simon (2006) 'Sociology' Polity Press, Cambridge (selected chapters) Giddens, Anthony (2016) <i>Introduction to Sociology</i>, WW Norton, New York (selected chapters) Hooks, Bell (1994) <i>Teaching to Transgress: Education as the Practice of Freedom</i>, Routledge, New Yor Jackson, S. and S. Scott (eds.), 2002, <i>Gender: A Sociological Reader</i>, London: Routledge. Lewis, D. (1973). Anthropology and Colonialism. <i>Current Anthropology</i>, 14(5), 581-602 Majumdar D. N. and Madam T.N (1967). <i>Introduction to Social Anthropology</i>, New Delhi, Asia Publishing House. Mills, C W (1959) <i>The Sociological Imagination</i>, Oxford University Press, New York. 		Blended Learning Hours 2

6.Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+ End term	Assignment, presentations, quiz, written test	15+5+5
1. Topic(s): Understanding through theories		CO: 1,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2,3,4,5		
Previous: Basic Concepts	Current: Understanding through theories <ul style="list-style-type: none"> Social-cultural Evolutionism Functionalism, Structuralism, Conflict Theories Symbolic and interpretive Postmodernism 	Following: Social Structures and their Inter-relationship.
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 	In Class Hours 13	Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> Barnard, A. (2000). <i>History and Theory in Anthropology</i>. Cambridge: Cambridge University Press Durkheim, Emile (1895/1982) <i>Rules of Sociological Method</i>, The Free Press, New York (selections) Eriksen, H.T. (2015). <i>Small Places, Large Issues: An Introduction to Social and Cultural Anthropology</i>, (4 th Edition). Pluto Press. Kearney, M. (1986). From the Invisible Hand to Visible Feet: Anthropological Studies of Migration and Development. <i>Annual Review of Anthropology</i>, 15, 331–361. Xaxa. V (1999). Transformation of Tribes in India: Terms of Discourse. <i>Economic and Political Weekly</i>, 34(24), pp.1519–1524. 		Blended Learning Hours 2
6.Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3+End term	Assignment, presentations, quiz, written test	15+5

1. Topic(s): Social Structures and their Inter-relationship.		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4,5		
Previous: Understanding through theories	Current: Social Structures and their Inter-relationship <ul style="list-style-type: none"> Economy b Religion Gender and Sexuality Class, Caste, Tribe and Nomads 	Following: Sociology and Anthropology in a Changing World
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 	In Class Hours 13	Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> Eriksen, H.T. (2015). <i>Small Places, Large Issues: An Introduction to Social and Cultural Anthropology</i>, (4 th Edition). Pluto Press. Giddens, Anthony (2016) <i>Introduction to Sociology</i>, WW Norton, New York (selected chapters). Jackson, S. and S. Scott (eds.), 2002, <i>Gender: A Sociological Reader</i>, London: Routledge. 		Blended Learning Hours 2
6.Assessments		
Assessment Component(s)	Assessment Type	Marks

End term	Written Test	15
1. Topic(s): Sociology and Anthropology in a Changing World		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):4,5		
Previous: Social Structures and their Inter-relationship	Current: Sociology and Anthropology in a Changing World <ul style="list-style-type: none"> • Development • Globalization • Migration 	Following: NA
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 10	Out of Class Hours 2
5. Resources		Blended Learning Hours 2
8. Belshaw, C. S. (1974). The Contribution of Anthropology to Development. <i>Current Anthropology</i> , 15(4), 520–526. 9. Brettell, C. B. (2009). Anthropology, Migration, and Comparative Consciousness. <i>New Literary History</i> , 40(3), 649–671. 10. Eriksen, H.T. (2015). <i>Small Places, Large Issues: An Introduction to Social and Cultural Anthropology</i> , (4 th Edition). Pluto Press. 11. Joy, N (2016). <i>An Introduction to Social Anthropology: Sharing Our Worlds</i> . UK: Palgrave Macmillan. 12. Roger Keesing (1984) <i>An Introduction of Cultural Anthropology</i> . New York, MacMillan.		
6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15

COURSES OFFERED IN SEMESTER III

Classical Sociological Theories

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Classical Sociological Theory: An Introduction	10
	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
	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
	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
	Social facts	
	Anomie and Suicide	
	Division of Labour and Functionalism	
Unit 5	Interpretive Sociology and the Cultural Turn	10
	Max Weber and the Protestant Ethic	
	Alternative paradigm to understand the rise of Capitalism	
	Ideal types	
	Bureaucracy and Rationalization thesis	
Unit 6	Gender, Caste and Race in Classical Theories	10
	Gender and Patriarchy	
	Caste questions in sociology	
	Race and Ethnicity	
	Conclusion and Overview	
	Total Contact Hours	60

Classical Sociological Theories

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	1	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Objective 1:** Introduce students to key thinkers and ideas to help them understand the classical canon of Euro-American sociology.
Objective 2: Explain the significance of these theories and their diverse approaches for social analysis and perspective building.
Objective 3: Help students to apply and use these theories and ideas as methodological tools, especially for an Indian setting.
Objective 4: Use the theories to illustrate and analyse contemporary social phenomena.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners 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	70%	80%
Outcome 2	Apply this knowledge to develop a sociologically informed worldview	2	70%	70%
Outcome 3	Argue for and explain the relevance of sociology in academic work and in reading the structures of everyday life	2,3	60%	70%
Outcome 4	Acquire skills to apply sociological learning to interpret Indian society	2, 3	70%	70%

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

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

Learning Assessment (Macro)

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

Course Designer

Dr. Vandana Swami, Professor, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Classical Sociological Theory: An Introduction		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1,2			
Previous: NA	Current: What is Sociology?; Why should one study classical sociological theory?; Why do classics endure?; Central concepts of sociological theory	Following: 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	
3.Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10	
1. Active Learning Techniques	In Class Hours	Out of Class Hours	
<ul style="list-style-type: none"> Discussions / Interactions /Q&A How many discussions / activities for this topic? – 2 How many groups? – 2 	10		
2. Resources		Blended Learning Hours	
<ol style="list-style-type: none"> 'Classical Sociological Theory' by George Ritzer and Jeffrey Stepinksy, 2020, Sage Publications 'Classical Sociological Theory' by Craig Calhoun et al, 2012, Wiley 'The Sociological Imagination' by C Wright Mills 			
6.Assessments			
Assessment Component(s) CLA 1	Assessment Type Assignment, presentations, exam	Marks 15	
Lesson Plan			
1. Topic(s): Positivism and the birth of Sociology – I (August Comte)		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2			
Previous: What is Sociology?; Why should one study classical sociological theory?; Why do classics endure?; Central concepts of sociological theory	Current: 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	Following: Karl Marx as thinker and philosopher; Class Analysis, Modes of Production, Alienation; Capitalism, Conflict and Class struggle; Historical Materialism; Critical Analysis of Marxist theories	
3.Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10	
3. Active Learning Techniques	In Class Hours	Out of Class Hours	
<ul style="list-style-type: none"> Discussions / Interactions How many discussions / activities for this topic? – 3 	10		

<ul style="list-style-type: none"> How many groups? – 2 			
4. Resources 1. 'The Sociological Imagination' by C Wright Mills 2. 'Rules of Sociological Method' by Emile Durkheim		Blended Learning Hours	
6. Assessments			
Assessment Component(s) CLA 2 + Mid-term	Assessment Type Assignment, presentations	Marks 15+15	
Lesson Plan			
1. Topic(s): Positivism and Sociology – II (Karl Marx)		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2			
Previous: 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	Current: Karl Marx as thinker and philosopher; Class Analysis, Modes of Production, Alienation; Capitalism, Conflict and Class struggle; Historical Materialism; Critical Analysis of Marxist theories	Following: Social facts; Anomie and Suicide; Division of Labour and Functionalism	
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10	
5. Active Learning Techniques <ul style="list-style-type: none"> Discussions / Interactions /Q&A How many discussions / activities for this topic? – 2 How many groups? – 2 	In Class Hours 10	Out of Class Hours	
6. Resources 1. 'The Communist Manifesto' by Karl Marx and Friedrich Engels		Blended Learning Hours	
6. Assessments			
Assessment Component(s) CLA 3	Assessment Type Assignment, presentations	Marks 15	
Lesson Plan			
1. Topic(s): Functionalism and Positivism – III (Emile Durkheim)		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2			
Previous: Karl Marx as thinker and philosopher; Class Analysis, Modes of Production, Alienation; Capitalism, Conflict and Class struggle; Historical Materialism; Critical Analysis of Marxist theories	Current: Social facts; Anomie and Suicide; Division of Labour and Functionalism	Following: Max Weber and the Protestant Ethic; Alternative paradigm to understand the rise of Capitalism; Ideal types; Bureaucracy and Rationalization thesis	
3. Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10	
7. Active Learning Techniques	In Class Hours 10	Out of Class Hours	

<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? – 2 • How many groups? – 2 			
8. Resources 1. ‘Rules of Sociological Method’ by Emile Durkheim		Blended Learning Hours	
6.Assessments			
Assessment Component(s) CLA 3	Assessment Type Assignment, presentations	Marks 15	
Lesson Plan			
1. Topic(s): Interpretive Sociology and the Cultural Turn		CO:1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2			
Previous: Social facts; Anomie and Suicide; Division of Labour and Functionalism	Current: Max Weber and the Protestant Ethic; Alternative paradigm to understand the rise of Capitalism; Ideal types; Bureaucracy and Rationalization thesis	Following: Gender and Patriarchy; Caste questions in sociology; Race and Ethnicity; Conclusion and Overview	
3.Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10	
9. Active Learning Techniques <ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? – 2 • How many groups? – 2 	In Class Hours 10	Out of Class Hours	
10. Resources 1. ‘The Protestant Ethic and the Spirit of Capitalism’ by Max Weber		Blended Learning Hours	
6.Assessments			
Assessment Component(s) CLA 3	Assessment Type Assignment, Presentation	Marks 15	

Lesson Plan		
1. Topic(s): Gender, Caste and Race in Classical Theories	CO:1,2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,3		
Previous: Max Weber and the Protestant Ethic; Alternative paradigm to understand the rise of Capitalism; Ideal types; Bureaucracy and Rationalization thesis	Current: Gender and Patriarchy; Caste questions in sociology; Race and Ethnicity; Conclusion and Overview	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
11. Active Learning Techniques <ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? – 2 • How many groups? – 2 	In Class Hours 10	Out of Class Hours
12. Resources <ol style="list-style-type: none"> 1. 'Feminist Theory: From Margin to Center' by Bell Hooks 2. 'Annihilation of Caste' by B R Ambedkar 3. 'The Souls of Black Folk' by W E B DuBois 4. 'Social Change in Modern India' by M N Srinivas 5. 'Anthropology in the East: Founders of Indian Sociology and Anthropology' Nandini Sundar et al 		Blended Learning Hours
6. Assessments		
Assessment Component(s) End term	Assessment Type Exam	Marks 40

Anthropological Theories

Course Utilisation Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction to Anthropological Theories	12
	Ancient Anthropological Understanding (Herodotus, Aristotle)	
	Anthropology during the medieval period	
	Immanuel Kant and Anthropology	
Unit 2	Evolutionary Anthropological Theories	10
	The Evolution of Culture (E. B. Tylor)	
	The Evolution of Society (L. H Morgan)	
	Neo-Evolutionists and Multicultural Theories (L. White and Julian Steward)	
Unit 3	Culture and Personality Theories	10
	Historical Particularism (Franz Boas)	
	Individual and Culture (Margret mead)	
	Pattern of Culture (Ruth Benedict)	
Unit 4	Functionalism and Structuralism Theories	12
	Ethnography and Function of Culture (Bronislaw Malinowski)	
	Social Structure and Structure of Society (A. R. Redcliff-Brown)	
	Structuralism (Claude Levi-Strauss)	
Unit 5	Symbols and Interpretative to Post-Modernists and Feminist Theories	16
	An Interpretive Anthropology (Clifford Geertz)	
	An Symbols, Pilgrims, and Drama (Victor Turner)	
	Ortner, S. (1974). Is Female to Male as Nature is to Culture	
	Post-modernists and Post-Colonialists' Anthropology (Michael Foucault, Jacques rida, Pierre Bourdieu).	
	Indian Anthropologists and Theories and Concepts	
	Total Contact Hours	60

Course Code		Course Category	Core Course	L-T-P-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Anthropological Theories

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Introduces students to an anthropological theory and how these theories differ from other social sciences and humanities disciplines.

Objective 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.

Objective 3: Aims to teach students about inventive cultures and traditions and build critical and creative thinking.

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

Course Outcomes / Course Learning Outcomes (CLOs)

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	PS O 1	PS O 2	PS O 3
Outcome 1	3	2	3		3			3		2		3	2		
Outcome 2	2	2	2					2		3		2		2	
Outcome 3	3	2	3		3			3		2		3		3	
Outcome 4	2		2		2			2		3		2			3
Outcome 5	2	2	2		2			2		3		2	3		
Course Average	2	2	2		3			2		3		2	3	3	3

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

Learning Assessment Course Designer:

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

1. Topic: Introduction to Anthropological Theories		CO: 1
Previous: NA	Current: Introduction to Anthropological Theories <ul style="list-style-type: none"> • Ancient Anthropological Understanding (Herodotus, Aristotle) • Anthropology during the medieval period • Immanuel Kant and Anthropology • The Social Organism (Herbert Spencer) 	Following: Evolutionary Anthropological Theories
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
13. Active Learning Techniques	In Class Hours 10	Out of Class Hours 2
<ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 		
14. Resources		Blended Learning Hours : 1
<ol style="list-style-type: none"> 1. Eriksen, T. H. (2001). <i>Small Paces, Large Issues: An Introduction to Social and Cultural Anthropology</i>. London: Pluto Press. 2. Erickson, P A. and Murphy L. D. (2016). <i>Readings for a History of Anthropological Theory</i>, Toronto: University of Toronto Press. 3. Foucault, M. (1982). The Subject and Power. <i>Critical Inquiry</i>, 8(4), 777-795. 4. Gordon, R.J, Lyons, H & Lyons, A. (Eds.,). (2011). <i>Fifty Key Anthropologists</i>. New York: Routledge. 5. Harris, M., (1968). <i>The Rise of Anthropological Theory: A History of Theories of Culture</i>. Crowell, New York. 6. Kant, I. (2015[1798]). <i>Anthropology from a Pragmatic Point of View</i>, UK: Cambridge University Press. 7. Kottak, C. P (2014). <i>Cultural Anthropology: Appreciating Cultural Diversity</i>, 16th Edition- McGraw-Hill College. 8. Layton, R. (1997). <i>An Introduction to Theory in Anthropology</i>. U.K: Cambridge University Press. Moore, J. D. (2009). <i>Visions of Culture: An Introduction to Anthropological Theories and Theorists</i>, USA: Alta Mira Press 		
6.Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

1. Topic(s): Evolutionary Anthropological Theories		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s)		
Previous: : Introduction to Anthropological Theories	Current: Evolutionary Anthropological Theories <ul style="list-style-type: none"> • The Evolution of Culture (E. B. Tylor) • The Evolution of Society (L. H Morgan) • Neo-Evolutionists and Multicultural Theories (L. White and Julian Steward) 	Following: Culture and Personality Theories
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
15. Active Learning Techniques	In Class Hours 8	Out of Class Hours 2
<ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 		
16. Resources		Blended Learning Hours 2
<ol style="list-style-type: none"> 1. Eriksen, T. H. (2001). <i>Small Paces, Large Issues: An Introduction to Social and Cultural Anthropology</i>. London: Pluto Press. 2. Erickson, P A. and Murphy L. D. (2016). <i>Readings for a History of Anthropological Theory</i>, Toronto: University of Toronto Press. 3. Gordon, R.J, Lyons, H & Lyons, A. (Eds.,). (2011). <i>Fifty Key Anthropologists</i>. New York: Routledge. 		

4. Harris, M., (1968). <i>The Rise of Anthropological Theory: A History of Theories of Culture</i> . Crowell, New York. 5. Kant, I. (2015[1798]). <i>Anthropology from a Pragmatic Point of View</i> , UK: Cambridge University Press. 6. Kottak, C. P (2014). <i>Cultural Anthropology: Appreciating Cultural Diversity</i> , 16 th Edition- McGraw-Hill College. 7. Layton, R. (1997). <i>An Introduction to Theory in Anthropology</i> . U.K: Cambridge University Press. Moore, J. D. (2009). <i>Visions of Culture: An Introduction to Anthropological Theories and Theorists</i> , USA: Alta Mira Press		
6.Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

1. Topic(s): Culture and Personality Theories		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2,3,4,5		
Previous: Evolutionary Anthropological Theories	Current: Culture and Personality Theories <ul style="list-style-type: none"> • Historical Particularism (Franz Boas) • Individual and Culture (Margret mead) • Pattern of Culture (Ruth Benedict) 	Following: Functionalism and Structuralism Theories
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
17. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 8	Out of Class Hours 2
18. Resources 1. Benedict, R. (1989). <i>Patterns of Culture</i> . Preface by Margaret Mead; foreword by Mary Catherine Bateson. Houghton Mifflin. 2. Eriksen, T. H. (2001). <i>Small Paces, Large Issues: An Introduction to Social and Cultural Anthropology</i> . London: Pluto Press. 3. Erickson, P A. and Murphy L. D. (2016). <i>Readings for a History of Anthropological Theory</i> , Toronto: University of Toronto Press. 4. Gordon, R.J, Lyons, H & Lyons, A. (Eds.,). (2011). <i>Fifty Key Anthropologists</i> . New York: Routledge. 5. Harris, M., (1968). <i>The Rise of Anthropological Theory: A History of Theories of Culture</i> . Crowell, New York. 6. Kant, I. (2015[1798]). <i>Anthropology from a Pragmatic Point of View</i> , UK: Cambridge University Press. 7. Kottak, C. P (2014). <i>Cultural Anthropology: Appreciating Cultural Diversity</i> , 16 th Edition- McGraw-Hill College. 8. Layton, R. (1997). <i>An Introduction to Theory in Anthropology</i> . U.K: Cambridge University Press. Moore, J. D. (2009). <i>Visions of Culture: An Introduction to Anthropological Theories and Theorists</i> , USA: Alta Mira Press		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5

Lesson Plan

1. Topic(s): Functionalism and Structuralism Theories		CO: 4
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4,5		
Previous: Culture and Personality Theories	Current: Functionalism and Structuralism Theories <ul style="list-style-type: none"> • Ethnography and Function of Culture (Bronislaw Malinowski) • Social Structure and Structure of Society (A. R. Redcliff-Brown) • Structuralism (Claude Levi-Strauss) 	Following: Symbols and Interpretative to Post-Modernists and Feminist Theories
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
19. Active Learning Techniques	In Class Hours 9	Out of Class Hours 3

<ul style="list-style-type: none">• Discussions• How many discussions / activities for this topic?: 2• How many groups? 1		
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20. Resources		Blended Learning Hours 2
<ol style="list-style-type: none"> Erickson, P A. and Murphy L. D. (2016). <i>Readings for a History of Anthropological Theory</i>, Toronto: University of Toronto Press. Gordon, R.J, Lyons, H & Lyons, A. (Eds.). (2011). <i>Fifty Key Anthropologists</i>. New York: Routledge. Harris, M., (1968). <i>The Rise of Anthropological Theory: A History of Theories of Culture</i>. Crowell, New York. Kant, I. (2015[1798]). <i>Anthropology from a Pragmatic Point of View</i>, UK: Cambridge University Press. Kottak, C. P (2014). <i>Cultural Anthropology: Appreciating Cultural Diversity</i>, 16th Edition- McGraw-Hill College; 16th edition. Layton, R. (1997). <i>An Introduction to Theory in Anthropology</i>. U.K: Cambridge University Press. Moore, J. D. (2009). <i>Visions of Culture: An Introduction to Anthropological Theories and Theorists</i>, USA: Alta Mira Press. 		
6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15
1. Topic(s): Symbols and Interpretative to Post-Modernists and Feminist Theories		CO: 5
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):4,5		
Previous: Functionalism and Structuralism Theories	Current: Symbols and Interpretative to Post-Modernists and Feminist Theories <ul style="list-style-type: none"> An Interpretive Anthropology (Clifford Geertz) Symbols, Pilgrims, and Drama (Victor Turner) Ortner, S. (1974). Is Female to Male as Nature is to Culture Post-modernists and Post-Colonialists' Anthropology (Michael Foucault, Jacques Derrida, Pierre Bourdieu). Indian Anthropologists and Theories and Concepts 	Following: NA
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 16
21. Active Learning Techniques <ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 	In Class Hours 13	Out of Class Hours 3
22. Resources		Blended Learning Hours 2
<ol style="list-style-type: none"> Clifford, J.& George E. M. (eds)., (1986). <i>Writing Culture. The Poetics and Politics of Ethnography</i>, Berkeley: University of California Press. Eriksen, T. H. (2001). <i>Small Paces, Large Issues: An Introduction to Social and Cultural Anthropology</i>. London: Pluto Press. Foucault, M. (1982). The Subject and Power. <i>Critical Inquiry</i>, 8(4), 777-795. Free, A. (1996). The Anthropology of Pierre Bourdieu: A reconsideration. <i>Critique of Anthropology</i>, 16(4), 395-416. https://doi.org/10.1177/0308275X9601600405 Geertz, C. (1973) <i>The Interpretations of Cultures</i>. New York: Basic Books Gordon, R.J, Lyons, H & Lyons, A. (Eds.). (2011). <i>Fifty Key Anthropologists</i>. New York: Routledge. Harris, M., (1968). <i>The Rise of Anthropological Theory: A History of Theories of Culture</i>. Crowell, New York. Kant, I. (2015[1798]). <i>Anthropology from a Pragmatic Point of View</i>, UK: Cambridge University Press. Kottak, C. P (2014). <i>Cultural Anthropology: Appreciating Cultural Diversity</i>, 16th Edition- McGraw-Hill College; 16th edition. Layton, R. (1997). <i>An Introduction to Theory in Anthropology</i>. U.K: Cambridge University Press. Moore, J. D. (2009). <i>Visions of Culture: An Introduction to Anthropological Theories and Theorists</i>, USA: Alta Mira Press. Ortner, S. (1974). Is Female to Male as Nature is to Culture?, in <i>Woman, Culture and Society</i>. Michelle Rosaldo and Louise Lamphere (eds.). Stanford: Stanford University Press. . Turner, B. S. (1990). <i>Theories of Modernity and Postmodernity</i>, London: SAGE Publications. Upadhyay, V. S and Pandey G (1993). <i>History of Anthropological Thought</i>. New Delhi: Concept Publishing Company. 		
6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15

Gender, Power, Difference

Course Utilization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Gendering Sociology- A Patriarchal Discipline	10
	The Patriarchal origins of Sociology	
	The Creation of Patriarchy	
Unit 2	Foundational Ideas	10
	Gender, Sex, Sexuality	
	Masculinity and Femininities	
	Feminism(s)	
Unit 3	Gender and its Intersections	15
	Caste	
	Class	
	Ethnic and Racial Discrimination	
Unit 4	Manifestations of Gendered Relationships	12
	The Household	
	Gendered Labour in the Global Economy	
	Gender and Violence	
Unit 5	Gender and/Sexual Queer	13
	Trans-activism and gender-critical Feminism, Non-binary gender Transgender people, Intersex persons	
	Queering Sexual Orientation- Lesbian Gay, Bisexual, Asexual, Pansexual	
	Total Contact Hours	60

Name of the Course: Sociology of Gender

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours				Total Learning Hours				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department		Professional / Licensing Standards						

Course Objectives

Objective 1: To familiarize the student with the basic idea of gender(s) and their inherent fluidity

Objective 2: To Show the relationship between gender and other social institutions.

Objective 3: To understand critically the links between gender, globalization and labor.

