

ACADEMIC CURRICULA

UNDERGRADUATE DEGREE PROGRAMMES

**Bachelor of Arts in
Journalism and Mass Communication
(B.A. Journalism and Mass Communication)**

Three Years

Learning Outcome Based Education

**Choice Based Flexible Credit System
Academic Year**

2020 - 2021



SRM INSTITUTE OF SCIENCE AND TECHNOLOGY

(Deemed to be University u/s 3 of UGC Act, 1956)

Kattankulathur, Kancheepuram District 603203, Tamil Nadu, India

SRM INSTITUTE OF SCIENCE AND TECHNOLOGY
Kattankulathur, Kancheepuram District 603203, Tamil Nadu, India

Faculty of Science and Humanities
Department of Journalism and Mass Communication

1. Department Vision Statement	
Stmt - 1	Evolve into a world class facility that trains young and eager minds in the field of Journalism and Mass Communication
Stmt - 2	Nurture technical skills that are crucial in the ever expanding field with National and International collaboration
Stmt - 3	Advance learning by giving unique experience through practice and research
Stmt – 4	Instil a deep understanding and commitment to ethics in the field
2. Department Mission Statement	
Stmt - 1	Provide skills and knowledge to excel in professional career in the field of Journalism, Mass Communication and its related disciplines
Stmt - 2	Imbibing the culture of research, innovation, entrepreneurship and incubation.
Stmt - 3	Empowering the graduates to have high standards in knowledge consumption and research process
Stmt - 4	Preparing socially responsible media academics, researchers, professionals who will contribute to the growth of the nation and society by applying acquired knowledge in technical, computing and managerial skills
Stmt - 5	Guide the graduates to practice lifelong learning for continuing professional development
3. Program Education Objectives (PEO)	
PEO - 1	This Program is designed to acquire the ability to Analyse, Design, Develop, Implement, and Evaluate the forms of Journalism and Mass Communication
PEO - 2	Facilitate students' inskills required for professional jobs as per demands and requirements of the Industry.
PEO - 3	Encourage students in their formal education and also involve them in academic research
PEO - 4	Offers tools and knowledge to obtain the ability to analyze the local and global impact media has on individuals, organizations, and society.
PEO - 5	Imparts primary research skills so as to understand the importance of innovation, entrepreneurship.

4. Consistency of PEO's with Mission of the Department															
	Mission Stmt. - 1			Mission Stmt. - 2			Mission Stmt. - 3			Mission Stmt. - 4			Mission Stmt. - 5		
PEO - 1	H			M			H			H			H		
PEO - 2	H			M			H			M			H		
PEO - 3	L			H			H			H			H		
PEO - 4	H			H			H			H			H		
PEO - 5	H			H			L			L			H		
H – High Correlation, M – Medium Correlation, L – Low Correlation															
5. Consistency of PEO's with Program Learning Outcomes (PLO)															
	Program Learning Outcomes (PLO)														
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modelling	Analyse, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behaviour	Life Long Learning
PEO - 1	H	M	H	H	H	H	M	M	M	H	M	M	H	H	H
PEO - 2	H	H	M	H	H	H	H	H	M	L	H	M	H	H	H
PEO - 3	H	M	H	H	H	L	M	H	H	L	H	M	M	H	H
PEO - 4	H	H	H	M	H	H	H	H	H	H	H	H	M	M	M
PEO - 5	H	H	H	H	H	H	H	H	H	H	M	H	M	H	H
H – High Correlation, M – Medium Correlation, L – Low Correlation															

Programme Structure

1. Professional Core Courses (C) (14 Courses)						2. Discipline Specific Elective Courses (E) (4 Courses)						3. Generic Elective Courses (G) (6 Courses)					
Course Code	Course Title	Hours/ Week			C	Course Code	Course Title	Hours/ Week			C	Course Code	Course Title	Hours/ Week			C
		L	T	P				L	T	P				L	T	P	
UJM20101T	Basics of Print Journalism	5	1	0	6	UJM20D01L	News Designing					ULT20G01J	Tamil-I				
UJM20102T	Communication Theories	5	1	0	6	UJM20D02L	Lab Journal	0	0	7	4	ULH20G01J	Hindi-I	2	0	2	3
UJM20201T	Integrated Marketing Communication	5	1	0	6	UJM20D03L	Magazine Production					ULF20G01J	French-I				
UJM20202T	Indian Constitution and Political Systems	5	1	0	6	UJM20D04L	Writing for Broadcast					UJM20G01J	Understanding the World: History, Culture and Civics				
UJM20203T	Copy Writing and Editing	2	0	0	2	UJM20D05L	Visual News Production	0	0	8	4	UJM20G02J	Media and Disaster Management	2	0	2	3
UJM20301T	Broadcast Journalism	5	1	0	6	UJM20D06L	Documentary Making					UJM20G03J	ICT for development				
UJM20302J	Film and Culture Studies	5	0	2	6	UJM20D07L	Advertising design					ULT20G02J	Tamil-II				
UJM20303T	Mobile Journalism	2	0	0	2	UJM20D08L	Blogging and podcast	0	0	8	4	ULH20G02J	Hindi-II	2	0	2	3
UJM20401J	Communication Research Methodology	5	0	2	6	UJM20D09L	Digital story telling					ULF20G02J	French -II				
UJM20402T	Media Laws and Ethics	5	1	0	6	UJM20D10L	Semester Internship	0	0	0	12	UJM20G04J	Understanding the World: Social Issues and Human Rights	2	0	1	3
UJM20403T	Media and Society	4	0	0	4	Total Learning Credits					24	UJM20G05J	Public Policy and Media				
UJM20501T	Development Journalism	5	1	0	6							UJM20G06J	Health and Science communication				
UJM20502T	International Relations and Diplomatic Reporting	5	1	0	6							UJM20G07T	Intercultural Communication				
UJM20503T	Data Journalism	4	1	0	4							UJM20G08T	Women and children in Media	3	0	0	3
Total Learning Credits					72							UJM20G09T	Folk and Alternative Media				
												UJM20G10T	Media Management				
												UJM20G11T	Convergence in Media	3	0	0	3
												UJM20G12T	Political Communication				
												Total Learning Credits					18
4. Skill Enhancement Courses(S) (6 Courses)						5. Ability Enhancement Courses (A) (2 Courses)						7. Extension activity (NS/NC/NO/YG) (Any 1 Course - Mandatory)					
Course Code	Course Title	Hours/ Week			C	Course Code	Course Title	Hours/ Week			C	Course Code	Course Title	Hours/ Week			C
		L	T	P				L	T	P				L	T	P	
UJM20S01L	Essentials of Reporting	0	0	4	2	ULE20AE1T	English	4	0	0	4	UNS20201L	NSS				
UJM20S02L	Storyboarding					UES20AE1T	Environmental Studies	3	0	0	3	UNC20201L	NCC	0	0	0	0
UJM20S03L	Creative Writing	0	0	3	2	Total Learning Credits					7	UNO20201L	NSO				
UJM20S04L	Radio Communication					6. Life Skill Courses (Jeevan Kaushal JK) (4 Courses)						UYG20201L	YOGA				
UJM20S05L	Strategic Communication	0	0	3	2	Course Code	Course Title	Hours/ Week				Total Learning Credits					0
UJM20S06L	Event Management							L	T	P	C						
UCD20S01L	Soft skills	0	0	2	1	UJK20201L	Communication skills	0	0	4	2						
UMI20401L	My India Project	0	0	0	1	UJK20301T	Universal human values	2	0	0	2						
UCD20S02T	Quantitative Aptitude and reasoning	0	0	2	1	UJK20401T	Professional skills	2	0	0	2						
Total Learning Credits					9	UJK20501T	Leadership and Management Skills	2	0	0	2						
						Total Learning Credits					8						

