Department of Liberal Arts

B.A. (Hons.) Liberal Arts
Curriculum and Syllabus
(Applicable to the students admitted during AY: 2022-23)

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

Department Vision

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

Department Mission

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

Program Educational Objectives (PEO)

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

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

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

Program Specific Outcomes (PSO)

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

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

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

Category Wise Credit Distribution			
Course Sub-Category	Sub-Category Credits	Category Credits	Learning Hours
Ability Enhancement Courses (AEC)		6	
University AEC	3		180
School AEC	3		
Value Added Courses (VAC)		4	
University VAC	4		120
School VAC	0		
Skill Enhancement Courses (SEC)		17	
School SEC	6		
Department SEC	5		510
SEC Elective	6		
Foundation / Interdisciplinary Courses (FIC)		29	
School FIC	29		870
Department FIC	0		
Core + Core Elective including Specialization (CC)		79	
Core	64		2370
Core Elective (Inc Specialization)	15		
Minor (MC) + Open Elective (OE)	15	15	450
Research / Design / Internship/ Project (RDIP)		16	
Internship / Design Project / Startup / NGO	4		480
Internship / Research / Thesis	12		
Total		166	4980

Semester wise Course Credit Distribution Under Various Categories										
Category	**Semester**								**Total**	**%**
	I	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**		
Ability Enhancement Courses - AEC	3	0	2	1	0	0	0	0	6	**4**
Value Added Courses - VAC	0	0	0	0	0	4	0	0	4	**2**
Skill Enhancement Courses - SEC	3	3	3	2	3	3	0	0	17	**10**
Foundation / Interdisciplinary Courses - FIC	12	17	0	0	0	0	0	0	29	**17**
CC / SE / CE / TE / DE / HSS	0	4	15	16	18	17	9	0	79	**48**
Minor / Open Elective - OE	0	0	3	3	3	3	3	0	15	**9**
(Research / Design / Industrial Practice / Project / Thesis / Internship) -RDIP	0	0	0	0	0	0	4	12	16	**10**
Grand Total	**18**	**24**	**23**	**22**	**24**	**27**	**16**	**12**	**166**	**100**

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

a) Learning Hours : 30 learning hours are equal to 1 credit.

b) Lecture/Tutorial : 15 contact hours (60 minutes each) per semester are equal to 1 credit.

c) Discussion : 30 contact hours (60 minutes each) per semester are equal to 1 credit.

d) Practical : 30 contact hours (60 minutes each) per semester are equal to 1 credit.

e) Project : 30 project hours (60 minutes each) per semester are equal to 1 credit.

					SEMESTER - I				
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**		**L**	**T/D**	**P/Pr**	**C**
1	SEC	S SEC	ISES 101	Industry Specific Employability Skills - I		**0**	0	1	1
2	SEC	S SEC	IRH 101	Orientation on Internationalization		1	0	0	1
3	SEC	S SEC	ENTR 100	Exploratory Learning and Discover		0	0	1	1
4	FIC	S FIC	ENV 100	Introduction to Environmental Sciences		4	0	0	4
5	FIC	S FIC	PSY 101	Introduction to Psychology		4	0	0	4
6	FIC	S FIC	LBA 101	Liberal Arts: Perspectives and Approaches		4	0	0	4
7	FIC	S FIC	HIS 105	Understanding the Indian Constitution.		4	0	0	4
				Semester Total		**18**	**0**	**1**	**19**

					SEMESTER - II				
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**		**L**	**T/D**	**P/Pr**	**C**
1	SEC	S SEC	ISES 102	Industry Specific Employability Skills-II		0	0	1	1
2	FIC	S FIC	EGL 100	Introduction to Communicative English		4	0	0	4
3	FIC	S FIC	ECO 151	Understanding Economy and Markets		4	0	0	4
4	Core	CC	LBA 202	Logic and Critical Thinking		4	0	0	4
5	Core	CC	LBA 203	Introduction to Culture and Society		4	0	0	4
6	Core	CC	LBA 209	Introduction to Political Theory		4	0	0	4
7	Core	CC	LBA 301	Theories of Communication		4	0	0	4
				Semester Total		**25**	**0**	**0**	**25**

				SEMESTER - III				
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	AEC	U AEC	AEC 104	Creativity and Critical Thinking Skills	1	0	1	2
2	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
5	Core	CC	LBA 201	Research Methods	3	0	1	4
6	Core	CC	LBA 204	Indian Government and Politics	3	1	0	4
7	Core	CC	LBA 205	Anthropological Theories	3	1	0	4
8	Elective	CE	CE	Core Elective	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**17**	**4**	**6**	**21**

				SEMESTER - IV				
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	AEC	S AEC	AEC 102	Leadership and Teamwork	1	0	1	2
2	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 108	Social Entrepreneurship	2	0	0	2
5	Core	CC	LBA 206	Greek Philosophy	3	0	1	4
6	Core	CC	LBA 207	Sociological Theories: Foundational Works	3	0	1	4
7	Core	CC	LBA 208	Introduction to International Relations	3	0	1	4
8	Elective	CE	CE	Core Elective	3	0	1	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**18**	**0**	**9**	**23**

SEMESTER - V								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2	2*
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
3	SEC	E SEC		Career skills-I	3	0	0	3
4	Core	CC	LBA 304	Public Administration: Theory and Practice	3	1	0	4
5	Core	CC	LBA 302	Environmental Anthropology	3	1	0	4
6	Core	CC	LBA 303	Academic Writing	3	1	0	4
7	Elective	CE	CE	Core Elective	3	1	0	4
8	Elective	CE	CE	Core Elective	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
10	RDIP	RDIP	LBA 305	Internship	0	0	4	4
Semester Total					**21**	**5**	**8**	**30**

SEMESTER - VI								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2	2
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2
3	SEC	E SEC		Career skills – II	3	0	0	3
4	Core	CC	LBA 308	Sociology of Gender	3	0	1	4
5	Core	CC	LBA 306	Media and Nationalism	3	0	1	4
6	Core	CC	LBA 307	Political Thought	3	0	1	4
7	Elective	CE	CE	Core Elective	3	0	1	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					**12**	**0**	**7**	**26**

SEMESTER - VII								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	LBA 404	Advanced Qualitative Research Methods	3	1	0	4
2	Core	CC	LBA 405	Quantitative Research Methods	3	1	0	4
3	Core	CC	LBA 406	Modern Western Philosophy	3	1	0	4
4	RDIP	RDIP	LBA 407	Thesis - I	0	0	6	6
Semester Total					**9**	**3**	**8**	**20**

SEMESTER - VIII								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	RDIP	RDIP	LBA 408	Thesis - II	0	0	10	10
Semester Total					**0**	**0**	**10**	**10**
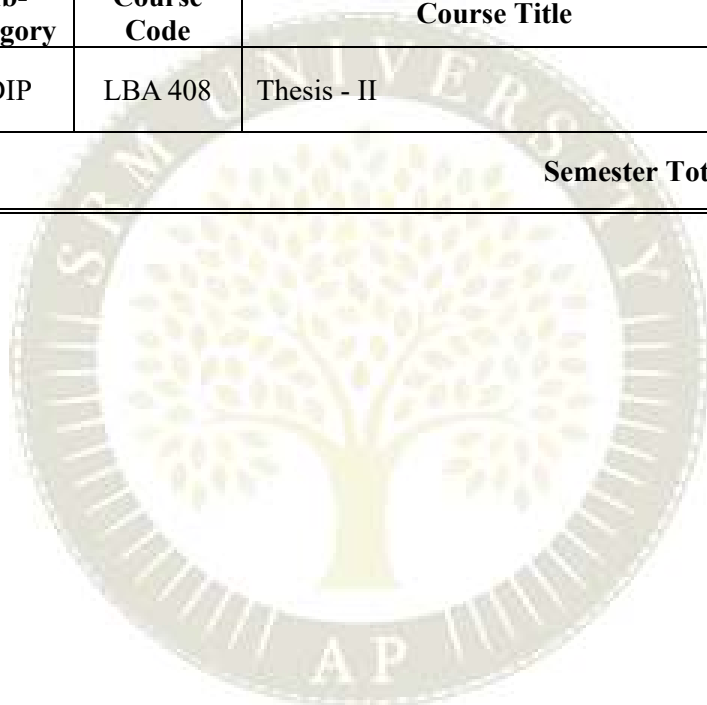
Specialization

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	CE	CE	LBA 401	Ethics and Applied Ethics	3	0	1	4
2	CE	CE	LBA 402	Foreign Language - Mandarin 1	3	0	1	4
3	CE	CE	LBA 403	Development Communication	3	0	1	4
4	CE	CE	LBA 421	Foreign Language - Mandarin 2	3	0	1	4
5	CE	CE	LBA 422	Philosophy of Art	3	0	1	4
6	CE	CE	LBA 423	Modern Western Philosophy	3	0	1	4
7	CE	CE	LBA 424	Media, Law and Society	3	0	1	4
8	CE	CE	LBA 425	Philosophy of Religion	3	0	1	4
9	CE	CE	LBA 426	Texts in Western Contemporary Philosophy	3	0	1	4

Open Electives

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	OE	OE	LBA 241	Work and the Gig Economy	3	0	0	3
2	OE	OE	LBA 242	Digital Anthropology	3	0	0	3
3	OE	OE	LBA 243	Media, Surveillance and Privacy	3	0	0	3
4	OE	OE	LBA 244	Philosophy of Culture and Technology	3	0	0	3

Industry Standard Employability Skills – I

Course Code	ISES 101	Course Category	Ability Enhancement Course (AEC)	L	T	P	C
				0	0	1	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	CDC	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ Gain the ability to work in a team and learn leadership skills.
➢ Gain the ability to be a leader who can cope up with the challenges, risks, and change management.
➢ Gain the ability to understand and be professionals with idealistic practical and moral values.
➢ Gain ability to acquire decision making skills in different situations.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the leadership skills for teamwork.	1	70%	60%
Outcome 2	Demonstrate the ability to cope up with changes and challenges.	3	80%	70%
Outcome 3	Manage stress and control emotions.	3	70%	60%
Outcome 4	Apply decision making and problem-solving skills to given scenarios.	3	90%	80%

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

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1								1			2				
Outcome 2	2					1							2		
Outcome 3					2		2								
Outcome 4	2		1					2		1			2		1
Average	2.0		1.0		2.0	1.0	2.0	1.5		1.0	2.0		2.0		1.0

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	**Interpersonal skills**	**9**		
	Understanding the relationship between Leadership Networking and Teamwork, Realizing Ones Skills in Leadership	3	1,2	1,2
	Networking & Teamwork and Assessing Interpersonal Skills Situation description of Interpersonal Skill.	3	1,4	1,3
	Teamwork Necessity of Team Work Personally, Socially and Educationally.	3	1,4	1,3
Unit No. 2	**Leadership**	**9**		
	Skills for a good Leader, Assessment of Leadership Skills	3	1,2	1,2
	Change Management, Exploring Challenges	3	1,3	1,2
	Risking Comfort Zone, Managing Change	3	1,3	1,3
Unit No. 3	**Stress management**	**9**		
	Causes of Stress and its impact, how to manage & distress, Understanding the circle of control, Stress Busters.	3	2,3	3,4
	Emotional Intelligence What is Emotional Intelligence, emotional quotient	3	2,3	3,4
	why Emotional Intelligence matters, Emotion Scales. Managing Emotions.	3	2,3	3,4
Unit No. 4	**Conflict resolution**	**9**		
	Conflicts in Human Relations	3	1,4	2,3
	Reasons Case Studies	3	4	2,3
	Approaches to conflict resolution	3	1,4	2,3
Unit No. 5	**Decision making**	**9**		
	Importance and necessity of Decision Making	3	1,4	1,4
	process of Decision Making	3	1,4	1,4
	Practical way of Decision Making, Weighing Positives & Negatives.	3	2,4	1,4
Total Contact Hours		**45**		

Learning Assessment

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

Recommended Resources

1. Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.
2. Carnegie Dale, How to Win Friends and Influence People, New York: Simon& Schuster, 1998.
3. Thomas A Harris, I am ok, you are ok, New York-Harper and Row, 1972
4. Daniel Coleman, Emotional Intelligence, Bantam Book, 2006.

Other Resources

1.

Course Designers

Orientation on Internationalization

Course Code	IRH 101	Course Category	Open Elective	L	T	P	C
				1	0	0	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department		Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To Understand the need and Importance of Internationalization as per the New Education Policy and to make student aware about the different pathways of Internationalization, which will help them to achieve their International Goals

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand the Need and importance of internationalization in Indian Higher Education system and Comparison with the global standards			
Outcome 2	Know the guidelines issued by the University grant commission for the internationalization of institutions and the importance in New Education Policy			
Outcome 3	Know the Different Pathways of Internationalization, Efforts of SRM University AP for various Pathways, available opportunities and application process.			