Course Outcomes (Cos)

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

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	PS O 1	PS O 2	PS O 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
Course Average	2	2	2	1	3	2	2	2	2	3	2	2	3	3	3

Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

1. Topic(s): Gendering Sociology: A Patriarchal Discipline: a. Creation of Patriarchy b. The Patriarchal origins of Sociology		CO: 1,2
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Gendering Sociology: A Patriarchal Discipline	Following: Foundational Ideas
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8
23. Active Learning Techniques • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2	In Class Hours 6	Out of Class Hours 2
24. Resources 1. Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26).		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

1. Topic(s): Foundational Ideas a. Gender, Sex, Sexuality b. Masculinities and Femininities c. Feminism(s)		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s)		
Previous: Gendering Sociology: A Patriarchal Discipline	Current: Foundational Ideas	Following: Gender and its Intersections
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
25. Active Learning Techniques • Discussions	In Class Hours 8	Out of Class Hours 2

<ul style="list-style-type: none"> How many discussions / activities for this topic?: 2 How many groups? 1 		
26. Resources <ul style="list-style-type: none"> 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). 		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

1. Topic(s): Gender and its Intersections a. Caste b. Class c. Ethnic and Racial Discrimination		CO: 1,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2,3,4,5		
Previous: Foundational Ideas	Current: Gender and its Intersections	Following: Manifestations of gendered Relationships
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
27. Active Learning Techniques <ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 	In Class Hours 13	Out of Class Hours 2
28. Resources <ol style="list-style-type: none"> Rege, S. 2003. Sociology of Gender: The Challenge of Feminist Sociological Thought. Michigan: Sage Publications 		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5

1. Topic(s): Manifestations of Gendered Relationships: a The Household . Gendered Labour in the Global Economy c. Gender and Violence		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4,5		
Previous: Gender and its Intersections	Current: Manifestations of Gendered Relationships	Following: Gender and/or Sexual Queer
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
29. Active Learning Techniques <ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 	In Class Hours 13	Out of Class Hours 2
30. Resources <ol style="list-style-type: none"> Hochschild, Arlie. (1989). The Second Shift: Working Parents and the Revolution at Home. New York: Avon Books Sassen, Saskia. 1998. <i>Globalization and its Discontents</i>, New York: The New Press. 		Blended Learning Hours 2

6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15
1. Topic(s): Gender and/or Sexual Queer : a. Trans-activism and gender-critical feminism Non-binary gender, Transgender people, Intersex persons b. Queering Sexual Orientation- Lesbian, Gay, Bisexual, Asexual, Pansexual		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):4,5		
Previous: Foundational Ideas	Current: Gender and/or Sexual Queer	Following: NA
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
31. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 10	Out of Class Hours 2
32. Resources 1. Stock, Kathleen. (2021). <i>Material Girls: Why Reality Matters for Feminism</i> . Fleet.		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15

Castes and Tribes and Nomadic Communities

Course Utilisation Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction to Castes and Tribes	8
	Caste and tribe: Meaning, definition,	
	Understanding of caste systems- Hierarchy and difference	
	History of Caste and Tribes in History	
	Untouchability, the ideology of purity, and the dominant caste.	
Unit 2	Theories on caste, tribe and religion	10
	Origin of castes systems in India, <i>Varna</i> , and <i>Jati</i>	
	The caste system in the Hindu social structure	
	Theories on caste: (Indology, Religious, Brahminical and Vernacular, Social, Occupational. Functional, Political and Evolution, Social Mobility and Sanskritization).	
	Non- Brahminical understanding of Caste. Castes among non-Hindu religions (Christian, Muslims, and Sikhs)	
Unit 3	Social and Cultural Movements:	15
	Caste Movements in India Tribal movements in India	
	Movements for Water (<i>Jal</i>), Forest (<i>jangle</i>), and Land (<i>Jameen</i>).	
	Caste and Tribes Religious conversion or religious revitalization	
Unit 4	Social Welfare, Development Policies and Issues of Rights	15
	A Constitutional Provisions for Reservation, Social Welfare and The Issues of Rights – Public Sphere.	
	Tribal development policies	
	Developmental Policies for the Scheduled Castes, Other Backwards Classes (OBCs) and Other socially, culturally, or economically marginalized communities.	
Unit 5	Contemporary Debates	12
	Understanding of caste and tribe – M. K. Gandhi and B. R. Ambedkar.	
	Critique of Cultural Nationalism and Hindutva Issues of Representation	
	<ul style="list-style-type: none"> • Dalit feminist standpoint • Sexuality and Marginalization • Tribes, Castes, and Identity Politics • De-Sanskritization and Tribalization 	
	Total Contact Hours	60

Castes, Tribes and Nomadic Communities

Course Code		Course Category	Core Course	L-T-P-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To introduce and familiarise students with insights into various castes and tribes in modern India.

Objective 2: To critically understand and analyse castes and tribes in changing scenarios in South Asia.

Objective 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.

Objective 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 completion of the course learners 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.	2	70%	80%
Outcome 2	Develop a critical understanding of various theories and concepts.	2	70%	70%
Outcome 3	Effectively analyse social and tribal movements in India.	2	60%	70%
Outcome 4	Critical understanding and analysis of Social Welfare, Development Policies and Issues of Rights related to castes and tribes.	2	60%	60%
Outcome 5	Familiarise with contemporary debates on castes and tribes.	1	70%	70%

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	PS O 1	PS O 2	PS O 3
Outcome 1	3	2	3		3		2	3	3	3	2	3	2		
Outcome 2	2	2	2				3	2	3	2	2	2		2	
Outcome 3	3	2	3		3		2	3	2	2	2	3			2
Outcome 4	2	2	2		2		3	2	2	2	2	2	3		
Outcome 5	2	2	2		2		3	2	2	2	2	2		3	
Course Average	2	2	2		3		3	2	3	2	2	2	3	3	2

Learning Assessment

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

Course Designer

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

Lesson Plan

33. Topic(s): Introduction to Caste and Tribes		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Introduction to Castes and Tribes <ul style="list-style-type: none"> Caste and tribe: Meaning, definition, Understanding of caste systems- Hierarchy and difference History of Caste and Tribes in History Untouchability, the ideology of purity, and the dominant caste. 	Following: Theories on caste, tribe, and religion
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8
34. Active Learning Techniques <ul style="list-style-type: none"> Discussions . How many discussions / activities for this topic? 2 How many groups? 2 	In Class Hours 6	Out of Class Hours 2
<ol style="list-style-type: none"> Dumont, L. (1967[1980]. <i>Homo Hierarchicus, The Caste System and Its Implications</i>. Chicago: University of Chicago Press. Gupta, D. (ed.). (1992). <i>Social Stratification</i> (2nd edition). Delhi: Oxford University Press. Hegde, S. (2020). Caste Theory and the Identity Hypothesis: What’s the Matter? <i>Social Scientist</i>, 48(1/2 (560-561)), 17–40. Jodhka, S. S., & Shah, G. (2010). Comparative Contexts of Discrimination: Caste and Untouchability in South Asia. <i>Economic and Political Weekly</i>, 45(48), 99–106. 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

1. Topic(s): Theories on castes, tribes, and religions		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s)		
Previous: Introduction	Current: Theories on caste, tribe, and religion <ul style="list-style-type: none"> Origin of castes systems in India, Verna, and Jati The caste system in the Hindu social structure Theories on caste: (Indology, Religious, Brahminical and Vernacular, Racial, Occupational. Functional, Political and Evolution, Social Mobility and Sanskritization) Non- Brahminical understanding of Caste. E Castes among non-Hindu religions (Christian, Muslims, and Sikhs) 	Following: Social and Cultural Movements
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
35. Active Learning Techniques <ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 	In Class Hours 8	Out of Class Hours 2
36. Resources		Blended Learning Hours 2
<ol style="list-style-type: none"> Baviskar, A. (2005). Adivasi Encounters with Hindu Nationalism in MP. <i>Economic and Political Weekly</i> 40, 48: 5105–13. 		

2. Dewey, C. (1972). Images of the Village Community: A Study in Anglo-Indian Ideology. <i>Modern Asian Studies</i> 6, 3: 291–328. 3. Dumont, L. (1967[1980]). <i>Homo Hierarchicus, The Caste System and Its Implications</i> . Chicago: University of Chicago Press. 4. Fuller, C. J. (1976). Kerala Christians and the Caste System. <i>Man</i> , 11(1), 53–70. 5. Fuller, C. J. (1996). Introduction. In C. Fuller, (ed.), <i>Caste Today</i> . Delhi: Oxford University Press, 1–31. 6. Gupta, D. (ed.). (1992). <i>Social Stratification</i> (2 nd edition). Delhi: Oxford University Press. 7. Hutton, J. H. (1947). <i>Caste in India: Its nature, functions, and origins</i> . Cambridge, MA: Harvard Univ. Press. 8. Thorat, S. & Umakant (Eds.), (2004). <i>Caste, Race and Discrimination</i> . Jaipur & New Delhi: Rawat.		
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

1. Topic(s): Social and Cultural Movements		CO: 1,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2,3,4,5		
Previous: Theories on caste, tribe, and religion	Current: Social and Cultural Movements Disability in the Digital Age b Approaches to Personal Communication c Social Networking Sites	Following: Social Welfare, Development Policies and Issues of Rights.
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
37. Active Learning Techniques	In Class Hours 13	Out of Class Hours 2
<ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 		
38. Resources		Blended Learning Hours 2
9. Escobar, A. (1994). Welcome to Cyberia: notes on the anthropology of cyberculture. <i>Current Anthropology</i> . 35(3): 211–231. 10. Ginsburg, F. (2008). Rethinking the Digital Age. In <i>The Media and Social Theory</i> . Edited by Desmond Hesmondhalgh and Jason Toynebee. New York: Routledge. 11. Horst, H.A and Miller, D. (Eds.,). (2012). <i>Digital Anthropology</i> . London and New York: BERG. 12. Lewis, D. (1973). Anthropology and Colonialism. <i>Current Anthropology</i> , 14(5), 581–602		
6. Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5

1. Topic(s): Social and Cultural Movements.		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4,5		
Previous: Social and Cultural Movements	Current: Social Welfare, Development Policies, and Issues of Rights <ul style="list-style-type: none"> • A Constitutional Provisions for Reservation, • Social Welfare and The Issues of Rights – Public Sphere. • Tribal development policies • Developmental Policies for the Scheduled Castes, Other Backwards Class (OBCs) and Other socially, culturally, economically marginalized communities. 	Following: Contemporary Debates
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
39. Active Learning Techniques	In Class Hours 13	Out of Class Hours 2
<ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 		

40. Resources		Blended Learning Hours 2
<ol style="list-style-type: none"> 1. Singh, K.S. (1990). <i>Ethnicity, Identity and Development</i>. Delhi: Manohar Publications. 2. Xaxa, V (1999). Transformation of Tribes in India: Terms of Discourse. <i>Economic and Political Weekly</i>, 34(24), pp.1519–1524 3. Xaxa, V. (2005). Politics of Language, Religion and Identity: Tribes in India. <i>Economic and Political Weekly</i>, 40(13), 1363–1370. 4. Xaxa, V. (2008). <i>State, Society and Tribes</i>. New Delhi: Pearson Longman. 		
6. Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15
1. Topic(s): Contemporary Debates		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):4,5		
Previous: Social Welfare, Development Policies, and Issues of Rights	Current: Contemporary Debates <ul style="list-style-type: none"> • Understating of caste and tribe – M. K. Gandhi and B. R. Ambedkar. • Critique of Cultural Nationalism and Hindutva Issues of Representation • Dalit feminist standpoint • Sexuality and Marginalization Tribes, Caste, and Identity • Politics De-Sanskritization and Tribalization 	Following: NA
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
41. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 10	Out of Class Hours 2
42. Resources		Blended Learning Hours 2
<ol style="list-style-type: none"> 1. Ambedkar, B. R. (1990). <i>Annihilation of caste: an undelivered speech</i>. New Delhi: Arnold Publishers. 2. Bailey, F. G. (1961). Tribe and caste in India. <i>Contribution to Indian Sociology</i> 5:7–19 3. Barua, A. (2019). Revisiting the Gandhi–Ambedkar Debates over ‘Caste’: The Multiple Resonances of Varṇa. <i>Journal of Human Values</i>, 25(1), 25-40. 4. Mibang, T and Behera, M.C (2007). <i>Tribal Studies – Emerging Frontiers Knowledge</i>. New Delhi: Mittal Publications. 5. Raheja, G. G. (1988). India: Caste, Kingship, and Dominance Reconsidered. <i>Annual Review of Anthropology</i>, 17, 497–522. 6. Simpson, Edward, Tilche, Alice, Sbriccoli, Tommaso, Jeffery, Patricia and Otten, Tina (2018) .A brief history of incivility in rural postcolonial India: caste, religion, and anthropology. <i>Comparative Studies in Society and History</i>, 60 (1). Pp. 58-8 7. Singh, I P (1977). Caste in a Sikh Village. In Singh Harjinder (ed), <i>Caste among non-Hindus in India</i>. New Delhi : National Publishing house. 8. Singh, K.S. (1984). <i>Tribal Movements in India Volume I & II</i>. Delhi:Manohar Publications. 9. Singh, K.S. (1990). <i>Ethnicity, Identity and Development</i>. Delhi: Manohar Publications. 		
6. Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15

COURSES OFFERED IN SEMESTER IV

Anthropology of Religion

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction to Anthropological of Religion	12
	What is Religion?	
	What is Mythology, Magics, and witchcraft?	
	What is symbol and Ritual?	
	What Is Shamanism?	
	What is the Anthropological Perspective of study religion	
Unit 2	Theoretical Approaches to the Study of Religion-I	12
	Religion in Primitive Culture -Edward Burnett Tylor	
	The Elementary Forms of Religious Life – Emile Durkheim	
	The Protestant Ethic and the Spirit of Capitalism- Max Weber	
Unit 3	Theoretical Approaches to the Study of Religion-II	12
	Myth in Primitive Psychology- Bronislaw Malinowski	
	The Problem of Symbols- E. Evans-Pritchard	
	A Jivaro Version of Totem and Taboo- Claude Levi-Strauss	
	Religion as a Cultural System- Clifford Geertz	
	Liminality and Communitas- Victor Turner	
Unit 4	World Religions	15
	Judaism, Christianity and Islamic	
	Jainism, Buddhism, Sikhism and Hinduism	
	Confucianism, Daoism, and Shinto	
	Indigenous (Tribal) religions	
	African and other religions	
Unit 5	Religious change and New Religious Movements	9
	The Anthropology of Religious Change	
	Revitalisation Movements, Traditional and Modern	
	Bhakti Movements in India	
	Religion and Politics and Secularism in its Place.	
	Total Contact Hours	60

Anthropology of Religion

Course Code		Course Category	Core Course	L-T-P-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To introduce students to an anthropological approach to understanding religious rituals, myths, and symbols and how these concepts are related to human societies and cultures.

Objective 2: Aim to clarify and make the students understand basic theoretical approaches to studying regions.

Objective 3: At the end of this class, students will be familiar with anthropological and religious theories and approaches and develop critical thinking.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the completion of the course learners 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.	2	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.	2	60%	70%
Outcome 4	Define the major world religions and be able to understand the differences between them.	2	60%	60%
Outcome 5	Critically analyse religious concepts and theories, and use this knowledge in speaking and writing in their major field.	1	70%	70%

CLOs	Program Learning Outcomes (PLO)													PS O 1	PS O 2	PS O 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 Life Long Learning				
Outcome 1	3	2	3	2	3		2	3	2	2	2	3	2			
Outcome 2	2	2	2	2	2		3	2	3	2	3	2		3		
Outcome 3	3	2	3	3	3		2	3	3	3	3	3			3	
Outcome 4	2	2	2	2	2		2	2	2	2	2	2		2		
Outcome 5	2	2	2	3	2		2	2	2	2	3	2			2	
Course Average	2	2	2	3	3		2	2	3	2	3	2	2	3	3	

Learning Assessment

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

Course Designers

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

Lesson Plan

1. Topic(s): Introduction to Anthropological of Religion:		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Introduction to Anthropological of Religion <ul style="list-style-type: none"> • What is Religion?, • What is Mythology, Magics, and witchcraft?, • What is symbol and Ritual? , • What Is Shamanism? • What is the Anthropological Perspective of study religion 	Following: Theoretical Approaches to the Study of Religion-I
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
43. Active Learning Techniques <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 10	Out of Class Hours 2
44. Resources 1. Stein, R. L. & Stein, P. L. (2017). <i>The Anthropology of Religion, Magic, and Witchcraft</i> . London & New York: Routledge.		Blended Learning Hours : 1
6.Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

2. Topic(s): Theoretical Approaches to the Study of Religion-I:		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: Introduction to Anthropological of Religion	Current: Theoretical Approaches to the Study of Religion-I <ul style="list-style-type: none"> • Religion in Primitive Culture -Edward Burnett Tylor, • The Elementary Forms of Religious Life – Emile Durkheim, • The Protestant Ethic and the Spirit of Capitalism- Max Weber. 	Following: Theoretical Approaches to the Study of Religion-II
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
45. Active Learning Techniques <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 10	Out of Class Hours 2
46. Resources 1. Durkheim, E. (1995). <i>The Elementary Forms of Religious Life</i> . Translated by Karen. E. Fields. New York: (introduction)		Blended Learning Hours : 1

<ol style="list-style-type: none"> 2. Lamberk. M. (Ed.,). (2008). <i>A Redear in the Anthropology of Religion</i>. Second edition. MA and Oxford: Blackwell Publishing. (Part I (1,2,3,4); Part. II (11, 12, 14,17, 26). 3. Pals, D. L. (2015). <i>Nine Theories of Religion</i>. Third edition. New York, Oxford: Oxford University Press. (Unit-2, 4, and 9). 4. Weber, M. (2001). <i>The Protestant Ethic and the Spirit of Capitalism</i>. Translated by Stephen K. England: Roxbury Publishing Press. 		
6.Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

3. Topic(s): Theoretical Approaches to the Study of Religion-II:		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2		
Previous: Theoretical Approaches to the Study of Religion-I	Current: Theoretical Approaches to the Study of Religion-II	Following: World Religions
	<ul style="list-style-type: none"> • Myth in Primitive Psychology- Bronislaw Malinowski, • The Problem of Symbols- E. Evans-Pritchard, • A Jivaro Version of Totem and Taboo- Claude Levi-Strauss, • Religion as a Cultural System- Clifford Geertz, • Liminality and Communitas- Victor Turner 	
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
47. Active Learning Techniques	In Class Hours 10	Out of Class Hours 2
<ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 		
4. Resources		Blended Learning Hours : 1
<ol style="list-style-type: none"> 1. Eller, J. D. (2007). <i>Introducing Anthropology of Religion: Culture to the Ultimate</i>. New York and London: Routledge. (Unit-5. Religious Change and New Religious Movements.pp.160-186). 2. Geertz, C. (1973). <i>The Interpretation of Cultures. Selected Essays</i>. Basic Books, Religion as a Cultural System, pp.87-125. 3. Lamberk. M. (Ed.,). (2008). <i>A Redear in the Anthropology of Religion</i>. Second edition. MA and Oxford: Blackwell Publishing. (Part I (1,2,3,4); Part. II (11, 12, 14,17, 26). 4. Malinowski, B. (1948). <i>Magic, Science and Religion and Other Essays</i>. 		
6.Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5

4. Topic(s): World Religions:		CO: 4
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 3		
Previous: Theoretical Approaches to the Study of Religion-II	Current: World Religions	Following: Religious change and New Religious Movements and
	Judaism, Christianity and Islamic, Jainism, Buddhism, Sikhism and Hinduism, Confucianism, Daoism, and Shinto,Indigenous (Tribal) religions, African and other religions	
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
48. Active Learning Techniques	In Class Hours 13	Out of Class Hours 2
<ul style="list-style-type: none"> • Discussions . 		

<ul style="list-style-type: none"> • How many discussions / activities for this topic? 2 • How many groups? 2 		
<p style="text-align: center;">5. Resources</p> <ol style="list-style-type: none"> 1. Durkheim, E. (1995). <i>The Elementary Forms of Religious Life</i>. Translated by Karen. E. Fields. New York: (introduction) 2. Morris, B. (2005). <i>Religion and Anthropology: A Critical Introduction</i>. Cambridge: Cambridge University Press. 3. Pals, D. L. (2015). <i>Nine Theories of Religion</i>. Third edition. New York, Oxford: Oxford University Press. (Unit-2, 4, and 9). 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) End term	Assessment Type written test	Marks 15

5. Topic(s): Religious change and New Religious Movements		CO: 5
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4		
Previous: World Religions	Current: Religious change and New Religious Movements <ul style="list-style-type: none"> • The Anthropology of Religious Change. • Revitalisation Movements, Traditional and Modern • Bhakti Movements in India • Religion and Politics and Secularism in its Place. 	Following: N/A
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 9
49. Active Learning Techniques <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 8	Out of Class Hours 1
<p style="text-align: center;">50. Resources</p> <ol style="list-style-type: none"> 51. Asad, T. (1992). Religion and Politics: An Introduction. <i>Social Research</i>. Vol. 59 (1): 3-16. 52. Durkheim, E. (1995). <i>The Elementary Forms of Religious Life</i>. Translated by Karen. E. Fields. New York: (introduction) 53. Eller, J. D. (2007). <i>Introducing Anthropology of Religion: Culture to the Ultimate</i>. New York and London: Routledge. (Unit-5. Religious Change and New Religious Movements. pp.160-186). 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) End term	Assessment Type written test	Marks 15

Urban Sociology

Course Utilization Plan:

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction	9
	Urban	
	Urbanism	
	City	
Unit 2	Perspectives in Urban Sociology	17
	Ecological	
	Political Economy	
	Network	
	City as Culture	
Unit 3	Movements and Settlements	17
	Migration	
	Settlement	
Unit 4	Politics of Urban Space	17
	Caste, Class and Gender	
	Culture and Leisure	
	Total Contact Hours	60

Course Code		Course Category	Core Course	L-T-P-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To familiarize the student with the basic ideas of Urban, Urbanism and Urbanization.

Objective 2: To familiarize students with key texts to make sense of the vital concerns associated with ‘urban’ living.

Objective 3: To understand the ‘city’s experiences’ of exclusion and inclusion through multiple perspectives.

Objective 4: To locate the city as part of global processes, rather than as a fixed geographical place.