Total Credits – 138

Implementation Plan

Semester - I					
Code	Course Title	Hours/ Week			C
		L	T	P	
UJM20101T	Basics of Print Journalism	5	1	0	6
UJM20102T	Communication Theories	5	1	0	6
ULT20G01T	Tamil I	2	0	2	3
ULF20G01T	French -I				
ULH20G01T	Hindi I				
UJM20G01J	Understanding the World: History, Culture and Civics	2	0	2	3
UJM20G02J	Media and Disaster Management				
UJM20G03J	ICT for development				
UJM20S01L	Essentials of Reporting	0	0	4	2
UJM20S02L	Storyboarding				
UCD20S01L	Soft skills	0	0	2	1
ULE20AE1T	English	4	0	0	4
Total Learning Credits		18	2	10	25

Semester - II					
Code	Course Title	Hours/ Week			C
		L	T	P	
UJM20201T	Integrated Marketing Communication	5	1	0	6
UJM20202T	Indian Constitution and Political Systems	5	1	0	6
UJM20203T	Copy Writing and Editing	2	0	0	2
ULT20G02T	Tamil II	2	0	2	3
ULF20G02T	French -II				
ULH20G02T	Hindi II				
UJM20G04J	Understanding the World: Social Issues and Human Rights	2	0	1	3
UJM20G05J	Public Policy and Media				
UJM20G06J	Health and Science communication				
UJM20S03L	Creative Writing	0	0	3	2
UJM20S04L	Radio Communication				
UCD20S02T	Quantitative Aptitude and reasoning	0	0	2	1
UJK20201L	Communication Skills	0	0	4	2
UNS20201L	NSS	0	0	0	0
UNC20201L	NCC				
UNO20201L	NSO				
UYG20201L	YOGA				
Total Learning Credits		16	2	12	25

Semester - III					
Code	Course Title	Hours/ Week			C
		L	T	P	
UJM20301T	Broadcast Journalism	5	1	0	6
UJM20302J	Film and Culture Studies	5	0	2	6
UJM20303T	Mobile Journalism	2	0	0	2
UJM20D01L	News Designing	0	0	7	4
UJM20D02L	Lab Journal				
UJM20D03L	Magazine Production				
UJM20G07T	Intercultural Communication	3	0	0	3
UJM20G08T	Women and children in Media				
UJM20G09T	Folk and Alternative Media				
UJK20301T	Universal Human Values	2	0	0	2
UJM20S05L	Strategic Communication	0	0	3	2
UJM20S06L	Event Management				
UMI20S01L	My India Project	0	0	0	1
Total Learning Credits		17	1	12	26

Semester - IV					
Code	Course Title	Hours/ Week			C
		L	T	P	
UJM20401J	Communication Research Methodology	5	0	2	6
UJM20402T	Media Laws and Ethics	5	1	0	6
UJM20403T	Media and Society	4	0	0	4
UJM20D04L	Writing for Broadcast	0	0	8	4
UJM20D05L	Visual News Production				
UJM20D06L	Documentary Making				
UJM20G10T	Media Management	3	0	0	3
UJM20G11T	Convergence in Media				
UJM20G12T	Political Communication				
UJK20401T	Professional skills	2	0	0	2
Total Learning Credits		19	1	10	25

Semester - V					
Code	Course Title	Hours/ Week			C
		L	T	P	
UJM20501T	Development Journalism	5	1	0	6
UJM20502T	International Relations and Diplomatic Reporting	5	1	0	6
UJM20503T	Data Journalism	4	1	0	4
UJM20D07L	Advertising design	0	0	8	4
UJM20D08L	Blogging and podcast				
UJM20D09L	Digital story telling				
UJK20501T	Leadership and Management Skills	2	0	0	2
UES20AE1T	Environmental Studies	3	0	0	3
Total Learning Credits		19	3	8	25

Semester - VI					
Code	Course Title	Hours/ Week			C
		L	T	P	
UJM20D10L	Semester Internship	0	0	0	12
Total Learning Credits		0	0	0	12

Total Credits – 138

Structure of UG Courses in Journalism and Mass Communication

Distribution of different Courses in each semester with their credits for

B.A. Journalism and Mass Communication

Semester	Compulsory Core Courses (CC) (Total no. of Papers 15)	Discipline Specific Elective (DSE) (Total no. of Papers 4)	Ability Enhancement Compulsory Courses (AECC) (Total no. of Papers 2)	Skill Enhancement Course (SEC) (Total no. of Papers 6)	Generic Elective (GEC) (Total no. of Papers 4)	Life skills (Jeevan Kaushal)	Total Credits
Sem I	CC-1 (6) CC-2 (6)	-	AECC-1 (4)	SEC-1(2) SEC-2 (1)	GE-1 (3) GE-2 (3)		25
Sem II	CC-3 (6) CC-4 (6) CC -5 (2)		-	SEC-3 (2) SEC-4 (1)	GE-3 (3) GE-4 (3)	JK- 1(2)	25
Sem III	CC-6 (6) CC-7 (6) CC-8 (2)	DSE 1 (4)	-	SEC-5 (2) SEC-6 (1)	GE-5 (3)	JK-2 (2)	26
Sem IV	CC-9 (6) CC-10 (6) CC-11 (4)	DSE-2 (4)	-	-	GE- 6 (3)	JK- 3 (2)	25
Sem V	CC-12 (6) CC-13 (6) CC-14 (4)	DSE-3 (4)	AECC-2 (3)	-	-	JK – 4 (2)	25
Sem VI	-	DSE -4 (12)	-				12
Total Credits	72	24	7	9	18	8	138

SEMESTER I

Course Code	UJM20101T	Course Name	Basics of Print Journalism	Course Category	C	Professional Core	L	T	P	C
							5	1	0	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			N//