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															
Outcome 2															
Outcome 3															
Outcome 4															
Average															

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**INTERNATIONALISATION OF HIGHER EDUCATION**	3		
	Internationalization, Global Trends and Indian Initiatives	1		
	Internationalization and Indian higher education	1		
	Internationalization as the pathway to the Future universities	1		
Unit 2	**GUIDELINES FOR INTERNATIONALIZATION OF HIGHER EDUCATION**	3		
	NEP and Internationalization	1		
	Strategic Programs and Initiatives - I	1		
	Strategic Programs and Initiatives – II and Role of Institutions	1		
Unit 3	**INTENATIONALIZATION PATHWAYS**	10		
	International Partnerships, Need and Importance, Key for Internationalization goals, Type, Process and Current status	1		
	Pathway -1: International Internships, its role in internationalization, Need, Scope and Benefits, Comparison with global institutions1	1		
	Opportunities, Process and Policy guidelines	1		
	Languages, Centre of Excellences for Languages, Purpose and Scope	1		
	Pathway -2: Immersion Programs (Inbound and Outbound), its role in internationalization, Need, Scope and Benefits, Comparison with global institutions, how it is different from Internships	1		
	Opportunities, Process and Policy guidelines	1		
	Pathway -3: Semester Abroad and Exchange Program, Its role in Internationalization, Scope and Benefits, Process and Guidelines	1		
	Pathway -4: International Transfer Program Program, Its role in Internationalization, Scope and Benefits, Process and Guidelines, Credit Transfer	1		
	Pathway -5: Higher Studies (India or Abroad), Importance, Need and Scope, Process and Component of Higher Studies abroad, Benefits, Training and Support	1		
	Other Pathways of Internationalizations, SRM University AP Goals and Vision for Internationalizations, Intranet Portal a tool.	1		
	Total contact hours	16		

Learning Assessment

Course Nature				Theory	
Assessment Method – Theory Component (Weightage 100%)					
In-semester	**Assessment tool**	Mid Term I		Mid Term II	**Total**
	Weightage	**15%**		**15%**	**30%**
End semester examination Weightage: 70%					**70%**

Recommended Resources

1. Enter Data

Other Resources

1. https://drive.google.com/drive/u/1/folders/1uUiQV30enEAuU3Ov6Gx0R0EGSaha4rzl
2. https://drive.google.com/file/d/1yTO36ezB8x2kDIh-RtEfg6J-W3SxEai_/view?usp=sharing
3. https://drive.google.com/file/d/1AYeCeGaGb4pQ4a7VvEAbmooywRJHDZVY/view?usp=sharing

Course Designers

1. Directorate of International Relations and Higher Studies

Introduction to Environmental Science

Course Code	ENV 100	Course Category	AECC / FC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Environmental Science	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To study the scope of Environmental Science and the idea of sustainability.
➢ To acquire basic knowledge of environmental ethics, critical environmental laws, and policies.
➢ To explore various sources and challenges in the renewable energy sector in replacing conventional energy.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the scope and purview of Environmental Science, the Idea of sustainability, environmental ethics, and global efforts to overcome the hindrance for sustainability.	2	80%	70%
Outcome 2	Interpret the environmental laws and policies.	3	80%	70%
Outcome 3	Investigate climate change, the way it affects life at different scales (global, regional, and local scales), and various mitigation strategies.	2	70%	60%
Outcome 4	Analyse the extent of environmental pollution and pollution reduction strategies through and resource optimization, renewable energy, and waste management.	3	70%	60%

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

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

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	**Fundamental Concepts in Environmental Science**	**12**	1	1, 2, 3, 4, 5, 6, 7, 8, 10
	Human population and environment	1		
	Environmental education and awareness Environmental ethics Evolution of Environmental ethics – Leopold's land ethics, Silent Spring	2		
	Population growth, Ecological overshoot, and Ecological Footprint	2		
	Defining global sustainability, Garret Hardin's "Tragedy of the Commons', Brundtland commission report, Principles of sustainable development, Sustainable Development Goals (SDGs), Triple bottom line of sustainable development	2		
	Technology and Society: Information Technology - Human health & Environmental health, Environmental misconception	2		
	Sustainable ethics: Overcoming the obstacles of sustainability Individualizing Responsibility for a sustainable future - Consumption and its impact on sustainable development	3		
Unit No. 2	**Social issues and Environment**	**10**	4	1, 3, 9
	Fronterism, Biological Imperialism, and Natural rights, Significance of Human rights; Human rights and environment	3		
	Wastewater reclamation, Water conservation, Rainwater harvesting, Watershed management, Urban problems related to energy, Nuclear accidents	3		
	Global Environmental Policy, Environmental acts and laws, Water Act 1974, Environmental Protection Act 1986	4		
Unit No. 3	**Global Climate Change**	**14**	3	10, 3
	Differentiating Climate and Weather, Interconnection of Earth systems (Hydrosphere, Geosphere, Cryosphere, Atmosphere, and Biosphere)	2		
	Climate change through data (global temperature, and CO_2 – Mauna Lao Earth observatory)	3		
	Climate change: Impacts - Extreme weather events, Sea-level rise, Food and water security, and Human health & well-being, Biodiversity loss	4		
	Climate change: Adaptation – local to global scales, Synthesis	2		
	Disaster management – landslides, Tsunamis floods, earthquakes, anthropogenic disasters, Bhopal tragedy	2		
	Communicating climate change	1		
Unit No. 4	**Energy and Environment**	**8**	4	3, 4
	Renewable Energy: Global Status and trends	2		
	Global Renewable Energy Applications	2		
	Technical Issues, Challenges & Opportunities Solar, tidal, hydropower, Bioenergy, nuclear	2		
	Renewable Energy Markets	2		
Unit No. 5	**Environmental Pollution and Management**	**16**	2, 4	3, 11
	Pollution: Air pollution, Noise pollution, Water pollution, Soil pollution	4		
	Solid waste management: Collection, Handling, and solid waste management rules	4		
	E-waste and hazardous waste management, biomedical waste management	4		
	Wastewater treatment systems: Industrial and sewage treatment	4		

Learning Assessment

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

Recommended Resources

1. Daniel D. Chiras (2012), Environmental Science 9th Edition. Jones & Barlet Publishers
2. Carson, R. (2002). Silent spring. Houghton Mifflin Harcourt.
3. Rajagopalan, R (2015). Environmental Science – from crisis to cure, 3rd Edition. Oxford Higher Education.
4. Walter K Dodds (2018). Humanity's Footprint: Momentum, Impact, and Our Global Environment. Columbia University Press
5. Hayley Stevenson (2018). Global Environmental Politics Problems, Policy and Practice. Cambridge University Press
6. Garette Hardin (1968). The Tragedy of the Commons. Science 162 (3859), 1243-1248. DOI: 10.1126/science.162.3859.1243
7. Brutland Commission Report, 1987. Oxford University Press
8. TRANSFORMING OUR WORLD: The 2030 Agenda for Sustainable Development
9. Shastri, S.C. (2015) Environmental Law by 5th edition, EBC Publications.
10. Intergovernmental Panel on Climate Change (IPCC) Synthesis Report, 2014.
11. C.S. Rao (2018) Environmental Pollution Control Engineering, New Age International Publishers.

Other Resources

1. W. Cunningham, M. Cunningham (2016). Principles of Environmental Science (8th Edition), McGraw-Hill
2. Divan Shyam (2002). Environmental Law and Policy in India, OUP India
3. Jonathan Cowie, (2002). Climate change: Biological and Human Aspects, 2nd Edition. Cambridge University Press
4. Hanjalic, Kemo, Roel Van de Krol, and Alija Lekic, eds. (2017). Sustainable energy technologies: options and prospects. Springer Science & Business Media

Course Designers

1.

Introduction to Psychology

Course Code	PSY 101	Course Category	Foundation Course (FC)	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)		NA	
Course Offering Department	Psychology	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

➢ To gain a comprehensive understanding of the various approaches in the study of psychology
➢ To comprehend the basic mechanisms driving human behavior
➢ To apply various psychological concepts in practical settings

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define psychology and articulate its goals	2	80%	70%
Outcome 2	Describe and understand how sensation and Perception affect consciousness	2	70%	65%
Outcome 3	Analyze motivational processes and emotions in human beings	2	75%	60%
Outcome 4	Describe and compare various forms of intelligence and its measurements	2	70%	60%

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

CLOs	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	1	1	2			2				1	3		
Outcome 2	2	2	1	3		1		1				1		3	
Outcome 3	2	2	2	2		2		2	1	2	2	3		3	3
Outcome 4	3	3	1	1	1	2		1	2	2	2	2			3
Average	3	2	1	2	2	2	2	2	2	2	2	2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Nature of Psychology**	**12**	1	1,2,3
	Definition and goals of psychology	3		
	Nature of Psychology: art or science	3		
	Traditional & contemporary schools of thought in psychology	6		
Unit 2	**Sensation and Perception**	**12**	1, 2	1,2,3
	Definitions	1		
	Absolute and differential threshold, Signal detection theory	3		
	Perception: Understanding perception	2		
	Gestalt laws of organization	3		
	Perceptual constancy - depth perception, size perception, perception of movement.	3		
Unit 3	**Motivation**	**12**	1, 3	1,2,3
	Definition and types of motivation	1		
	Psychological aspects of various forms of motivation (hunger and thirst)	2		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory	5		
	Sexual, aggressive, and achievement motivation	4		
Unit 4	**Emotion**	**12**	1,3	1,2,3
	Definition and nature of emotions	2		
	Biological basis of emotions	2		
	Expression of emotions	2		
	Emotional intelligence	3		
	Correlates of emotions: cognition, culture and subjective wellbeing	3		
Unit 5	**Intelligence**	**12**	1, 4	1,2,3
	Definitions and nature of intelligence	2		
	Theories of intelligence: Cattell's theory of intelligence, Thurstone's mental ability, Sternberg's triarchic theory, Gardner's theory of multiple intelligences,	6		
	Measuring intelligence and tests of intelligence	4		
Total Contact Hours		**60**		

Learning Assessment

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

Recommended Resources

1. Baron, R. A. (2001). Psychology. 5th Ed. New Delhi: Pearson Education India.
2. Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014). Atkinson &Hilgard's Introduction to Psychology.16th Ed. United Kingdom: Cengage Learning.
3. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Liberal Arts: Approaches and Perspectives

Course Code	LBA 101	Course Category	School FC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

➢ To explain different literary forms to depict human experiences.
➢ To explore and understand the socio-cultural context of human experiences.
➢ To demonstrate various methods that can be used to derive knowledge and meaning from experiences.
➢ To explore various political perspectives about a just human world.
➢ To discuss the importance of media in representing knowledge.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss some literary genres like poetry, novels and plays	1	70%	80%
Outcome 2	Examine socio-cultural groups and discuss the nature of those groups.	2	70%	70%
Outcome 3	Discuss different philosophical methods used to create knowledge	3	60%	70%
Outcome 4	Demonstrate various views on politics and compare them.	4	60%	60%
Outcome 5	Examine the importance of medium in representing knowledge.	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 Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3		2	3	2	2	2	3	3	2	3
Outcome 2	2	2	2		2		2	2	2	2	3	2	2	2	3
Outcome 3	3	2	3		2		2	2	2	2	2	3	3	2	2
Outcome 4	2	2	2		2		2	2	2	2	3	2	2	2	3
Outcome 5	2	2	2		2		2	2	2	2	2	2	2	2	3
Average	**2.4**	**2**	**2**		**2.2**		**2**	**2.2**	**2**	**2**	**2.4**	**2.4**	**2.4**	**2**	**2.8**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**All Roads Do Not Lead To Rome**	**12**	**1**	
	Literature as a liberal discipline	4		1
	The interdisciplinary features of Literature	4		1
	Examples from the literary works that reflect the spirit of liberalism	4		1,2,3
Unit 2	**Individual, Community and Society**	**12**	**2**	
	M Hierarchy and Difference	4		5
	Ethnocentrism	4		5
	Cultural Relativism and Beyond	4		2.3
Unit 3	**Understanding Meaning**	**12**	**3**	
	Existential meaning	4		7
	Phenomenological Meaning	4		7
	The limits of Phenomenology: What we can't know	4		
Unit 4	**Understanding Politics from Different Perspectives**	**12**	**4**	**11**
	Socialism	4		
	Conservatism	4		
	Anarchism	4		
	Liberalism			
Unit 5	**The Politics of Representation and making of Spectacles in the Media.**	**12**	**5**	**12,13**
	Introduction to semiotics, Sign: Signifier and signified.	4		
	What is representation: Stuart Hall's two systems of representation	4		
	Media and capitalist spectacle	4		
	Total contact hours	**60**		

Learning Assessment

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

Recommended Resources

1. Dickens, C. (2009). A Tale of Two Cities: Abridge Edition. UK : Penguin.
2. Palgrave, F. (2002). Palgrave's Golden Treasury. OUP. Oxford..
3. Brown, M. F (2008). Cultural Relativism 2.0, Current Anthropology , 49 (3): 363-383.
4. Darnell, R. (2009). Anthropological Approaches to Human Nature, Cultural Relativism and Ethnocentrism. Anthropologica, 51(1):187-194.
5. Gardner, M. (1950). Beyond Cultural Relativism, Ethics, 61(1):38-45.
6. Gupta, D. (Ed.,). (1993). Social Stratification, Delhi ; New York : Oxford University Press.
7. Johnson, T. H. (2007). Cultural Relativism: Interpretations of a Concept. Anthropological Quarterly, 80(3):791802.
8. Camus, A. (1942). The Stranger.New York: Vintage International
9. Young, I. (1980). Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spaciality. Human Studies 3: 137-156.
10. Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford University Press.
11. Heywood, A. (2017). Political Ideologies: An Introduction. UK: Macmillan.
12. Fiske, J. (2011). Introduction to Communication Studies. New York: Routledge.
13. Hall, S. (2003). Representation. New Delhi: Sage Publication.