Course Outcomes (Cos)

CO	At the end of the course the learner will be able to	Bloom’s Level	Expected Proficiency Percentage	Expected Attainment Percentage
CO 1	Acquire an understanding of basic concepts	2	70%	80%
CO 2	Cultivation of a thorough understanding of theoretical works in the discipline of Urban Sociology	2	70%	70%
CO 3	Examining the city through different marginalised perspectives.	2	60%	70%
CO 4	Analyse processes of exclusion and inclusion in the city.	2	60%	60%
CO 5	Examine the relationship between leisure and the city	2	70%	70%

CLOs	Program Learning Outcomes (PLO)														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 Life Long Learning	PSO 1	PSO 2	
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
Course Average	2	2	2	1	3	2	2	2	2	3	2	2	3	3	3

Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

1. Topic(s): Introduction: Urban, Urbanism and the City		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A			
2. Topic Learning Outcome(s): 1,2			
Previous: NA	Current: Introduction	Following: Perspectives in Urban Sociology	
3. Pedagogy (all that apply)			
Lecture / CBL (Case Based Learning)		Topic Learning Hours 9	
55. Active Learning Techniques <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 		In Class Hours 6	Out of Class Hours 2
56. Resources h, Louis. 1938. "Urbanism as a way of Life" in <i>American Journal of Sociology</i> , Vol. 44, No.1 (July), Pp. 124 mel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. <i>The Blackwell City Reader</i> . Oxford and Malden, MA: WileyBlackwell, 2002. Weber, Max 1978. <i>The City</i> . The Free Press: New York. Pp 6589 r, Simon. <i>Urban Theory and Urban Experience: Encountering the City</i> , London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 – 26.		Blended Learning Hours : 1	
6. Assessments			
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5	

1. Topic(s): Perspectives in Urban Sociology		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s)		
Previous: Introduction	Current: Perspectives in Urban Sociology	Following: Movements and Settlements
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours
		17
57. Active Learning Techniques		In Class Hours
<ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 		8
58. Resources		Out of Class Hours
<p>Hannerz, Ulf. 1980. <i>Exploring the City: Toward an Urban Anthropology</i>, NY: Columbia University Press. Chapter 2. Pp 1958</p> <p>Harvey, David 1985 <i>The Urban Experience</i>, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35</p> <p>Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in <i>The Royal Dutch Geographical Society KNAG</i>, Vol. 93, No. 5, Blackwell Publishers. Pp. 548-558</p> <p>Wirth, Louis. 1938. "Urbanism as a way of Life" in <i>American Journal of Sociology</i>, Vol. 44, No.1 (July), Pp. 124</p>		2
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+ End term	Assignment, presentations, quiz, written test	15+5+5

1. Topic(s): Movements and Settlements		CO: 1,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2,3,4,5		
Previous: Perspectives in Urban Sociology	Current: Movements and Settlements: Migration, Settlement	Following: Politics of Urban Space
3. Pedagogy (all that apply)		

Lecture / CBL (Case Based Learning)		Topic Learning Hours
		17
59. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	15	2
60. Resources		Blended Learning Hours
<p>Rao, M.S.A, 1981, "Some aspects of the sociology of migration", <i>Sociological Bulletin</i>, Vol. 30, 1, Pp2138</p> <p>Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) <i>Urbanization in India</i>. Sage: New Delhi. Pp. 232246</p>		2
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3+End term	Assignment, presentations, quiz, written test	15+5

Lesson Plan

1. Topic(s): Politics of Urban Space: Caste, Class and Gender, Culture and Leisure		CO: 3,4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4,5		
Previous: Movements and Settlements	Current: Politics of Urban Space	Following: N.A
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours
		17
61. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	15	2
62. Resources		Blended Learning Hours
<p>Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", <i>Economic & Political Weekly</i>, May 4, Vol. XLVIII, No 18, Pp 4455</p> <p>Phadke, Shilpa et. Al. Why Loiter?</p>		2
6. Assessments		

Assessment Component(s)	Assessment Type	Marks
End term	Written Test	15

**Course Instructors : Dr Ipsita
Pradhan and Prof Vandana Swami**

Department of Liberal Arts

Research Methodology

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Ethics and Research	5
	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 fill the same	
Unit 2	Steps of designing a research project	20
	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
	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
	Sampling	
	In-depth interviews, focus group discussions (FGDs), observations, formal discussion	
	Designing interview guide, FGD guide	
	Conducting in-depth interviews, FGDs	
	Transcription, coding, and thematic analysis	
Unit 5	Field work	15
	Meaning of ‘field’ in field work	
	Approaching the field	
	Observation	
	Conducting a survey	
	Conducting in-depth interviews, FGDs,	
	Total	60

Research Methodology

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Ethics and Research	5
	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
	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
	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
	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
	Meaning of ‘field’ in field work	
	Approaching the field	
	Observation	
	Conducting a survey	
	Conducting in-depth interviews, FGDs,	
	Total	60

Research Methodology

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Understand the ethics of doing research.

Objective 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.

Objective 3: Understand the basics of different methods and apply a few of them in a hands-on setting.

Objective 4: Familiarity with a few software (MS Excel, Jamovi, Zotero)

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners 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	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	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.	3	60%	70%
Outcome 4	Ability to use software for quantitative data analysis and reference management (MS excel, Jamovi, Zotero)	2	60%	60%

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

CLOs	Program Learning Outcomes (PLO)												PS O 1	PS O 2	PS O 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 Life Long Learning			
Outcome 1	3	2	3		3			3				3			
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3			
Outcome 4	2		2		2			2				2			
Course Average	2.4	2	2.4		2.5			2.4				2.4			

Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

1. Topic(s): Ethics and Research		CO: 1	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1			
Previous: NA	Current: 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.	Following: Identifying a research topic – through reading, personal experience, and observation; Basics systematic literature search – referencing (Zotero), plagiarism; Framing a research question; Research Question; Principles of data collection and analysis	
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 5
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 		5	
5. Resources			Blended Learning Hours
<ol style="list-style-type: none"> 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 			
6. Assessments			
Assessment Component(s) CLA 1	Assessment Type Assignment, presentations	Marks 15	
Lesson Plan			
1. Topic(s): Steps of designing a research project		CO: 2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 2			
Previous: 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.	Current: Identifying a research topic – through reading, person experience, and observation; Basics of systematic literature search – referencing (Zotero), plagiarism; Framing a research question; Research Question; Principles of data collection and analysis	Following: Basic concepts; Sample size and sampling techniques; Designing a questionnaire/interview schedule; Data entry, descriptive analysis using MS excel, Jamovi.	
3. Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 20
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? - 2 		15	5

5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> Bryman, A. The nature and process of social research In: Social research methods. Fourth. Oxford university press. 2010 Bryman, A. (2012) 'Planning a Research Project and Formulating Research Questions', Social Research Methods, 4th Ed., Oxford University Press, UK Bryman, A. (2012) 'Reviewing the Literature', Social Research Methods, 4th Ed., Oxford University Press, UK Mishra, S., 2019. Perceived and manifested health problems among informal e-waste handlers: A scoping review. <i>Indian Journal of Occupational and Environmental Medicine</i>, 23(1), p.7. Khan, K.S., Kunz, R., Kleijnen, J. and Antes, G., 2003. Five steps to conducting a systematic review. <i>Journal of the royal society of medicine</i>, 96(3), pp.118-121. Prasad, R., 2018. Investigation reveals serious scientific misconduct by IIT Dhanbad faculty - The Hindu. The Hindu. Bryman, A. (2012) 'Research Designs', Social Research Methods, 4th Ed., Oxford University Press, UK 		
6. Assessments		
Assessment Component(s) CLA 2 + Mid-term	Assessment Type Assignment, presentations	Marks 15+15
Lesson Plan		
1. Topic(s): Quantitative methods		CO: 3,4
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3,4		
Previous: Identifying a research topic – through reading, personal experience, and observation; Basics of systematic literature search – referencing (Zotero), plagiarism; Framing a research question; Research Question; Principles of data collection and analysis	Current: Basic concepts; Sample size and sampling techniques; Designing a questionnaire/interview schedule; Data entry, descriptive analysis using MS excel, Jamovi.	Following: 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
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions /Q&A How many discussions / activities for this topic? - 2 How many groups? - 2 	8	2
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> Bryman, A. The nature of quantitative research In: Social research methods. Fourth. Oxford university press. 2010 Charan J, Biswas T. How to calculate sample size for different study designs in medical research?. <i>Indian journal of psychological medicine</i>. 2013 Apr;35(2):121-6. Bryman, A. Introduction to sampling In: Social research methods. Fourth. Oxford university press. 2010 		
6. Assessments		
Assessment Component(s) CLA 3	Assessment Type Assignment, presentations	Marks 15
Lesson Plan		
1. Topic(s): Qualitative methods		CO: 3,4
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3, 4		
Previous: Basic concepts; Sample size and sampling techniques; Designing a questionnaire/interview schedule; Data entry, descriptive analysis using MS excel, Jamovi.	Current: 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	Following: Field work

3.Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)	Topic Learning Hours 10	
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 2 • How many groups? - 2 	8	2
5. Resources <ol style="list-style-type: none"> 1. Bryman, A. Introduction to sampling In: Social research methods. Fourth. Oxford university press. 2010 2. Bryman, A. Sampling in qualitative research In: Social research methods. Fourth. Oxford university press. 2010 3. Bryman, A. Interviewing in qualitative research In: Social research methods. Fourth. Oxford university press. 2010 4. 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). 5. Bryman, A. Focus Groups In: Social research methods. Fourth. Oxford university press. 2010 6. Future Health Systems Sundarbans Health Watch Research brief. https://pointofview.org.in/gallery9.html 7. 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 		Blended Learning Hours
6.Assessments		
Assessment Component(s) CLA 3	Assessment Type Assignment, presentations	Marks 15
Lesson Plan		
1. Topic(s): Field work		CO:1,2,3,4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,3,4,5		
Previous: 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	Current: Field work	Following: NA
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)	Topic Learning Hours 15	
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 2 • How many groups? - 2 	2	13
5. Resources <ol style="list-style-type: none"> 1. Bryman, A. The nature and process of social research In: Social research methods. Fourth. Oxford university press. 2010 2. Bryman, A. Sampling in qualitative research In: Social research methods. Fourth. Oxford university press. 2010 3. Bryman, A. Interviewing in qualitative research In: Social research methods. Fourth. Oxford university press. 2010 4. Bryman, A. The nature of quantitative research In: Social research methods. Fourth. Oxford university press. 2010 5. 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. 6. Bryman, A. Introduction to sampling In: Social research methods. Fourth. Oxford university press. 2010 		Blended Learning Hours

6.Assessments		
Assessment Component(s)	Assessment Type	Marks
End term	Presentation	40

Environmental Anthropology

Course Utilization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction to Environmental Anthropology	15
	History of Environmental Thoughts	
	Environmental Determinism	
	Cultural Determinism and Possibilism	
	Cultural Theory and Environmentalism	
Unit 2	Cultural Ecology	15
	Introduction to Cultural Ecology -Julian Stewards	
	Ecological Population and Ecosystem	
	Ethno-ecology	
	Cultural Materialism- Marvin Harris	
Unit 3	Environmental Ethics and Worldviews	10
	Religion and Ecology	
	Ecocentrism	
	Indigenous Environmental Knowledge	
Unit 4	Environmental Challenges, Crises and Politics	10
	Sustainable Development, Ecotourism, and Protected Areas	
	Political Ecology	
	Politics of Conservation	
Unit 5	New Emerging fields in Environmental Anthropology	10
	Climate Change	
	Multispecies Ethnography and Beyond	
	Sustainability and SDGs	
	Total Contact Hours	60

Anthropological Theories

Course Code		Course Category	Core Course	L-T-P-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

- **Objective.** To interrogate the history of anthropology's approach to the environment, beginning with early functionalist, structuralist, and Marxist accounts of human-environment relationships.
- **Objective 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.
- **Objective 3:** At the end of this class, students will be familiar 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 completion of the course learners 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.	2	70%	80%
Outcome 2	Cultivate the critical understanding of environmental politics from historical to the present.	2	70%	70%
Outcome 3	Understanding the concepts of Ecological and Environmental Anthropology, cultural Ecology, Political Ecology, Human Ecology, Cultural Materialism, Religion and Ecology, Ecocentrism, Climate change, Multispecies Ethnographies.	2	60%	70%
Outcome 4	Understand how contemporary debates and tensions around questions of ethics, agency, environment, conservation, Climate change across the world.	2	60%	60%
Outcome 5	The anthropological knowledge helps to resolve the contemporary environmental problems and provides sustainable solutions.	1	70%	70%

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	PS O 1	PS O 2	PS O 3
Outcome 1	3	2	3		3		2	3	2	2	3	3	3		
Outcome 2	2	2	2		2		3	2	3	2	2	2		3	
Outcome 3	3	2	3		3		2	3	3	2	3	3			2
Outcome 4	2	2	2		2		2	2	3	2	3	2		3	
Outcome 5	2	2	2		2		2	2	2	2	3	2	2		
Course Average	2	2	2		3		2	2	3	2	3	2	3	3	2

Learning Assessment

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

Course Designers

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

Lesson Plan

1. Topic(s): Introduction to Environmental Anthropology:		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Introduction to Environmental Anthropology <ul style="list-style-type: none"> History of Environmental Thoughts, Environmental Determinism, Cultural Determinism and Possibilism, Cultural Theory and Environmentalism 	Following: Cultural Ecology
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> Discussions . How many discussions / activities for this topic? 2 How many groups? 2 	In Class Hours 13	
5. Resources <ol style="list-style-type: none"> Dove M. & Carpenter C. (2008). <i>Environmental anthropology : A Historical Reader</i>. Blackwell Publication. Haenn, W, and Harnish. (Eds.,). (2016), <i>The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living</i>, 2nd ed. (New York University Press, 2016). Moran, Emilio F. (2006). <i>People and Nature: An Introduction to Human Ecological Relations</i>. Malden, MA: Blackwell Publishing. Kopnina. H and Shoreman-Ouimet, E. (Eds.,).(2017). <i>Routledge Handbook Environmental Anthropology Today</i>. London & New York: Routledge Kottak, C. P. (1999). The New Ecological Anthropology. <i>American Anthropologist</i> 101:23-35. Salzman, P. C and Donald W. A. (1996). "Ecological Anthropology." In <i>Encyclopedia of Social and Cultural Anthropology</i>. Alan Barnard and Jonathan Spencer, eds. Pp. 169-172. London: Routledge. Orlove, B. S. (1980). Ecological Anthropology. In <i>Annual Review of Anthropology</i> 9:235-273. 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

2. Topic(s): Cultural Ecology	CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A	
3. Topic Learning Outcome(s): 1,2	

Previous: Introduction to Environmental Anthropology	Current: Cultural Ecology <ul style="list-style-type: none"> • Introduction to Cultural Ecology -Julian Stewards • Ecological Population and Ecosystem • Ethno-ecology • Cultural Materialism- Marvin Harris 	Following: Environmental Ethics and Worldviews
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 13	Out of Class Hours 2
5. Resources		Blended Learning Hours : 1
<p>1.Harris, M. (1996). Cultural Materialism. In: David Levinson & Melvin Amber (Eds.), <i>Encyclopedia of Cultural Anthropology</i>. New York: Henry Holt and Co., pp. 277-281.</p> <p>2. Rappaport, R. A. (1968). <i>Pigs for the Ancestors: Ritual in the Ecology of a New Guinea People</i>. New Haven: Yale University Press</p> <p>3. Steward, J. (1955). <i>Theory of Culture Change: The Methodology of Multilinear Evolution</i>. Urbana: University of Illinois Press</p> <p>4. Townsend, P. K . (2018). <i>Environmental Anthropology: From Pigs to Policies</i>, 3rd edition. Waveland Press</p>		
6.Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

4. Topic(s): Environmental Ethics and Worldviews:	CO: 3	
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2		
Previous: Cultural Ecology	Current: Environmental Ethics and Worldviews <ul style="list-style-type: none"> • Religion and Ecology • Ecocentrism • Indigenous Environmental Knowledge 	Following: Environmental Challenges, Crises and Politics
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 8	Out of Class Hours 2
5. Resources		Blended Learning Hours : 1
<p>1. Bates, D. G. (2005). <i>Human Adaptive Strategies: Ecology, Culture and Politics</i>, 3rd edition. Boston: Pearson</p> <p>2. Carpenter, C. (2020). <i>Power in Conservation: Environmental Anthropology Beyond Political Ecology</i> (1st ed.). Routledge. https://doi.org/10.4324/9780429324659</p> <p>3. Robbins, P. (2012). <i>Political Ecology: A Critical Introduction</i>. 2nd ed. New York: Wiley Blackwell</p>		

6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3+End term	Assignment, presentations, quiz, written test	15+5

4. Topic(s): Environmental Challenges, Crises and Politics:		CO: 4
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 3		
Previous: Environmental Ethics and Worldviews	Current: Environmental Challenges, Crises and Politics <ul style="list-style-type: none"> Sustainable Development, Ecotourism, and Protected Areas, Political Ecology, Politics of Conservation 	Following: New Emerging fields in Environmental Anthropology
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> Discussions . How many discussions / activities for this topic? 2 How many groups? 2 	In Class Hours 8	Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> Bates, D. G. (2005). <i>Human Adaptive Strategies: Ecology, Culture and Politics</i>, 3rd edition. Boston: Pearson Carpenter, C. (2020). <i>Power in Conservation: Environmental Anthropology Beyond Political Ecology</i> (1st ed.). Routledge. https://doi.org/10.4324/9780429324659 Robbins, P. (2012). <i>Political Ecology: A Critical Introduction</i>. 2nd ed. New York: Wiley Blackwell 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
End term	written test	15

5. Topic(s): New Emerging fields in Environmental Anthropology:		CO: 5
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4		
Previous: Environmental Challenges, Crises and Politics	Current: New Emerging fields in Environmental Anthropology <ul style="list-style-type: none"> Climate Change, Multispecies Ethnography and Beyond, Sustainability and SDGs 	Following: N/A
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> Discussions . 	In Class Hours 8	Out of Class Hours 2

<ul style="list-style-type: none"> • How many discussions / activities for this topic? 2 • How many groups? 2 		
5. Resources		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) End term	Assessment Type written test	Marks 15

**COURSES OFFERED IN
SEMESTER V**

Nationalism and Society

Course Utilisation Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction	20
	What is nationalism? Why and when do nations form? What is a nation, what is a nation-state? What is the nature of connections between nationalism and cultural identity?	
Unit 2	Theories of Nationalism-1	20
	Perennial Theories- Primordialist and socio-biological theories	
Unit 3	Theories of Nationalism-II	20
	Modernization Theories- Social communication, Economistic and Gellner's theories of nationalism	
	Total Contact Hours	60

Nationalism and Society

Course Code		Course Category	Core Course (CC)	L-T-P-C	2	0	2	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To analyze ideas of nationalism as they impact society and social formations .

Objective 2: To analyze nationalism as a force of social modernization.

Objective 3: To critically analyse various theories of nationalism.

Objective 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 learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate an understanding of concepts of nation and nationalism.	2	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	2	60%	70%
Outcome 4	Summarize the main aspects of anti-colonial nationalism.	2	60%	60%
Outcome 5	Summarize current dynamics of 'nation states' in light of theories of nationalism.	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	PS O 1	PS O 2	PS O 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
Course Average	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2

Lesson Plan

1. Topic(s): Nationalism		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2			
Previous: NA	Current: Nationalism What is nationalism?		Following: Theories of National I
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 10
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A / Jigsaw • How many discussions / activities for this topic? - 2 • How many groups? – 2 		10	
5. Resources			Blended Learning Hours
<ol style="list-style-type: none"> 1. Ernest Renan, ‘What is a Nation?’ in Omar Dahbour and Micheline Ishay, eds. The Nationalism Reader. New Jersey: Humanities Press, 1995. 143-155. 2. John Dunn, ‘Nationalism’ in Ronald Beiner, ed. Theorizing Nationalism. Albany: SUNY Press, 1999. 27-50. 3. David Miller, ‘In Defence of Nationality,’ in Miller, Citizenship and National Identity. Cambridge: Polity, 2000. 24-40. 			
6. Assessments			
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50	
Lesson Plan			
1. Topic(s): Theories of Nationalism I		CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 2,3			
Previous: Nationalism	Current: Perennial Theories- Primordia list and socio-biological theories Feminist and Postmodern theories		Following: Theories of Nationalism II
3. Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 15
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? – 2 		15	
5. Resources			Blended Learning Hours
<ol style="list-style-type: none"> 1. Anthony D. Smith, Myths and Memories of the Nation. Oxford: Oxford University Press. 1999. 1-27; 99-147. 2. Smith and Gellner, The Warwick Debates, in Nations and Nationalism, November 1996, Vol. 2, Issue 3, pp. 357-388. 3. Umut Özkırımlı, ‘The Nation as an Artichoke? A critique of ethnosymbolist interpretations of Nationalism’ in Nations and Nationalism Vol. 9, issue 3, 2003. 339- 355. 			
6. Assessments			
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50	
Lesson Plan			
1. Topic(s): Theories of Nationalism II		CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 2,3			

Previous: Theories of Nationalism I	Current: Modernization Theories Social-communication, Economistic Gellner's theories of nationalism	Following: NA
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? – 2 	In Class Hours 15	Out of Class Hours
5.Resources 1. Ernest Gellner, <i>Nations and Nationalism</i> . Oxford: Blackwell, 1983. 1-87. 2. Benedict Anderson, <i>Imagined Communities</i> . Reflections on the Origin and Spread of Nationalism. London: Verso, 1983. 1-46.		Blended Learning Hours
6.Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>

Course Designers

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

Anthropology of Senses

Course Utilization Plan

Unit No.	Unit Name	Hours
Unit 1	Introduction: What is Sensory Anthropology?	12
	How does one get consumed by the sensory world?	
	Exploring the depth of words and images	
	Exploring emplacement- body, mind, and environment	
Unit 2	Ecology and Senses	12
	Exploring Acoustemology	
	Feelingful listening and cultures of sound	
	Meaning of Landscape and Temporality	
	Immersive Ecological walk	
Unit 3	Interrogating Smell	12
	Sensuous discourse of caste violence	
	Collaborative survival and autumn aroma	
	Assemblage and Political Economy	
	Food, Labour, and Smell	
Unit 4	Rituals of Listening	12
	Piety, Ethical Listening, Embodiment	
	I-pod shaping war environment	
	City and Sound	
Unit 5	Unit 5: The Visual Turn	12
	Affective expression and cinema	
	Mizo Insurrection and Camera	
	Total Hours	60

Anthropology of Senses

Course Code		Course Category	CC	L-T/D-P/Pr-C	2	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To discuss how anthropology requires a sensory engagement.

Objective 2: To Identify ideas, theories and practices of anthropology of senses.

Objective 3: To Demonstrate how principles of phenomenology and embodiment become crucial for the anthropology of senses.