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Recognize the current trends in the Journalism field				Level of Thinking (Bloom)	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Understand the functionality of News Organization							Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	Explore the functions of Journalism on society							L	H	M	H	L	H	H	H	L	L	M	L	H	H	H
CLR-4 :	Expand the role of Journalism on society							M	H	L	M	L	M	M	H	M	L	M	M	M	M	M
CLR-5 :	Compare and understand the different forms of reporting							M	H	M	H	L	H	H	H	M	L	M	M	H	H	H
CLR-6 :								H	H	M	H	L	H	H	H	M	L	M	M	H	H	H
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			3	80	70	L	H	M	H	L	H	H	H	L	L	M	H	H	H	H
CLO-1 :	Understand the basics concepts of Journalism				3	85	75	M	H	L	M	L	M	M	H	M	L	M	M	M	M	M
CLO-2 :	Create an understanding over the ethical functions of Journalism				3	75	70	M	H	M	H	L	H	H	H	M	L	M	M	H	H	H
CLO-3 :	Relate the significance of Social Media in Journalism				3	85	80	M	H	M	H	L	H	H	H	M	L	M	M	H	H	H
CLO-4 :	Understand Journalism as a powerful tool in bringing social change				3	85	75	H	H	M	H	L	H	H	H	M	L	M	M	H	H	H
CLO-5 :	Expand upon the reality built by News				3	80	70	L	H	M	H	L	H	H	H	L	L	M	H	H	H	H
CLO-6 :	Explore the latest trends in Journalism and adapt towards it				3	80	70	L	H	M	H	L	H	H	H	L	L	M	H	H	H	H

Duration (hour)		18	18	18	18	18
S-1	SLO-1	Definition of Journalism	What is News?	Editing: Concepts & processes	Wire Services - News Agencies, Types of News Agencies	Mobile Journalism: Definition
	SLO-2	Elements of Journalism	Elements of News: Timeliness, Proximity	Newspapers Editing	Types of News Agencies	Short History of Mobile Journalism
S-2	SLO-1	Core Principles of Ethical Journalism	Prominence, Consequence	Newsroom, Copy Editing	News Agencies in India – History, Functions and Role – Press Trust of India (PTI)	Benefits of Mobile Journalism
	SLO-2	Core Principles of Ethical Journalism	Human Interest, Conflict	Editorial Boards	United News of India (UNI), UNI - Varta	Affordable

S-3	SLO-1	Canons of Journalism	News Value	Editorial Guidelines, Role of Managing Editor	Indo-Asian News Service (IANS)	Portable
	SLO-2	Canons of Journalism	News vs Views	Assistant Editor, Editor, Resident Editor, Sub Editor	Asian News International (ANI)	Honest
S-4	SLO-1	Journalism and Society – Role of Journalism in Societal Change	News Analysis	Editing Process of Newspaper	Hindustan Samachar	Multi-channel
	SLO-2	Journalism and Society – Role of Journalism in Societal Change	News Gathering and Reporting	Editing Processes, Guidelines for rewriting, revising	Press Information Bureau, Free Press of India	Mojo Tools: Powerful Smart Phone
S-5	SLO-1	History of Print Media – What is Print Media	Nose for News	Basic principles of editing	International News Agencies – Reuters	External Tools:
	SLO-2	History of Print Media – Brief history of printing technology	Principles of reporting	Basic principles of editing	Associated Press (AP)	Camera Apps: Filmic Pro,
S-6	SLO-1	Printing Press to Print Media	Principles of reporting	How to Copy Edit a Story, Tips of Editing, Detecting and Correcting Errors,	Agence 'France Presse' (AFP)	Camera+
	SLO-2	Printing Press to Print Media	Hard News	Four types of Editorials	United Press International (UPI)	Video Editing Apps: iMovie,
S-7	SLO-1	Emergence of Print Media in India – Development of Indian Press during British Rule in India	Soft News	Structure of an Editorial	International press service (IPS)	Luma Fusion,
	SLO-2	History of Newspaper in India	Beat Reporting	Structure of an Editorial	Pan African News Agency (PANA)	Kine Master
S-8	SLO-1	Early newspapers of Calcutta, Madras and Bombay	Beat Reporting	Reading Proofs or Proof Reading	Organisations of Asia Pacific News Agencies (OANA)	Sound Apps: Ferrite,
	SLO-2	Early newspapers of Calcutta, Madras, Bombay	Interviews; Types of Interview	Reading Proofs or Proof Reading	Non-aligned news Agencies Pool (NANAP)	Rode Record
S-9	SLO-1	Role of Newspaper in India's freedom struggle	News Interview	Organizational Structure of a newspaper	TASS	Citizen Journalism: Collaborations vs. Independent Reporting
	SLO-2	Role of Newspaper in India's freedom struggle	Telephone Interview	Editorial Department	Photo Division	Revolutionizing News
S-10	SLO-1	Language Press in India	Casual Interview	Business Department	DAVP, RNI	Layers of Citizen Journalism:
	SLO-2	Difference between English Newspapers and Language Newspapers	Personality Interview	Mechanical Department	Directorate of Information & Public Relations of various state governments	Opening up to public comment
S-11	SLO-1	Growth of Language Newspapers in India	Symposium Interview	Structure of Editorial Department	ABC	The citizen add-on reporter
	SLO-2	Growth of Language Newspapers in India	News Conference	Working of the News Room:	INS, Editors Guild	Open-source reporting
S-12	SLO-1	Freedom of Press, British control on freedom of press	News Conference	Co-ordination Process, Business Administration	IFWJ, NUJ, PII	The citizen blog house

	SLO-2	Various acts to curb Press Freedom	News Writing:	Advertising Department	News Broadcaster Association (NBA)	Newsroom citizen 'transparency' blogs
S-13	SLO-1	Emergency in India	Inverted Pyramid Style	Circulation Department	Press Council of India	The stand-alone citizen-journalism site: Edited version
	SLO-2	Press censorship during emergency	5 Ws and 1 H	Mechanical Department	Press council's guide to Journalistic ethics	The stand-alone citizen-journalism site: Unedited version
S-14	SLO-1	Press censorship during emergency	5 Ws and 1 H style of Writing	Editorial Department and News Desk	Press council's guide to Journalistic ethics	Add a print edition
	SLO-2	Underground press and literature during emergency	Lead: Types of Lead	Size of Newspaper:	Press council's guide to Journalistic ethics	The hybrid: Pro + citizen journalism
S-15	SLO-1	Underground press and literature during emergency	Straight lead, Descriptive lead	Broadsheet, Berliner, Tabloid, Compact Size	Press council's guide to Journalistic ethics	Integrating citizen and pro journalism under one roof, Wiki journalism: Where the readers are editors
	SLO-2	Over ground publishers take on emergency	Quotation lead, Question lead	Parts of Newspaper:: Masthead, Byline, Headline, Caption	Press council's guide to Journalistic ethics	Radio Journalist
S-16	SLO-1	Over ground publishers take on emergency	Personal lead, 'You' lead, Contrast lead, Delayed lead	Lead, Pull quote, Dateline, Drop head	MacBride report	TV Journalist
	SLO-2	Post-Emergency press censorship	Blind identification lead, Anecdotal lead, Gag (or funny) lead, Literary allusion lead	General News, Local and Foreign News Section, Editorial Page, Sports Page	Structure of News organization:	Electronic News Gathering
S-17	SLO-1	Post-Emergency press censorship	Feature Writing	Classified Ads Section, Business and Finance Section, Entertainment Section	Editorial Department	Piece to the Camera
	SLO-2	Emerging trends in Journalism	Column	Home and Culture Section	Advertising Department	Differences: Print
S-18	SLO-1	Current scenario and future of newspaper	Column Writing	Society Page, Travel and Tourism Section	Circulation Department	Online
	SLO-2	Current scenario and future of newspaper	Investigative Reporting	Announcements and Obituary Page	Printing Press	Broadcast