Course Designers

1. Dr. Srabani Basu, Dr. Ipsita Pradhan, Dr. Bikku R, Dr, Anasuya A, Dr. Chandana Deka, Dr. Idris Hassan Bhat, Dr. Ugen Bhutia- Department of Liberal Arts, SLASS, SRM University-AP
2. Course Coordinator : Dr. Anasuya A, Dr. Chandana Deka

Understanding the Indian Constitution

Course Code	HIS 105	Course Category	Foundational Course (FC)	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)		NA	
Course Offering Department	History	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the need of having a constitution.	1	90%	80%
Outcome 2	Define the concept of justice, liberty and non-discrimination	2	80%	70%
Outcome 3	Demonstrate the multiple imagination of justice	3	75%	70%
Outcome 4	Identify the tradition of consensus and discontent in Indian democracy	2	80%	70%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
	Making of the Indian Constitution	**12**		
	Why do we need a constitution?	2		4,3
Unit 1	Beginning of constitutionalism in India: Colonial and Anti-colonial legacies	4	1,4	1,4,3
	Locating constituent Assembly debate: Consensus and Discontent.	4		2,3,4
	Reading the preamble of the Indian constitution.	2		2
	Fundamental Rights and Directive Principles-Ideas of Equality, Justice and Liberty	**14**		
	Right to Eqaulity	2		1,2
	Six Freedoms	4		1,5
Unit 2	Religious Freedom	2		3,4
	Minority Rights	2	2,3	2.5
	Directive Principles: Gaols to establish a social and economic Democracy	2		2
	Primacy of Rights over Directive Principles	2		3
	Asymmetrical Federalism: Center-State Relations	**14**		
	What is federalism?	2		2,5
	Constitutional provisions related to federalism	2	1,4	5
Unit 3	Relationship between State and Centre	2		2,6
	Deliberative ambiguities of Indian Federalism	2		1,6
	Special Provisions for Jammu and Kashmir, Himachal Pradesh, Northeastern states, and tribal areas.	4		2,5
	AFSPA and suspension of Indian democracy	2		3
	Foundation of Governance	**11**		
	Division of Power: Legislative, Executive, and Judiciary	3		2
Unit 4	Parliamentary form of government in India	2	1,2	5
	Government of the Union and Government of the State	3		2.5
	Role of Supreme Court and Judicial Activism in India	3		3,4
	UNIT V: Constitution as a living document	**9**		
	Constitution as a dialogue	2		3.6
Unit 5	Constitutional Amendments and the basic structure of the Indian constitution	3	2,3,4	4,6
	Insertion of the 9th schedule in the constitution	2		2
	The role of the judiciary and citizens in defending, negotiating and interpreting the constitution	2		3,4,6
	Total contact hours		60	

Learning Assessment

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

Recommended Resources

1. Thiruvengadam, A. K. (2017). Origin and Crafting of the Constitution. In The Constitution of India, a Contextual Analysi., Hart Publishing.
2. Granville, A. (1966). The Indian Constitution: Cornerstone of a Nation. Oxford: Oxford University Press, Oxford.
3. Kannabiran, K. (2012). Tools of Justice: Non- discrimination and the Indian Constitution. Routledge.
4. Bhargava,R. (Ed). (2008). Ethics and Politics of the Indian Constitution. New Delhi: Oxford University Press.
5. Kashyap, S. C. (2011). Our Constitution. New Delhi: National Book Trust.
6. Hassan, Z., Sridharan, E., & Sudarshan, S. (Eds). (2002). India's Living Constitution: Ideas Practices, Controversies. New Delhi: Permanent Black.

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Idress Hassan Bhatt, Assistant Professor, Dept. of Liberal Arts, SRM University-AP.

Industry Standard Employability Skills -II

Course Code	ISES 102	Course Category	Ability Enhancement Course (AEC)		L	T	P	C
					0	0	1	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	CDC	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Develop interpersonal skills to be a good team player.
2. Develop socialization skills, positive attitude, and behavioural skills
3. Eliminate the barriers of communication and make conscious efforts to improve skill sets.
4. Recognise practice and acquire the skills necessary to deliver effective presentation with clarity and impact.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the intrinsic motivating factors.	1	70%	60%
Outcome 2	Demonstrate the ability to conceptualize an original idea.	3	80%	70%
Outcome 3	Solve the given problems using lateral thinking techniques	3	70%	60%
Outcome 4	Apply interpersonal skills to be a team player	3	90%	80%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1					1			2		2		1			
Outcome 2		2			3			3	3						
Outcome 3		3							2			2			
Outcome 4								2	3			2			
Average		2.5			2			2.3	2.7	2		1.7			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	**Motivation**	**9**		
	Soldiers' walk (Activity on factors of motivation)	3	1,4	1,4
	The Japanese fan (An activity on factors 1of motivation)	3	1,4	1,4
	Steps to ward off demotivation.	3	1,4	1,4
Unit No. 2	**Creativity and innovation**	**9**		
	Short film: (Students are encouraged to make a ten-minute documentary on various topics to enhance the power of aesthetics and precision)	3	1,2	1,4
	Creative short film (This activity is aimed at creating an interest on research and think out of the box)	3	1,2	1,4
Unit No. 3	**Critical and lateral thinking**	3		
	Fill me up, stimulating lateral thinking	**9**	1,2	2,4
	The curious case of Mary and Kevin (Activity triggering the different types of thinking)	3	2,3	2,4
	The creative college	3	2	2,4
Unit No. 4	**Team dynamics**	3		
	Story boarding, Frenzy, come to my island.	**9**	1,2,3	2,3
	Striking cars	3	1,2	2,3
	Defend the egg, tallest tower (Activities on the different stages of team building, team communication, coordination, and collaboration.	3	1,2,3	2,3
Unit No. 5	**Mini project**	3		
	Concept 1: Mini project presentation	**9**	1,2,3,4	1,4
	Concept 2: Mini project presentation	3	1,2,3,4	1,4
	Concept 3: Mini project presentation	3	1,2,3,4	1,4
Total Contact Hours		**45**		

Learning Assessment

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

Recommended Resources

1. Personality development and soft skills – Braun K. Mitra
2. Key to success in workplace and life – Meenakshi Roman, Shalini Upadhyay.
3. Mastering soft skills – Julian Vyner
4. The Accidental Creative – How to be brilliant at a moment's notice – Todd

Other Resources

1.

Course Designers

Introduction to Communicative English

Course Code	EGL 100	Course Category	Foundation Course	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To Introduce the Principles and Practices of Effective Communication Skills in various contexts.
➢ To understand the purpose and differentiate various types of audience.
➢ To encourage self-evaluation while collaborating with peers during learning.
➢ To prepare the students to produce Language in various contexts be it Oral or Written form.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Employ all four skills (listening/speaking/ reading/writing) to express themselves using production skills (Speak and Write)	3	90%	90%
Outcome 2	Illustrate views using Power Point and Word.	3	70%	80%
Outcome 3	Express with proper grammar.	2	60%	50%
Outcome 4	Apply listening skills to practice.	3	80%	80%
Outcome 5	Employ reading skills to read the given text.	4	60%	50%
Outcome 6	Demonstrate the forms of writings	3	70%	70%

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

CLOs	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	3				3	3	3		3			
Outcome 2				3	3			3	3	3		3			
Outcome 3								3	2	3		3			
Outcome 4										3		3			
Outcome 5								2	3	3		3			
Outcome 6								3	3	3		3			
Average		**2**	**2**	**3**	**3**			**2.8**	**2.8**	**3**		**3**			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
		7		
Unit No. 1	Course Introduction and Overview	1	**1,2,3**	
	Parts of Speech	1		**1,2**
	Tenses	1		**1,2**
	Vocabulary (Etymology, Prefixes, Suffix)	2		**1,2**
	Capitalization & Punctuations	1		**1,2**
	Principles of Sentence Structure & Paragraph Writing (*S+V+O*)	1		**1,2,3**
		6		
Unit No. 2	The Fundamentals of Speech (*Ethos, Pathos & Logos*)	1	**1,2**	**1,2**
	How to give a good Speech? (*Rhetoric & Speech Delivery*)	1		**1,2**
	Verbal Communication (Turn taking strategies, Questioning, Types of Qs)	2		**1,2**
	Nonverbal Communication (Cultural Contexts, Importance and Types)	1		**1,2**
	Fundamentals of Personal, Informative, and Scientific Speech	1		**1,2**
		10		
Unit No. 3	Listening Skills: Definition, Barriers, Steps to Overcome	2	**4**	**2**
	Listening Comprehension	3		**2**
	Listening to Influence, Negotiate	2		**2**
	Listening to Specific Information	1		**2**
	Note taking & Making while Listening	2		**2**
		10		
Unit No. 4	Read to Skim, and Scan	2	**5**	**1,2**
	Read to Comprehend (Predict, Answer Questions & Summarize)	2		**1,2**
	Read to Appreciate, Compose and Present	3		**1,2**
	Read to Understand Referencing Skills for Academic Report Writing and Plagiarism (APA 6th Ed)	3		**1,2**
		12		
Unit No. 5	Write to Interpret Data (Flow charts, Bar Diagrams)	2	**6**	**4**
	Write to Inform (News, Emails, Notice, Agenda & Minutes)	2		**4**
	Write to Define (Definitions & Essays)	2		**4**
	Resume and Cover Letter	2		**4**
	Write an Effective Abstract and a Comprehensive Summary	2		**4**
	Write Project Proposal	2		**4**
Total Contact Hours		**45**		

Learning Assessment

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

Recommended Resources

1. Shoba, Lourdes. (2017). Communicative English: A Workbook. U.K: Cambridge University Press.
2. Steven, Susan, Diana. (2015). Communication: Principles for a Life Time. U.S.A: Pearson 6th Ed.
3. Publication Manual of the American Psychological Association, (2010). 6th Ed.
4. Kosslyn, S.M. "Understanding Charts and Graphs", Applied Cognitive Psychology, vol. 3, pp. 185-226, 1989.

Other Resources

1.

Course Designers

1.

Understanding Economy and Markets

Course Code	ECO 151	Course Category	FC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Economics	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

➢ To educate students on the fundamental concepts of an economy.
➢ The aim is to introduce the concept of individual decision making and consumer behaviour.
➢ To understand the organization of an economy.
➢ What is the value of the agricultural sector to the Indian economy?
➢ To acquire knowledge of the fundamental principles of money and banking in India

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Analyze real-life situations by thinking rationally and demonstrating how economic concepts can be applied.	2		
Outcome 2	In the given situation, students will be able to comprehend how consumers maximize their satisfaction.	2	80%	70%
Outcome 3	It will help to understand the categories of all activities in three sectors of the economy and their importance.	3	80%	70%
Outcome 4	Familiarize students with the functioning of money and the functioning of the banking sectors in an economy.	2	80%	70

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

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

Course Unitization Plan

Unit No.		Required Contact Hours	CLOs Addressed	References
Unit I	**Introduction**	**10**		
	Introduction to Economics	2	1,2	1
	Central Problem of Economics	3	1,2	1
	Trade-off, Opportunity Cost	3	1,2	1
	Circular Flow of Income	2	1,2	1
Unit II	**Market**	**12**		
	Households, Corporates and Government	3	2	1
	Law of Demand	4	2	1
	Law of Supply	3	2	1
	Market Equilibrium	2	2	1
UNIT III	**Economy**	**14**		
	Composition of an economy	3	1, 3	4,5
	Five years planning	2	1, 3	4,5
	Economic reforms	3	1, 3	4,5
	Public sector and disinvestment	2	1, 3	4,5
	Labour reforms	2	1, 3	4,5
	Industrial Sickness and Remedial Measures	2	1, 3	4,5
UNIT IV	**Agrarian Economy**	**17**		
	Nature and Characteristics	2	4	4,5
	Cropping Patterns	1	4	4,5
	Inputs and Output	1	4	4,5
	Land Reforms	2	4	4,5
	Green Revolution	2	4	4,5
	Agricultural Investment	1	4	4,5
	Agricultural Prices and Subsidies	2	4	4,5
	Food Security in India	2	4	4,5
	Agricultural Labour	1	4	4,5
	WTO and Indian	2	4	4,5
	Recent Agricultural Policies	1	4	4,5
Unit V	**Money and Banking**	**7**		
	Indian Banking Sector and Inflation	2	5	4,5
	Commercial Banking in India	1	5	4,5
	Reserve Bank of India	1	5	4,5
	Money and capital market	2	5	4,5
	Price trends in India	1	5	4,5
	Total	**60**		

Learning Assessment

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

Recommended Resources

1. N. Gregory Mankiw (2015), Principles of Economics, 7th Edition, Cengage Learning India.
2. Karl E. Case, Ray C. Fair and E. Oster Sharon (2017), Principles of Economics, 12th Edition,
3. Pearson Education.
4. Robert S. Pindyk and D.L. Rubinfeld, (2017), Microeconomics, 8th Edition, Pearson Education.
5. V.K Puri and S.K Misra (2022), Indian Economy, 39th Revised Edition, Himalaya Publishing House.
6. Ramesh Singh (2022), Indian Economy, 14th Edition, McGraw Hill India.

Course Designers

1. Enter Data

Logic and Critical Thinking

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Introduction to Culture and Society

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

Course Objectives / Course Learning Rationales (CLRs)

➢ To provide various concepts of culture and society focusing on social and cultural change, the culture of politics, caste, class, and dynamics.
➢ To familiarize students with these concepts, which help them to understand the role and influence of cultures in societies
➢ To analytically apply these concepts and ideas to their research area (s)
➢ Assess the applicability of qualitative research techniques to their research area(s)

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop an understanding of the basic concepts of culture	1	70%	80%
Outcome 2	Articulate the key concepts and ideas of society	2	70%	70%
Outcome 3	Define and critically analyze the culture of politics.	3	60%	70%
Outcome 4	Define and effectively analyze social structure, Caste system and dynamics in Indian societies.	4	60%	60%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	2	3		2	3		2	2	3	3	3	2
Outcome 2	2	2	2	2	2		3	2		2	2	2	2	2	2
Outcome 3	3	2	3	3	3		3	3		2	2	3	3	2	3
Outcome 4	2	3	2	3	2		2	2		2	2	2	2	3	3
Outcome 5	2	2	2	2	3		3	2		2	2	2	2	3	3
Average	2.4	24	2.1	2.4	2.6		2..6	2.4		2	2	2.4	2.4	2.6	2.6