Objective 4: Critically analyse the visual, sonic, haptic, olfactory, and gastronomical approaches to Anthropology.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the completion of the course learners 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	1	60%	70%
Outcome 4	Verify how being and embodiment are complex interconnected systems.	2	60%	60%
Outcome 5	Critically analyse the social, aural, and spatial in constructing an anthropological idea.	4	70%	70%

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

CLOs	Program Learning Outcomes (PLO)												PS O 1	PS O 2	PS O 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 Life Long Learning			
Outcome 1	3	2	3		3			3				3			
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3			
Outcome 4	2		2		2			2				2			
Outcome 5	2	2	2		2			2				2			
Course Average	2.4	2	2.4		2.5			2.4				2.4			

Learning Assessment (Macro)

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

Course Designers

Dr. Sebanti Chatterjee, Assistant Professor, Dept. of Sociology and Anthropology, SLASS, SRM University- A

Lesson Plan

1. Topic(s): Introduction: What is Sensory Anthropology?		CO: 1,2
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)1,2		
Previous: NA	Current: How does one get consumed by the sensory world? Exploring the depth of words and images Exploring emplacement- body, mind, and environment	Following: Exploring Acoustemology Feelingful listening and cult of sound, Meaning of Landscape and Temporality Immersive Ecological walk
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A / Jigsaw • How many discussions / activities for this topic? - 2 • How many groups? - 2 	12	
5. Resources		Blended Learning Hours
1.STOLLER, PAUL. Sensuous Scholarship. University of Pennsylvania Press, 1997. http://www.jstor.org/stable/j.ctt3fj1pm . 2. Sarah Pink (2013) Engaging the Senses in Ethnographic Practice, The Senses and Society, 8:3, 261-267, DOI: 10.2752/174589313X13712175020433 3. Howes, David. Empire of the Senses: The Sensual Cultural Reader. Oxford: Berg, 2004- Introduction and select chapters		
6.Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50
Lesson Plan		
1. Topic(s): Ecology and Senses		CO: 2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry: Rohan Chakravarty will talk about Sunday Hindu Column –‘Green Humor’		
2. Topic Learning Outcome(s) 2,3		
Previous: How does one get consumed by the sensory world? Exploring the depth of words and images Exploring emplacement- body, mind, and environment	Current: Acoustemology Feelingful listening and cultures of sound, Meaning of Landscape and Temporality Immersive Ecological walk	Following: Sensuous discourse of caste violence Collaborative survival and autumn aroma Assemblage and Political Economy Food, Labour, and Smell
3.Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? - 2 	8	
5. Resources		Blended Learning Hours

<p>4. Feld, Steve, and Donald Brenneis. "Doing Anthropology in Sound." <i>American Ethnologist</i> 31, no. 4 (2004): 461–74. http://www.jstor.org/stable/4098863.</p> <p>5. Ingold, Tim. "The Temporality of the Landscape." <i>World Archaeology</i> 25, no. 2 (1993): 152–74. http://www.jstor.org/stable/124811.</p> <p>6. Invited Lecture by Rohan Chakravarty about his series 'green humor'</p> <p>7. This is followed by an early morning bird watching or wildlife walk to introduce the ecological lens in experiencing the everyday</p>		
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50
Lesson Plan		
1. Topic(s): Interrogating Smell		CO: 4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3,4		
Previous: Acoustemology Feelingful listening and cultures of sound, Meaning of Landscape and Temporality Immersive Ecological walk	Current: Sensuous discourse of caste violence Collaborative survival and autumn aroma Assemblage and Political Economy Food, Labour, and Smell	Following: Piety, Ethical Listening, Embodiment I-pod shaping war environment City and Sound
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 	12	
5. Resources		Blended Learning Hours
<p>8. Shivani Kapoor (2021) The violence of odors: sensory politics of caste in a leather tannery, <i>The Senses and Society</i>, 16:2, 164-176, DOI: 10.1080/17458927.2021.1876365</p> <p>9. TSING, ANNA LOWENHAUPT. <i>The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins</i>. Princeton University Press, 2015. https://doi.org/10.2307/j.ctvc77bcc.- Introduction and Select Chapters</p> <p>10. https://www.youtube.com/watch?v=nrI4e07MYKk by 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.</p>		
6. Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 10+25+50
Lesson Plan		
1. Topic(s): Rituals of Listening		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4		
Previous: Sensuous discourse of caste violence Collaborative survival and autumn aroma Assemblage and Political Economy Food, Labour, and Smell	Current: Piety, Ethical Listening, Embodiment I-pod shaping war environment City and Sound	Following: Affective expression and cinema Mizo Insurrection and Camera
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours

<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 2 • How many groups? - 2 	8	
5. Resources 11. Mahmood, Saba. "Rehearsed Spontaneity and the Conventionality of Ritual: Disciplines of 'Ṣalāt.'" <i>American Ethnologist</i> 28, no. 4 (2001): 827–53. http://www.jstor.org/stable/3094937 . 12. Hirschkind, Charles. "The Ethics of Listening: Cassette-Sermon Audition in Contemporary Egypt." <i>American Ethnologist</i> 28, no. 3 (2001): 623–49. http://www.jstor.org/stable/3095066 . 13. Chattopadhyay, Budhaditya. "Sonic Menageries: Composing the Sound of Place." <i>Organised Sound</i> 17, no. 3 (2012): 223–29. doi:10.1017/S1355771811000422.		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,	Marks <i>10+50</i>
Lesson Plan		
1. Topic(s): The Visual Turn	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Piety, Ethical Listening, Embodiment I-pod shaping war environment City and Sound	Current: Affective expression and cinema Mizo Insurrection and Camera	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours 12	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 2 • How many groups? - 2 		
5. Resources 14. J. Martin Daughtry, <i>Listening to War: Sound, Music and Survival in Wartime Iraq</i> Oxford: Oxford University Press, 2015- Introduction 15. Pandian, Anand. "Landscapes of Expression: Affective Encounters in South Indian Cinema." <i>Cinema Journal</i> 51, no. 1 (2011): 50–74. http://www.jstor.org/stable/41342282 . 16. Pachuau, Joy L. K., and Willem van Schendel. <i>The Camera as Witness: A Social History of Mizoram, Northeast India</i> . Cambridge: Cambridge University Press, 2015. doi:10.1017/CBO9781139683470.		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment + examination	Marks <i>10+50</i>

Conversion Politics in India

Course Utilization Plan

Unit No.	Unit Name	Hours
Unit 1	Debates on Religion, Secularism, Culture	20
	What is secular?	
	Ritual behavior and social structure and processes	
	Distinctive cultural traditions and liberal democratic government	
Unit 2	Conversion, Society, and Culture	20
	Syrian Christianity and cultural expression	
	Political articulation, education, and print	
	Christian Historical Experiences and Larger Indian Modernity	
Unit 3	Religion and Aesthetics	20
	Religious syncretism and indigenization of Christianity	
	Afro Indian Creole musical Practices in Gujarat	
	Bhimgeet articulating political, religious, and aesthetic concerns	
	Total	60

Conversion Politics in India

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To introduce the meanings of sacred, secular, and syncretic

Objective 2: To explain the ways indigeneity shapes religious discourses

Objective 3: To articulate the association between sacred and aesthetics

Objective 4: To critically engage with patterns and consequences of conversion

Course Outcomes / Course Learning Outcomes (CLOs)

	At the completion of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the genesis of conversations around ritual processes and transformations	1	70%	80%
Outcome 2	Illustrate the significance of indigenous sentiments	2	70%	70%
Outcome 3	Explore the significance of aesthetics in religious trajectories	1	60%	70%
Outcome 4	Distinguish cultural expression, social rituals, and power	2	60%	60%
Outcome 5	Critically situate vernacular sentiments within the framework of conversion	4	70%	70%

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

CLOs	Program Learning Outcomes (PLO)												PS O 1	PS O 2	PS O 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 Life Long Learning			
Outcome 1	3	2	3		3			3				3			
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3			
Outcome 4	2		2		2			2				2			
Outcome 5	2	2	2		2			2				2			
Course Average	2.4	2	2.4		2.5			2.4				2.4			

Learning Assessment (Macro)

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

Course Designers

Dr. Sebanti Chatterjee, Assistant Professor, Dept. of Sociology and Anthropology, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Debates on religion, secularism, Culture		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1,2			
Previous: NA	Current: What is secular? Ritual behavior and social structure and processes Distinctive cultural traditions and liberal democratic government		Following: Syrian Christianity and cultural expression Political articulation, education, and print Christian Historical Experiences and Larger Indian Modernity
3.Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 20
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A / Jigsaw • How many discussions / activities for this topic? - 2 • How many groups? - 2 		20	
5. Resources 1.Asad, Talal. Formations of the Secular: Christianity, Islam, Modernity, Redwood City: Stanford University Press, 2003 2.Turner Victor W. 1995. The Ritual Process: Structure and Anti-Structure. New York: Aldine de Gruyter. 3.Taylor Charles and Amy Gutmann. 1994. Multiculturalism: Examining the Politics of Recognition. Princeton N.J: Princeton University Press. 4.Huda, Qamar-ul. “Khawaja Muin- Uddin Chisti’s Death Festival: Competing Authorities Over Sacred Space.” <i>Journal of Ritual Studies</i> 17, no. 1 (2003): 61–78. http://www.jstor.org/stable/44368645 .			Blended Learning Hours
6.Assessments			
Assessment Component(s) CLA 1	Assessment Type Assignment, presentations, examination	Marks 15	
Lesson Plan			
1. Topic(s): Conversion, Society, and Culture		CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 2,3			
Previous: What is secular? Ritual behavior and social structure and processes Distinctive cultural traditions and liberal democratic government	Current: Syrian Christianity and cultural expression Political articulation, education, and print Christian Historical Experiences and Larger Indian Modernity		Following: Religious syncretism and indigenization of Christianity, Afro Indian Creole musical Practices in Gujarat Bhimgeet articulating political, religious, and aesthetic concerns
3.Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 20
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? - 2 		20	
5. Resources 5.Visvanathan Susan. 1993. The Christians of Kerala: History Belief and Ritual among the Yakoba. Madras: Oxford University Press. 6.Arkotong Longkumer (2019) ‘Along Kingdom’s Highway’: the proliferation of Christianity, education, and print amongst the Nagas in Northeast India, <i>Contemporary South Asia</i> , 27:2, 160-178 7.Malekandathil Pius, Joy Pachuau and Tanika Sarkar. 2016. Christianity in Indian History: Issues of Culture Power and Knowledge. Delhi: Primus Books. 8. Gopal Guru. “Hinduisation of Ambedkar in Maharashtra.” <i>Economic and Political Weekly</i> 26, no. 7 (1991): 339–41. http://www.jstor.org/stable/4397328 .			Blended Learning Hours

6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm	Assignment, presentations, examination	15+25
Lesson Plan		
1. Topic(s): Religion and Aesthetics	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Syrian Christianity and cultural expression Political articulation, education, and pr Christian Historical Experiences and Larger Indian Modernity	Current: Religious syncretism and indigenization of Christianity, Afro Indian Creole musical Practices in Gujarat Bhimgeet articulating political, religious, and aesthetic concerns	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques	In Class Hours 20	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 		
5. Resources 9. Sherinian, Z. (2017). Religious Encounters: Empowerment through Tamil Outcaste Folk Drumming. <i>Interpretation</i> , 71(1), 64-79. 10. https://www.academia.edu/video/lgeOmj by Sayan Dey 11. Kalyani, Kalyani. "Tathagata Buddha Songs: Buddhism as Religion and Cultural-Resistance Among Dalit Women Singers of Uttar Pradesh." <i>Caste: A Global Journal on Social Exclusion</i> 1, no. 2 (2020): 51-62. https://www.jstor.org/stable/48643564 . 12. Chatterji, Roma. "Folk Theatre on the Modern Stage: Manasa - Death Dealer/ Life Giver." <i>Indian Anthropologist</i> 44, no. 2 (2014): 1-18. http://www.jstor.org/stable/43899386 .		Blended Learning Hours
Assessment Component(s) CLA 3 + End term	Assessment Type Assignment, presentations, examination	Marks 15+30

Anthropology of Kinship and Marriage

Course Utilization Plan

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

Anthropology of Kinship and Marriage

Course Code		Course Category	Core Course	L-T-P-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To familiarize the basic concepts of kinship, marriage, and family in anthropology and other allied disciplines that attempt to understand society (ies) and human behaviour.

Objective 2: To Develop a critical analysis to address various issues relating to family and marriage and usages of kinship terms through ethnographic case studies.

Objective 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 completion of the course learners 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.	2	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)	2	60%	70%
Outcome 4	Effectively and critically analyzing kinship, marriage, and family in changing scenarios.	2	60%	60%
Outcome 5	Familiarise with anthropology and other theories and methods to examine the concepts.	1	70%	70%

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	PS O 1	PS O 2	PS O 3
Outcome 1	3	2	3		3		3	3		2	2	3	2		
Outcome 2	2	2	2		2		3	2		2	3	2		3	
Outcome 3	3	2	3		3		2	3		3	2	3			3
Outcome 4	2		2		2		3	2		3	3	2		2	
Outcome 5	2	2	2		2		2	2		3	3	2	3		
Course Average	2	2	2		3		3	2		3	3	2	3	3	3

Learning Assessment

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

Bloom's Level of Cognitive Task	Continuous Learning Assessments (50%)				End Semester Exam (50%)
	CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
	Theory	Theory	Theory	Theory	Theory
Create					
Total	100%	100%	100%	100%	100%

Course Designers

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

Lesson Plan

1. Topic(s): Introduction: Kinship and Descent:.		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Introduction: Kinship and Descent <ul style="list-style-type: none"> The Study of Kinship in Anthropology, Nature and importance of kinship; Kin and kinship terms; Kinship terminology; Major kinship systems: kinship usages. Kinship and descent; Descent rules; Unilateral descent groups; Inheritance and succession; Segmentary lineage systems; Descent groups: Patrilineal, Matrilineal, Double-descent. Cognitive descent; Function of descent groups, Kinship and economy, economic cooperation and exchange networks, Kinship and politics. 	Following: Marriage and Alliance Systems
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 14
4. Active Learning Techniques	In Class Hours 12	Out of Class Hours 2
<ul style="list-style-type: none"> Discussions . How many discussions / activities for this topic? 2 How many groups? 2 		
5. Resources		Blended Learning Hours : 1
Marriage and Alliance Systems <ol style="list-style-type: none"> Carsten, J. (2004) <i>After kinship. New departures in Anthropology</i>, UK: Cambridge University Press. Goody, J. and Fortes. M. (1973) <i>The Character of kinship</i>. Cambridge: University Press. Holy, L. (1996). <i>Anthropological Perspectives on Kinship</i>. Pluto Press. Kottak C P. (2015). <i>Cultural Anthropology: Appreciating Cultural Diversity</i>, (16th edition) New York: McGraw-Hill Education Levi-Strauss, C. (1969). <i>The Elementary Structures of Kinship</i>. Boston, MA: Beacon Press. Parkin, R and L. Stone (2004). <i>Kinship and Family: An Anthropology Reader</i>. Oxford, Victoria. Blackwell Publishing Robin F. (1983) <i>Kinship and Marriage</i>. Cambridge, Cambridge University Press 		
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

2. Topic(s): Marriage and Alliance Systems:		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: Introduction: Kinship and Descent	Current: Marriage and Alliance Systems <ul style="list-style-type: none"> Definition; Forms and rules of marriage; Ways of Acquiring Mates; Divorce and marriage instability; Post-marital residence rules; changing patterns of marriage., Symmetrical and Asymmetrical alliances, Origin of incest taboo-biological, cultural and psychological theories., Marriage among the Hindus, Muslims and Christians in India 	Following: Family
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 14
4. Active Learning Techniques	In Class Hours 12	Out of Class Hours 2

<ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 		
<p style="text-align: center;">5. Resources</p> <ol style="list-style-type: none"> 1. Carsten, J. (2023, November 21). Kinship. <i>Encyclopedia Britannica</i>. https://www.britannica.com/topic/kinship 2. Goody, J. and Fortes. M. (1973) <i>The Character of kinship</i>. Cambridge: University Press. 3. Grossbard, A. (1978). Towards a Marriage Between Economics and Anthropology and a General Theory of Marriage. <i>The American Economic Review</i>, 68(2), 33–37. 4. Harris, C. C (1990) <i>Kinship. Concepts in social thought</i>. Minneapolis, University of Minnesota Press. 5. Holy, L. (1996). <i>Anthropological Perspectives on Kinship</i>. Pluto Press. 6. Karve I. (1968). <i>Kinship Organization in India</i>. London, Asia Publication House 7. Levi-Strauss, C. (1969). <i>The Elementary Structures of Kinship</i>. Boston, MA: Beacon Press. 8. Majumdar D. N. and Madam T.N (1967). <i>Introduction to Social Anthropology</i>, New Delhi, Asia Publishing House. 9. Metcalf P. (2005). <i>Anthropology: the basics</i>. Abingdon: Routledge. 10. Parkin, R and L. Stone (2004). <i>Kinship and Family: An Anthropology Reader</i>. Oxford, Victoria. Blackwell Publishing. 11. Paul B. (1963). <i>Social Anthropology</i>. New York, Mac Millan. 12. Peletz, M G. (1995). "Kinship Studies in Late Twentieth-Century Anthropology." <i>Annual Review of Anthropology</i> 24: 343–72. 13. Robin F. (1983) <i>Kinship and Marriage</i>. Cambridge, Cambridge University Press. 		<p style="text-align: center;">Blended Learning Hours : 1</p>
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

3. Topic(s): Family:		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2		
Previous: Marriage and Alliance Systems	Current: Family <ul style="list-style-type: none"> • Definition and functions of family: Universality of family, • Concept of the domestic group, Household and family, the Development cycle of the domestic group, • Hindu joint family stability and change 	Following: Gender and kinship
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 9
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 7	Out of Class Hours 2
<p style="text-align: center;">4. Resources</p> <ol style="list-style-type: none"> 1. Kottak C P. (2015). <i>Cultural Anthropology: Appreciating Cultural Diversity</i>, (16th edition) New York: McGraw-Hill Education, 2. Majumdar D. N. and Madam T.N (1967). <i>Introduction to Social Anthropology</i>, New Delhi, Asia Publishing House. 3. Metcalf P. (2005). <i>Anthropology: the basics</i>. Abingdon: Routledge. 4. Paul B. (1963). <i>Social Anthropology</i>. New York, Mac Millan 5. Robin F. (1983) <i>Kinship and Marriage</i>. Cambridge, Cambridge University Press 6. Uberoi, P. (ed.). 1(993). <i>Family, Kinship, and Marriage in India</i>. New York: Oxford University Press 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5

4. Topic(s): Gender and kinship:		CO: 4
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 3		
Previous: Family	Current: Gender and kinship Kinship and gender roles in traditional and modern societies; Sex, gender, and marriage-alternative forms and contemporary practices and trends	Following: Kinship and Marriage: Theories
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8

4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	6	2
5. Resources		Blended Learning Hours : 1
<ol style="list-style-type: none"> 1. Tsing A. L. and Yanagisako S J. (1983). Feminism and Kinship Theory. <i>Current Anthropology</i>. 24:4, 511-516. 2. Tsing A. L. and Yanagisako S J. (1983). Feminism and Kinship Theory. <i>Current Anthropology</i>. 24:4, 511-516 3. Uberoi, P. (1995). When is a Marriage Not a Marriage? Sex, Sacrament and Contract in Hindu Marriage. <i>Contributions to Indian Sociology</i> 29: 319-345 		
6. Assessments		
Assessment Component(s) End term	Assessment Type written test	Marks 15

5. Topic(s): Kinship and Marriage: Theories		CO: 5
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4		
Previous: Gender and kinship	Current: Kinship and Marriage: Theories	Following: N/A
	<ul style="list-style-type: none"> • The evolution of family forms, Descent theory, Alliance theory, Functionalists approach. Historical materialism and instrumentality, Functionalists approach • Historical materialism and instrumentality • Culturalist accounts, Feminism and Kinship Theory • Challenging the conceptual basis of kinship 	
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	13	2
5. Resources		Blended Learning Hours : 1
<ol style="list-style-type: none"> 1. Carsten, J. (2004) <i>After kinship. New departures in Anthropology</i>, UK: Cambridge University Press. 2. Harris, C. C (1990) <i>Kinship. Concepts in social thought</i>. Minneapolis, University of Minnesota Press. 3. Holy, L. (1996). <i>Anthropological Perspectives on Kinship</i>. Pluto Press 4. Tsing A. L. and Yanagisako S J. (1983). Feminism and Kinship Theory. <i>Current Anthropology</i>. 24:4, 511-516. 5. Levi-Strauss, C. (1969). <i>The Elementary Structures of Kinship</i>. Boston, MA: Beacon Press 6. Parkin, R and L. Stone (2004). <i>Kinship and Family: An Anthropology Reader</i>. Oxford, Victoria. Blackwell Publishing 7. Robin F. (1983) <i>Kinship and Marriage</i>. Cambridge, Cambridge University Press. 8. Tsing A. L. and Yanagisako S J. (1983). Feminism and Kinship Theory. <i>Current Anthropology</i>. 24:4, 511-516. 9. Uberoi, P. (1995). When is a Marriage Not a Marriage? Sex, Sacrament and Contract in Hindu Marriage. <i>Contributions to Indian Sociology</i> 29: 319-345 		
6. Assessments		
Assessment Component(s) End term	Assessment Type written test	Marks 15

Medical Anthropology

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction to Medical Anthropology	20
	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
	Global Health	
	Anthropology of Political violence and War	
	Anthropology of epidemics/pandemics	
Unit 3	Health and behavior	10
	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
	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

Medical Anthropology

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Understand basic concepts in the discipline of medical anthropology.

Objective 2: Situate health, illness, and disease in the social, economic, cultural, and political landscape.

Objective 3: Describe biomedicine in relation to local conditions, global historical forces, and other forms of medical thinking and practice.

Objective 4: Describe basics of anthropological field work

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners 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	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	3	60%	70%
Outcome 4	Apply the theoretical concepts to the field	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	PS O 1	PS O 2	PS O 3
Outcome 1	3	2	3		3			3				3	1		
Outcome 2	2	2	2				2	2		2		2		2	
Outcome 3	3	2	3		3			3				3		2	
Outcome 4	2		2		2		2	2		2		2			3
Course Average	2.5	2	2.5		2.6		2	2.5		2		2.5	1	2	3

Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

1. Topic(s): Introduction to Medical Anthropology		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,4			
Previous: NA		Current: 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	Following: Global Health; Anthropology of Political violence and War; Anthropology of epidemics/pandemic
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 20
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 2 • How many groups? - 2 		15	5
5. Resources			Blended Learning Hours
<ol style="list-style-type: none"> 1. Browner, C.H. and Sargent, C. (2007). Engendering medical anthropology. In: <i>Medical Anthropology: Regional Perspectives and Shared Concerns</i> (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. <i>Social Science and Medicine</i> 23 (2): 95–98. 3. Caudill, W. (1953). Applied anthropology in medicine. In: <i>Anthropology Today</i> (ed. A.L.Kroeber), 771–806. Chicago, IL: University of Chicago Press. 4. Armelagos, G., Brown, P., and Turner, B. (2005). Evolutionary, historical and political economic perspectives on health and disease. <i>Social Science and Medicine</i> 61: 755–765 5. Armelagos, G. and Goodman, A. (1998). Race, racism and anthropology. In: <i>Building a New Biocultural Synthesis: Political Economic Perspectives in Biological Anthropology</i> (ed. A. Goodman and T. Leatherman). Ann Arbor, MI: University of Michigan Press. 359–378. 6. Briggs, C. and Nichter, M. (2009). Biocommunicability and the biopolitics of pandemic threats. <i>Medical Anthropology</i> 28 (3): 189–198. 7. Chambers, T. (2020). From fieldsite to “fieldsite”: Ethnographic methods in the time of COVID. <i>Studies in Indian Politics</i> 8 (2): 290–293. 			
6. Assessments			
Assessment Component(s)		Assessment Type	Marks
CLA 1		Assignment, presentations	15
Lesson Plan			
1. Topic(s): Contexts and conditions		CO: 2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 2			
Previous: 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		Current: Global Health; Anthropology of Political violence and War; Anthropology of epidemics/pandemics	Following: The Anthropology of Reproduction; Anthropological Approaches to Migration and Health; Emerging Trends in Pharmaceutical Enhancement, Lifestyle Regulation, Self-Medication, and Recreational Drug Use
3. Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 10
4. Active Learning Techniques		In Class Hours	Out of Class Hours

<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? - 2 	10		
5. Resources <ol style="list-style-type: none"> 1. Adams, V. et al. (2019). Re-imagining global health through social medicine. <i>Global Public Health</i> 14 (10): 1383–1400. 2. Affun-Adegbulu, C. and Adegbulu, O. (2020). Decolonising global (public) health: From western universalism to global pluriversalities. <i>BMJ Global Health</i> 5 (8): e002947. doi: 10.1136/bmjgh-2020-002947. 3. Anderson, W. (2014). Making global health history: The postcolonial worldliness of biomedicine. <i>Social History of Medicine</i> 27 (2): 372. 4. Baer, H., Singer, M., and Susser, I. (Eds.) (2013). <i>Medical Anthropology and the World System</i>. (3rd ed.). Westport, CT: Praeger. 5. Brandt, A.M. (2013). How AIDS invented global health. <i>New England Journal of Medicine</i> 368 (23): 2149–2152. 6. Farmer, P. (2004). An anthropology of structural violence. <i>Current Anthropology</i> 45 (3): 305–317 7. Farmer, P. (2020). <i>Fevers, Feuds, and Diamonds: Ebola and the Ravages of History</i>. New York: Farrar, Straus and Giroux. 		Blended Learning Hours	
6. Assessments			
Assessment Component(s) CLA 2 + Mid-term	Assessment Type Assignment, presentations	Marks 15+15	
Lesson Plan			
1. Topic(s): Health and behavior		CO: 2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 2			
Previous: Global Health; Anthropology of Political violence and War; Anthropology of epidemics/pandemics	Current: The Anthropology of Reproduction; Anthropological Approaches to Migration and Health; Emerging Trends in Pharmaceutical Enhancement, Lifestyle Regulation, Self-Medication, and Recreational Drug Use	Following: Ethnomedicine: Traditions of Medical Knowledge; Medicine: Colonial, Postcolonial, or Decolonial?; Medical Pluralism and biotechnologies of care; Infectious diseases: The politics of communicability; Field work	
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10	
4. Active Learning Techniques	In Class Hours 8	Out of Class Hours 2	
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 			
5. Resources <ol style="list-style-type: none"> 1. 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. <i>Medical Anthropology Quarterly</i> 31 (1): 40–59. 2. Chatterjee, N. and Riley, N.E. (2001). Planning an Indian modernity: the gendered politics of fertility control. <i>Signs: Journal of Women in Culture and Society</i> 26 (3): 811–845. 3. Wickramage, K., Vearey, J., Zwi, A.B., Robinson, C., and Knipper, M. (2018). Migration and health: a global public health research priority. <i>BMC Public Health</i> 18: 987. 4. Chacón, J.A. and Davis, M. (2006). <i>No One Is Illegal: Fighting Racism and State Violence on the U.S.- Mexico Border</i>. Chicago: Haymarket. 5. Anglin, M.K. and White, J.C. (1999). Poverty, health care, and problems of prescription medication: a case study. <i>Substance Use and Misuse</i> 34: 2073–2093. 6. Brown, M. (2004). Taking care of business: self-help and sleep medicine in American corporate culture. <i>Journal of Medical Humanities</i> 25 (3): 173–187. 7. Herzberg, D., Guarino, H., Mateu-Gelabert, P., and Bennett, A.S. (2016). Recurring epidemics of pharmaceutical drug abuse in America: time for an all-drug strategy. <i>American Journal of Public Health</i> 106 (3). https://doi.org/10.2105/AJPH.2015.302982 		Blended Learning Hours	
6. Assessments			