Learning Resources	<p>1. Print Journalism: A Complete Book of Journalism, Charanjit Ahuja Bharat Hiteshi. Lightning Source. 2016</p> <p>2. Handbook Of Print Journalism, Priscilla Paul. Lulu.com. 2014</p> <p>3. News Evolution or Revolution?: The Future of Print Journalism in the Digital Age. Amy Reynolds & Andrea Miller. Peter Lang Inc.. 2013</p>	<p>http://www.nraismc.com/wp-content/uploads/2017/03/102-print-journalism.pdf</p> <p>https://www.premclt.com/uploads/9/1/5/9/9159993/media_studies_one.pdf</p>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20102T	Course Name	Communication Theories	Course Category	C	Professional Core	L	T	P	C
							5	1	0	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Provide knowledge about concepts of communication, its theories and models.				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Act as a tool for understanding on a broad variety of important theorists				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning	
CLR-3 :	Give a clearer notion on the effects and impacts media have on its consumers																					
CLR-4 :	Better understanding on the science of communication																					
CLR-5 :	Provide awareness of various methods of persuasion																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1 :	Appreciate the idea of communication				3	80	70	H	H	M	H	H	H	H	H	L	M	H	H	M	H	H
CLO-2 :	Have a clear knowledge on the effect of media				3	85	75	H	H	H	M	H	H	H	M	M	L	H	H	M	H	H
CLO-3 :	Show signs of appreciation on the extent of communication				3	75	70	M	H	M	H	H	H	H	H	M	L	H	H	M	H	H
CLO-4 :	Understand the role of media in modern society				3	85	80	M	H	H	H	M	H	-M	H	M	L	H	H	M	H	H
CLO-5 :	Have a deeper insight into the existence of presence of media in social lives				3	85	75	H	H	H	H	M	H	M	H	M	L	H	H	M	H	H

Duration (hour)		18	18	18	18	18
S-1	SLO-1	Defining Communication	Aristotle – Rhetoric	Spiral of silence	<i>Role of Mass Media in Society</i>	<i>Social Identity Model Of Deindividuation Effects</i>
	SLO-2	Nature of Communication.	<i>Logos, Ethos, Pathos</i>	Inclusion and Exclusion in communication	<i>Democratic functions of media</i>	<i>Behavior Changes In Groups</i>
S-2	SLO-1	Evolution of Communication	<i>Logoi and modern media</i>	Gestalt theory of motivation	<i>Functions of Mass Media</i>	<i>Social Presence Theory</i>
	SLO-2	Elements of communication	<i>Advertising appeals</i>	Introduction to Behaviorism	<i>Dysfunctions of Mass Media</i>	<i>Awareness Of An Interaction Partner</i>
S-3	SLO-1	Process of communication	<i>Ethos in Media</i>	Media Violence theory	<i>Normative theories</i>	<i>Framing in organizations</i>
	SLO-2	Significance of communication	<i>Advertising appeals</i>	Effects of Violence in media	<i>Relevance of normative theories</i>	<i>Fairhurst and Sarr's framing possibilities</i>

S-4	SLO-1	Speech Vs Text	<i>Pathos in Media</i>	Symbolic Catharsis	<i>Authoritarian theory</i>	<i>Language Expectancy Theory</i>
	SLO-2	Significance of text in modern age	<i>Advertising appeals</i>	Significance of emotions in communication	<i>Limitations of authoritarian theory</i>	<i>Effects Of Linguistic Variations On Persuasive Messages</i>
S-5	SLO-1	<i>Semiotics</i>	<i>SMCR Model</i>	Play theory	<i>Soviet communist media theory</i>	<i>Model Of Text Comprehension</i>
	SLO-2	<i>Signifier Vs Signified</i>	<i>Berlo's SMCR Model</i>	Recreation and media	<i>Limitations of soviet media theory</i>	<i>Theory of Kintsch and Van Dijk</i>
S-6	SLO-1	Logo centrism	<i>Coding of a message</i>	Diffusion of innovations	<i>Libertarian theory of press</i>	<i>Network Theory And Analysis</i>
	SLO-2	Binary opposition	<i>Encoding of a message</i>	Adaptors types	<i>Free press theory</i>	<i>Relationships Influence over Behavior</i>
S-7	SLO-1	Images and language	Shannon–Weaver model	Laggards	<i>Social responsibility media theory</i>	<i>Psycho-Linguistic Theory</i>
	SLO-2	Picture Exchange Communication System	Criticism against Shannon–Weaver model	Laggards impact on innovation	<i>Individual responsibility towards media</i>	<i>Use Of Language Has Persuasive Power</i>
S-8	SLO-1	Barriers to effective communication	Noise and Communication	Media priming	<i>Democratic participant media theory</i>	<i>Systems Theory</i>
	SLO-2	Types of Barriers in communication	Internal noise and External noise	Reaction to stimulus	<i>Significance of democracy and media</i>	<i>Composition And Relation With Environment</i>
S-9	SLO-1	Language Barriers	Lasswell's model of communication	Framing analysis	<i>Development media theory</i>	<i>Elaboration Likelihood Model</i>
	SLO-2	Psychological Barriers	5Ws and 1H	Introduction to agenda	<i>Alternate media</i>	<i>Motivation And Processing Ability Determine Attitude Change</i>
S-10	SLO-1	Physical Barriers	Westley and MacLean's Model	Agenda setting theory	<i>Adaptive Structuration Theory</i>	<i>Health Belief Model</i>
	SLO-2	Attitudinal Barriers	Binary interactions	Agenda setting in post truth era	<i>Scope and Application of AST</i>	<i>Hochbaum, Rosenstock and Kegels's model</i>
S-11	SLO-1	Overcoming Barriers	Gate keeping	Medium is the message (McLuhan)	<i>Computer-Mediated Communication</i>	<i>Protection Motivation Theory</i>
	SLO-2	Using Simple Language	<i>Gate keeping in news industry</i>	Significance of Medium	<i>Social Presence</i>	<i>Influencing And Predicting Behavior</i>
S-12	SLO-1	Types of Communication	Significance of Gatekeeping	The Global Village	<i>Computer-Mediated Communication</i>	<i>Social Cognitive Theory</i>
	SLO-2	Verbal Communication Vs Non-verbal Communication	Criticisms of Gatekeeping	<i>Globalization</i>	<i>Reduced Social Cues Approach</i>	<i>Explanation Of Behavioral Patterns</i>
S-13	SLO-1	Intrapersonal Communication	New Comb's model of communication	<i>Globalization – effects</i>	<i>Computer-Mediated Communication</i>	<i>Social Support</i>
	SLO-2	Interpersonal Communication	Criticism against Newcomb's ABX model	<i>Globalization – impact</i>	<i>Social Identity Model of Deindividuation Effects</i>	<i>Exchange Of Assistance Through Social Relationships</i>
S-14	SLO-1	Group Communication	<i>George Gerbner's model</i>	<i>Hypodermic needle (magic bullet theory)</i>	<i>The Minimalist theory of J.M. Carroll</i>	<i>Theory Of Planned Behavior</i>
	SLO-2	Mass Communication	<i>Failures and improvements of George Gerbner's model</i>	<i>Relevance to modern era</i>	<i>Reduced usage of communication</i>	<i>Reasoned Action</i>
S-15	SLO-1	Introduction to communication skills	<i>Cognitive dissonance theory</i>	<i>Stimulus theory</i>	<i>Network analysis (social network theory)</i>	<i>Transactional Model Of Stress And Coping</i>