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Cultures: Basic Concepts**	**12**	1	7,8,9,10, 13
	Concept of Culture	3		
	Acculturation, Enculturation, Cultural lag,	3		
	Cultural relativism and Culture and Civilization	3		
	Material and Non-material Culture, Cultural Lag	3		
Unit 2	**Understanding Society**	**12**	2	1, 11, 13
	Concept of Society	3		
	Meaning and characteristics of Society	3		
	Community, Institution, and Association	3		
	Culture and Society	3		
Unit 3	**Culture and Politics**	**12**	3	6,10,17
	Culture of Politics	4		
	Anthropology and Multiculturalism	4		
	Religion and Politics	4		
Unit 4	**Caste System in Indian Society**	**12**	4	5, 11,15
	Social Structure	3		
	Caste system in India	3		
	Caste, Class and Power; Social mobility	3		
	Status of Women in India,	3		
Unit 5	**Indigenous (Tribes) and Nomadic Peoples**	**12**	**5**	**3,14,16**
	Indigenous Peoples (Tribal) Culture	3		
	Tribes in India	3		
	Impacts of displacement on Indigenous people	3		
	Nomadic Peoples and their Culture	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%	CLA-3 15%	
Level 1	Remember	30%	30%	30%	30%	40%
	Understand					
Level 2	Apply	50%	50%	50%	50%	40%
	Analyse					
Level 3	Evaluate	20%	20%	20%	20%	20%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Alexander, J. C; Thompson, K & Edles, L.D. (2012). A Contemporary Introduction to Sociology: Culture and Society in Transition. New York and London: Routledge. (2nd Edition).
2. Beals, R.L. et al, (1977). An Introduction to Anthropology. New York: Macmillan Publishing.
3. Fernandes. W. (2004). Rehabilitation Policy for the Displaced. Economic and Political Weekly, 39 (12):1191-11.
4. Beteille, A. (1966). Caste, Class, and Power: Changing Patterns of Stratification in a Tanjore Village, Oxford: Oxford University Press.
5. Gough, K. (1955). The Social Structure of A Tanjore Village. In In Srinivas, M. N. Ed. Village India: Studies in Little Community. Chicago and London: The University of Chicago Press. Pp. 36-52.
6. Gupta, A. (1995). Blurred Boundaries: The Discourse of Corruption, the Culture of Politics, and the Imagined State. American Ethnologist. 22 (2): 375-402.
7. Hammond, P. (1971). An Introduction to Cultural and Social Anthropology. New York: The McMillan Company.
8. Herskovits, M.J. (1969). Cultural Anthropology. New Delhi: IBH Publishing Company.
9. Keesing, R. M and Strathern, A.J. (1998). Cultural Anthropology: A Contemporary Perspective. New York: Harcourt Brace & Company.
10. Kottak, C. P. (2002). Anthropology: The Exploration of Human Diversity. 9th ed. Boston: McGraw-Hill.
11. Maclver, R. M. (1931). Society - Its Structure and Changes. New York: Hay Long and Richard Smith Inc.
12. Nadel S.F. (2006). 'The Typological Approach to Culture'. Journal of Personality. Vol. 5. Issue 4, April
13. Rapport, N and Overing, J. (2000). Social and Cultural Anthropology: The Key Concepts. London and New York: Routledge. (See, Culture, pp.105-115).
14. Sahoo, M. And Pradhan, J. (2016). Counting Conflict-induced Internally Displaced Persons in India. Economic and Political Weekly.51(40):14-16.
15. Srinivas, M.N. (1955). The Social System of A Mysore Village. In Srinivas, M. N. Ed. Village India: Studies in Little Community. Chicago and London: The University of Chicago Press. Pp.1-34.
16. Vidyarthi, L. P and Rai, B. K. (1985).The Tribal Culture of India. New Delhi: Concept Publishing Company.
17. Turner, T. (1993). Anthropology and Multiculturalism: What Is Anthropology That Multiculturalists Should Be Mindful of It? Cultural Anthropology, 8(4): 411-429.

Course Designers

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

Introduction to Political Theory

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Theories of Communication

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define the term 'theory'.	1	70%	80%
Outcome 2	Discuss various models of communication.	2	70%	70%
Outcome 3	Relate various theories of communication with real life case studies.	3	60%	70%
Outcome 4	Analyse the impact of culture on media and vice versa	4	60%	60%
Outcome 5	Critique the existing theories of communication based on their own social positions in the society.	5	70%	70%

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Creativity and Critical Thinking Skills

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Other Resources

1. No Data

Course Designers

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

Digital Literacy

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Information & Data Mining Strategies	1	5	1,2,3
Online resources	2	5	1,2,3
Understanding on Plagiarism	1	5	1,2,3
Total Contact Hours	**30**		

Learning Assessment

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

Recommended Resources

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

Course Designers

1. Dr. Arundhati G, Associate Director, ITKM, SRM University AP.
2. Dr. Suhasini B, Assistant Director, ITKM, SRM University AP.
3. Dr. Mohan K, Director, ITKM, 5SRM University AP

Research Methods

Course Code	LBA 201	Course Category	CC	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)		NA	
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

➢ To provide the student with knowledge of qualitative and quantitative research philosophy and techniques
➢ To Familiarize and use these two approaches to research methods and their importance to social sciences research.
➢ To use qualitative and quantitative techniques in their research area (s).

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop an understanding of methods and importance.	1	70%	80%
Outcome 2	Define what is qualitative research techniques and its importance to their research area(s)	2	70%	70%
Outcome 3	Define what is quantitative research techniques and its importance to their research area(s)	3	60%	70%
Outcome 4	Explain different research design and how to collect data from the field	4	60%	60%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	1	3	2	2	3	2	2	2	3	2	2	3
Outcome 2	2	2	2	2	1	2	3	2	2	2	3	2	2	2	2
Outcome 3	3	2	3	2	3	2	3	3	2	2	3	3	3	2	3
Outcome 4	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2
Average	2.5	2	2.5	1.75	2.25	2	2.5	2	2	2	2.5	2.5	2.5	2	2.5

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**The Domain of Methodology**	**10**	**1**	2,5
	Elements of Research Methodology	5		
	Assessing the usefulness of definitions	5		
Unit 2	**Qualitative methods**	**15**	**2**	2, 3, 5, 8
	Participant observation and non-participant observation	5		
	Interviews- Structured, Semi-structured, Unstructured	5		
	Focus group discussion, Case Study, Genealogy	5		
Unit 3	**Quantitative Methods**	**15**	**3**	2,4,5,7
	Experiments, Quasi-experiments and Survey methods	4		
	Correlational Research	4		
	Causal Comparative Research	3		
	Sampling methods,	4		
Unit 4	**Research design and Fieldwork**	**18**	**4**	2,4 5, 7, 8
	Exploratory Research	3		
	Descriptive Research	3		
	Diagnostic Research	3		
	Experimental research	3		
	How to do Fieldwork	3		
	Pilot study	3		
		60		

Learning Assessment

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

Recommended Resources

1. Atkinson, P.A. (2007). Ethnography: Principles and Practice. London: Routledge.
2. Bernard, H. R. (1990). Research Methods in Cultural Anthropology. New Delhi: Sage Publications.
3. Bruce L. B. (1995) Qualitative Research Methods for the Social Sciences, London, Allyn and Bacon.
4. Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International (P) Limited, Publishers.
5. Pelto, P. J., and Pelton. G. H. (1978). Anthropology Research; The structure of Inquiry. Cambridge: Cambridge University Press.
6. RAI. (1971) Notes and Queries in Anthropology. London: Routledge & Kegan Paul.
7. Sarantabos, S., (1998[1993]). Social Research. London Macmillan
8. Srivastava, V. K. (Ed.) (2004) Methodology and Fieldwork. New Delhi: Oxford University Press,

Course Designers

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

Indian Government and Politics

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Anthropological Theories

Course Code	LBA 205	Course Category	Core Course	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	**Co-Requisite Course(s)**	NA	**Progressive Course(s)**	NA		
Course Offering Department	Liberal Arts	**Professional / Licensing Standards**	NA				

Course Objectives / Course Learning Rationales (CLRs)

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

➢ Aim to clarify and make the students understand basic anthropological concepts and approaches and how various social and cultural anthropologists have contributed to understanding different peoples/groups and communities worldwide from the 18th century to the 21st century.

➢ Aims to teach students about inventive cultures and traditions and build critical and creative thinking.

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Anthropological Theories**	**10**	**1**	2, 7, 8, 12,13, 14,
	What is anthropology?	2		
	Ancient Anthropological Understanding (Herodotus, Aristotle)	3		
	Anthropology during the medieval period	2		
	Immanuel Kant and Anthropology	3		
Unit 2	**Modern and Evolutionary Anthropological Theories**	**12**	**2**	2,7, 8, 12,13,15, 16,20, 22
	The Social Organism (Herbert Spencer)	2		
	The Evolution of Culture (E. B. Tylor)	2		
	The Evolution of Society (L. H Morgan	2		
	Materialistic and Idealistic Outlook (Karl Marx and F. Engel)	3		
	Neo-Evolutionists Theories: Energy and the Evolution of Culture by L. White and Multicultural Theories by Julian Steward)	3		
Unit 3	**Culture theory and Culture and Personality Theories**	**12**	**3**	1,7,8,12, 13,15,16
	Historical Particularism (Franz Boas)	3		
	Eighteen Professions (A. L. Kroeber)	3		
	Individual and Culture (Margret mead)	3		
	Pattern of Culture (Ruth Benedict)	3		
Unit 4	**Functionalism and Structuralism Theories**	**12**	**4**	2, 7,8, 12,13,15, 16.
	Organic Society (Emile Durkheim)	3		
	Ethnography and Function of Culture (Bronislaw Malinowski)	3		
	Social Structure and Structure of Society (A. R. Redcliff-Brown)	3		
	Structuralism (Claude Levi-Strauss)	3		
Unit 5	**Symbols and Interpretative to Post-Modernists and Feminist Theories**	**14**	**5**	3, 4, 5,6, 9,10,11, 16, 17,18, 19, 21,23
	"Symbols, Pilgrims, and Drama (Victor Turner)	2		
	Symbols and Structures, Pollution and Purity" (Mary Douglas)	2		
	An Interpretive Anthropology (Clifford Geertz)	2		
	Symbols, Gender, Practice (Sherry Ortner)	2		
	Post-modernists and Post-Colonialists' Anthropology (Michael Foucault, Jacques Derrida, Pierre Bourdieu).	4		
	Structure and Agency (Marshall Shalin)	2		
	Total Contact Hours		**60**	

Learning Assessment

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

Recommended Resources

1. Benedict, R. (1989). Patterns of Culture. Preface by Margaret Mead; foreword by Mary Catherine Bateson. Houghton Mifflin.
2. Erickson, P. A. & Murphy. L. D. (2008). A History of Anthropological Theory. Toronto: Higher Education University of Toronto Press Incorporated,
3. Clifford, J.& George E. M. (eds)., (1986). Writing Culture. The Poetics and Politics of Ethnography, Berkeley: University of California Press.
4. Cohn, B. S. (1996). Colonialism and its forms of knowledge: the British in India. Princeton: University Press.
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6. Dirks, N. (2001). Castes of Mind: Colonialism and the Making of Modern India, Princeton, NJ: Princeton University Press.
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8. Erickson, P A. and Murphy L. D. (2016). Readings for a History of Anthropological Theory, Toronto: University of Toronto Press.
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12. Gordon, R.J, Lyons, H & Lyons, A. (Eds.,). (2011). Fifty Key Anthropologists. New York: Routledge.
13. Harris, M., (1968). The Rise of Anthropological Theory: A History of Theories of Culture. Crowell, New York.
14. Kant, I. (2015[1798]). Anthropology from a Pragmatic Point of View, UK: Cambridge University Press.
15. Layton, R. (1997). An Introduction to Theory in Anthropology. U.K: Cambridge University Press.
16. Moore, J. D. (2009). Visions of Culture: An Introduction to Anthropological Theories and Theorists, USA: Alta Mira Press.
17. Ortner, S. (1974). Is Female to Male as Nature is to Culture?, in Woman, Culture and Society. Michelle Rosaldo and Louise Lamphere (eds.). Stanford: Stanford University Press.
18. Ortner, Sherry. (1996). Making Gender: The Politics and Erotics of Culture. Boston, MA: Beacon Press.
19. Sahlins, M. (1976). Culture and Practical Reason, Chicago: University of Chicago Press.
20. Steward, J. (1955). Theory of Culture Change: The Methodology of Multilinear Evolution, IL: University of Illinois Press.
21. Turner, B. S. (1990). Theories of Modernity and Postmodernity, London: SAGE Publications.
22. Tylor, E. B (1871). Primitive Culture, Cambridge: Cambridge University Press.
23. Upadhyay, V. S and Pandey G (1993). History of Anthropological Thought. New Delhi: Concept Publishing Company

Course Designers

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

Leadership & Teamwork

Course Code	**AEC 102**	Course Category	AEC		L	T	P	C
					1	0	1	2
Pre-Requisite Course(s)	Basic Communication skills	**Co-Requisite Course(s)**		**Progressive Course(s)**				
Course Offering Department	Literature & Languages	**Professional / Licensing Standards**						

Course Objectives / Course Learning Rationales (CLRs)

- ➢ Comprehend Leadership Skills.
- ➢ Develop Practical Leadership Skills.
- ➢ Foster Collaborative Teamwork.
- ➢ Bridge Theory with Application

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate improved leadership competencies	1	75%	85%
Outcome 2	Exhibit the ability to work collaboratively	2	75%	80%
Outcome 3	Lead teams and resolve conflicts	2	70%	80%
Outcome 4	Apply leadership and collaborative skills	3	75%	85%

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

CLOs	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	3	3	3	3	1		
Outcome 2		2	2	2	2	2		2	3	3	3	3	1		
Outcome 3		2	2	2	2	2		2	3	3	3	3	1		
Outcome 4		2	2	2	2	2		2	3	3	3	3	1		
Course Average		2	2	2	2	2		2	3	3	3	3	1		

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction To Leadership & Teamwork**	**9**		
	Activity: Canvas	3	2	
	Bruce Tuckman's Model	1	2	2,3
	Activity: Leadership Challenge	2	1	
	Difference between leaders & managers	4	1	1
Unit 2	**The Art of Collaboration**	**8**		
	Activity: Building a Tower	2	1	
	Debrief & the 6 C's of Collaboration	4	2	2,4
	Activities: Jigsaw puzzles & Defend an Egg	4	2	
Unit 3	**Leadership Styles**	**6**		
	Self-Diagnostic Assessment	1	3	1,3
	The 7 Styles of Leadership	2	3,4	1
	Activity: Lost at Sea	2	3,4	
Unit 4	**Interpersonal Communication & Conflict Management**	**10**		
	Role Play & debrief	3		
	Types of Conflict & Conflict Resolution	4	3	5
	Activity: Striking Cars & Debrief	2	3.4	
Unit 5	**Project**	**12**	3,4	
			1,2,3,4	
	Total Hours	**45**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		CLA-1 (20%)	**CLA-2 (20%)**	**CLA-3 (20%)**	**Project (40%)**
Level 1	Remember	50%	30%	20%	10%
	Understand				
Level 2	Apply	50%	70%	80%	80%
	Analyse				
Level 3	Evaluate				10%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). Sage Publications.
2. Lencioni, P. (2002). The five dysfunctions of a team: A leadership fable. Jossey-Bass.
3. Katzenbach, J. R., & Smith, D. K. (2015). The wisdom of teams: Creating the high-performance organization. Harvard Business Review Press.
4. West, M. A. (2012). Effective teamwork: Practical lessons from organizational research (3rd ed.). BPS Blackwell.
5. Fisher, R., Ury, W., & Patton, B. (2011). Getting to yes: Negotiating agreement without giving in (3rd ed.). Penguin Books.