Assessment Component(s) CLA 3	Assessment Type Assignment, presentations	Marks 15
Lesson Plan		
1. Topic(s): Care, treatment, and communication	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4		
Previous: The Anthropology of Reproduction; Anthropological Approaches to Migration and Health; Emerging Trends in Pharmaceutical Enhancement, Lifestyle Regulation, Self-Medication, and Recreational Drug Use	Current: Ethnomedicine: Traditions of Medical Knowledge; Medicine: Colonial, Postcolonial, or Decolonial?; Medical Pluralism and biotechnologies of care; Infectious diseases: The politics of communicability; Field work	Following: NA
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 2 • How many groups? - 2 	15	5
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. 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. <i>Journal of Ethnobiology and Ethnomedicine</i> 4: 18. 2. Dobkin De Rios, M. (2002). What we can learn from Shamanic healing: brief psychotherapy with Latino immigrant clients. <i>American Journal of Public Health</i> 92 (10): 1576–1581. 3. Foster, G.M. (1976). Disease etiologies in nonwestern medical systems. <i>American Anthropologist</i> 78: 773–782. 4. Cant, S. and Sharma, U. (1999). <i>A New Medical Pluralism? Alternative Medicine, Doctors, Patients, and the State</i>. London: Taylor & Francis. 5. Nichter, M. (1980). Layperson's perception of medicine as perspective into the utilization of multiple therapy systems in Indian context. <i>Social Science and Medicine</i> 14B: 225–233. 6. Brodwin, P. (2000). <i>Introduction. Biotechnology and Culture: Bodies, Anxieties, Ethics</i> (ed. P. Brodwin). 1–26. Bloomington: Indiana University Press. 7. Fitzgerald, R., Legge, M., and Frank, N. (2013a). When biological scientists become health-careworkers: emotional labour in embryology. <i>Human Reproduction</i> 28 (5): 1289–1296. 8. Greene, J., Basilio, M.T., Kim, H., and Farmer, P. (2013). Colonial medicine and its legacies. In: <i>Reimagining Global Health. An Introduction</i> (ed. P. Farmer, J.Y. Kim, A. Kleinman, and M. Basilio), 33–73. Berkeley, Los Angeles, London: University of California Press. 9. Waitzkin, H. and Working Group for Health Beyond Capitalism. (eds.) (2018). <i>Health Care under the Knife: Moving beyond Capitalism for Our Health</i>. New York: Monthly Review Press. 10. Benton, A. (2017). Ebola at a distance: A pathographic account of anthropology's relevance. <i>Anthropological Quarterly</i> 90 (2): 495–524 		
6. Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations	Marks 15+40

COURSES OFFERED IN SEMESTER VI

Sociology of Modern India

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Understanding Social Change in India	15
	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
	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
	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
	Who is a worker	
	Uncertain Livelihoods	
	Platform economies and workers struggles	
Unit 5	Conclusion and Reflections	5
	Looking at modern India from the lenses of equity and sustainability	
	Deepening democracy in India	
	Total	60

Research Methodology

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	1	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Critically examine social structures and institutions in India (tribe, gender, religion, caste etc)

Objective 2: Apply central sociological concepts such as social structure, agency and social stratification to examine practices of power and processes of social change

Objective 3: Analyze the categories of ‘modern’ and ‘traditional’ and evaluate their role in shaping meaning and trajectories of Indian development.

Objective 4: Demonstrate how sociological analysis enhances understanding of contemporary social problems

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners 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%	80%
Outcome 2	Acquire skills in sociological analysis of given issues and problems	3,4	70%	70%
Outcome 3	Evaluate the strengths and weaknesses of sociological narratives and explanations of events and processes	3,4,5	60%	70%

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

CLOs	Program Learning Outcomes (PLO)												PS O 1	PS O 2	PS O 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 Life Long Learning			
Outcome 1	3	2	3		3			3				3			
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3			
Course Average	2.6	2	2.6		3			2.6				2.4			

Learning Assessment (Macro)

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

Course Designer

Dr. Vandana Swami, Professor, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Understanding Social Change in India		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)1		
Previous: NA	Current: Experiencing social change – empirical narrations; Colonial roots of Indian modernity; Sanskritization and Westernization; Tradition and Modernity as frameworks for analysis	Following: Structure and Agency; Gender relations and Patriarchy; Classes in India; Caste and Social Stratification; Adivasis in India
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 	15	
5. Resources		Blended Learning Hours
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		
6.Assessments		
Assessment Component(s) CLA 1	Assessment Type Assignment, presentations, exam	Marks 15
Lesson Plan		
1. Topic(s): Analyzing Indian Society		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2		
Previous: Experiencing social change – empirical narrations; Colonial roots of Indian modernity; Sanskritization and Westernization; Tradition and Modernity as frameworks for analysis	Current: Structure and Agency; Gender relations and Patriarchy; Classes in India; Caste and Social Stratification; Adivasis in India	Following: Nation building in post-colonial India: Contested imaginations; Science and the projects of modernizing India; Sites of Development: Village India, Urban India, Digital India
3.Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? - 2 	15	
5. Resources		Blended Learning Hours

<ol style="list-style-type: none"> Melvin, Tumin (1953) Some Principles of Stratification: A Critical Analysis, American Sociological Review, 18(4): 387-394 Subramaniam, Ajantha (2020) IIM-B talk on Meritocracy on You Tube Weber, Max (1925/2014) Excerpt from Bureaucracy, in Eldes and Approuth's 'Sociological Theory in the Classical Era', 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 		
6. Assessments		
Assessment Component(s) CLA 2 + Mid-term	Assessment Type Assignment, presentations	Marks 15+15
Lesson Plan		
1. Topic(s): Development as Nation Building		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2		
Previous: Structure and Agency; Gender relations and Patriarchy; Classes in India; Caste and Social Stratification; Adivasis in India	Current: Nation building in post-colonial India: Contested imaginations; Science and the projects of modernizing India; Sites of Development: Village India, Urban India, Digital India	Following: Who is a worker; Uncertain Livelihoods; Platform economies and workers struggles
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions / Q&A How many discussions / activities for this topic? - 2 How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 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 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 John Harriss 'Class and Politics' in Jayal and Mehta (eds) The Oxford Companion to Politics in India, pp 139-153 		
6. Assessments		
Assessment Component(s) CLA 3	Assessment Type Assignment, presentations	Marks 15
Lesson Plan		
1. Topic(s): The Future of Work and Workers in India		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3		
Previous: Nation building in post-colonial India: Contested imaginations; Science and the projects of modernizing India; Sites of Development: Village India, Urban India, Digital India	Current: Who is a worker; Uncertain Livelihoods; Platform economies and workers struggles	Following: Conclusions and reflections
3. Pedagogy (all that apply)		

Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 2 • How many groups? - 2 	10	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. 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 2. John Harriss 'Class and Politics' in Jayal and Mehta (eds) The Oxford Companion to Politics in India, pp 139-153 3. V Geetha (2007) Patriarchy: A History of the Term, Chapter 1 of V Geetha 'Patriarchy' STREE, pp 4-29 4. Govinda, Radhika (2017) Different Dalit Women Speak Differently, in Anandi and Kapadia (eds) Dalit Women: Vanguard of An Alternative Politics in India, Routledge India 5. Shekhar, Hansda Sowendra (2015) Story from 'The Adivasi Will not Dance: Stories' New Delhi, Speaking Tiger Books 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3	Assignment, presentations	15
Lesson Plan		
1. Topic(s): Conclusion and Reflections	CO:1,2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,3		
Previous: Who is a worker; Uncertain Livelihoods; Platform economies and workers struggles	Current: Conclusion and reflections	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 5
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 2 • How many groups? - 2 	5	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. All the above-mentioned readings 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
End term.	Presentation	40

Sociology of Work

Course Utilization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction	10
	Work: Definition, Forms	
	Work and Social Theory	
	Historical Transformation: Industrial , Industrial Society, Post-Industrial Society, Information Society	
Unit 2	Dimensions of Work	14
	Alienation	
	Gender	
	Unpaid Work and Forced Labour	
Unit 3	Work in the Formal and Informal Sectors	12
	Formal Organizations	
	The Informal Sector	
Unit 4	Globalization and New Spaces of Work	16
	McDonaldization	
	Emotional Labour & Aesthetic Labour in Service Work	
	Gig Work	
Unit 5	Risk, Hazard and Disaster at Work- An Introduction	8
	Total Contact Hours	60

Sociology of Work

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department		Professional / Licensing Standards						

Course Objectives:

Objective 1: Introduce students to the social context of what is known as work

Objective 2: Introduce students to how this social context has brought about transformative shifts in the way work is organized.

Objective 3: Introduce students to the different issues affecting contemporary work conditions.

Course Outcomes (COs)

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

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	1	3	2	3	3	2	2	3	3	3
Course Average	2	2	2	2	3	1	3	2	3	3	2	2	3	3	3

Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

<p align="center">1. Topic(s): Introduction-</p> <p>a. Work: Definition, Forms b. Work and Social Theory c. Historical Transformation: Industrial , Industrial Society, Post-Industrial Society, Information Society</p>		CO: 1,2
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Introduction	Following: Dimensions of Work
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 14
4. Active Learning Techniques	In Class Hours 12	Out of Class Hours 2
<ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 		
5. Resources		Blended Learning Hours : 1
1. Edgell, Stephen. 2012. The Sociology of Work: Continuity and Change in Paid and Unpaid Work. London: Sage. 2. Bell, Daniel. 1976, The Coming of Post-Industrial Society, London:Heineman, Introduction, Pp.12-45		
6. Assessments		
Assessment Component(s) CLA 1+ Midterm+ Endterm	Assessment Type Presentation, Quiz, Written Assignments	Marks 15+5+5

<p align="center">1. Topic(s): Dimensions of Work: a. Alienation b. Gender c. Unpaid Work and Forced Labour</p>		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):2,3		
Previous: Introduction	Current: Dimensions of Work	Following: Work in the Formal and Informal Sectors

3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 10	Out of Class Hours 2
5. Resources 1. Blau, M. Peter. and Scott, W. Richard. 1977. Formal Organizations: A Comparative Approach. London: Routledge and Kegan Paul 2. Breman, Jan. 2003, "The Informal Sector" in Veena Das, (ed.) The OxfordIndia Companion to Sociology and Social Anthropology, New Delhi: OUP, Pp.1287-1312		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) CLA 2+ Midterm+ Endterm	Assessment Type Presentation+ Written Tests Assignments+ Quiz+	Marks 15+5+5

1. Topic(s): Work in the Formal and informal Sectors: a. Formal Organizations b. The Informal Sector		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2,3,4		
Previous: Dimensions of Work	Current: Work in the Formal and Informal Sector	Following: Globalisation and New Spaces of Work
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 13	Out of Class Hours 2
5. Resources		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) CLA 3+ End term	Assessment Type Written Test, Quiz, Presentation	Marks 10+5+5

1. Topic(s): Globalisation and New Spaces of Work a. McDonalidization b. Emotional Labour and Aesthetic Labour in Service Sector c. Gig Work		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):1,2,3,4		
Previous: Work in the Formal and Informal Sector	Current: Globalisation and New Spaces of Work	Following: Risk, Hazard and Disaster at Work

3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 14
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 12	Out of Class Hours 2
5. Resources 1. Ritzer, G. 2000. <i>The Macdonaldization of Society</i> . California: Pineforge Press 2. Hochschild, Arlie. 1983. <i>The Managed Heart: Commercialization of Human Feelings</i> , London: University of California Press		Blended Learning Hours 2
6.Assessments		
Assessment Component(s)	Assessment Type <i>Assignment</i>	Marks 15
1. Topic(s): Introduction to Risk, Hazard and Disaster at Work		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2,3,4		
Previous: Globalisation and New Spaces of Work	Current: Risk, Hazard and Disaster at Work	Following: NA
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 6	Out of Class Hours 2
5. Resources 1. Visvanathan, Shiv. 1986, "Bhopal: the Imagination of a Disaster", <i>Alternatives XI</i> , Pp. 147- 165 2. Zonabend, Françoise. 2009, "The Nuclear Everyday" in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) <i>Industrial Work and Life: An Anthropological Reader</i> , London: Berg, Pp. 167-185		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 10

Globalization and Social Change

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introducing Globalization	10
	What is globalization	
	Historical perspectives on Globalization	
	What is local, what is global	
	Globalization and social change	
Unit 2	Theories of Globalization	10
	Modernization Theory, Dependency Theory	
	World System Theories	
	Neo-Liberalism	
Unit 3	Global Technology and Information Flows	10
	Technology, Media, Internet	
	Global Governance and Civil Society	
Unit 4	Global Cultural Flows, Hybridity and Postmodernity	15
	Landscapes of globalization, cultural flows	
	Human migration	
	Globalization of crime, disease, war and terrorism	
Unit 5	Resisting Globalization : Case Studies	10
	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

Globalization and Social Change

Course Code	Course Category	Elective Course	L-T-P-C	3	0	1	4
Pre-Requisite Course(s)	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Professional / Licensing Standards						
Board of Studies Approval Date	Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners 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 - 3	70%	70%
Outcome 2	Attain theoretical insights on how to understand processes of globalization	1 - 3	70%	70%
Outcome 3	Evaluate the pros and cons of the social impacts of globalization	1 - 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	PS O 1	PS O 2	PS O 3
Outcome 1	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2
Outcome 2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2
Outcome 3	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2
Outcome 4	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2
Outcome 5	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2
Course Average	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2

Learning Assessment

Bloom's Level of Cognitive Task	Continuous Learning Assessments			CLA 4
	CLA-1 (10%)	CLA 2 (15%)	CLA 3 Class Participation (20%)	End Semester Take Home Essay (35%)
Level 1	Remember	30%	30%	30%
	Understand			
Level 2	Apply	30%	30%	30%
	Analyse			
Level 3	Evaluate	40%	40%	40%
	Create			
Total		100%	100%	100%

Course Designers

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

Lesson Unitization Plan

1. Topic(s): Introducing Globalization		CLO: 1 - 3
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: N/A	Current: Introducing Globalization – what is globalization, historical perspectives on Globalization, What is local, what is global, Globalization and Social Change	Following: Theories of Globalization
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques Discussions, Interactions, Q and A	In Class Hours 8	Out of Class Hours
5. Resources 1. L Stavrianos (1981) ‘Global Rift’, Harper Perennial, New York 2. J. Timmons Roberts and Amy Bellone Hite eds. (2007) The Globalization and Development Reader, Malden, MA, Blackwell		Blended Learning Hours 2
6. Assessments		
Assessment Component(s) CLA 1	Assessment Type In Class quiz (20%)	Marks 50

Lesson Plan

1. Topic(s): Theories of Globalization		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Introducing Globalization	Current: Theories of Globalization, Modernization Theory, World Systems Theories, Neo Liberalism	Following: Global Technology and Information Flows
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 8
3. Active Learning Techniques Discussions, Interactions, Q and A	In Class Hours 8	Out of Class Hours
4. Resources 1. Philip Mc Michael and Heloise Weber (2021) Development and Social Change: A Global Perspective, Sage, London		Blended Learning Hours 2
6. Assessments		
Assessment Component(s) CLA 1 and 2	Assessment Type In Class Midterm, In Class Quiz	Marks 50

Lesson Plan

1. Topic(s): Global Technology and Information Flows		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Theories of Globalization	Current: Global Technology and Information Flows, Technology, Media, Internet, Global Governance and Civil Society	Following: Global Cultural Flows, Hybridity and Postmodernity
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 10
5. Active Learning Techniques Discussions, Interactions, Q and A	In Class Hours 10	Out of Class Hours
6. Resources Arjun Appadurai (1990) 'Disjuncture and Difference in the Global Cultural Economy' "Theory, Culture and Society", Vol 7, Issue 2-3 pp 295-310 Mary Kaldor (2008) Global Civil Society: Communicative power and Democracy, LSE India Observatory		Blended Learning Hours 2
6. Assessments		
Assessment Component(s) CLA 2, 3	Assessment Type End Term Take Home Essay	Marks 50

Lesson Plan

1. Topic(s): Global Cultural Flows, Hybridity and Postmodernity		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Global Technology and Information Flows	Current: Global Cultural Flows, Hybridity and Postmodernity, Landscapes of Globalization, cultural flows, human migration, Globalization of war, crime and disease	Following: Resisting Globalization : Case Studies
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques Discussions, Questions, Q and A	In Class Hours 10	Out of Class Hours
5. Resources 1. Arjun Appadurai (1990) 'Disjuncture and Difference in the Global Cultural Economy' "Theory, Culture and Society", Vol 7, Issue 2-3 pp 295-310 (repeat and reinvoke) 2. David Harvey (1991) The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change, Wiley Blackwell (selected chapters)		Blended Learning Hours 2
6. Assessments		
Assessment Component(s) CLA 3, 4	Assessment Type End semester Take Home Essay	Marks 50

Lesson Plan

1. Topic(s):		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Global Cultural Flows, Hybridity and Postmodernity	Current: Resisting Globalization : Case Studies And concluding reflections	Following: N/A
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 9
4. Active Learning Techniques	In Class Hours	Out of Class Hours
Discussions, Questions, Q and A	9	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. A. Gunvald Nilsen and Sara Motta eds. (2011) Social Movements in the Global South: Dispossession, Development and Resistance, Palgrave MacMillan 2. James Petras (2013) Social Movements in Latin America: Neo Liberalism and Popular Resistance, Palgrave McMillan 3. Fawaz E. Gerges (2015) Contentious Politics in the Middle East: Popular Activism and Marginalized Resistance, Palgrave McMillan 4. Mike Davis (2004) Planet of Slums, Verso, New York 		
6. Assessments		
Assessment Component(s) CLA 4 (35%)	Assessment Type End Semester Take Home Essay	Marks 100

Health System and Policy

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Health system and healthcare system	10
	Emerging understanding of health system and healthcare system	
	Health systems frameworks	
	Group presentation on health system frameworks	
Unit 2	Health policy analysis	12
	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
	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	45

Health Systems and Policy

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Understand health system as a complex system.

Objective 2: Familiarity with the process of policy making as well as implementation.

Objective 3: Describe how health policies and systems have evolved in India.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners 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	70%	80%
Outcome 2	Utilize various theories and frameworks in analysing health system and policies	2	70%	70%
Outcome 3	Delineate policy trajectory in India in line with key global events/actors influencing the same	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	PS O 1	PS O 2	PS O 3
Outcome 1	3	2	3		3			3				3	2		
Outcome 2	2	2	2				2	2		2		2		2	
Outcome 3	3	2	3		3			3				3		2	
Course Average	2.6	2	2.6		3		2	2.6		2		2.6	2	2	

Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

1. Topic(s): Health system and healthcare system		CO: 1	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1			
Previous: NA	Current: Emerging understanding of health system and healthcare system; Health systems frameworks		Following: Definition of policy, questions to be asked to analyse a policy; Policy analysis theories and frameworks
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 20
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 		18	2
5. Resources			Blended Learning Hours
<ol style="list-style-type: none"> 1. De Savigny, D. and Adam, T. eds., 2009. <i>Systems thinking for health systems strengthening</i>. World Health Organization. 2. Peters, D.H., 2014. The application of systems thinking in health: why use systems thinking?. <i>Health research policy and systems</i>, 12(1), pp.1-6. 3. Freedman, L.P., 2005. Achieving the MDGs: health systems as core social institutions. <i>Development</i>, 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. <i>Global Health Governance</i>, 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. <i>Health, Culture and Society</i>, 2(1), pp.1-21. 			
6. Assessments			
Assessment Component(s) CLA 1	Assessment Type Assignment, presentations	Marks 15	
Lesson Plan			
1. Topic(s): Health policy analysis		CO: 2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 2			
Previous: Emerging understanding of health system and healthcare system; Health systems frameworks	Current: Definition of policy, questions to be asked to analyse a policy; Policy analysis theories and frameworks		Following: 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.
3. Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 15
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions 		13	2

<ul style="list-style-type: none"> • How many discussions / activities for this topic? - 3 • How many groups? - 2 			
5. Resources <ol style="list-style-type: none"> 1. Buse, K., Mays, N. and Walt, G., 2012. <i>Making health policy</i>. 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 2. 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. <i>Health policy and planning</i>, 23(5), pp.308-317. 3. Ramani, S et al. 2021. Sometimes Resigned, Sometimes Conflicted, and Mostly Risk Averse: Primary Care Doctors in India as Street Level Bureaucrats, <i>International Journal of Health Policy Management</i>, 10 (7): 376-387 4. 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., <i>Expert Review of Vaccines</i>, 18:6, 575-585, DOI: 10.1080/14760584.2019.1627208 		Blended Learning Hours	
6. Assessments			
Assessment Component(s) CLA 2 + Mid-term	Assessment Type Assignment, presentations	Marks 15+15	
Lesson Plan			
1. Topic(s): Evolution of health policy and systems in India		CO: 3	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 3			
Previous: Definition of policy, questions to be asked analyse a policy; Policy analysis theories and frameworks	Current: 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	Following: NA	
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 25	
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 	In Class Hours 25	Out of Class Hours	
5. Resources <ol style="list-style-type: none"> 1. Duggal, R. 2001. Evolution of Health Policy in India. <i>Mumbai: Centre for Enquiry into Health and Allied Themes</i>. 1-56 2. Amrith, S. 2007. Political culture of health in India: A historical perspective. <i>Economic and Political Weekly</i>, 114-121. 3. Sujatha, V. and Abraham, Leena. 2007. Medicine, state and society, <i>Economic and political weekly</i>, 44 (12) 35-43 4. National Health Policy 2017 (https://www.nhp.gov.in/nhpfiles/national_health_policy_2017.pdf) 5. National Health Mission (National Rural Health Mission and National Urban Health Mission) https://nhm.gov.in/index4.php?lang=1&level=0&linkid=445&lid=38 6. M Chokshi, B Patil, R Khanna, SB Neogi, J Sharma, VK Paul and S Zodpey 2016. Health systems in India, <i>Journal of Perinatology</i>, 36, S9-S12 7. Sen, G. 2012. Universal Health Coverage in India. <i>Economic & Political Weekly</i>, 47(8), 45. 8. Lahariya, C. 2018. 'Ayushman Bharat' Program and Universal Health Coverage in India. <i>Indian Pediatr</i> 55, 495-506 9. Lahariya, C., 2017. Mohalla Clinics of Delhi, India: Could these become platform to strengthen primary healthcare?. <i>Journal of family medicine and primary care</i>, 6(1), p.1. 10. Garg, S. and Pande, S., 2018. Learning to Sustain Change: Mitatin Community Health Workers Promote Public Accountability in India. <i>Accountability Research Center</i>. 11. Shukla, Abhay et al. 2013. Community based monitoring and planning in Maharashtra: A case study, Case studies series, COPASH. 1-25 		Blended Learning Hours	
6. Assessments			
Assessment Component(s) CLA 3 + +End term	Assessment Type Assignment, Presentations	Marks 15+40	