	SLO-2	Oral presentation	<i>Media and Realism</i>	<i>Response theory</i>	<i>Relationships Influence Behavior</i>	<i>person-environment transactions</i>
S-16	SLO-1	Theories of Communication	social leaning theory	<i>Uses and gratifications theory</i>	<i>Network analysis within organizations</i>	<i>Act Theory</i>
	SLO-2	Early influencers	Social contract theory	<i>Media Usage by audience</i>	<i>Scope and Application</i>	<i>John Anderson's cognition theory</i>
S-17	SLO-1	Defining Uncertainty	Individual differences theory:	<i>Two-step flow theory</i>	<i>Reduces Social Cues Approach</i>	<i>Argumentation Theory</i>
	SLO-2	Evaluating theory	Selective attention, Selective perception, Selective retention.	<i>Multi step flow theory</i>	<i>Losing Individuality</i>	<i>the pragma- dialectical theory</i>
S-18	SLO-1	<i>Model Of Text Comprehension</i>	Collective actions approach	<i>Knowledge gap</i>	<i>Deindividuation</i>	<i>Expectancy Value Model</i>
	SLO-2	<i>How People Comprehend Texts</i>	Individual responsibility	<i>Impact of knowledge gap</i>	<i>submerged in the group</i>	<i>Interpretative And Interaction Theories</i>

Learning Resources	1. Hasan Seema), <i>Mass Communication: Principles and Concepts</i> . Chennai, India: CBS Publisher, 2010. 2. McQuail Dennis, <i>Mass Communication Theory (sixth edition)</i> . London, England: Sage Publications, 2010. 3. Naurla Uma. , <i>Dynamics of Mass Communication Theory and Practice</i> . Chennai, India: Atlantic Publishers and distributors 2006.	4. Stanley J. Baran, <i>Introduction to Mass Communication: Media literacy and culture</i> . Houston, United States: Mayfield Publishers 2001 5. <i>Communication theories</i> , University of Twente in Enschede, Netherlands. 2003 6. https://www.communicationstudies.com/communication-theories . <i>Communication theories</i>

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
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Course Code	ULT20G01J	Course Name	Tamil-I	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil			Data Book / Codes/Standards	Nil

Course Learning Rationale (CLR): *The purpose of learning this course is to:*

CLR-1 :	To enable them to learn the nuances of modern poetry in Tamil
CLR-2 :	To explore New historicism through the works of art written in Tamil to enlighten the students to understand the changes in the modern society
CLR-3 :	Inculcate Ways of life, moralities and ethical factors as an essential part of learning Tamil literature
CLR-4 :	Develop strategies of comprehension of texts of different origin
CLR-5 :	Strengthen the language of the students both in oral and written
CLR-6 :	Express their sentiments, emotions and opinions, reacting to information, situations

Learning

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
2	75	60
2	80	70
2	70	65
2	70	70
2	80	70
2	75	70

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
H	H	H	-	H	H	M	H	H	-	H	H	H	H	H
H	H	-	H	-	-	H	-	-	H	H	-	H	H	H
H	H	H	M	-	-	H	-	-	H	H	-	H	H	H
H	-	H	H	H	-	M	-	-	H	H	-	H	H	H
-	H	-	M	-	H	H	-	-	H	H	-	H	H	H
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

Course Learning Outcomes (CLO): *At the end of this course, learners will be able to:*

CLO-1 :	Extend and expand their savoir-faire through the acquisition of skills to cater the needs of the modern era.	2	75	60
CLO-2 :	Enable the students to appreciate their mother tongue and to Enhance their thinking capacity	2	80	70
CLO-3 :	Make them learn the basic rules of Language and make them communicate better	2	70	65
CLO-4 :	Develop strategies of comprehension of texts based on different culture and life styles	2	70	70
CLO-5 :	Strengthen spoken and written skills of the student	2	80	70
CLO-6 :	Will be able to clear government examinations	2	75	70

Duration (hour)	12	12	12	12	12
S-1	SLO-1	தமிழ் இலக்கியப் போக்குகள்	நவீன கவிதை தோற்றம்	தமிழரின் வீரமரபு	சிறுநிலக்கியத் தோற்றம்
	SLO-2	இலக்கிய நுட்பங்கள்	நவீன கவிதை வரலாறு	போர் விழுமியங்கள்	சிறுநிலக்கிய வகைமை
S-2	SLO-1	தமிழ்க் கவிதை மரபு	நவீன கவிதை செல்நெறிகள்	பரணி அறிமுகம்	சிறுநிலக்கியங்கள்
	SLO-2	காலந்தோறும் கவிதை உள்ளடக்கம்	செல்நெறிகளில் கோட்பாடுகள்	பரணி இலக்கியங்கள்	முதன்மைச் சிறுநிலக்கியங்கள்
S-3	SLO-1	காலந்தோறும் கவிதை வடிவம் -	கவிதை மொழி	கலிங்கத்துப்பரணி (484)	புதுக்கவிதையும் இதழ்களும்
					கலைச்சொல் அறிமுகம்