Other Resources

1. Enter Data

Course Designers

1. Dr. Srabani Basu, Associate Professor, Department of English, SRM University – AP

Social Entrepreneurship

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Other Resources

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

Course Designers

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

Greek Philosophy

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Sociological Theories: Foundational Works

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

Course Objectives / Course Learning Rationales (CLRs)

➢ Introduce students to the social conditions under which the discipline of Sociology emerged.
➢ Explain the basic concepts in Sociology, which become the basis of an advanced course in Sociology, if chosen, later on in the students' academic lives.
➢ Introduce students to the diversity and often contradicting perspectives in Sociology to understand society.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Reproduce sociological theories which would help them in their future academic endeavours.	1	70%	80%
Outcome 2	Articulate this understanding to their everyday lives as well as to understand the society in general	2	70%	70%
Outcome 3	Apply these theories in understanding the contemporary society	3	60%	70%
Outcome 4	Analyze how different theories understand the relationship between the individual and society differently.	4	60%	60%

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

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3		2	3		3		3	3	3	3
Outcome 2	2	2	2		3		2	2		3		2	3	2	2
Outcome 3	3	2	3		3		2	3		3		3	2	3	2
Outcome 4	2	2	2		2		2	2		3		2	3	2	2
Average	2.5	2	2.5		2.7		2	2.5		3		2.5	2.7	2.5	2.25

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Karl Marx-I**	**20**	1,2,3,4	1,7
	Dialectics and Historical Materialism	10		
	The Capitalist Mode of Production	10		
Unit 2	**Max Weber**	**20**	1,2,3,4	2,3,7
	Social Action and Ideal Types	10		
	Religion and Economy	10		
Unit 3	**Emile Durkheim**	**20**	1,2,3,4	4,5,6,7
	Social Fact			
	Nature of Solidarity			
	Total Contact Hours	**60**		

Learning Assessment

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

Recommended Resources

1. Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 13- 15 (Theses on Feuerbach), pp. 16-80 (A Critique of the German Ideology) pp.98-137 (Manifesto of the Communist Party) , pp. 142-173 (Wage Labour and Capital), pp. 502-506 (Abstract of Preface from A Contribution to the Critique of Political Economy).
2. Weber, Max. 1947. The Theory of Social and Economic Organization. New York: The Free Press, pp. 87-123
3. Weber, Max. 2002. The Protestant Ethic and the Spirit of Capitalism (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V
4. Durkheim, E. 1958. The Rules of Sociological Method. New York: The Free Press. pp. 48- 107, 119-144
5. Durkheim, E. 1951. Suicide: A Study in Sociology. New York: The Free Press, pp. 41-56, 145- 151.
6. Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 & 3 pp. 70-133.
7. Turner,J.N.,Beeghley, Leonard, Powers, Charles. The Emergence of Sociological Theory.

Course Designers

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

Introduction To International Relations

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

Course Objectives / Course Learning Rationales (CLRs)

➢ To explore various dimensions of international relations in theory and practice.
➢ To analyse and understand various international issues.
➢ To understand foreign policy and diplomacy.
➢ To understand the major developments in world history

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the concepts and theories of International Relations	1	70%	80%
Outcome 2	Elaborate the contemporary world based on the historical evolution of IR	2	70%	70%
Outcome 3	Examine current international issues	3	60%	70%
Outcome 4	Illustrate the dimensions of international relations and foreign policy.	4	60%	60%
Outcome 5	Summarise the aspects of diplomacy.	5	70%	70%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	International Relations: Introduction	10	1	1,2,8
	International Relations in Everyday Life	2		
	Brief Historical Sketch of the State System	2		
	The Global State System and the World Economy	4		
	IR and the Changing Contemporary World of States	2		
Unit 2	Approaches to the study of International Relations	15	1,2	1,2,6,7,9
	Liberalism and Neoliberalism	4		
	Realism and Neorealism	4		
	Marxist theories	4		
	Feminist perspectives	3		
Unit 3	Twentieth Century IR History	15	1,2	3,4,5
	World War I: Causes and Consequences; Bolshevik Revolution; Rise of Fascism / Nazism	5		
	World War II: Causes and Consequences; Cold War: Different Phases; Post-Cold War Developments and Emergence of Other Centres of Power	5		
	The emergence of the Third World; The collapse of the USSR and the End of the Cold War	5		
Unit 4	Foreign Policy	10	4,5	9
	Foreign Policy and National Interest: Meaning, elements, Nature and Objectives of foreign policy	5		
	National Security, determinants and formulation of Foreign Policy Instruments of Foreign Policy: Diplomacy – Nature, Functions, Privileges and Immunities. Types of Diplomacy	5		
Unit 5	Issues in international relations	10	3	1,2,9
	Environmental Issues, Human rights, Politics of Immigration and Diaspora	5		
	Terrorism, Human Security, Nuclear proliferation	5		
Total Contact Hours			**60**	

Learning Assessment

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

Recommended Resources

1. Jackson, R and Sorensen, G. (2007). Introduction to International Relations: Theories and Approaches. Oxford: Oxford University Press
2. Baylis, J and Smith, S . (2008). The Globalization of World Politics. An Introduction to International Relations. Oxford: Oxford University Press
3. Hobsbawm, E. (1995) . Age of Extreme: The Short Twentieth Century, 1914—1991. London:Abacus
4. Carr, E.H. (2004). International Relations between the Two World Wars: 1919-1939. New York:Palgrave
5. Taylor, A.J.P. (1961). The Origins of the Second World War. Harmondsworth: Penguin
6. Mingst, k and Snyder, J. (2011). Essential Readings in International Relations. New York: W.W. Nortan and Company
7. Smith, M and Little, R (2000). Introduction', in Perspectives on World Politics. NewYork: Routledge
8. Lawson, S. (2003). International Relations. Cambridge: Polity Press.
9. Mingst, M. (2011). Essentials of International Relations. New York: W.W. Norton and Company

Course Designers

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

Public Administration: Theory and Practice

Course Code	LBA 304	Course Category	Core Course	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)		NA	
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

➢ To explore various dimensions of public administration in theory and practice.
➢ To analyse and understand various concepts in public administration
➢ To understand financial and Indian administration
➢ To understand the evolution of public administration.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe public administration as a discipline and practice.	1	70%	80%
Outcome 2	Discuss the theories of public administration	2	70%	70%
Outcome 3	Examine the functioning of public administration	3	60%	70%
Outcome 4	Explain the aspects of Indian administration.	4	60%	60%
Outcome 5	Summarise the dimensions of financial administration.	5	70%	70%

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Environmental Anthropology

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

Course Objectives / Course Learning Rationales (CLRs)

➢ To interrogate the history of anthropology's approach to the environment, beginning with early functionalist, structuralist, and Marxist accounts of human-environment relationships.

➢ It builds towards more recent developments in the field, focusing on nonhuman and relational ontologies and current projects on the intersections of nature, capital, politics, and landscape histories.

➢ To familiarise students with the intellectual histories of environmental anthropology and contemporary debates and tensions around questions of ethics, agency, environment, conservation, Climate change and historical causality.

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

25. West, P. (2005). "Translation, Value, and Space: Theorizing an Ethnographic and Engaged Environmental Anthropology." American Anthropologist 107 (4): 632–42

Course Designers

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

Academic Writing

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

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the various steps involved in the writing process.
➢ To understand the construction and evaluations of arguments.
➢ To understand general grammatical structure for effective writing.
➢ To understand the MLA and the APA style for writing academic papers.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop an understanding of the steps like drafting and revision of a paper.	1	70%	80%
Outcome 2	Articulate the construction of arguments.	2	70%	70%
Outcome 3	Analyse the various grammatical tools like sentence structure, verbs and punctuation.	3	60%	70%
Outcome 4	Illustrate construction of papers in the MLA style.	4	60%	60%
Outcome 5	Illustrate writing of papers in the APA style.	5	70%	70%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	The Writing Process	10	1,2	1
	Exploring and Planning Writing	2		
	Drafting the Paper	2		
	Overall Revision and Sentence Revisions	4		
	Building Effective Paragraphs	2		
Unit 2	Academic Writing	15	1,2	2
	How to Write About Texts?	5		
	How to Construct Reasonable Arguments?	5		
	How to Evaluate Arguments?	5		
Unit 3	Clarity in Writing	15	1,2,3	3
	Active Verbs, Parallel Ideas, Mixed Constructions and Variety	5		
	Sentence Fragments, Pronouns, Adjectives, Tenses and Moods	5		
	Punctuation	5		
Unit 4	Plagiarism	10	1,2, 4,5	4
	What is Plagiarism?	4		
	Forms of Plagiarism	4		
	Data Fudging	2		
Unit 5	Writing Papers in MLA & APA Style	10	4,5	5
	MLA	4		
	APA	4		
	Sample Papers in MLA & APA Style	2		
Total Contact Hours		**60**		

Learning Assessment

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

Recommended Resources

1. Hacker, D and Sommers, N. (2018). Rules for Writers, 9th Edition, Bedford/St Martins, P. 1-50.
2. Hacker, D and Sommers, N. (2018). Rules for Writers, 9th Edition, Bedford/St Martins, P. 70-102.
3. Hacker, D and Sommers, N. (2018). Rules for Writers, 9th Edition, Bedford/St Martins, P. 112-335.
4. Hacker, D and Sommers, N. (2018). Rules for Writers, 9th Edition, Bedford/St Martins, P. 457-523.
5. Hacker, D and Sommers, N. (2018). Rules for Writers, 9th Edition, Bedford/St Martins, P. 533-578.

Course Designers

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

Summer Internship

Course Code	LBA 305	Course Category		L	T	P	C
				0	0	4	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	M.Sc - Physics, Chemistry, Mathematics and Biotechnology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ Integrate Academic Knowledge with Practical Applications
➢ Build Technical Proficiency in Field-Specific Tools and Techniques
➢ Develop Analytical Skills through Systematic Research and Data Interpretation
➢ Foster Ethical, Professional, and Safety-Conscious Work Practices
➢ Enhance Communication Skills for Effective Scientific Dissemination

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Apply Theoretical Knowledge to Practical Research or Industrial Challenges	2	70%	80%
Outcome 2	Develop and Demonstrate Technical Skills Relevant to Discipline-Specific Techniques and Tools	2	70%	80%
Outcome 3	Conduct Systematic Research and Analyse Results Critically	3	70%	80%
Outcome 4	Demonstrate Professionalism, Ethics, and Adherence to Safety and Quality Standards	1	70%	80%
Outcome 5	Communicate Scientific Findings Effectively	3	70%	80%

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

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	2	3	2	2	1	1	2	2	1	3			
Outcome 2	3	3	2	2	3	3	2	1	2	2	2	3			
Outcome 3	3	3	3	3	3	2	2	2	2	2	2	2			
Outcome 4	2	1	2	1	2	1	1	3	2	2	1	2			
Outcome 5	2	2	2	1	2	2	1	2	3	3	2	3			
Average	2.6	2.4	2.2	2	2.4	2	1.4	1.8	2.2	2.2	1.6				

Course Unitization Plan

Unit No.	Unit Name	CLOs Addressed
Unit 1	**Problem Definition** - Identify and define the research or industrial problem to be addressed. - Review relevant literature or existing solutions. - Formulate a clear and concise problem statement.	1,3
Unit 2	**Methodology and Technical Skill Development** - Learn and practice field-specific tools, software, and techniques. - Outline methods to tackle the defined problem. - Design a step-by-step plan for experimentation or project execution.	2,3
Unit 3	**Data Collection and Analysis** - Conduct experiments or data collection using appropriate techniques. - Use analytical tools to interpret data accurately. - Summarize findings in preliminary results.	3
Unit 4	**Ethics, Quality, and Safety Compliance** - Review and adhere to safety protocols and ethical guidelines. - Follow quality control measures and document compliance. - Reflect on the importance of ethics in research and industry.	4
Unit 5	**Presentation and Reporting** - Prepare a scientific presentation summarizing the project. - Write a report or manuscript detailing methodology, results, and conclusions. - Engage in peer reviews and receive feedback.	5

Learning Assessment

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

Sociology of Gender

Course Code	LBA 308	Course Category	CC	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)		NA	
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	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	1	3	3	3	3	3	3	3	3
Outcome 2	2	2	2	3	3	2	1	2	3	3	3	2	3	3	3
Outcome 3	3	2	3	2	3	2	1	3	3	3	3	3	3	3	3
Outcome 4	2	2	2	3	2	2	1	2	3	3	3	2	3	3	3
Outcome 5	2	2	2	2	2	2	1	2	3	3	3	2	3	3	3
Average	2.4	2.4	2.4	2.6	2.6	2	1	2.4	3	3	3	2.4	3	3	3

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Other Resources

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

Course Designers

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

Media and Nationalism

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Political Thought

Course Code	LBA 307	Course Category	Core Course (CC)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)	NA	**Co-Requisite Course(s)**	NA	**Progressive Course(s)**	NA		
Course Offering Department	Liberal Arts	**Professional / Licensing Standards**	NA				

Course Objectives / Course Learning Rationales (CLRs)

➢ To analyse Western Political Thought.
➢ To analyse Indian Political Thought.
➢ To understand the contributions of various political thinkers.
➢ To understand the relevance of political thinkers in the contemporary world.