Labour, Work, and Informality

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Defining Informality: Theories and Concepts	10
	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
	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
	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
	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
	Stories of struggle, hope and despair	
	Safe work in informal economies – challenges and opportunities	
	Total Contact Hours	45

Course Code	Course Category	Elective Course	L-T-P-C	3	0	1	4
Pre-Requisite Course(s)	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Professional / Licensing Standards						
Board of Studies Approval Date	Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners 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%

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

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

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	
		Theory	Theory	Theory	
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%

Course Designers

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

Lesson Plan

1. Topic(s): Defining Informality: Theories and Concepts		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: N/A	Current: Defining Informality: Theories and Concepts, WIEGO framework, ILO perspectives, Formal vs Informal economies, Understanding the informal sector in India, Understanding the informal sector in India	Following: Labour and work in the informal economy
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques Discussions, Interactions, Q and A	In Class Hours 10	Out of Class Hours
5. 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		Blended Learning Hours - 2
6. Assessments		
Assessment Component(s) CLA 1	Assessment Type In Class Quiz (25%)	Marks 50

Lesson Plan

1. Topic(s): Labour and work in the informal economy		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Defining Informality: Theories and Concepts	Current: Labour and work in the informal economy, Working conditions and wages, Major sectors of informalization, Role of trade unions in social protection of labour	Following: Social identities and social solidarities in the informal sector
3. Pedagogy (all that apply)		

Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours 10	Out of Class Hours
5. Resources 1. 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) 2. State of Working in India (2018) Azim Premji University Report (Chapter 5) 3. 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 4. 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		Blended Learning Hours - 2
6. Assessments		
Assessment Component(s) CLA 1, 2	Assessment Type In Class Midterm Exam (25%)	Marks 50

Lesson Plan

1. Topic(s):		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Labour and work in the informal economy	Current: Social identities and social solidarities in the informal sector, Gender, Caste and Tribe in the informal sector, Kinship and social networks among informal labour, Role of managers and intermediaries in the informal sector	Following: Case Study
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques Discussion, Interactions, Q and A	In Class Hours 10	Out of Class Hours
5. Resources: 1. Jean Dreze and Amartya Sen (2013) An Uncertain Glory: India and Its Contradictions, Princeton University Press 2. Ranabir Samaddar ed '(2018) Migrants and the Neoliberal City, Orient Blackswan,		Blended Learning Hours - 2
6. Assessments		
Assessment Component(s) CLA 2, 3	Assessment Type In Class Midterm Exam	Marks 50

Lesson Plan

1. Topic(s):		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Social identities and social solidarities in the informal sector	Current: Informal Labor and Social Mobility	Following: N?A
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 15
5. Active Learning Techniques Discussions, Interactions, Q and A	In Class Hours	Out of Class Hours
Resources		Blended Learning Hours - 2

<ol style="list-style-type: none"> 1. RoyChowdhury, S. (2005) Labour Activism and Women in the Unorganized Sector: Garment export Industry in Bangalore, EPW, 2250-2255 2. Ravi Shrivastava (2022) Migration, Informality and the Growing Precarity of Work, Social Change, Vol 52, Issue 4 3. Student led Case Studies 		
6. Assessments		
Assessment Component(s) CLA 3, 4	Assessment Type End Semester Take Home Essay, Case Study	Marks 50

Science, Technology, Culture

Course Utilization Plan

Unit No.	Unit Name	Hours
Unit 1	Introduction to Science and Technology	20
	Incommensurability and paradigm	
	Networks and relations of power and control	
	Centres of Calculation	
Unit 2	Science, Religion, State, Technology	20
	Scientific Temper and socio-cultural change	
	Who is a scientific believer?	
	Egypt's acoustic culture- state sanctioned and subversive voices	
Unit 3	Feminist Engagement and Science	20
	Politics and epistemologies of location	
	Objectivity as positioned rationality	
	Attending to forms of bio-citizenship	
Total		60

Science, Technology, Culture

Course Code		Course Category	CC	L-T/D-P/Pr-C	4	0	0	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)
Objective 1: The course aims to introduce concepts of science, technology, culture

Objective 2: Familiarise students how scientific thinking emerged

Objective 3: Understand networks and communities of power

Objective 4: Critically evaluate how religion, artifact, and feminist voices come together

Course Outcomes / Course Learning Outcomes (CLOs)

	At the completion of the course learners 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	1	60%	70%
Outcome 4	Explore difference aspects of the feminist questions	2	60%	60%
Outcome 5	Critically analyse how state and its subversive other formulate bio-technical questions	4	70%	70%

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

CLOs	Program Learning Outcomes (PLO)												PS O 1	PS O 2	PS O 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 Life Long Learning			
Outcome 1	3	2	3		3			3				3			
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3			
Outcome 4	2		2		2			2				2			
Outcome 5	2	2	2		2			2				2			
Course Average	2.4	2	2.4		2.5			2.4				2.4			

Learning Assessment (Macro)

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

Course Designers

Dr. Sebanti Chatterjee, Assistant Professor, Dept. of Sociology and Anthropology, SLASS, SRM University- A

Lesson Plan

1. Topic(s): Introduction to Science and Technology		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2			
Previous: NA	Current: Incommensurability and paradigm Networks and relations of power and control Centres of Calculation		Following: Scientific Temper socio-cultural change Who is a scientific believer? Egypt's acoustic culture- sanctioned and subversive voice
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 20
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions /Q&A / Jigsaw How many discussions / activities for this topic? - 2 How many groups? - 2 		20	
5. Resources			Blended Learning Hours
1.Kuhn, Thomas S. The Structure of Scientific Revolutions. 3rd ed. Chicago: Chicago University Press, 1996, Select Chapters 2.Latour, Bruno (1987) Science in Action: How to follow scientists and engineers through society. Cambridge: Harvard University Press, Select Chapters			
6. Assessments			
Assessment Component(s)	Assessment Type	Marks	
CLA 1 + Midterm+End term	Assignment, presentations, examination	15+25+50	
Lesson Plan			
1. Topic(s): Science, Religion, State, Technology		CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry:			
2. Topic Learning Outcome(s) 2,3			
Previous: Incommensurability and paradigm Networks and relations of power and control Centres of Calculation	Current: Scientific Temper and socio-cultural change Who is a scientific believer? Egypt's acoustic culture- state sanctioned and subversive voices		Following: Politics and epistemologies of location Objectivity as positioned rationality Attending to forms of bio-citizenship
3. Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 20
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions How many discussions / activities for this topic? - 3 How many groups? - 2 		20	
5. Resources			Blended Learning Hours
3. Thomas, R. (2021). Science and Religion in India: Beyond Disenchantment (1st ed.). Routledge. Chapter 1, 3. 4.Simon, Andrew. 2022. Media of The Masses: Cassette Culture in Modern Egypt. Stanford, CA: Stanford University Press; Select Chapters 5. Guzik, Keith. "Surveillance Technologies and States of Security." In <i>Making Things Stick: Surveillance Technologies and Mexico's War on Crime</i> , 1–25. University of California Press, 2016. http://www.jstor.org/stable/10.1525/j.ctt1ffjn82.5 .			

6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+End term	Assignment, presentations, examination	15+25+50
Lesson Plan:		
1. Topic(s): Feminist Engagement and Science	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3,4		
Previous: Scientific Temper and socio-cultural change Who is a scientific believer? Egypt's acoustic culture-state atw sanctioned subversive voices	Current: Politics and epistemologies of location Objectivity as positioned rationality Attending to forms of bio-citizenship	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 	20	
5. Resources		Blended Learning Hours
6. Haraway, Donna. <i>Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective</i> . In <i>Simians, Cyborgs and Women: The Reinvention of Nature</i> , 183-201. New York: Routledge, 1991. 7. Smith, Lindsay Adams. "Identifying Democracy: Citizenship, DNA, and Identity in Post-dictatorship Argentina." <i>Science, Technology, & Human Values</i> , vol. 41, no. 6, 2016, pp. 1037-62. 8. Majumdar, Anindita, and Asif Qureshi. "Thinking about Infertility from a Mixed-Methods Perspective: The Need to Look at Toxicity in Rural India." <i>Sexual and Reproductive Health Matters</i> 29, no. 2 (2021): 413-19. https://www.jstor.org/stable/48714672 . 9. Sneha Krishnan, Digitalisation of Indian smart cities: post-Covid-19 approaches to data, recognition and health monitoring, <i>Cambridge Journal of Regions, Economy and Society</i> , Volume 16, Issue 2, July 2023, Pages 349-359, https://doi.org/10.1093/cjres/rsad010		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 + Midterm+End term	Assignment, presentations, examination	10+25+50

Gift, Consumption, and Exchange

Course Utilization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Political Economy and German Society	12
	Overthrow of the capitalist mode of production	
	Historic periods and its own laws	
Unit 2	Gift Economy	12
	Kula and ceremonial gift	
	Mythical ancestors and magical knowledge	
	Rules of Generosity and intensity of Gift Exchange	
Unit 3	Affluent Society and Consumption	12
	Simplicity of technology and democracy of property	
	Prestige on craftsmanship and Trade	
	Consumption and Possessive individualism	12
Unit 4	Economy and Society	
	Community, Self-sufficiency, Justice	
	Trade, Market, and, Debt	
Unit 5	Market Economy and Intimacy	12
	Labour, Land, Money	
	Intimacy and Economic Relations	
	Total Contact Hours	60

Gift, Consumption, and Exchange

Course Code		Course Category	OE/Minor	L-T/D-P/Pr-C	3	1	0	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To discuss historical evolution of economic anthropology

Objective 2: To Identify how economy is embedded in various social institutions

Objective 3: To Illustrate how there is perpetual cycles of exchanges within and between generations

Objective 4: Critically analyse concepts of debts, obligations, consumption

Course Outcomes / Course Learning Outcomes (CLOs)

	At the completion of the course learners 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	Analyze the inter-tribal network of relationships	3	60%	70%
Outcome 4	Arrive at the meanings of the economy and morality of gift	3	60%	60%
Outcome 5	Critically formulate cultures of honour, credit, and obligation	4	70%	70%

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

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

Learning Assessment (Macro)

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

Course Designers

Dr. Sebanti Chatterjee, Assistant Professor, Sociology and Anthropology, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Political Economy and German Society		CO: 1	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1			
Previous: NA	Current: Overthrow of the capitalist mode of production Historic periods and its own laws	Following: Kula and ceremonial gift Mythical ancestors and magical knowledge Rules of Generosity and intensity of Gift Exchange	
3.Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 12
4. Active Learning Techniques		In Class Hours 12	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A / Jigsaw • How many discussions / activities for this topic? - 2 • How many groups? - 2 			
5. Resources			Blended Learning Hours
1. Marx K. Engels F. & Feuer L. S. (1959). Basic writings on politics and philosophy. Anchor Books. (Select Chapters).			
6.Assessments			
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50	
Lesson Plan			
1. Topic(s): Gift Economy		CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2			
Previous: Overthrow of the capitalist mode of production Historic periods and its own laws	Current: Kula and ceremonial gift Mythical ancestors and magical knowledge Rules of Generosity and intensity of Gift Exchange	Following: Simplicity of technology and democracy of property, Prestige on craftsmanship and Trade Consumption and Possessive individualism	
3.Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 12
4. Active Learning Techniques		In Class Hours 12	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? - 2 			
5. Resources			Blended Learning Hours
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]. Routledge. 3.Mauss, M. (1954). The gift: Forms and functions of exchange in archaic societies.			
6.Assessments			
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50	

Lesson Plan		
1. Topic(s): Affluent Society and Consumption		CO: 4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Kula and ceremonial gift Mythical ancestors and magical knowledge Rules of Generosity and intensity of Exchange	Current: Simplicity of technology and democracy of property Prestige on craftsmanship and Trade Consumption and Possessive individualism	Following: Community, Self-sufficiency, Justice Trade, Market, and, Debt
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions /Q&A How many discussions / activities for this topic? - 2 How many groups? - 2 	12	
5. Resources 4.Sahlins, M. (2013). Stone age economics. Routledge (Select Chapters) 5.Graeber, D. (2011). Consumption. Current anthropology, 52(4), 489-511.		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 10+25+50

1. Topic(s): Economy and Society		CO: 4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)1		
Previous: Simplicity of technology and democracy of property Prestige on craftsmanship and Trade Consumption and Possessive individualism	Current: Community, Self-sufficiency, Justice Trade, Market, and, Debt	Following: Labour, L Money Intimacy and Econo Relations
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions /Q&A / Jigsaw How many discussions / activities for this topic? - 2 How many groups? - 2 	12	
5. Resources 6. Polanyi, K. (1965). Trade and market in the early empires: Economies in history and theory. 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. (2011). Debt: The first five thousand years (Select Chapters)		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50

1. Topic(s): Market Economy and Intimacy	CO: 4,5
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Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)1		
Previous: Community, Self-sufficiency, Justice Trade, Market, and, Debt	Current: Labour, Land, Money Intimacy and Economic Relations	Following: NA
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A / Jigsaw • How many discussions / activities for this topic? - 2 • How many groups? - 2 	12	
5. Resources		Blended Learning Hours
9. Polanyi, K. (2002). The great transformation. Readings in economic sociology, 38-62. 10. Zelizer, V. A. (2000). The purchase of intimacy. Law & Social Inquiry, 25(3), 817-848 (Select Chapters).		
6.Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50

COURSES OFFERED IN SEMESTER VII

Advanced Research Methods

Course Utilisation Plan

Unit No.	Unit Name	Required Contact Hours
Unit -1	Philosophy of Research Methodology	10
	What is Scientific Research	
	Empiricism, Positivism and Interpretative Research	
	Epistemology of Social Sciences	
	Quantitative and Qualitative research	
Unit 2	Qualitative methods	12
	Participant observation, Interviews	
	Focus Group Discussion (FGDs), Case Study, Genealogy	
	Ethnography Studies in Anthropology and other disciplines	
	Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA)	
Unit 3	Quantitative methods – Research designs,	10
	Research design – cross-sectional, longitudinal, experimental	
	Sample size and sampling techniques	
	Reliability and validity	
Unit 4	Quantitative methods – data analysis	12
	Types of probability distribution – Normal distribution, Binomial distribution, Poisson distribution	
	Univariate analysis – frequency tables, graphs, measures of central tendency, measures of dispersion	
	Bivariate analysis – correlation, regression	
	Statistical tests – Chi-square, T-test, ANOVA	
	Data analysis using Jamovi and R	
	Introduction to large data sets	
Unit-5	Research Proposal and Fieldwork	
	Development of a Proposal	16
	Conducting fieldwork	
	Data Analysis and Report writing.	
	Total Contact Hours	60

Course Code		Course Category	Core Course	CC	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Advanced Research Methods
Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Provide students with knowledge of the philosophical underpinnings of research, including the researcher's location in the society.

Objective 2: Familiarize students with different methods of social research at an in-depth level.

Objective 3: Ability to develop a thorough research proposal and conduct the fieldwork.

Objective 4. Ability to use software and field methods to conduct field study and data analysis.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the completion of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Ability to 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.	1	60%	70%
Outcome 4	Ability to use various software to analyse data	2	60%	60%

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

CLOs	Program Learning Outcomes (PLO)												PS O 1	PS O 2	PS O 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 Life Long Learning			
Outcome 1	3	2	3		3		3					3	3	3	2
Outcome 2	2	2	2				2					2	2	3	3
Outcome 3	3	2	3		3		3					3	2	3	3
Outcome 4	2		2		2		2					2	3	3	2
Course Average	2.4	2	2.4		2.5		2.4					2.5	2.5	3	2.5

Learning Assessment

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

Course Designer

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

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

Lesson Plan

1. Topic(s): Philosophy of Research Methodology:		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Philosophy of Research Methodology <ul style="list-style-type: none"> • What is Scientific Research, • Empiricism, • Positivism and • Interpretative Research, • Epistemology of Social Sciences, • Quantitative and Qualitative research 	Following: Qualitative methods
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 8	Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> 1. Bryman, A. (2010a). The nature of quantitative research In <i>Social research methods</i>. Fourth. Oxford University Press. 2. Bernard, H. R. (1990). <i>Research Methods in Cultural Anthropology</i>. New Delhi: Sage Publications. 3. Geertz, C. (1973). <i>The Interpretation of Cultures</i>. New York: Basic Books Inc. 4. Khattri, K. (2021). Analysis of Data in <i>Block-3 Specific Essential Aspects in Research</i>, Mehta S, Venkatramana P., Khattri, P. and Das M. New Delhi: IGNOU 5. Pelto, P. J., and Pelton. G. H. (1978). <i>Anthropology Research; The Structure of Inquiry</i>. Cambridge: Cambridge University Press. 6. Srivastava, V. K. (Ed.) (2004) <i>Methodology and Fieldwork</i>. New Delhi: Oxford University Press. 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

2. Topic(s): Qualitative methods:		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: Philosophy of Research Methodology	Current: Qualitative methods <ul style="list-style-type: none"> • Participant observation, • Interviews, • Focus Group Discussion (FGDs), • Case Study, Genealogy, • Ethnography Studies in Anthropology and other disciplines, • Participatory Rural Appraisal (PRA), • Rapid Rural Appraisal (RRA) 	Following: Quantitative methods – Research designs
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
4. Active Learning Technique <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 10	Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> 1. Bhattacharjee, A. (2012). <i>Social Science Research: Principles, Methods, and Practices</i> (2012). Textbooks Collection. 3. https://digitalcommons.usf.edu/oa_textbooks/3 2. Bryman, A. (2010a). The nature of quantitative research In <i>Social research methods</i>. Fourth. Oxford University Press. 3. Bernard, H. R. (1990). <i>Research Methods in Cultural Anthropology</i>. New Delhi: Sage Publications. 4. Campbell, J. R. (2001). Participatory Rural Appraisal as Qualitative Research: Distinguishing Methodological Issues from Participatory Claims. <i>Human Organization</i>, 60(4), 380–389. 		Blended Learning Hours : 1

5. Fuller-Haimendorf, C. V. (1943). <i>The Chenchus: Jungle Folk of the Deccan</i> . London: Macmillan. 6. Khattri, K. (2021). <i>Analysis of Data in Block-3 Specific Essential Aspects in Research</i> , Mehta S, Venkatramana P., Khattri, P. and Das M. New Delhi: IGNOU 7. Malinowski, B. (1922). <i>Argonauts of the Western Pacific</i> . New York: Routledge and Kegan Paul Ltd. E. P Dutton & Company, Inc. 8. Pelto, P. J., and Pelton. G. H. (1978). <i>Anthropology Research; The Structure of Inquiry</i> . Cambridge: Cambridge University Press.		
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

3. Topic(s): Quantitative methods – Research designs		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2		
Previous: Qualitative methods	Current: Quantitative methods – Research designs <ul style="list-style-type: none"> • Research design – cross-sectional, longitudinal, experimental, • Sample size and sampling techniques, • Reliability and validity 	Following: Quantitative methods – data analysis
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Technique <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 8	
		Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> 1. Bryman, A. (2010a). The nature of quantitative research In <i>Social research methods</i>. Fourth. Oxford University Press. 2. Bryman, A. (2010b). Introduction to sampling In <i>Social research methods</i>. Fourth. Oxford University Press. 3. Bryman, A. (2010c). Secondary analysis and official statistics In <i>Social research methods</i>. Fourth. Oxford University Press. 4. Bryman, A. (2012) 'Research Designs', <i>Social Research Methods</i>, 4th Ed., Oxford University Press, U.K. 5. Bernard, H. R. (1990). <i>Research Methods in Cultural Anthropology</i>. New Delhi: Sage Publications. 6. Pelto, P. J., and Pelton. G. H. (1978). <i>Anthropology Research; The Structure of Inquiry</i>. Cambridge: Cambridge University Press 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5

4. Topic(s): Quantitative methods – data analysis		CO: 4
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 3		
Previous: Quantitative methods – Research designs	Current: Quantitative methods – data analysis <ul style="list-style-type: none"> • Types of probability distribution – Normal distribution, Binomial distribution, Poisson distribution • Univariate analysis – frequency tables, graphs, measures of central tendency, measures of dispersion • Bivariate analysis – correlation, regression. • Statistical tests – Chi-square, T-test, ANOVA • Data analysis using Jamovi and R • Introduction to large data sets 	Following: Research Proposal and Fieldwork
3. Pedagogy (all that apply)		

Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2	In Class Hours 10	Out of Class Hours 2
5. Resources 1. Bryman, A. (2010a). The nature of quantitative research In <i>Social research methods</i> . Fourth. Oxford University Press. 2. Bryman, A. (2010b). Introduction to sampling In <i>Social research methods</i> . Fourth. Oxford University Press. 3. Bryman, A. (2010c). Secondary analysis and official statistics In <i>Social research methods</i> . Fourth. Oxford University Press. 4. Bernard, H. R. (1990). <i>Research Methods in Cultural Anthropology</i> . New Delhi: Sage Publications. 5. 15. Pelto, P. J., and Pelton. G. H. (1978). <i>Anthropology Research; The Structure of Inquiry</i> . Cambridge: Cambridge University Press		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) End term	Assessment Type written test	Marks 15

5. Topic(s): Research Proposal and Fieldwork		CO: 5
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4		
Previous: Quantitative methods – data analysis	Current: Research Proposal and Fieldwork • Development of a Proposal • Conducting fieldwork • Data Analysis and Report writing.	Following: N/A
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 16
4. Active Learning Techniques • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2	In Class Hours 13	Out of Class Hours 3
5. Resources Quantitative methods – Research designs 1. Bernard, H. R. (1990). <i>Research Methods in Cultural Anthropology</i> . New Delhi: Sage Publications. 2. Khattri, K. (2021). Analysis of Data in <i>Block-3 Specific Essential Aspects in Research</i> , Mehta S, Venkatramana P., Khattri, P. and Das M. New Delhi: IGNOU 3. Leurs R. (1997). Critical Reflections on Rapid and Participatory Rural Appraisal. <i>Development in Practice</i> , 7(3), 290–293. 4. Pelto, P. J., and Pelton. G. H. (1978). <i>Anthropology Research; The Structure of Inquiry</i> . Cambridge: Cambridge University Press. 5. Srivastava, V. K. (Ed.) (2004) <i>Methodology and Fieldwork</i> . New Delhi: Oxford University Press		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) End term	Assessment Type written test	Marks 15

**COURSES OFFERED AS
OPEN ELECTIVES OR
MINORS**

Food, Culture and Society

Course Unitization Plan

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

Food, Culture and Society

Course Code	Course Category	Elective Course	L-T-P-C	3	0	0	3
Pre-Requisite Course(s)	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Professional / Licensing Standards						
Board of Studies Approval Date	Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)
Objective 1: Describe the role of food and nutrition in social formation and historical change
Objective 2: Articulate the global dynamics around the production, consumption and distribution of food
Objective 3: Analyze food consumption and food cultures as an index of social power
Objective 4: Examine the response of the Indian state to problems of hunger and poor nutrition
Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Learning Assessment

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

Course Designers

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

Lesson Plan

1. Topic(s): Anthropology of Food and Cultures: An Introduction		CO: 1-3
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: N/A	Current: Anthropology of Food and Cultures: An Introduction, Food and symbolic Meaning, Food Taboos, Foodways	Following: Food and the Making of the Modern World
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours
		10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions / Q&A 	10	
5. Resources		Blended Learning Hours
1. Carole Counihan and Penny Van Esterik. (2017) Food and Culture: A Reader. Peter Brooks (trans.) (2nd ed.). New York: Routledge.		2
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 1 In Class Quiz	20%	50