	SLO-2	தற்கால இலக்கியம்	நவீன கவி மொழியின் நுட்பங்கள்	தலைவனின் வீரம்	மணிக்கொடி இதழ்	கலைச்சொல் உருவாக்க நுட்பங்கள்
S-4	SLO-1	புதுக்கவிதை உருவாக்கம்	நவீன கவி ஆளுமைகள்	தமிழ் இலக்கிய மரபில் தூது	எழுத்து இதழ்	தமிழில் கலைச்சொற்கள்
	SLO-2	புதுக்கவிதை செல்நெறிகள்	நவீன கவி ஆளுமைகளின் கவித்துவம்	தூது இலக்கியங்கள்	வானம்பாடி இதழ்	நிலைபெற்ற கலைச்சொற்கள்
S-5	SLO-1	பாரதியார் – காலத்தின் அடையாளம்	விளிம்புநிலை மனிதர்கள்	அழகர் கிள்ளைவிடு தூது (கண்ணிகள்)	சிறுகதை தோற்றம்	மரபுத்தொடர்
	SLO-2	பாரதியார் -பன்முக ஆளுமை	விளிம்புநிலை இலக்கியம்	தூது மரபில் கிளியும் பாராட்டும்	சிறுகதை வளர்ச்சி	தமிழில் மரபுத்தொடர்கள்
S-6	SLO-1	பாரதியார் - கண்ணன் என் சேவகன்	ராஜா சந்திரசேகரரின் கைவிடப்பட்ட குழந்தை	செய்யுள் மரபில் கலம்பகம்	சிறுகதை – வரலாறு	நாட்டார் வழக்கானுகள்
	SLO-2	கண்ணன் என் சேவகன் கவிதை சொல்லும் வாழ்வியல்	புறக்கணிப்பும் வாழ்வியலும்	கலம்பக இலக்கியங்கள்	சிறுகதை ஆசிரியர்கள்	பழமொழி அறிமுகம்
S-7	SLO-1	20 ஆம் நூற்றாண்டுக் கவிதை மரபில் பாரதிதாசன்	புலம்பெயர்தல்	நந்திக் கலம்பகம் (77)	புதினம் தோற்றம்	தமிழில் பழமொழிகள்
	SLO-2	பாரதிதாசனும் தமிழும்	புலம்பெயர் வாழ்வியல்	மகள் மறுத்தலில் வீரம்	புதினம் வளர்ச்சி	பழமொழியும் பயன்பாடும்
S-8	SLO-1	பாரதிதாசன் – தமிழினி இனிமை,	அனார் - மேலும் சில இரத்தக் குறிப்புகள்	குறவஞ்சி அறிமுகம்	புதினத்தின் வகைமை	தமிழ் இலக்கண நுட்பங்கள்
	SLO-2	தமிழின் பெருமையும் வளமையும்	உள்நாட்டுப் போர்ச்சூழலும் பெண் உளவியலும்	குறவஞ்சி இலக்கியங்கள்	புதின ஆசிரியர்கள்	இலக்கணமும் பயன்பாடும்
S-9	SLO-1	வானம்பாடியில் அப்துல்ரகுமான்	காலந்தோறும் பெண்	குற்றாலக் குறவஞ்சி (9)	அச்ச ஊடக வரலாறு	தமிழில் சொல் வகைகள்
	SLO-2	அப்துல்ரகுமான் கவிதையின் தனித்தன்மைகள்	பெண் இலக்கியம்	மலையும் வாழ்வும்	அச்ச ஊடகமும் தமிழும்	சொல்லும் பயன்பாடும்
S-10	SLO-1	அப்துல்ரகுமான் - அவதாரம்	சுகிர்தராணியின் அம்மா	காப்பிய இலக்கணம்	அச்ச ஊடகமும் உரைநடை வளர்ச்சியும்	பெயர்ச்சொற்கள்
	SLO-2	அவதாரம் - நம்பிக்கையும் வெற்றியின் பாதைகளும்	பெண்மையும் தாய்மையும்	காப்பிய வகைமைகள்	தமிழில் உரைநடை	பெயர்ச்சொற்கள் அறிதல்
S-11	SLO-1	சுற்றுச்சூழலியல்	சமத்துவம்	தமிழில் பௌத்த இலக்கியங்கள்	சுவடிகள்	வினைச்சொற்கள்
	SLO-2	தமிழ்க் கவிதையில் சுற்றுச்சூழலியல்	பாலியல் சமத்துவம்	மணிமேகலை	சிவதருமோத்திரச் சுவடி பெற்ற வரலாறு	வினைச்சொற்கள் அறிதல்
S-12	SLO-1	நரசிம்மன் – மகனே என்னை மன்னித்து விடு	நா. முத்துக்குமாரின் தூர் கவிதை	பெண் சாபமும் காயசண்டிகையும்	புழங்குபொருள் பண்பாடும் தமிழர்	தமிழில் பெயரடை, வினையடை

					வாழ்வியலும்	
	SLO-2	நவீன வாழ்வும் சுற்றுச்சூழலியல் அறிதலும்	தூர் கவிதை முன்வைக்கும் பெண் சமத்துவம்	பெண் வரலாற்றில் சாபங்களின் கதைகள்	கூஜாவின் கோபம்	பெயரடை, வினையடை அறிதல்

Learning Resources	<ol style="list-style-type: none"> குறிஞ்சித்தேன், தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2020 வல்லிக்கண்ணன், புதுக்கவிதை தோற்றமும் வளர்ச்சியும், ஆழி பதிப்பகம், சென்னை, 2018 கா. சிவத்தம்பி, தமிழில் சிறுகதை தோற்றமும் வளர்ச்சியும், என்.சி.பி.எச்., சென்னை, 2013 தமிழ் இணையக் கல்விக்கழகம் - http://www.tamilvu.org/ மதுரை தமிழ் இலக்கிய மின் தொகுப்புத் திட்டம் - https://www.projectmadurai.org/
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	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	30%	30%	30%	30%	30%	-
	Understand										
Level 2	Apply	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	30%	20%	20%	20%	20%	20%	20%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

a		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	1. Dr. R..Srinivasan Associate Professor, Department of Tamil, Presidency College, Chennai,	1. B.Jaiganesh, Assistant Professor & Head, FSH, SRMIST
		2. T.R.Hezbibah Beulah Suganthi, Assistant Professor, FSH, SRMIST
		3.S.Saraswathy, Assistant Professor, FSH, SRMIST

Course Code	ULH20G01J	Course Name	HINDI-I	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	HINDI			Data Book / Codes/Standards	N//

Course Learning Rationale (CLR): *The purpose of learning this course is to:*

CLR-1 :	<i>To be able to converse well in the Hindi Language</i>
CLR-2 :	<i>To read and write and clarity</i>
CLR-3 :	<i>To be willing listeners and translators –where need be</i>
CLR-4 :	<i>To acquire the values/thought contents of the writers and practice in it in life.</i>
CLR-5 :	<i>To find motivation through the various forms of literature and learn to overcome any challenges of life.</i>
CLR-6 :	<i>To discover the importance of the language in making education as a means of growth in life and not mere literacy.</i>

Learning

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
2	75	60
2	80	70
2	70	65
2	70	70
2	80	70
2	75	70

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO): *At the end of this course, learners will be able to:*

CLO-1 :	<i>To appreciate the Hindi language in its various forms.</i>	2	75	60
CLO-2 :	<i>To understand the philosophy of life and living through stories.</i>	2	80	70
CLO-3 :	<i>To help the students learn and develop the fundamentals of life, through One-Act plays.</i>	2	70	65
CLO-4 :	<i>To share the richness of thought and content presented in the Hindi language, into other languages so that the readers would stand to gain.</i>	2	70	70
CLO-5 :	<i>To guide the students in the learning of the technical aspect of the Hindi language, this would help them in the field of administration.</i>	2	80	70
CLO-6 :	<i>To encourage the students to communicate with the public, on a large scale with the medium of Main stream and Documentary films.</i>	2	75	70