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Advanced Qualitative Research Methods

Course Code	LBA 404	Course Category	CC	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	**Co-Requisite Course(s)**	NA	**Progressive Course(s)**	NA		
Course Offering Department	Liberal Arts	**Professional / Licensing Standards**	NA				

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

1. Atkinson, P.A. (2007). Ethnography: Principles and Practice. London: Routledge.
2. Bernard, H. R. (1990). Research Methods in Cultural Anthropology. New Delhi: Sage Publications.
3. Bruce L. B. (1995) Qualitative Research Methods for the Social Sciences, London, Allyn and Bacon.
4. Chaudhary, S.K and Chaudhuri, S. S. (Eds.,). (2014). Fieldwork in South Asia: Memories, Movements, And Experiences. New Delhi: Sage Publication.
5. Pelto, P. J., and Pelton. G. H. (1978). Anthropology Research; The structure of Inquiry. Cambridge: Cambridge University Press.
6. RAI. (1971)Notes and Queries in Anthropology. London: Routledge & Kegan Paul.
7. Srivastava, V. K. (Ed.) (2004) Methodology and Fieldwork. New Delhi: Oxford University Press,
8. Harding, S. (ed.,). (1987). Feminism and Methodology: Social Science Issues. Bloomington and Indianapolis: Indiana University Press.
9. Classical Ethnographies for Book review:
10. Elvin, V. (1939). The Baiga. Delhi: Gyan Publication.
11. Fuller-Haimendorf, C. V. (1943). The Chenchus: Jungle Folk of the Deccan. London: Macmillan.
12. Fuller-Haimendorf, C. V. (1948). The Raj Gonds of Adilabad: A Peasant Culture of the Deccan. London: Macmillan.
13. Malinowski, B. (1922). Argonauts of the Western Pacific. New York: Routledge and Kengan Paul Ltd. E. P Dutton & Company, Inc.
14. Malinowski, B. (1935). Crime and Custom in Savage Society. New York: Harcourt, Brace & Co.
15. Mead, M. (1996 [1928]). Coming Age of in Samoa: A Psychological Study of Primitive Western Civilisation. New York: Quill Paperbacks

Course Designers

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

Quantitative Research Methods

Course Code	LBA 405	Course Category	CORE COURSE (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

> To understand quantitative research methods.
> To analyses and understand various statistical concepts.
> To understand importance of probability in usage of data.
> To interpret data by using the tools like inference, co-relation and regression.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the quantitative research methods.	1	70%	80%
Outcome 2	Explain the basic statistical concepts.	2	70%	70%
Outcome 3	Discuss the concept of probability and its usage in arranging data.	3	60%	70%
Outcome 4	Illustrate the usage of statistical inferences.	4	60%	60%
Outcome 5	Summarise the concepts of correlation and regression.	5	70%	70%

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

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	2	3		2	3		2	2	3	3	3	2
Outcome 2	2	2	2	2	2		3	2		2	2	2	2	2	2
Outcome 3	3	2	3	3	3		3	3		2	2	3	3	2	3
Outcome 4	2	3	2	3	2		2	2		2	2	2	2	3	3
Outcome 5	2	2	2	2	3		3	2		2	2	2	2	3	3
Average	2.4	24	2.1	2.4	2.6		2..6	2.4		2	2	2.4	2.4	2.6	2.6

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Quantitative Research Methods	10	1	1,2,
	Comparative study of quantitative, qualitative, and mixed methods approach	2		
	Sampling	2		
	Longitudinal, cross- sectional and trend studies	4		
	Experimental/ quasi- experimental methods	2		
Unit 2	Introduction to Statistics	15	2	2,3
	Basic descriptive statistics	4		
	Charts and graphs	4		
	Measures of central tendency	4		
	Measures of dispersion	3		
Unit 3	Probability Distributions	15	,3	3,4,5
	Probability distribution for discrete and continuous variables	4		
	The normal probability distribution	4		
	Sampling distribution	4		
	Sampling distribution of sample means	3		
Unit 4	Statistical inference	10	4	5,6,7
	Point estimate and Confidence intervals	5		
	Significance test and Decisions and types of errors in hypotheses tests	5		
Unit 5	Correlation and Regression	10	5	6,7,8
	Correlation and covariance	5		
	Linear relationships and Least squares prediction equation and method of least squares	5		
Total Contact Hours		**60**		

Learning Assessment

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

Recommended Resources

1. Creswell, J. W. (2003). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Second Edition. University of Nebraska (Chapter 1, pp.3- 26).
2. Kumar, R. (2015). Research Methodology. Fourth Edition. Sage India (Chapter 12, pp. 231-248)
3. Healey, J. Ninth Edition. Statistics- A Tool for Social Research, Wadsworth Cengage Learning, Student Copy.(Chapter 2, pp. 22- 62; Chapter 3, pp. 63- 87; Chapter 4, pp. 88- 117).
4. Healey, J. Ninth Edition. Statistics- A Tool for Social Research, Wadsworth Cengage Learning, Student Copy. (Chapter 5, pp. 118- 140).
5. Healey, J. Ninth Edition. Statistics- A Tool for Social Research, Wadsworth Cengage Learning, Student copy.(Chapter 7 to Chapter 11, pp. 157- 306).
6. Healey, J. Ninth Edition. Statistics- A Tool for Social Research, Wadsworth Cengage Learning, Student Copy. (Chapter 14 to Chapter 16, pp. 368-465)
7. Gujarati, D. N. (2003) .Basic Econometrics, Fourth edition. McGraw-Hill. New York.(Chapter 9, pp. 297-311)
8. Das, N.G. (1997). Statistical Methods, Part I, M. Das and Co. (Chapter 9, pp. 309-363)

Course Designers

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

Modern Western Philosophy

Course Code	LBA 406	Course Category	CE	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

➢ The course aims to provide a good understanding of key problems and ideas which shaped the history of modern philosophy.

➢ To explore how philosophers accommodate new learning with a broad view of human abilities, and to construct systematic understandings of the world.

➢ To provide students a broad background in the history of western philosophy, preparing them for advanced work in the Modern History of philosophy.

➢ In Critically reviewing the history of thought the course also seeks to develop important critical thinking skills.

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

Unit No.	Unit Name		Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Rationalism**		**25**		1,2,4,5, 6, 7
	Descartes		10	1,2,3	
	Leibniz		5		
	Spinoza		10		
Unit 2	**Empiricism**		**25**		1,2,3,8,9,10
	Locke		10	1,2,3,4	
	Berkely		5		
	Hume		10		
Unit 3	**Critical Philosophy**		**10**	1, 2,3,4	1,2,3,11
	Immanuel Kant		10		
	Total contact hours		**60**		

Learning Assessment

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

Recommended Resources

1. Ariew, R., & Watkins, E. (Eds.). (2009). Modern Philosophy. Hackett Publishing.
2. Matson, W. (2000). A new history of philosophy, volume two: From Descartes to Searle. USA: Thomson Higher Education.
3. Cassirer, E. (1951). The philosophy of the enlightenment (Vol. 7). Princeton University Press.
4. Descartes, R. (2008). Meditations on first philosophy (M. Moriarty, Trans.). Oxford University Press.
5. Descartes, R. (1993). Discourse on method; and Meditations on first philosophy. Indianapolis: Hackett Pub. Co.
6. Nadler, S. (2006). Spinoza's' Ethics': An Introduction. Cambridge University Press..
7. Jolley, N. (2019). Leibniz. Routledge.
8. Locke, J. (1847). An essay concerning human understanding. Kay & Troutman.
9. Berkeley, G. (1999). Principles of human knowledge and three dialogues. OUP Oxford.
10. Hume, D. (2016). An enquiry concerning human understanding. In Seven masterpieces of philosophy (pp. 183-276). Routledge.
11. Kant, I. (1908). Critique of pure reason. 1781. Modern Classical Philosophers, Cambridge, MA: Houghton Mifflin, 370-456.

Course Designers

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

Thesis Phase 1

Course Code	LBA 407	Course Category	RDIP		L	T	P	C
					0	0	6	6
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Liberal Arts	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To introduce students to the subject area of their interests and conduct fieldwork.
➢ To think critically about the chosen area of study
➢ To be able to demonstrate the gap in research and how the students' research can either add or address the gaps in chosen area of research.

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Learning Assessment

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

Recommended Resources

1. *Resources have to be customised according to the student's research interests.

Course Designers

1. Dr. Ipsita Pradhan, Assistant Professor, Department of Liberal Arts, SLASS, SRM-AP Universit

Thesis Phase 2

Course Code	LBA 408	Course Category	RDIP	L	T	P	C
				0	0	10	10
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Learning Assessment

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

Recommended Resources

1. *Resources have to be customised according to the students' research interests.

Course Designers

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

Ethics and Applied Ethics

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

Course Objectives / Course Learning Rationales (CLRs)

➢ Explore core questions in ethical theory
➢ Analyze the dominant approaches in normative ethics
➢ Discuss the ethical discourse surrounding various social practices
➢ Develop critical analysis skills in applied ethics.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the core questions of metaethics	1	70%	80%
Outcome 2	Discuss the dominant approaches in normative ethics	2	70%	70%
Outcome 3	Demonstrate proficiency in ethical reasoning and decision-making.	3	70%	70%
Outcome 4	Critically analyze the ethics implied in certain contemporary social practices	4	60%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	2	3	1	2	3	2	1	1	3	2	-	2
Outcome 2	3	2	2	2	-	1	2	2	3	1	1	2	-	2	2
Outcome 3	3	2	3	2	3	2	2	3	2	1	-	3	2	-	-
Outcome 4	3	3	3	2	2	2	2	3	3	1	1	3	-	2	2
Average	3	2.25	2.75	2	2.6	1.5	2	2.75	2.5	1	1	2.75	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**What is Morality?**	**8**		1, 2, 3, 4
	The problem of definition	2		
	Moral reasoning	2		
	Cultural relativism	4	1	
Unit 2	**Normative theories**	**20**		1, 2, 3, 4, 5, 6, 7, 10
	Utilitarianism/Consequentialism	6		
	Deontological/Kantian	6		
	Virtue Ethics	4	2	
	Care Ethics	4		
Unit 3	**Applied Ethics**	**36**		1, 2, 9
	Abortion	3		
	Animals	3		
	Environment	3		
	Euthanasia	3		
	Economic Injustice and Economic Inequality	3		
	Globalization and immigration	3	3	
	Racism	3		
	Terrorism	3		
	Death penalty	3		
	Drugs	3		
	Genetic engineering	3		
	Sexual morality	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%	CLA-3 15%	
Level 1	Remember	60%	60%	60%	40%	50%
	Understand					
Level 2	Apply	30%	30%	30%	50%	40%
	Analyse					
Level 3	Evaluate	10%	10%	10%	10%	10%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Rachels, J. (2003) The Elements of Moral Philosophy. New York: McGraw Hill.
2. Landau, R.S. (2019) Living Ethics. New York: Oxford University Press.
3. Newton, L. (2013) Ethical Decision Making. Springer.
4. Gensler, H., Spurgin, E., & Swindal, J. (Eds.). (2003). Ethics: Contemporary Readings (1st ed.). Routledge. https://doi.org/10.4324/9780203495667
5. Crisp, R. (Ed.). (2014). Aristotle: nicomachean ethics. Cambridge University Press.
6. Mills, J.S. (2001). Utilitarianism. Batoche Books.
7. Kant, I. (1909). Critique of practical reason. Huge Print Press.
8. Singer, P. (1986). Applied Ethics. Oxford: Oxford University Press
9. Gilligan, C. (1982) In a Different Voice. Massachusetts: Harvard University Press

Foreign Language I – Mandarin I

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

Course Objectives / Course Learning Rationales (CLRs)

➢ Understand and apply fundamental theories and concepts of Mandarin acquisition.

➢ Develop listening, speaking, reading, and writing skills in Mandarin Chinese to engage with diverse contexts and professional settings.

➢ Utilize language learning strategies and resources effectively to facilitate continuous improvement and adaptation to evolving language demands.