Lesson Plan

1. Topic(s): Food and the Making of the Modern World		CO: 1-3
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Anthropology of Food and Cultures: An Introduction	Current: Food and the Making of the Modern World	Following: Food and Nutrition in Independent India
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours
4. Active Learning Techniques	In Class Hours	Out of Class Hours
Discussions / Interactions / Q&A	10	
5. Resources		Blended Learning Hours
1. Sidney Mintz (1985) <i>Sweetness and Power: The Place of Sugar in Modern History</i> , Penguin Books, New York 2. Lizzie Collingham (2017) <i>The Taste of Empire: How Britain's Quest for Food Shaped the Modern World</i> , Basic Books		2
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 In Class MidTerm	In Class Midterm 25%	50

Lesson Plan

1. Topic(s): Food and Nutrition in Independent India		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Food and the Making of the Modern World	Current: Food and Nutrition in Independent India	Following: Granny knows best? Indigenous diets, Power and Knowledge
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours
4. Active Learning Techniques	In Class Hours	Out of Class Hours
Discussions / Interactions / Q&A	10	
5. Resources		Blended Learning Hours
1. Benjamin Robert Siegel (2008) <i>Hungry Nation: Food, Famine and the Making of Modern India</i> , Cambridge University Press 2. Chapter 12 'Agrarian Distress – The Political Economy of British India in the 1930's' from <i>Tilling the Land: Agricultural Knowledge and Practices in Colonial India</i> By Deepak Kumar , Bipasha Raha (Editors) 2016, Primus Books, New Delhi		2

3. Deaton A and Dreze J (2009) Food and Nutrition in India: Facts and Interpretations, EPW, vol. XLIV, no. 7		
4. Sen, Amartya (1997) Hunger in the Contemporary World. Discussion Paper DEDPS/8, Suntory Center, London		
6. Assessments		
Assessment Component(s) CLA 4 35% End Semester Essay	Assessment Type End Semester Essay	Marks 50

Lesson Plan

1. Topic(s):		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Food and Nutrition in Independent India	Current: Granny knows best? Indigenous diets, Power and Knowledge	Following: Conclusion and Reflection
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours
4. Active Learning Techniques Discussions / Interactions /Q&A	In Class Hours	Out of Class Hours
5. Resources Carole Counihan and Penny Van Esterik.(2017) Food and Culture: A Reader. Peter Brooks (trans.) (2nd ed.). New York: Routledge		Blended Learning Hours 2
6. Assessments		
Assessment Component(s) CLA 4 (35%)	Assessment Type End Semester Essay	Marks 50

Lesson Plan

1. Topic(s): Conclusion and Reflection		CO:
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: Granny knows best? Indigenous diets, Power and Knowledge	Current: Conclusion and Reflection	Following:
3. Pedagogy (all that apply)		

Lecture / CBL (Case Based Learning) RBL (Research Based Learning)		Topic Learning Hours 5
4. Active Learning Techniques Discussions	In Class Hours 5	Out of Class Hours
5. Resources All of the aforementioned resources		Blended Learning Hours 1
6. Assessments		
Assessment Component(s) CLA 3	Assessment Type Discussions in Class	Marks 50

Visuality and Auality in Anthropology

Course Utilization Plan

Unit No.	Unit Name	Hours
Unit 1	Visualizing Conflict	15
	Chronicles of Israeli Occupation	
	Built environment as tools of domination	
	Politics of image	
Unit 2	Aesthetics and Form	15
	Photography and Perception	
	Art, Movement, Sound	
	Performative genres of Patuas	
Unit 3	Aural Mappings	15
	Multi-sensory and embodied ways of knowing the social	
	Sounds specifying events	
	Creation of Religious Publics	
	Total	45

Visuality and Aurality in Anthropology

Course Code		Course Category	OE/Minor	L-T/D-P/Pr-C	3	0	0	3
Total Contact Hours				Total Learning Hours				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: The course aims to explore thinking about the social through visual and aural categories

Objective 2: Explain how Visuals narrate episodes of conflict and trauma

Objective 3: To articulate how multi-sensory approaches provides a holistic outlook towards society

Objective 4: Critically engage with aural interpretations of social life

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain how the visual and the aural create a synchronicity	1	70%	80%
Outcome 2	Demonstrate aesthetics can be political	2	70%	70%
Outcome 3	Explore how sonic vignettes contribute to understanding of a place	1	60%	70%
Outcome 4	Distinguish the importance of embodiment and perception	3	60%	60%
Outcome 5	Critically situate performance, political oppression, and religious publics	4	70%	70%

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

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

Course Average	2.4	2	2.4		2.5			2.4				2.4			
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Learning Assessment (Macro)

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

Course Designers

Dr. Sebanti Chatterjee, Assistant Professor, Sociology and Anthropology, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Visualising Conflict		CO: 1	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1			
Previous: NA	Current: Chronicles of Israeli Occupation, Built environment as tools of domination, Politics of image		Following: Aestheti and Form
3.Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning			Topic Learning Hours 15
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions /Q&A / Jigsaw How many discussions / activities for this topic? - 2 How many groups? - 2 		15	
5. Resources			Blended Learning Hours
1.'Alī Nājī and Joe Sacco. 2009. A Child in Palestine: The Cartoons of Naji Al-Ali. London: Verso Books. http://books.google.com/books?id=b31LAQAAIAAJ . 2.Weizman Eyal. 2007. Hollow Land: Israel's Architecture of Occupation. London: Verso. 3.Khatib Lina. 2013. Image Politics in the Middle East: The Role of the Visual in Political Struggle. London: I.B. Tauris & Co			
6.Assessments			
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type	Marks 15+25+50	

	Assignment, presentations, examination	
Lesson Plan		
1. Topic(s): Aesthetics and Form	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2		
Previous: Chronicles of Israeli Occupation, Built environment as tools of domination, Politics of image	Current: Photography and Perception Art, Movement, Sound Performative genres of Patuas	Following: Multi-sensory and embodied ways of knowing the social Sounds specifying events Creation of Religious Publics
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<p>4.Sontag Susan. 1978. Susan Sontag on Photography. London Great Britain: Allen Lane: Penguin Books.</p> <p>5.Berger John Sven Blomberg Chris Fox Michael Dibb and Richard Hollis. 1973. Ways of Seeing. London England: British Broadcasting Corporation: Penguin Books.</p> <p>6.Chatterji Roma. 2020. Speaking with Pictures: Folk Art and the Narrative Tradition in India. New Delhi: Routledge India.</p>		
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50
Lesson Plan		
1. Topic(s): Aural Mappings	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		

2. Topic Learning Outcome(s) 4,5		
Previous: Photography and Perception Art, Movement, Sound Performative genres of Patuas	Current: Multi-sensory and embodied ways of knowing the social Sounds specifying events Creation of Religious Publics	Following: NA
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<p>7.Toby Butler (2006) A walk of art: the potential of the sound walk as practice in cultural geography, Social & Cultural Geography, 7:6, 889-908</p> <p>8.Clarke Eric F. 2005. Ways of Listening: An Ecological Approach to the Perception of Musical Meaning. New York: Oxford University Press.</p> <p>9. Hirschkind Charles. 2006. The Ethical Soundscape: Cassette Sermons and Islamic Counterpublics. New York: Columbia University Press. http://site.ebrary.com/id/10183540.</p>		
6.Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>

Work in The Gig Economy

Course Utilization Plan

Unit No.	Unit Name	Required Contact hours
Unit 1	Laying out the Contexts	9
	Why study work?	
	Work, Labour, Employment- Understanding the differences	
	Neoliberalism and work	
Unit 2	Theories of Work	9
	Marxist Thought and the Analysis of Work	
	Feminist Theories of Work	
	Foucault, Postmodern Thought and the Analysis of Work	
Unit 3	How does the Gig Economy function?	9
	Understanding the ‘in’ words- Gig, Platform, Cloud	
	Technology and Gig Work	
Unit 4	Working in the Gig Economy	9
	Who delivered your food and who drove you to your destination?- ‘Workers’ in the gig economy and their working conditions	
	Gendered nature of gig work	
Unit 5	Is Resistance Possible?	9
	Emerging forms of resistance	
	Case Study- Urban Clap and worker’s resistance	
	Total Contact Hours	45



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

Name of the Course: Work in the Gig Economy

Course Code	Course Category	L-T/D-P/Pr-C	2	0	2	3
Total Contact Hours		Total Learning Hours				
Pre-Requisite Course(s)	Co-Requisite Course(s)	Progressive Course(s)				
Course Offering Department	Professional / Licensing Standards					

Course Objectives

Objective 1: To familiarize the student with the fundamental ideas of work, labour, gig-work

Objective 2: To Show the relationship between changing nature of work and the larger societal context

Objective 3: To critically analyze patterns of work in the gig and its gendered nature .

Course Outcomes (COs)

	At the completion of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Illustrate the basic concepts like work, labour, employment.	2	70%	80%
Outcome 2	Explain scholarship in the area of work	2	70%	70%
Outcome 3	Demonstrate how social locations like gender, caste, ethnicity influence the access to gig work and experiences at gig work.	2	60%	70%
Outcome 4	Evaluate the relationship between technology and work	2	60%	60%

CL Os	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	1	3	2	3	3	2	2	3	3	3
Course Average	2	2	2	2	3	1	3	2	3	3	2	2	3	3	3

Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

<p>1. Topic(s): Laying out the context-</p> <p>a. Why study work b. Work, Labour, Employment- Understanding the differences c. Work and neoliberalism</p>		<p>CO: 1,2</p>
<p>Name of Faculty from Synergy Dept. / Other Institution / Industry N.A</p>		
<p>2. Topic Learning Outcome(s): 1,2</p>		
<p>Previous: NA</p>	<p>Current: Introduction</p>	<p>Following: Dimensions of Work</p>
<p>3.Pedagogy (all that apply)</p>		
<p>Lecture / CBL (Case Based Learning)</p>		<p>Topic Learning Hours 14</p>
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	<p>In Class Hours 12</p>	<p>Out of Class Hours 2</p>
<p>5. Resources</p> <ol style="list-style-type: none"> 1. Edgell, Stephen. 2012. The Sociology of Work: Continuity and Change in Paid and Unpaid Work. London: Sage. 2. Harvey, D. 2005. A Brief History of Neoliberalism. Oxford: Oxford University Press 3. Korczynski, M, Hodson, R and Edwards, P(eds.) Social Theory at Work. 2006. Oxford: Oxford University Press 		<p>Blended Learning Hours : 1</p>
<p>6.Assessments</p>		
<p>Assessment Component(s) CLA 1+ Midterm+ Endterm</p>	<p>Assessment Type Presentation, Quiz, Written Assignments</p>	<p>Marks 15+5+5</p>

<p>1. Topic(s): Theories of Work: a. Marxist Thought and the Analysis of Work b. Feminist Theories of Work c. Foucault, Postmodern Thought and the Analysis of Work</p>		<p>CO: 3</p>
<p>Name of Faculty from Synergy Dept. / Other Institution / Industry N.A</p>		
<p>2. Topic Learning Outcome(s):2,3</p>		
<p>Previous: Laying the Context</p>	<p>Current: Theories of Work</p>	<p>Following: How does the Gig Economy function?</p>

3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 10	Out of Class Hours 2
5. Resources 1. Korczynski, M, Hodson, R and Edwards, P(eds.) Social Theory at Work. 2006. Oxford: Oxford University Press		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) CLA 2+ Midterm+ Endterm	Assessment Type Presentation+ Written Tests Assignments+ Quiz+	Marks 15+5+5

1. Topic(s): How does the Gig Economy function? a. Understanding the ‘in’ words- Gig, Platform, Cloud, b. Technology and Gig Work		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2,3,4		
Previous: Theories of Work	Current: How does the Gig Economy function?	Following: Working in the Gig Economy
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 13	Out of Class Hours 2
5. Resources		Blended Learning Hours 2
6.Assessments		
Assessment Component(s)	Assessment Type	Marks

CLA 3+ End term	Written Test, Quiz, Presentation	10+5+5
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1. Topic(s): Working in the Gig Economy- a. Who delivered your food and who drove you to your destination?- ‘Workers’ in the gig economy and their working conditions b. Gendered nature of gig work		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):1,2,3,4		
Previous: How does the Gig Economy function?	Current: Working in the Gig Economy	Following: Is resistance possible?
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 14
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 12	Out of Class Hours 2
5. Resources 1. Wood, Alex, and Vili Lehdonvirta. 2021. “Platform Precarity: Surviving Algorithmic Insecurity in the Gig Economy.” SSRN Scholarly Paper ID 3795375. Rochester, NY: Social Science Research Network. doi:10.2139/ssrn.3795375. 2. Woodcock, Jamie and Mark Graham. 2020. The Gig Economy: A Critical Introduction. Cambridge, UK: Polity Press		Blended Learning Hours 2
6.Assessments		
Assessment Component(s)	Assessment Type <i>Assignment</i>	Marks 15
1. Topic(s): Is Resistance Possible? a. Emerging resistance , b. Case- Studies		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2,3,4		
Previous: Working in the Gig Economy	Current: Is Resistance possible	Following: NA
3.Pedagogy (all that apply)		

Lecture / CBL (Case Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 6	Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> 1. Cant, C. (2020). Riding for Deliveroo: resistance in the new economy. Cambridge: Polity Press 2. Nair, G. (2022). 'New' Terrains of Precarity-Gig Work in India. Contemporary South Asia, 30(3): 388-401. 3. Shipra & Behera, M. (2020). Gig work and the platform during the COVID-19 pandemic in India. Economic and Political Weekly, 55(45). 		Blended Learning Hours 2
6. Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 10

Work, Health and Well-being

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Theoretical and conceptual underpinnings	5
	Biomedical model of work and health	
	Emerging understanding of work as a social determinant of health	
Unit 2	Precarious employment and health	20
	Informal labour and health in industries (garment, cashew, granite etc.) – intersection of caste, class, gender, work, and health	
	Gig economy and health	
	Informal sector and health	
	Role of healthcare system	
	Field work (speaking to various categories of workers in the University Campus)	
Unit 3	Laws/regulations, policies and programmes	20
	International Labour Organisation and conventions on occupational safety and health	
	The Factories Act	
	ESI scheme	
	National Policy on Safety, Health, and Environment at Workplace	
	National Health Policy	
	Total	45

Work, Health and Well-being

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Understand biomedical and sociological perspectives on work and health.

Objective 2: Situate work-related health issues in the larger social, economic, and political context.

Objective 3: Understand the existing laws/regulations, policies and programs on work and health.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe multiple perspectives on work and health	1	70%	80%
Outcome 2	Explain social, economic, and political determinants of work and health	2	70%	70%
Outcome 3	Describe existing laws/regulations, policies and programmes and how do these shape workers' health	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				3	2		
Outcome 2	2	2	2				2	2		2		2		2	
Outcome 3	3	2	3		3			3				3		2	
Course Average	2.6	2	2.6		3		2	2.6		2		2.6	2	2	

Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

1. Topic(s): Theoretical and conceptual underpinnings		CO: 1	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1			
Previous: NA	Current: Biomedical model of work and health; Emerging understanding of work as a social determinant of health	Following: Informal labour and health industries (garment, cashew granite etc.) – intersection of caste, class, gender, work, and health; Gig economy and health; Informal sector and health; Role of healthcare system; Field work (speaking to various categories of workers in the University Campus)	
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 5
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 		5	
5. Resources			Blended Learning Hours
<ol style="list-style-type: none"> 1. Anne-Emanuelle Birn, Y.P., Timothy H. Holtz, 2017. Globalization, Trade, Work, and Health, in: Textbook of Global Health. Oxford University Press, New York, p. 405. 2. Benach, J., Solar, O., Santana, V., Castedo, A., Chung, H., Muntaner, C., 2010. A micro-level model of employment relations and health inequalities. Int. J. Health Serv. 40, 223–227. https://doi.org/10.2190/HS.40.2.d 3. Benach, J., Vives, A., Amable, M., Vanroelen, C., Tarafa, G., Muntaner, C., 2014. Precarious employment: Understanding an emerging social determinant of 			

<p>health, in: Annual Review of Public Health. Annual Reviews Inc., pp. 229– 253. https://doi.org/10.1146/annurev-publhealth-032013-182500</p> <p>4. Chowdhury, A.R., 2021. Neoliberal Entrenchment in India: Consequences for the Informal Labour and the Poor at Large. <i>Sociology</i> 55, 438–445. https://doi.org/10.1177/0038038520966945</p>		
6. Assessments		
Assessment Component(s) CLA 1	Assessment Type Assignment, presentations	Marks 15
Lesson Plan		
1. Topic(s): Precarious employment and health	CO: 2	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2		
Previous: Biomedical model of work and health; Emerging understanding of work as a social determinant of health	Current: Informal labour and health in industries (garment, cashew, granite etc.) – intersection of caste, class, gender, work, and health; Gig economy and health; Informal sector and health; Role of healthcare system; Field work (speaking to various categories of workers in the University Campus)	Following: International Labour Organisation and conventions on occupational safety and health; The Factories Act; ESI scheme; National Policy on Safety, Health, and Environment at Workplace; National Health Policies
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques	In Class Hours 15	Out of Class Hours 5
<ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? - 2 		
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Chowdhury, A.R., 2021. Neoliberal Entrenchment in India: Consequences for the Informal Labour and the Poor at Large. <i>Sociology</i> 55, 438–445. https://doi.org/10.1177/0038038520966945 2. Das Gupta, R., 1994. A Labour History of Social Security and Mutual Assistance in India. <i>Econ. Polit. Wkly.</i> 29, 612–620. 3. International Labour Organization, 2021. About the ILO [WWW Document]. Int. Labour Organ. URL https://www.ilo.org/global/about-the-ilo/lang-en/index.htm 4. International Labour Organization, 2018. Women and men in the informal economy: a statistical picture. International Labour Organization, Geneva. 		

<p>5. Jeyaratnam, J., 1992. Occupational health services and developing nations, in: Jeyaratnam, J. (Ed.), Occupational Health in Developing Countries. Oxford University Press, Oxford [England] ; New York, pp. 7–8.</p> <p>6. Kannan, K.P., Papola, T.S., 2007. Workers in the informal sector: Initiatives by India’s National Commission for Enterprises in the Unorganized Sector (NCEUS). Int. Labour Rev. 146, 321–329. https://doi.org/10.1111/j.1564-913X.2007.00018.x</p>		
6. Assessments		
Assessment Component(s) CLA 2 +Mid-term	Assessment Type Assignment, presentations	Marks 15+15
Lesson Plan		
1. Topic(s): Laws/regulations, policies and programmes	CO: 3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3		
Previous: Informal labour and health in industries (garment, cashew, granite etc.) – intersection of caste, class, gender, work and health; Gig economy and health; Informal sector and health; Role of healthcare system; Fi work (speaking to various categories of workers in the University Campus)	Current: International Labour Organisation and conventions on occupational safety and health; The Factories Act; ESI scheme; National Policy on Safety, Health, and Environment at Workplace; National Health Policies	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques	In Class Hours 20	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? - 2 		
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Ministry of Labour and Employment, 2011. Report of the working group on occupational safety and health for the twelfth five year plan (2012 to 2017). Ministry of Labour and Employment. 2. Ministry of Labour and Employment, 2009. National Policy on Safety, Health and Environment at Workplace. 3. Muntaner, C., Chung, H., Solar, O., Santana, V., Castedo, A., Benach, J., 2010. A macro-level model of employment relations and health inequalities. Int. J. Health Serv. 40, 215–221. https://doi.org/10.2190/HS.40.2.c 4. National Commission for Enterprises in the Unorganised Sector, 2007. Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector. National Commission for Enterprises in the Unorganised Sector, New Delhi. 		

5. Nichols, T., 1999. Death and Injury at Work: A Sociological Approach, in: Daykin, N., Doyal, L. (Eds.), Health and Work: Critical Perspectives. MACMILLAN PRESS LTD, pp. 86–88.
6. Panneer, S., Acharya, S.S., Sivakami, N., 2019. Health, Safety and Well-Being of Workers in the Informal Sector in India. Springer Nature Singapore. https://doi.org/10.1007/978-981-13-8421-9_21
7. Prasad, P., 2018. Health Care Reforms: Do they ensure social protection for the labouring poor?, in: Equity and Access: Health Care Studies in India. Oxford University Press, pp. 50–55. <https://doi.org/10.1093/oso/9780199482160.001.0001>
8. Qadeer, I., Roy, D., 1989. Work, Wealth and Health: Sociology of Workers' Health in India. Soc. Sci. 17, 45. <https://doi.org/10.2307/3517444>
9. Srivatsan, R., 2012. Nirmala Banerjee and the concept of Unorganized labor, in: Srivatsan, R. (Ed.), History of Development Thought: A Critical Anthology. Routledge, New Delhi, pp. 142–145.
10. Upadhyaya, H., 2020. The Missing National Social Security Funds for India's Unorganised Sector Workers [WWW Document]. The Wire. URL <https://thewire.in/labour/national-social-security-fund-unorganised-workers>
11. Vilanilam, J.V., 1980. A Historical and Socioeconomic Analysis of Occupational Safety and Health in India. Int. J. Health Serv. 10, 233–249. <https://doi.org/10.2190/NBML-V4Q3-UEYV-PFT9>
12. Wielenga, K.D., 2020. The Emergence of the Informal Sector: Labour legislation and politics in South India, 1940-60. Mod. Asian Stud. 54, 1113–1148. <https://doi.org/10.1017/S0026749X18000306>

6. Assessments

Assessment Component(s)	Assessment Type	Marks
CLA 3 + +End term	Assignment, Presentations	15+40

Digital Anthropology (Minor/OE)

Course Utilisation Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction to Digital Anthropology	8
	What is Digital Anthropology?	
	The Digital and the Human: A Prospectus for Digital Anthropology	
	Towards an Anthropology of Technology: Beyond Art and Technology: The Anthropology of Skill.	
Unit 2	Positioning Digital Anthropology	10
	Rethinking Digital Anthropology	
	New Media Technologies in Everyday Life	
	Geomedia: The Reassertion of Space within Digital Culture	
Unit 3	Social shaping of Technology in Digital Anthropology	8
	Disability in the Digital Age	
	Approaches to Personal Communication	
	Social Networking Sites	
Unit 4	Politicizing Digital Anthropology	10
	Digital Politics and Political Engagement	
	Free Software and the Politics of Sharing	
	Diverse Digital Worlds	
	Digital Engagement: Voice and Participation in Development	
	Cyber Anthropology and Anthropology of Cyber-Culture	
Unit 5	Designing and Digital Ethnography	9
	Design Anthropology: Working on, with and for Digital Technologies	
	Digital Gaming, Game Design, and Its Precursors	
	Online Ethnography	
	Rethinking Culture through Multimedia Ethnography	
	Digital Tools for Anthropological Analysis	
	Total Contact Hours	45

Digital Anthropology (Minor/OE)

Course Code		Course Category	Minor/OE	L-T-P-C	3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

- **Objective 1:** To provide the critical understanding and thinking skills about the relationship between human culture and digital era technology.
- **Objective 2:** To understand and develop creative thinking about the values of technologies beyond their functions.
- **Objective 3:** Develop critical thinking skills and anthropological knowledge about the relationship between technology and culture and the sustainable use of these technologies.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the completion of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Acquire basic knowledge and understanding of Human and technological relationships through anthropological lance.	2	70%	80%
Outcome 2	Cultivate the critical understanding of technology and position human in the digital era. And sustainable use of digital technology	2	70%	70%
Outcome 3	Describe the relationship between the digital era of technology with contemporary society and culture.	2	60%	70%
Outcome 4	Critically describes and understands the politics of technology and digital politics and ethics for digital technology.	2	60%	60%
Outcome 5	Describes and understand the methodology in digital technological studies and digital or online ethnography in anthropology and beyond	1	70%	70%

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

Average																	
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Learning Assessment

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

Course Designer

Dr. Bikku, Assistant Professor, Department of Liberal Arts, ESLA. SRM University-AP, Andhra Pradesh, India.