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	Demonstrate the theories and concepts in different fields.	Application of multi-disciplinary knowledge in	Demonstrate critical, rational, and scientific
Outcome 1	3	3	1			1		2	1	2		2	3	1	2
Outcome 2	3	2	1			3		2	3	3		1	3	3	1
Outcome 3	1	2	2			3		1	1	2		3	1	2	2
Outcome 4	3	3	3			1		3	1	3		3	3	2	3
Average	2.5	2.3	2			2		2	1.5	2.5		2.3	2.5	2	2

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

1. Miss HsinYi Huang, Instructor

Development Communication

Course Code	LBA 403	Course Category	Core Elective (CE)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	Liberal Arts	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Foreign Language II – Mandarin II

Course Code	LBA 421	Course Category	Core Course	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)	Mandarin I	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	Demonstrate the theories and concepts in different	Application of multi-disciplinary knowledge in	Demonstrate critical, rational, and scientific capabilities in meeting
Outcome 1	3	3	2			3		1		3		1	3	3	2
Outcome 2	3	2	3			2		3		2		3	3	1	3
Outcome 3	2	2	1			1		2		3		1	2	1	1
Outcome 4	1	1	3			1		3		1		2	1	2	3
Average	2.3	2	2.3			1.8		2.3		2.5		1.8	2.3	1.8	2.3

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

1. Miss HsinYi Huang, Instructor

Philosophy of Art

Course Code	LBA 422	Course Category	Core Elective (CE)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)	NA	**Co-Requisite Course(s)**	NA	**Progressive Course(s)**		**NA**	
Course Offering Department	Liberal Arts	**Professional / Licensing Standards**	NA				

Course Objectives / Course Learning Rationales (CLRs)

➢ Discuss aesthetics
➢ Demonstrate the ontology and purpose of art
➢ Analyzing art critically
➢ Examine the relationship between art and politics

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the key concepts in art criticism	1	60%	70%
Outcome 2	Discuss the canonical texts in aesthetics	2	70%	80%
Outcome 3	Demonstrate the nature of art and its purpose	3	70%	70%
Outcome 4	Analyse the role of art in politics.	4	60%	70%

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

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

Course Unitization Plan

Unit No.	Unit Name		Required Contact Hours	CLOs Addressed	References Used
Unit 1	**What is art?**		**20**	1,2	1, 2,3,4
	Mimesis and Representation	7			
	Expression	7			
	Form		6		
Unit 2	**Art Criticism**		**20**	1,3	**5,6,7,8,9,10,11,12**
	Beauty		10		
	Taste		10		
Unit 3	**Politics of Art**		**20**	1,4	**10,11,12**
	Art for the Sake of art		10		
	Art and Human Liberation		10		

Learning Assessment

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

Recommended Resources

1. Aristotle. (2016). Nicomachean Ethics (Translated by W. D. Ross with an Introduction by R. W. Browne). United States: Neeland Media.
2. Wollheim, R. (1980). Seeing-as, seeing-in, and pictorial representation. Art and its Objects, 2, 205-26.
3. The Principles of Art. (2016). (n.p.): Ravenio Books.
4. Bell, C. (1987). Art. United Kingdom: Oxford University Press.
5. Burke, E. (2014). Frontmatter. In A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful: With an Introductory Discourse Concerning Taste; and Several Other Additions (pp. i–ii). frontmatter, Cambridge: Cambridge University Press.
6. Kant, I. (2008). Critique of judgment. Newcomb Livraria Press.
7. Hume, D. (2017). Of the standard of taste. In Aesthetics (pp. 483-488). Routledge.
8. Plato. (1943). Plato's The Republic. New York :Books, Inc.,
9. Guyer, P. (2008). Marcuse and Classical Aesthetics. Revue internationale de philosophie, 246(4), 349-365.
10. Arthur, S. (2016). The World as Will and Representation. Aegitas.
11. Nietzsche, F. (2017). The birth of tragedy. In Aesthetics (pp. 330-334). Routledge.
12. Pölzler, T. (2020). Camus on the Value of Art. Philosophia, 48(1), 365-376.

Course Designers

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

Modern Western Philosophy

Course Code	LBA 423	Course Category	CE		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

➤ The course aims to provide a good understanding of key problems and ideas which shaped the history of modern philosophy.

➤ To explore how philosophers accommodate new learning with a broad view of human abilities, and to construct systematic understandings of the world.

➤ To provide students a broad background in the history of western philosophy, preparing them for advanced work in the Modern History of philosophy.

➤ In Critically reviewing the history of thought the course also seeks to develop important critical thinking skills.

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	3	1	2		1	3	1	1	2	3	-	2	2
Outcome 2	3	3	3	1	2		1	2	1	1	1	2	-	-	-
Outcome 3	3	2	3	1	2		1	3	1	1	1	3	2	-	2
Outcome 4	2	2	2	1	2		1	3	1	1	2	2	2	2	-
Average	2.25	2.25	2.75	1	2		1	2.75	1	1	1.5	2.5	2	2	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%	CLA-3 15%	
Level 1	Remember	60%	60%	60%	60%	50%
	Understand					
Level 2	Apply	30%	20%	30%	30%	30%
	Analyse					
Level 3	Evaluate	10%	20%	10%	10%	20%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Ariew, R., & Watkins, E. (Eds.). (2009). Modern Philosophy. Hackett Publishing.
2. Matson, W. (2000). A new history of philosophy, volume two: From Descartes to Searle. USA: Thomson Higher Education.
3. Cassirer, E. (1951). The philosophy of the enlightenment (Vol. 7). Princeton University Press.
4. Descartes, R. (2008). Meditations on first philosophy (M. Moriarty, Trans.). Oxford University Press.
5. Descartes, R. (1993). Discourse on method; and Meditations on first philosophy. Indianapolis: Hackett Pub. Co.
6. Nadler, S. (2006). Spinoza's' Ethics': An Introduction. Cambridge University Press..
7. Jolley, N. (2019). Leibniz. Routledge.
8. Locke, J. (1847). An essay concerning human understanding. Kay & Troutman.
9. Berkeley, G. (1999). Principles of human knowledge and three dialogues. OUP Oxford.
10. Hume, D. (2016). An enquiry concerning human understanding. In Seven masterpieces of philosophy (pp. 183-276). Routledge.
11. Kant, I. (1908). Critique of pure reason. 1781. Modern Classical Philosophers, Cambridge, MA: Houghton Mifflin, 370-456.

Course Designers

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

Media, Law and Society

Course Code	LBA 424	Course Category	Core Elective (CE)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the formation of ideas and philosophies through different discourses about the press.
➢ To assess the significance of freedom of speech and expression.
➢ To access the socio-political contexts in which Press laws wer introduced in colonial India.
➢ To comprehend the various factors that contributed to the functioning of press/media in independent India.
➢ To be familiar with how mass media responds to various social issues.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Summarize various ideas and philosophies about the press	1	60%	50%
Outcome 2	Explain the important contributions of the leaders of freedom struggle in India.	2	70%	80%
Outcome 3	Describe regulations that were brought by colonial rulers to curb the press.	3	50%	50%
Outcome 4	Demonstrate the factors influencing the given media reports.	4	70%	80%
Outcome 5	Express their views on the role played by the press during any social crises.	5	50%	50%

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

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	-	-	-	-	1	-	-	-	2	3	3	3
Outcome 2	3	2	3	-	-	-	-	2	-	-	-	2	3	3	3
Outcome 3	3	2	2	-	-	-	-	2	-	-	-	-	3	3	3
Outcome 4	3	3	3	-	3	-	-	-	2	3	-	2	3	3	3
Outcome 5	3	3	3	-	3	-	-	2	2	3	-	2	3	3	3
Average	3	2.6	2.8	-	3	-	-	1.75	2	3	-	2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
	Press and the Colonial rule in India	**12**		
	Press During Colonial Period	3		1,2
Unit 1	The Struggle for Press Freedom	3	2	1,2
	National Freedom Movement.	3		1,2
	Press and the Civil Liberties.	3		1,2
	Emergence of media policies in colonial India	**12**		
	Colonial rule and the emergence of media policies in India	3		1,2,8
	Wellesley regulations 1799	3	2,3	1,2
Unit 2	Licensing Regulations Act 1823,	1		1,2,
	Gagging Act 1857,	1		1,2
	Press and Registration of Books Act 1867	1		1,2
	Telegraph. Cinema.	3		8,9
	Press and its issues during post-independent period	12		
	Media discourse in post-colonial India	3		1,2,7
Unit 3	Journalistic objectivity	3	1, 3	2,4
	Propaganda model	3		10
	Democracy and developmental narrative.	3		10
	New directions for the Indian media	12		
Unit 4	Paradigm Shifts in Indian Media	4		6,7,8
	The internal emergency of 1975	4	3,5	1,2,6
	Economic liberalization.	4		1,2,6
	Media and the marginalities	12		
	Media and Gender debates in India: Shah Bano Judgement,	1		7,11
	Ameena Case	1		11
	Roop Kanwar Case	1		11
Unit 5	The Nirbhaya incident,	1		11
	Media and Masculinity	3		7,11
	Racial profiling Discrimination, Xenophobia.	3		6,7
	The Dynamics of Backwardness; the Scheduled Castes and the Other Backward Castes.	3	4,5	

Learning Assessment

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

Recommended Resources

1. Desai, A. R. (2016). Social background of Indian nationalism (Reprint). India: Sage Publication.
2. Chandra, Bipan. (2016). India's struggle for independence: 1857-1947 (Reprint). New Delhi, India: Penguin Random House.
3. Jeffrey, R. (2006). The Mahatma didn't like the movies and why it matters: Indian broadcasting policy, 1920-1990s. Global Media and Communication, 2(2), 204-224. https://doi.org/10.1177/1742766506068370
4. Streckfuss, R. (1990). Objectivity in journalism: A search and a reassessment. Journalism Quarterly, 67(4), 973-983.
5. Lelyveld, D. (1990). Transmitters and culture: The colonial roots of Indian broadcasting. South Asia Research, 10(1), 41-52. https://doi.org/10.1177/026272809001000105
6. Jeffrey, R. (2016). Media and modernity: Communications, women and the state in India. Orient Blackswan.
7. Sinha, C. (2012). Debating patriarchy: The Hindu Code Bill controversy in India (1941-1956). Oxford University Press.
8. Bhowmik, S. (2003). Coercion to power relations: Film censorship in post-colonial India. Economic and Political Weekly, 38(30).
9. Kanta, D. (2000). "Beyond the reach of monkeys and men"? O'Shaughnessy and the telegraph in India c. 1836-56. The Indian Economic & Social History Review, 37(3), 331–359. https://doi.org/10.1177/001946460003700303
10. Herman, E. S., & Chomsky, N. (1988). Manufacturing consent: The political economy of the mass media. New York: Pantheon Books.
11. Joseph, A. (Ed.), & Sharma, K. (Ed.). (1994). Whose news?: The media and women's issues. New Delhi, India: Sage Publications.

Course Designers

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

Philosophy of Religion

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

Course Objectives / Course Learning Rationales (CLRs)

➢ To analyze the philosophical analysis of the nature of religion and religious experience.
➢ To develop one's skills in identifying, evaluating and developing arguments.
➢ To discuss a variety of responses given to questions concerning the relationship between religion and science.
➢ To analyze the philosophical implications of religious pluralism.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the issues raised and arguments deployed. By the end of the course, students should feel more (justifiably) confident in the defensibility of their religious beliefs (or lack of them).	1	70%	80%
Outcome 2	Discuss complete and refined understanding of one's own intersection with religious issues.	2	70%	70%
Outcome 3	Demonstrate the arguments for and against the existence of God.	3	60%	70%
Outcome 4	Analyze basic concepts and central problems of the philosophy of religion and the challenges to religion from science	4	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1		**20**		
	Nature of Philosophy of Religion and its distinction from Theology	5	1,2,3,4	1,2,3,4
	Proofs for the existence of God: Ontological Argument, Cosmological Argument, The Argument from Design	10		
	Problem of Evil	5		
Unit 2		**20**		
	Religious Experience	10	1,2,4	1,2,3,4
	Religious Pluralism	10		
Unit 3		**20**		
	Religion and Morality	8	1, 2,4	1,2,3,4
	Religion and Science	8		
	Miracle and Life after death	4		

Learning Assessment

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

Recommended Resources

1. Peterson, M. L. (1996). Philosophy of religion: selected readings.
2. Conesa, F. (1995). B. DAVIES, An Introduction to the Philosophy of Religion, Oxford University Press, Oxford 1993, X+ 260 pp., 13 x 19, 5. Scripta Theologica, 27(1), 389-389.
3. Swinburne, R. (2002). William Lane Craig God, Time and Eternity. The Coherence of Theism II: Eternity.(Dordrecht: Kluwer Academic Publishers, 2001). Pp. xi+ 321.£ 74.00 (Hbk). ISBN 1402000111. Religious Studies, 38(3), 363-369.
4. Taliaferro, C., Draper, P., & Quinn, P. L. (2010). A Companion to Philosophy of Religion.

Course Designers

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

Texts of Contemporary Western Philosophy

Course Code	LBA 426	Course Category	Core Elective (CE)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)		NA	
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

➢ Understanding the Analytical-Continental divide in Philosophy
➢ Illustrating analytical imagination through the methods and concepts of Analytical Philosophy
➢ Discuss the human condition through the theoretical frameworks of Existentialism and Phenomenology
➢ Compare and contrast Analytical and Continental approaches to contemporary philosophical questions.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the basic concepts and approaches of Analytical Philosophy	1	70%	80%
Outcome 2	Discuss the basic concepts and framework of Existential and Phenomenological Philosophy	2	70%	70%
Outcome 3	Demonstrate and examine the relevance of Analytical and Continental philosophy for knowledge	3, 4	60%	70%
Outcome 4	Develop the ability to analyse and compare the methodologies, assumptions, and implications of Analytical Philosophy and Continental Philosophy	5	60%	70%

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

CLOs	Scientific and Disciplinary	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	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	3	1	3	1	1	3	2	1	-	3	2	-	2
Outcome 2	2	2	2	1	-	1	1	2	2	-	-	2	-	2	-
Outcome 3	3	2	3	1	3	1	1	3	1	1	-	3	2	-	-
Outcome 4	3	3	3	2	2	1	1	2	2	-	-	3	-	-	2
Average	2.5	2.25	2.75	1.25	2.6	1	1	2.5	1.75	1	-	2.75	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Continental Philosophy**	**30**	2, 3	
	German Idealism Hegel	10		2, 3
	Existentialism Sartre: Existentialism is a Humanism	10		1, 6
	Phenomenology Heidegger: Letter on Humanism	10		7
Unit II	**Analytical Philosophy**	**30**	1, 3, 4	1, 8, 9,10,11
	Frege	10		
	Wittgenstein	10		
	Rorty	10		

Learning Assessment

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

Recommended Resources

1. Russel. B. (2004). History of Western Philosophy. London: Routledge.
2. Singer, P. (2001). Hegel: A Very Short Introduction. Oxford: Oxford University Press.
3. Kojeve, A. (1969) Introduction to the reading of Hegel. Translated by J.H. Nichols Jr. London: Cornell University Press.
4. Kierkegaard, S. (2009). Concluding Unscientific Postscript. Translated by Alastair Hannay. New York: Cambridge University Press.
5. Nietzsche, F. (1994). On the Genealogy of Morals. Translated by Carol Diethe. New York: Cambridge University Press.
6. Sartre, JP. Existentialism is a Humanism. https://warwick.ac.uk/fac/cross_fac/complexity/people/students/dtc/students2011/maitland/philosophy/sartre-eih.pdf
7. Heidegger, M. Letter on Humanism. Translated by M. Growth. http://wagner.edu/psychology/files/2013/01/Heidegger-Letter-On-Humanism-Translation-GROTH.pdf
8. Rorty, R. (1979). Philosophy and the Mirror of Nature. New Jersey: Princeton University Press.
9. Kenny, A. (2000). Frege: An Introduction to the Founder of Modern
10. Analytic Philosophy. Blackwell Publishers.
11. Canfield, J.V. (ed). (1986). The Philosophy of Wittgenstein. New York and
12. London: Garland Publishing, Inc.
13. Kripke, S. (1982). Wittgenstein on Rules and Private Language. Cambridge,
14. MA: Harvard University Press.