Lesson Plan

1. Topic(s): Introduction to Digital Anthropology		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Introduction to Digital Anthropology <ul style="list-style-type: none"> • What is Digital Anthropology? • The Digital and the Human: A Prospectus for Digital Anthropology • Towards an Anthropology of Technology: Beyond • Art and Technology: The Anthropology of Skill. 	Following: Positioning Digital Anthropology
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques	In Class Hours 8	Out of Class Hours 0
<ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 		
1. Horst, H.A and Miller, D. (Eds.,). (2012). <i>Digital Anthropology</i> . London and New York: BERG. 2. Ingold, T (2001). Beyond Art and Technology: The Anthropology of Skill. In <i>Anthropological Perspectives on Technology</i> . (ed) Michael B. Schiffer. Albuquerque: University of New Mexico Press. Pp. 17-32. 3. Miller, D. (2018). Digital anthropology. In <i>The Cambridge Encyclopedia of Anthropology</i> . Edited by Felix Stein. http://doi.org/10.29164/18digital		Blended Learning Hours : 1

4. Whitehead, N.L. and Wesch, M. (Eds.). (2012). <i>Human No More: Digital Subjectivities, Unhuman Subjects, and the End of Anthropology</i> . Boulder: University Press of Colorado.		
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

1. Topic(s): Positioning Digital Anthropology		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s)		
Previous: Introduction	Current: Positioning Digital Anthropology <ul style="list-style-type: none"> • Rethinking Digital Anthropology • New Media Technologies in Everyday Life • Geomedia: The Reassertion of Space within Digital Culture. 	Following: Social shaping of Technology in Digital Anthropology
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 10	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Ginsburg, F. (2008). Rethinking the Digital Age. In <i>The Media and Social Theory</i>. Edited by Desmond Hesmondhalgh and Jason Toynbee. New York: Routledge. 2. Horst, H.A and Miller, D. (Eds.). (2012). <i>Digital Anthropology</i>. London and New York: BERG. 3. Lewis, D. (1973). Anthropology and Colonialism. <i>Current Anthropology</i>, 14(5), 581–602 4. Miller, D. (2018). Digital anthropology. In <i>The Cambridge Encyclopedia of Anthropology</i>. Edited by Felix Stein. http://doi.org/10.29164/18digital 5. Whitehead, N.L. and Wesch, M. (Eds.). (2012). <i>Human No More: Digital Subjectivities, Unhuman Subjects, and the End of Anthropology</i>. Boulder: University Press of Colorado. 		Blended Learning Hours 2
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

1. Topic(s): Social shaping of Technology in Digital Anthropology		CO: 1,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2,3,4,5		
Previous: Positioning Digital Anthropology	Current: Social shaping of Technology in Digital Anthropology <ul style="list-style-type: none"> • Disability in the Digital Age 	Following: Politicizing Digital Anthropology.

	<ul style="list-style-type: none"> Approaches to Personal Communication Social Networking Sites 	
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques	In Class Hours 8	Out of Class Hours 0
<ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 		
5. Resources		Blended Learning Hours 2
6. Escobar, A. (1994). Welcome to Cyberia: notes on the anthropology of cyberculture. <i>Current Anthropology</i> . 35(3): 211–231. 7. Ginsburg, F. (2008). Rethinking the Digital Age. In <i>The Media and Social Theory</i> . Edited by Desmond Hesmondhalgh and Jason Toynbee. New York: Routledge. 8. Horst, H.A and Miller, D. (Eds.). (2012). <i>Digital Anthropology</i> . London and New York: BERG. 9. Lewis, D. (1973). Anthropology and Colonialism. <i>Current Anthropology</i> , 14(5), 581–602		
6. Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5

1. Topic(s): Politicizing Digital Anthropology.		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4,5		
Previous: Social shaping of Technology in Digital Anthropology	Digital Politics and Political Engagement <ul style="list-style-type: none"> Free Software and the Politics of Sharing Diverse Digital Worlds Digital Engagement: Voice and Participation in Development Cyber Anthropology and Anthropology of Cyber-Culture 	Following: Designing and Digital Ethnography
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours 10	Out of Class Hours
<ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 		
5. Resources		Blended Learning Hours 2
1. Escobar, A. (1994). Welcome to Cyberia: notes on the anthropology of cyberculture. <i>Current Anthropology</i> . 35(3): 211–231.		

<p>2. Fabian, J. (2002). Virtual archives and ethnographic writing: "Commentary" as a new genre? <i>Current Anthropology</i>. 43(5): 775–786.</p> <p>3. Ginsburg, F. (2008). Rethinking the Digital Age. In <i>The Media and Social Theory</i>. Edited by Desmond Hesmondhalgh and Jason Toynbee. New York: Routledge.</p> <p>4. Hine, C. (2000). <i>Virtual ethnography</i>. London. Thousand Oaks, New Delhi: Sage.</p> <p>5. Horst, H.A and Miller, D. (Eds.,). (2012). <i>Digital Anthropology</i>. London and New York: BERG</p>		
6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15
1. Topic(s): Designing and Digital Ethnography		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):4,5		
Previous: Digital Politics and Political Engagement	Current: Sociology and Anthropology in a Changing World <ul style="list-style-type: none"> • Design Anthropology: Working on, with and for Digital Technologies • Digital Gaming, Game Design, and Its Precursors • Online Ethnography • Rethinking Culture through Multimedia Ethnography • Digital Tools for Anthropological Analysis 	Following: NA
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 9
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 9	Out of Class Hours 0
5. Resources <ol style="list-style-type: none"> 1. Fabian, J. (2002). Virtual archives and ethnographic writing: "Commentary" as a new genre? <i>Current Anthropology</i>. 43(5): 775–786. 2. Hine, C. (2000). <i>Virtual ethnography</i>. London. Thousand Oaks, New Delhi: Sage. 3. Ingold, T (2001). Beyond Art and Technology: The Anthropology of Skill. In <i>Anthropological Perspectives on Technology</i>. (ed) Michael B. Schiffer. Albuquerque: University of New Mexico Press. Pp. 17-32. 4. Natalie M. U, and Zorn, E. (2013). <i>Digital Ethnography Anthropology, Narrative, and New Media</i>. Austin: University of Texas Press. 5. Whitehead, N.L. and Wesch, M. (Eds.,). (2012). <i>Human No More: Digital Subjectivities, Unhuman Subjects, and the End of Anthropology</i>. Boulder: University Press of Colorado 		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15

Sustainable Cities Climate Change

Course Utilization Plan

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

Sustainable Cities and Climate Change (OE)

Course Code		Course Category	OE	L-T-P-C	3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To understand the diverse backgrounds to draw on various human and climate change discourses in the city's context.

Objective 2: To provide students with an understanding of the relationship between cities, people's settlements, and their environment.

Objective 3: To describe, analyse, and explore (and learn) ongoing policy-level discussion on cities and climate change. It also draws and suggests the best design of sustainable cities which could positively impact climate change.

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Designers

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

Lesson Plan

1. Topic(s): Introduction to Sustainable Cities and Climate Change		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Introduction to Sustainable Cities and Climate Change <ul style="list-style-type: none"> • History of Urban, City Centres and Climate Change • Overview of Cities of 21st Century and Climate Change • Indian Cities and Climate Change 	Following: Effects of Climate Change on Cities
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	In Class Hours 10	Out of Class Hours 0
5. Resources <ol style="list-style-type: none"> 1. Betsill, M. & Bulkeley, H. (2007). Looking Back and Thinking Ahead: A Decade of Cities and Climate Change Research. <i>Local Environment</i> 12(5): 447-456. 2. Intergovernmental Panel on Climate Change's Fifth Assessment Report (to be published in late 2013). 3. Leonard, K., I. (2010). Hyderabad Continuity and Transformation. In Gmelch, G. Zenner, W. P. & Kemper, R. V. (Eds.), <i>Urban Life Readings in the Anthropology of the City</i>. Illinois: Waveland Press Inc. 4th Edition. pp. 403-412. 4. United Nations Human Settlements Programme (2011). <i>Cities and Climate Change: Global Report on Human Settlements</i>. London and Washington DC, Earthscan. 		Blended Learning Hours : 1
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz,	Marks 15+5+5

1. Topic(s): Effects of Climate Change on Cities		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s)		
Previous: Introduction	Current: Effects of Climate Change on Cities <ul style="list-style-type: none"> • The impact of Climate Change on Cities • American (North-South) Cities • European Cities • Asian Cities 	Following: Cities as Contributors to Climate Change

3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 10	Out of Class Hours 0
5. Resources 5. Betsill, M. & Bulkeley, H. (2007). Looking Back and Thinking Ahead: A Decade of Cities and Climate Change Research. <i>Local Environment</i> 12(5): 447-456. 6. Intergovernmental Panel on Climate Change's Fifth Assessment Report (to be published in late 2013). 7. Leonard, K., I. (2010). Hyderabad Continuity and Transformation. In Gmelch, G. Zenner, W. P. & Kemper, R. V. (Eds.). <i>Urban Life Readings in the Anthropology of the City</i> . Illinois: Waveland Press Inc. 4th Edition. pp. 403-412. 8. United Nations Human Settlements Programme (2011). <i>Cities and Climate Change: Global Report on Human Settlements</i> . London and Washington DC, Earthscan.		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

1. Topic(s): Cities as Contributors to Climate Change		CO: 1,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2,3,4,5		
Previous: Effects of Climate Change on Cities	Current: Cities as Contributors to Climate Change <ul style="list-style-type: none"> • American Cities • European Cities • Asian Cities 	Following: Cities, Peoples, and Climate Initiatives and Policies.
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 8	Out of Class Hours 0
5. Resources 1. Aoyagi, K; Nas, P. J. M. & Traphagan, J.W. (Eds.). (1998). <i>Toward Sustainable Cities: Reading in the Anthropology of Urban Environments</i> , Leiden Development Studies-15, Leiden University: Netherlands. 2. Hunt, A. & P. Watkiss. (2011). Climate Change Impacts and Adaptation in Cities: A Review of The Literature. <i>Climate Change</i> . 104(1): 13-49.		Blended Learning Hours 2

3. Intergovernmental Panel on Climate Change's Fifth Assessment Report (to be published in late 2013).		
4. United Nations Human Settlements Programme (2011). <i>Cities and Climate Change: Global Report on Human Settlements</i> . London and Washington DC, Earthscan.		
6. Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5

1. Topic(s): Cities, Peoples, and Climate Initiatives and Policies.		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4,5		
Previous: Cities as Contributors to Climate Change	Current: Cities, Peoples, and Climate Initiatives and Policies. <ul style="list-style-type: none"> • Specific adaptation, Mitigation • Slums and settlements major cities across the world • Case Study of New York and Tokyo 	Following: Toward Sustainable Cities.
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 10	Out of Class Hours 0
5. Resources		Blended Learning Hours 2
5. Betsill, M. & Bulkeley, H. (2007). Looking Back and Thinking Ahead: A Decade of Cities and Climate Change Research. <i>Local Environment</i> 12(5): 447-456.		
6. Intergovernmental Panel on Climate Change's Fifth Assessment Report (to be published in late 2013).		
7. Leonard, K., I. (2010). Hyderabad Continuity and Transformation. In Gmelch, G. Zenner, W. P. & Kemper, R. V. (Eds.). <i>Urban Life Readings in the Anthropology of the City</i> . Illinois: Waveland Press Inc. 4th Edition. pp. 403-412.		
8. United Nations Human Settlements Programme (2011). <i>Cities and Climate Change: Global Report on Human Settlements</i> . London and Washington DC, Earthscan.		
6. Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15
1. Topic(s): Toward Sustainable Cities.		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):4,5		
Previous: Cities, Peoples, and Climate Initiatives and Policies.	Current: Toward Sustainable Cities <ul style="list-style-type: none"> • Global and local policy-level discussion on cities and climate change 	Following: NA

	<ul style="list-style-type: none"> Sustainable Development Goals (SDGs 4, 8, 9, 11, 12 and 17) for Cities and Climate Change Sustainability, Conservation, Climate change and beyond. 	
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 9
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 	9	0
5. Resources		Blended Learning Hours 2
<p>9. Cartwright, A., S. Parnell, G. Oelofse & S. Ward, (Eds.). (2012). <i>Climate Change at the City Scale: Impacts, Mitigation and Adaptation in Cape Town</i>. New York, Routledge: Abingdon.</p> <p>10. Hoornweg, D., M. Freire, M. Lee, J. P. Bhada-Tata & B. Yuen, (Eds.). (2011). <i>Cities and Climate Change: Responding to an Urgent Agenda</i>. Washington DC, The World Bank.</p> <p>11. Hunt, A. & P. Watkiss. (2011). Climate Change Impacts and Adaptation in Cities: A Review of The Literature. <i>Climate Change</i>. 104(1): 13-49.</p> <p>12. Nel-lo, O. and Mele, R. (Eds.). (2020). <i>Cities in the 21st Century</i>. London and New York: Routledge.</p> <p>13. Smith, M. E. (2010). The Earliest Cities. In Gmelch, G. Zenner, W. P. & Kemper, R. V (Eds.). <i>Urban Life Readings in the Anthropology of the City</i>. Illinois: Waveland Press Inc. 4th Edition. pp. 3-19.</p> <p>14. Stone, B. (2012). <i>The City and the Coming Climate: Climate Change in the Places we live</i>. Cambridge University Press.</p>		
6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15

Gender & Society

Course Utilization Plan

Unit. No.	Unit Name	Total Learning Hours
Unit 1	Introduction	9
	What is Gender	
	Difference between gender, sex and sexuality	
	Masculinities, femininities and gender fluidity	
Unit 2	Gender Socialisation	9
	Theories of Gender Socialisation	
	Agents of Gender Socialisation	
Unit 3	Everydayness of Gender	
	Gender and Family	
	Gender and Space	
Unit 4	Gender and Social Movements	9
	The Women's Movement in India	
	The Movement for Transgender Rights in India	
Unit 5	Gender and its Intersections	9
	Caste	
	Class	
	Total Learning Hours	45

Name of the Course: Gender and Society

Course Code	Course Category	CC	L-T/D-P/Pr-C	2	0	2	3
Total Contact Hours			Total Learning Hours				
Pre-Requisite Course(s)	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Professional / Licensing Standards						

Course Objectives

Objective 1: Introduce the students from diverse backgrounds to the concepts pertaining to gender and sex and sexuality.

Objective 2: Discuss the operationalization of gender in everyday lives.

Objective 3: Discuss the various issues faced by different genders through institutionalization of patriarchy, and its various ramifications.

Course Outcomes (COs)

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

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 Team work Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PS O 1	PS O 2	PS O 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

Course Average	2	2	2	1	3	2	2	2	2	3	2	2	3	3	3
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Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

1. Topic(s): Introduction- a. What is gender b. Difference between gender, sex and sexuality c. Masculinities, femininities and gender fluidity		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A			
2. Topic Learning Outcome(s): 1,2			
Previous: NA		Current: Introduction	
Following: Gender Socialisation			
3. Pedagogy (all that apply)			
Lecture / CBL (Case Based Learning)			Topic Learning Hours 8
4. Active Learning Techniques		In Class Hours	
<ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 		6	
5. Resources			Blended Learning Hours : 1
<ol style="list-style-type: none"> 1. Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26). 2. Menon, Nivedita. Seeing like a Feminist. New Delhi: Penguin Books. 2012 			
6. Assessments			

Assessment Component(s)	Assessment Type	Marks
CLA 1 + Midterm+End term	Assignment, presentations, quiz,	15+5+5

1. Topic(s): Gender Socialisation: a. Theories b. Agents		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s)		
Previous: Introduction	Current: Gender Socialisation	Following: Everydayness of Gender
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 8	
5. Resources 1. Lindsey Linda. Gender Roles: A Sociological Perspective. New Jersey: Prentice Hall, 1994 2. Kang, Miliann, Lessard, Donovan and Heston, Laura. Introduction to Women, Gender and Sexuality Studies. Amherst, MA: University of Massachusetts Amherst Libraries, 2017 3.		Blended Learning Hours 2
6.Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+ End term	Assignment, presentations, quiz, written test	15+5+5

1. Topic(s): Everydayness of gender- a. Gender and family, b. Gender and space		CO: 1,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 2,3,4,5		
Previous: Gender Socialisation	Current: Everydayness of Gender	Following: Gender and Social movements
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15

4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 13	Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> 1. John Mary L. Women Studies in India: A Reader. New Delhi. Penguin: 2008 2. Phadke, Shilpa, Khan, Sameera and Ranade, Shilpa. Why Loiter? Women and Risk on Mumbai Streets. New Delhi: Penguin Books, 2011. 		Blended Learning Hours 2
6. Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5

1. Topic(s): Gender and social movements- a. The Women's Movement in India b. The Movement for transgender rights in India		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 4,5		
Previous: Everydayness of gender	Current: Gender and social movements	Following: Gender and its intersections
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 13	Out of Class Hours 2
5. Resources <ol style="list-style-type: none"> 1. John Mary L. Women Studies in India: A Reader. New Delhi. Penguin: 2008 2. https://www.thehindu.com/opinion/lead/for-all-that-we-may-become/article24885398.ece 		Blended Learning Hours 2
6. Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15

1. Topic(s): Gender and its intersections a. Caste b. Class		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):4,5		
Previous: Gender and social movements	Current: Gender and its intersections	Following: NA
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 10	Out of Class Hours 2
5. Resources 1. Rege, Sharmila. Writing Caste/ Writing Gender. Narrating Dalit Women’s Testimonies. Zubaan India. 2006 2.		Blended Learning Hours 2
6.Assessments		
Assessment Component(s) End term	Assessment Type Written Test	Marks 15

Gender & Society

Course Utilisation Plan

Unit. No.	Unit Name	Required Contact Hours
Unit 1	Introduction	9
	What is Gender	
	Difference between gender, sex and sexuality	
	Masculinities, femininities and gender fluidity	
Unit 2	Gender Socialisation	9
	Theories of Gender Socialisation	
	Agents of Gender Socialisation	
Unit 3	Everydayness of Gender	9
	Gender and Family	
	Gender and Space	
Unit 4	Gender and Social Movements	9
	The Women's Movement in India	
	The Movement for Transgender Rights in India	
Unit 5	Gender and its Intersections	9
	Caste	
	Class	
	Total Learning Hours	45

Name of the Course: Gender and Society

Course Code		Course Category	CC	L-T/D-P/Pr-C	2	0	2	3
Total Contact Hours				Total Learning Hours				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department		Professional / Licensing Standards						

Course Objectives

Objective 1: Introduce the students from diverse backgrounds to the concepts pertaining to gender and sex and sexuality.

Objective 2: Discuss the operationalization of gender in everyday lives.

Objective 3: Discuss the various issues faced by different genders through institutionalization of patriarchy, and its various ramifications.

Course Outcomes (COs)

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

Program Learning Outcomes (PLO)

CL Os	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	P1	P2	P3
Outcome 1	3	2	3	1	3	2	2	3	2	3	2	3	3	3	3

Out come 2	2	2	2	1	3	2	2	2	2	3	2	2	3	3	3
Out come 3	3	2	3	1	3	2	2	3	2	3	2	3	3	3	3
Out come 4	2	2	2	1	2	2	2	2	2	3	2	2	2	3	3
Out come 5	2	2	2	1	2	2	2	2	2	3	2	2	3	3	3
Course Average	2	2	2	1	3	2	2	2	2	3	2	2	3	3	3

Learning Assessment (Macro)

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

Course Designers

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

Lesson Plan

1. Topic(s): Introduction- a. What is gender b. Difference between gender, sex and sexuality c. Masculinities, femininities and gender fluidity		CO: 1,2
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s): 1,2		
Previous: NA	Current: Introduction	Following: Gender Socialisation
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours 8

<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> • Discussions . • How many discussions / activities for this topic? 2 • How many groups? 2 	<p>In Class Hours</p> <p style="text-align: center;">6</p>	<p>Out of Class Hours</p> <p style="text-align: center;">2</p>
<p style="text-align: center;">5. Resources</p> <p>1. Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26).</p> <p>2. Menon, Nivedita. Seeing like a Feminist. New Delhi: Penguin Books. 2012</p>		<p>Blended Learning Hours : 1</p>
<p style="text-align: center;">6. Assessments</p>		
<p>Assessment Component(s)</p> <p>CLA 1 + Midterm+End term</p>	<p>Assessment Type</p> <p>Assignment, presentations, quiz,</p>	<p>Marks</p> <p>15+5+5</p>

<p>1. Topic(s): Gender Socialisation: a. Theories b. Agents</p>		<p>CO: 3</p>
<p style="text-align: center;">Name of Faculty from Synergy Dept. / Other Institution / Industry N.A</p>		
<p style="text-align: center;">2. Topic Learning Outcome(s)</p>		
<p>Previous: Introduction</p>	<p>Current: Gender Socialisation</p>	<p>Following: Everydayness of Gender</p>
<p style="text-align: center;">3. Pedagogy (all that apply)</p>		
<p style="text-align: center;">Lecture / CBL (Case Based Learning)</p>		<p>Topic Learning Hours</p> <p style="text-align: center;">10</p>
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	<p>In Class Hours</p> <p style="text-align: center;">8</p>	<p>Out of Class Hours</p> <p style="text-align: center;">2</p>
<p style="text-align: center;">5. Resources</p> <p>1. Lindsey Linda. Gender Roles: A Sociological Perspective. New Jersey: Prentice Hall, 1994</p> <p>2. Kang, Miliann, Lessard, Donovan and Heston, Laura. Introduction to Women, Gender and Sexuality Studies. Amherst, MA: University of Massachusetts Amherst Libraries, 2017</p> <p>3.</p>		<p>Blended Learning Hours</p> <p style="text-align: center;">2</p>

6. Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5+5

1. Topic(s): Everydayness of gender- a. Gender and family, b. Gender and space	CO: 1,3
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Name of Faculty from Synergy Dept. / Other Institution / Industry N.A
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2. Topic Learning Outcome(s): 2,3,4,5
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Previous: Gender Socialisation	Current: Everydayness of Gender	Following: Gender and Social movements
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3. Pedagogy (all that apply)

Lecture / CBL (Case Based Learning)	Topic Learning Hours 15
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4. Active Learning Techniques	In Class Hours 13	Out of Class Hours 2
<ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 		

5. Resources	Blended Learning Hours 2
<ol style="list-style-type: none"> 1. John Mary L. Women Studies in India: A Reader. New Delhi. Penguin: 2008 2. Phadke, Shilpa, Khan, Sameera and Ranade, Shilpa. Why Loiter? Women and Risk on Mumbai Streets. New Delhi: Penguin Books, 2011. 	

6. Assessments		
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Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 15+5
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1. Topic(s): Gender and social movements- a. The Women's Movement in India b. The Movement for transgender rights in India	CO: 1,2,3
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Name of Faculty from Synergy Dept. / Other Institution / Industry N.A
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2. Topic Learning Outcome(s): 4,5
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Previous: Everydayness of gender	Current: Gender and social movements	Following: Gender and its intersections
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours
		15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	13	2
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. John Mary L. Women Studies in India: A Reader. New Delhi. Penguin: 2008 2. https://www.thehindu.com/opinion/lead/for-all-that-we-may-become/article24885398.ece 		2
6.Assessments		
Assessment Component(s)	Assessment Type	Marks
End term	Written Test	15
1. Topic(s): Gender and its intersections a. Caste b. Class		CO: 1,2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry N.A		
2. Topic Learning Outcome(s):4,5		
Previous: Gender and social movements	Current: Gender and its intersections	Following: NA
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning)		Topic Learning Hours
		12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions 	10	2

<ul style="list-style-type: none"> • How many discussions / activities for this topic?: 2 • How many groups? 1 		
<p style="text-align: center;">5. Resources</p> <p>1. Rege, Sharmila. Writing Caste/ Writing Gender. Narrating Dalit Women's Testimonies. Zubaan India. 2006</p> <p>2.</p>		<p style="text-align: center;">Blended Learning Hours</p> <p style="text-align: center;">2</p>
6. Assessments		
<p>Assessment Component(s)</p> <p>End term</p>	<p>Assessment Type</p> <p>Written Test</p>	<p>Marks</p> <p>15</p>