Course Designers

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

Work and the Gig Economy

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

Course Objectives / Course Learning Rationales (CLRs)

➢ To familiarize the student with the fundamental ideas of work, labour, gig-work
➢ To Show the relationship between changing nature of work and the larger societal context
➢ To critically analyze patterns of work in the gig and its gendered nature .

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss work and neoliberalism	2	70%	80%
Outcome 2	Articulate an understanding of theoretical works in the area of work	2	70%	70%
Outcome 3	Attain the nature of gig work and its relationship with gender	3	60%	70%
Outcome 4	Analyse the relationship between technology and work	4	80%	80%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Laying out the Contexts	10	1	11
	Why study work?			
	Work, Labour, Employment- Understanding the differences			
	Neoliberalism			
Unit 2	Theories of Work	20	1	10,11
	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?	10	2,3	3,5
	Understanding the 'in' words- Gig, Platform, Cloud			
	Technology and Gig Work			
Unit 4	Working in the Gig Economy	10	2,3	3,5, 6
	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?	10	2,3	1,5, 9,4
	Emerging forms of resistance			
	Case Study- Urban Clap and worker's resistance			

Learning Assessment

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

Recommended Resources

1. Purcell, Christina, and Paul Brook. 2020, November. "At Least I'm My Own Boss! Explaining Consent, Coercion and Resistance in Platform Work." Work, Employment and Society. doi:10.1177/0950017020952661.
2. 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.
3. Woodcock, Jamie and Mark Graham. 2020. The Gig Economy: A Critical Introduction. Cambridge, UK: Polity Press
4. Cant, C. (2020). Riding for Deliveroo: resistance in the new economy. Cambridge: Polity Press
5. Nair, G. (2022). 'New' Terrains of Precarity-Gig Work in India. Contemporary South Asia, 30(3): 388-401.
6. Shipra & Behera, M. (2020). Gig work and the platform during the COVID-19 pandemic in India. Economic and Political Weekly, 55(45).
7. Tiwari,S, Ram, S.G and Roy, S (2019): "What Is It Like to Work in a Gig Economy Job," Times of India, 12 February, https://timesofindia.indiatimes.com/india/what-it-is-like-to-work-in-a-gig-economy-job/articleshow/69371217.cms
8. Veen, A, Barratt,T & Goods, C. (2019). Platform-capital's 'app-etite' for control: a Labour Process analysis of food-delivery work in Australia. Work, Employment and Society, 00(0):1-19
9. PUDR Report on Gig Workers, December 2021
10. Harvey, D. 2005. A Brief History of Neoliberalism. Oxford: Oxford University Press
11. Korczynski, M, Hodson, R and Edwards, P(eds.) 2006. Oxford: Oxford University Press

Course Designers

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

Digital Anthropology

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

Course Objectives / Course Learning Rationales (CLRs)

➢ To provide the critical understanding and thinking skills about the relationship between human culture and digital era technology.
➢ To understand and develop creative thinking about the values of technologies beyond their functions.
➢ 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 end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Acquire basic knowledge and understanding of Human and technological relationships through anthropological lance.	1	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.	3	60%	70%
Outcome 4	Critically describes and understands the politics of technology and digital politics and ethics for digital technology.	4	60%	60%
Outcome 5	Explain and understand the methodology in digital technological studies and digital or online ethnography in anthropology and beyond	5	70%	70%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Digital Anthropology**	**12**	**1**	6,7,8,10
	What is Digital Anthropology?	4		
	The Digital and the Human: A Prospectus for Digital Anthropology	4		
	Towards an Anthropology of Technology: Beyond Art and Technology: The Anthropology of Skill.	4		
Unit 2	**Positioning Digital Anthropology**	**12**	**2**	4, 6, 8,10
	Rethinking Digital Anthropology	4		
	New Media Technologies in Everyday Life	4		
	Geomedia: The Reassertion of Space within Digital Culture	4		
Unit 3	**Social shaping of Technology in Digital Anthropology**	**10**	**3**	4,6,10
	Disability in the Digital Age	3		
	Approaches to Personal Communication	3		
	Social Networking Sites	4		
Unit 4	**Politicizing Digital Anthropology**	**12**	**4**	2,4,6
	Digital Politics and Political Engagement	3		
	Free Software and the Politics of Sharing	3		
	Diverse Digital Worlds	2		
	Digital Engagement: Voice and Participation in Development	2		
	Cyber Anthropology and Anthropology of Cyber-Culture	2		
Unit 5	**Designing and Digital Ethnography**	**14**	**5**	3,5,6, 9,10
	Design Anthropology: Working on, with and for Digital Technologies	3		
	Digital Gaming, Game Design and Its Precursors	3		
	Online Ethnography	3		
	Rethinking Culture through Multimedia Ethnography	3		
	Digital Tools for Anthropological Analysis	2		
Total Contact Hours		**60**		

Learning Assessment

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

Recommended Resources

1. Budka, P. & Manfred, K. (2004). Cyber Anthropology—Anthropology of CyberCulture. In Contemporary issues in socio-cultural anthropology: Perspectives and research activities from Austria edited by S. Khittel, B. Pr and M. Six-Hohenbalken. Vienna: Loecker. pp. 213–226.
2. Escobar, A. (1994). Welcome to Cyberia: notes on the anthropology of cyberculture. Current Anthropology. 35(3): 211–231.
3. Fabian, J. (2002). Virtual archives and ethnographic writing: "Commentary" as a new genre? Current Anthropology. 43(5): 775–786.
4. Ginsburg, F. (2008). Rethinking the Digital Age. In The Media and Social Theory. Edited by Desmond Hesmondhalgh and Jason Toynbee. New York: Routledge.
5. Hine, C. (2000). Virtual ethnography. London. Thousand Oaks, New Delhi: Sage.
6. Horst, H.A & Miller, D. (Eds.,). (2012). Digital Anthropology. London and New York: BERG.
7. Ingold, T. (2001). Beyond Art and Technology: The Anthropology of Skill. In Anthropological Perspectives on Technology. (ed) Michael B. Schiffer. Albuquerque: University of New Mexico Press. Pp. 17-32.
8. Miller, D. (2018). Digital anthropology. In The Cambridge Encyclopedia of Anthropology. Edited by Felix Stein. http://doi.org/10.29164/18digital
9. Natalie M. U, & Zorn, E. (2013). Digital Ethnography Anthropology, Narrative, and New Media. Austin: University of Texas Press.
10. Whitehead, N.L. & Wesch, M. (Eds.,). (2012). Human No More: Digital Subjectiuvities, Unhuman Subjects, and the End of Anthropology. Boulder: University Press of Colorado

Course Designers

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

Media, Surveillance and Privacy

Course Code	LBA 243	Course Category		Minor		L	T	P	C
						3	0	0	3
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)			NA		
Course Offering Department	Liberal Arts	Professional / Licensing Standards		NA					

Course Objectives / Course Learning Rationales (CLRs)

➢ To introduce and understand the debates on surveillance and privacy in a historical context.
➢ To understand how surveillance is used as a tool for disciplinary mechanisms.
➢ To assess how individuals participate in the processes of surveillance.
➢ To understand how private corporations use modern mass media for surveillance.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the process of surveillance during the ancient times.	1	60%	50%
Outcome 2	Describe how surveillance is the part of human society in different historical epoch.	2	70%	80%
Outcome 3	Demonstrate how surveillance can be one of the important disciplinary mechanisms employed by the state.	3	50%	50%
Outcome 4	Analyse how individuals participate in the processes of surveillance and privacy.	4	70%	80%
Outcome 5	Formulate their views on how modern technologies expands the processes of both surveillance and privacy within neoliberalism.	6	50%	50%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	-	3	1	2	-	-	1	-	-		2	2	3	1
Outcome 2	3	3	3	1	2	-	-	2	-	-		2	2	3	1
Outcome 3	3	2	2	2	2	3	-	2	-	-		-	2	3	1
Outcome 4	3	2	3	2	3	3	-	2	-	3		2	3	3	2
Outcome 5	3	2	3	2	3	3	-	2	-	2		2	3	3	2
Average	3	2.25	2.8	1.6	2.4	3	-	1.4	-	2.5		1.6	2.4	3	1.4

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Privacy and Surveillance.**	**12**		
	Watching, being watched	3		
	Ancient Cultures of Surveillance	3		
	Religion and mass surveillance in the medieval world	3	1	
	Information, Intelligence, and State Making, Empires and Surveillance	3		
Unit 2	**Historical context.**	**12**		
	Historicizing Privacy and Surveillance	3		
	Modernity and Privacy	3	2	
	Personal is Political	1		
	Bodies and Surveillance.	1		
Unit 3	**Privacy and Surveillance as disciplinary mechanism**	12		
	The telescreen: Surveillance system in George Orwell's 1984	6	3	
	Foucault's discussion on the Panopticon	6		
Unit 4	**Individuals' participation**	12		
	Thomas Mathiesen's: synopticism.	4	4	
	Many seeing the few	4		
	The surveillant assemblage	4		
Unit 5	**Surveillance and privacy within Neo-liberal discourse**	12		
	Digital enclosures like "cloud" computing and "free" Wi-Fi zones.	6	5	
	Case study: Facebook/Cambridge Analytica.	6		

Learning Assessment

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

Recommended Resources

1. Power, Amanda. (2015). Under Watchful Eyes: The Medieval Origins of Mass Surveillance. Lapham's Quarterly.
2. Williams, Joey. (2017). The Archaeology of Roman Surveillance in the Central Alentejo, Portugal. California Classical Studies.
3. Bayly, C. A. (1996). Empire and Information: Intelligence-Gathering and Social Communications in India, 1780-1870 (Chapter 1). Cambridge University Press.
4. Hanisch, Carol. (2006). The Personal is Political.
5. Groebner, Valentin. (2007). Who Are You? Identification, Deception, and Surveillance in Early Modern Europe. Princeton University Press.
6. Andrejevic, Mark. (2007). Surveillance in the Digital Enclosure. The Communication Review, 10(4), 295-317.
7. Haggerty, D. Kevin, & Ericson, V. Richard. (2000). The Surveillant Assemblage. British Journal of Sociology, 51(4), 605-622.
8. Mathiesen, Thomas. (1997). The Viewer Society: Michel Foucault's 'Panopticon' revisited. Theoretical Criminology, 1(2), 215-232.
9. Pew Research Center. (2016). More Support for Justice Department Than for Apple in Dispute Over Unlocking iPhone. Retrieved from https://www.people-press.org/2016/02/22/more-support-for-justice-department-than-for-apple-in-dispute-over-unlocking-iphone/
10. Rehnquist, H. Williams. (2004). 1984 by George Orwell. Michigan Law Review, 102(6), 981-987.

Course Designers

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

Philosophy of Culture and Technology

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

Course Objectives / Course Learning Rationales (CLRs)

➢ Demonstrate a Comprehensive Understanding of Philosophical Foundations
➢ Analyse and Critically Discuss Technological Determinism and Perspectives
➢ Explore and Apply Phenomenological Approaches to Technology
➢ Evaluate Power Dynamics and Illustrate Cultural Hegemony

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe philosophical foundations in the realm of culture and technology	1	70%	80%
Outcome 2	Critically discuss and analyze the concept of technological determinism, illustrating their grasp of diverse philosophical perspectives	2	70%	70%
Outcome 3	Apply phenomenological approaches effectively, exploring how technology influences human perception, experience, and cultural identity.	3	60%	70%
Outcome 4	Analyze power dynamics and illustrate instances of cultural hegemony within the technological landscape.	4	60%	70%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	**Introduction to Philosophy of Culture and Technology**	**5**	**1**	**1**
	The basic concepts of philosophy, culture, and technology			
	Historical overview of the relationship between culture and technology			
Unit II	**Cultural Critique and Technological Determinism**	**10**	**1, 2, 3**	**1,12**
	Technological determinism and its implications for culture			
	Case studies examining the influence of technology on cultural practices and values			
Unit III	**Phenomenology of Technology and Cultural Experience**	**15**	**1, 3**	**1,5, 11**
	Phenomenology and its relevance to the study of technology and culture			
	The role of embodiment and sensory perception			
	Philosophical reflections on the impact of digital technologies			
Unit IV	**Technology, Power, and Cultural Hegemony**	**15**	**1,4**	**3,4,5,6,7**
	Theories of power and cultural hegemony in relation to technology			
	Issues of surveillance, control, and resistance in the context of technological advancements			
	Strategies for promoting technological literacy			

Learning Assessment

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

Recommended Resources

1. Williams, R. (1983). Culture and society, 1780-1950. Columbia University Press.
2. Rousseau, J. J. Discourse on Inequality. https://aub.edu.lb/fas/cvsp/Documents/DiscourseonInequality.pdf879500092.pdf
3. Smith, J. (2006). Custom, Association, and the Mixed Mode: Locke's Early Theory of Cultural Reproduction. ELH, vol. 73, no. 4, 2006, pp. 831–53. JSTOR, http://www.jstor.org/stable/30030040.
4. Kant, I (1794) What is Enlightenment? https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2011/02/What-is-Enlightenment.pdf
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9. Gramsci, A. (1927) The Prison Notebooks. https://abahlali.org/files/gramsci.pdf
10. Adorno, T. & Horkheimer, M (1944) The Culture Industry: Enlightenment as Mass Deception. https://www.marxists.org/reference/archive/adorno/1944/culture-industry.htm
11. Rachels, J. (2003) The Elements of Moral Philosophy. New York: McGraw Hill.

Course Designers

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