Duration (hour)	12	12	12	12	12	12
S-1	SLO-1	Kahani kya Hai	Ekanki aur Natak kya hai	Patrkariya ka arambh	Film Samiksha	Takniki Shabdavali
S-1	SLO-2	Jivan ka anubhav	Vidhyarthiyon dono ke antar ko smajhkar apne dwara use prastut kar sakta hai	Vidhyarthiyon ka apne samaj ke prti jagrukta	Film ka prabhav ko smajhna	Vaignik tarike se bhashaon ka avishkaar karna
S-2	SLO-1	Kahani ke Tatva	EKANKI KA ARTH	Aazdi aur Patrkariya ka daiytava	SAMIKSHA KYA HAI	ARTH
S-2	SLO-2	Vishleshan karne ki Kshmta	Vidhyarthi ke bhitar	vidhyarthiyon ko patrkariya ka itihass smajkar	Tarkik vishleshan kshmta paida karta	Vidhyarthi uske arth dwara hi uske

			vishkleshan ki kshamta jagrit	samaj nirman ke liye sahyog dena	hai	mahtav smjhenge
S-3	SLO-1	Vo Tera Ghar Ye Mera Ghar Parivar me Buzargon ke Mahtav ko Samjhana	PARIBHASHA	PATRKARITA KA MAHTAVA	SAMIKSHA KE PRAKAR	PARIBHASHA
	SLO-2	Bhartiya Sanskriti Se Vidhyarthiyon ko Jodna	Vidvanno ke mat se parichay	Patrkarita se bhut se sawal ka smadhan ho jata hai	Vidhyarthiyon ka un prkaro ka adhyaan karna jisse vidhyarthi us samiksha ko tayaar kar payenge	Vibhinn vidvanno dwara di gai paribhasha se us baat ko smjhenge vidhyathi
S-4	SLO-1	Mithaiwala Pyar Bantne se dukh kam hota hai	SWAROOP	PTRAKARITA KA ARTH	SAMIKSHA KA UDDESHYA	SHABDAVALI KI AVSHYAKTA
	SLO-2	Manavata ka Path	Vidhyarthiyon me iski samajh se lekhan kshamata badegi	Vibhinn vidhvono ko padhne se vidhyarthiyon ki tarkik kshamta badhti hai ,	Vidhyarthi ke andar smaj ke prati Kartavya bodh paida hoga	Vaignikon ka awiskar kitna mahtavpurn
S-5	SLO-1	Bechadri Pal Chatro me Utsah Vardhan Karna	PATHYA VACHAN	PTRAKARITA KI PARIBHASHA	FILM KA SAMAJIK MAHTAVA	BHASHA VAIGYANIK
	SLO-2	Beta-beti ek saman ke mahtav ko smjhana.	Vidhyarthiyon ka path kaushal bdhega	vidhvaono ki ukti ek smadhan bhi hota hai	Samajik uttar daiytav ko smjhana	Bhasha vaignikon ki jankari
S-6	SLO-1	Nadi aur Jeevan Paryavaran ke mahtav se awagat karana.	PRASTUTI	PRAMUKH SAMACHAR PATR	FILM KA VISHLESHAN	KARYALYIN SHABD
	SLO-2	Manav Jeevan me nadi ki upyogita aur Mahtav.	Natak khelne par bahut si takniki bate samajhenge	Vidhyarthiyon ki jankari badhegi	Vidhyarthi tarkik vishleshan sikhega	Shabd kaise tayar kiye jate hain vidhyarthiyon ko jankari
S-7	SLO-1	Pachees chauka Ded Sau Jamindari Pratha se awagat karana	MAHTVA	TV.PATRKARITA	DRISTIKON NIRMAN	ANGREZI SE HINDI ANUVAD
	SLO-2	Asprishya Vicharao ke Prati Sakaratamak Bnana.	Natak ka mahtav ko smajhr samaj ke hito ke sath judna.	TV patrkar ke daiytav ko smajkar vidhyarthi ise apne rozgar se jod sakta hai	Vidhyarthi ka drishtikon nirmmit hoga	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna
S-8	SLO-1	Kahani ka Uddeshya	PRASHAN-ABHYAS	PHOTO PATRKARITA	DOCUMENTRY FILM	HINDI SE ANGREZI ANUVAD
	SLO-2	Vidhyarthiyon ko Samaj se Jode rakhna	Vidhyarthiyon ka lekhan kshamata Badhna	Vidhyarthiyon me photo patrkarita ke mahtav ka smajh paida hona	Vidhyarthi samajik dharatal ki kathinai ko smajhkar desh se judega	Hindi adhikari aur anuvadak ke pad ke liye tayaar karna.
S-9	SLO-1	Kahani Lekhan	UDDESHYA	PRASTUTIKARAN	MAIN STREAM FILM	EK DIN EK SHABD
	SLO-2	Vidhyarthi Ko likhne ki aur Prerit karna	Vidhyarthi ko smajh upyog hito ki jankari dena	Vidhyarthi apni baat rakhne ki kshamta viksthit karta hai	Vidhyarthi ko jivan ke anchue pahlun se bhi sakshaktkar	Vidhyarthiyon ko rozgaar se jodna
S-10	SLO-1	Seminar	PARICHARCHA	BHASHA-SHAILI	FILM KE DARSHAK	ATI MAHTVAPURN SHABD
	SLO-2	Vidhyarthiyon dwara Prastuti karan	Vidhyarthi me vak-kaushal bdhana	Vidhyarthi ko apni report me bhasha-shaili ko sikh kar ek badhiya reporter ban sakta hai	Vidhyarthiyon ka samajik gyan	Shabdon ke mahtav ko smajhkar use yaad karna
S-11	SLO-1	Prashan Abhyas	BHASHA SHAILI	PATRKARITA KE NIYAM	FILM AUR BAZAAR	SAMANYA SHABD AUR PARIBHASHIK SHABDAVALI ME

						ANTAR
	SLO-2	Vidhyarthiyon me Lekhn Kaushal ki kshmat Viksit karna.	Vidhyarthiyon ko bhasha ka mahtav smjhna	Vidhyarthi ise sikh kar ek nyay priya patrkar ban sakta hai	Vidhyarthiyon ko rozgaar se jodna	Vidhyarthiyon ko vaighniko dwara tayaar ki gai bhasha ki samaj
S-12	SLO-1	Path-Punravarti	EKANKI AUR RANGMANCH	PATRKAR KA DAIYTV	FILM DARSHAK KA MAHTAVA	PARIBHASHIK SHABDAVALI KA MAHTAV
	SLO-2	Pariksha ke liye Saksham	Vidhyarthi isse rangmanch ke mahtav ko smajhenge	Vidhyarthiyon ko patrkar ka daiyva sikhkar smaj ke uttar daiyva ko nibhana hai	Vidhyarthiyon ko darshak ki ruchiyon se awagat karvana	Rozgaar se vidhyarthiyon ko jodna

Learning Resources	<i>The Prescribe Text Book Compiled and Edited by Department of Hindi</i> www.gadyakosh.com www.shabdkosh.com
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	30%	30%	30%	30%	30%	30%	30%	30%	30%	-
Level 2	Apply Analyze	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	30%	20%	20%	20%	20%	20%	20%	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi,CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
		3 Dr. S. Razia Begum, Assistant Professor, SRM IST

Pre-requisite Courses	<i>Nil</i>	Co-requisite Courses	<i>Nil</i>	Progressive Courses	<i>Nil</i>
Course Offering Department	<i>French</i>	Data Book / Codes/Standards		<i>Nil</i>	

CLR-1 :	Extend and expand their savoir-faire through the acquisition of current scenario	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French	Thinking (Bloom)	Proficiency (%)	Attainment (%)	Total Knowledge	n of Concepts	Related Disciplines	Knowledge	pecialization	utilize Knowledge	odeling	nterpret Data	re Skills	olving Skills	ation Skills	Skills			
CLR-3 :	Make them learn the basic rules of French Grammar.																		
CLR-4 :	Develop strategies of comprehension of texts of different origin																		
CLR-5 :	Strengthen the language of the students both in oral and written																		
CLR-6 :	Express their sentiments, emotions and opinions, reacting to information, situations																		

Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:	Level of	Expected	Expected	Fundam	Applicat	Link with	Procedu	Skills in	Ability to	Skills in	Analyze	Investig	Problem	Commu	Analytic	PSO -1	PSO -2	PSO-3
CLO-1 :	To acquire knowledge about French language		2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French		2	80	70	-	H	-	H	-	H	-	-	-	-	M	-	-	-	-
CLO-3 :	To develop content using the features in French language		2	85	75	H	-	-	H	-	H	-	-	-	-	M	-	-	-	-
CLO-4 :	To interpret the French language into other language		2	70	80	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 :	To improve the communication, intercultural elements in French language		2	80	70	-	H	-	H	-	-	-	-	-	-	H	-	-	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Bonjour, ça va ?	Salut ! Je m'appelle Agnès	Qui est –ce ?	Dans mon sac, j'ai...	Il est comment ?
	SLO-2	Salut	Paul, Valérie, Manish	Les exemples	Da ns ton sac	Les objectifs
S-2	SLO-1	Les pays	Les pronoms personnels sujets	Les professions	La formation du féminin (3)	L'aspect physique
	SLO-2	Les nationalités	Je, Tu, Il/Elle Nous, vous, Ils/Elles	Les exemples	Les féminins	Le corps
S-3	SLO-1	Les animaux domestiques	Les verbes être et avoir	Quelques objets	La phrase interrogative	Le caractère
	SLO-2	Les animaux	Les verbes auxiliaires	Objets	Les interrogatives	Les exemples
S-4	SLO-1	Les jours de la semaine	Les articles définis et indéfinis	La fiche d'identité	<i>qu'est – ce que.. ?</i>	Les prépositions de lieu (1)
	SLO-2	Les mois de l'année	Les exemples	La carte d'identité	<i>Les exemples</i>	Dans, sur, sous etc.,

S-5	SLO-1	Les nombres de 0 à 69	La formation du féminin (1)	La liaison	<i>Qu'est – ce que C'est</i>	Les nombre à partir de 70
	SLO-2	Les nombres	Les féminins	Les activités	<i>Les objets</i>	Les exemples
S-6	SLO-1	La famille (1)	La formation du pluriel (1)	L'élision	<i>Qui est – ce ?</i>	Allo ?
	SLO-2	Ses parents	Les exemples	Les activités	<i>Les personnes</i>	Portable
S-7	SLO-1	L'accent	Les adjectifs possessifs	Intonation descendre	<i>la phrase négative</i>	La formation du féminin(3)
	SLO-2	L'accent tonique	Les exemples	Les descendre	<i>La négation</i>	Les exemples
S-8	SLO-1	Les articles définis	Entrer en contact : salut	Intonation montante	<i>C'est</i>	Les articles contractés
	SLO-2	Les articles indéfinis	Entrer en contact : demander	Les montantes	<i>Il est</i>	Les articles partitifs
S-9	SLO-1	Bonjour, - Salut !	Dire comment ça va	Dans mon sac	<i>Les verbes du premier group</i>	Les pronoms personnels toniques
	SLO-2	Ca va	Comment allez-vous ?	Des objets	<i>Les exemples</i>	Les pronoms
S-10	SLO-1	Je m'appelle Agnès	Se présenter	Les Mots	Les verbes <i>aller</i>	Les adverbes interrogatifs
	SLO-2	Quel est votre nom	Présenter quelqu'un	Les expressions	Le verbe venir	Les interrogatifs
S-11	SLO-1	Les Mots	<i>Demander</i>	Demander poliment	Demander et répondre poliment	Les verbes du deuxième group
	SLO-2	Les Expressions	<i>Demander le temps</i>	Répondre poliment	Les exemples	Les exemples
S-12	SLO-1	Entrer en contact	Demander la date	Demander des informations personnelles	Demander des informations personnelles	Décrire l'aspect physique
	SLO-2	Se présenter.	Dire la date	Les exemples	Les activités	Décrire le caractère

Learning Resources	Theory: 1. “Génération-AI” Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018. 2. <i>Cahier d'activités avec deux discs compacts.</i>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	30%	20%	20%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	<i>1. Dr. C.Thirumurugan Associate Professor, Department of French, Pondicherry University</i>	<i>1. Kumaravel K. Assistant Professor & Head, SRMIST</i>
		<i>2. Ponrajadurai M Assistant Professor, SRMIST</i>

Course Code	UJM20G01J	Course Name	Understanding the World: History, Culture and Civics	Course Category	G	Generic Elective Courses	L	T	P	C
							2	0	2	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand civilisations	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To learn the history of different civilizations	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	To know the functioning of modern states																		
CLR-4 :	To explore the spheres of development																		
CLR-5 :	To compare the international systems																		
CLR-6 :	To understand and report events																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	Different societies and cultures	3	80	70	L	H	-	H	L	L	H	H	L	L	L	H	L	H	H
CLO-2 :	Obtain knowledge Civilisations	3	85	75	M	H	L	M	L	M	M	H	M	L	M	H	M	H	H
CLO-3 :	Gain understanding and history of modern states	3	75	70	M	H	M	H	L	M	H	H	M	L	M	H	M	H	H
CLO-4 :	Explain development patterns	3	85	80	M	H	M	H	L	M	H	H	M	L	M	H	M	H	H
CLO-5 :	Post-colonisation of states	3	85	75	H	H	M	H	L	H	H	H	M	L	H	H	H	H	H
CLO-6 :	Ability to report events in an unbiased manner	3	80	70	L	H	-	H	L	L	H	H	L	L	L	H	L	H	H

Duration (hour)	12	12	12	12	12
S-1	SLO-1	World history	Understanding Asia	Learning America	Modern America
	SLO-2	Ancient	Different dimensions of Asia	America before colonization	Influencing the whole world
S-2	SLO-1	Medieval	Different dimensions of Asia	Influx of European settlers	World order and America
	SLO-2	Modern	Asia before colonisation	The American war of independence	Biggest Economy in the world

S-3	SLO-1	Various theories of origin	Asia before colonisation	The primitive tribes	People of America and their culture	<i>The extinct civilizations</i>
	SLO-2	Various theories of origin	Asia post colonization	Bonded labour and slavery	A world leader	<i>Civilisations that survived</i>
S-4	SLO-1	Concept of Society	Asia post colonization	Racism	America and international organizations	<i>Major civilizations in the eyes of Huntington</i>
	SLO-2	Culture and society	Formation of nation states in Asia	Civilisation and America	America and international organizations	<i>Thesis of civilization clash</i>
S-5	SLO-1	Importance of understanding history	Formation of nation states in Asia	Religion	Terrorism around the world	<i>Why civilisations clash?</i>
	SLO-2	Culture and Civilisations	Cultures of Asia	Society	Conflict and Terrorism	<i>The west versus the rest</i>
S-6	SLO-1	Different civilizations	Variety of cultures	Influencers and influences	Terrorism in foreign soil	<i>The west versus the rest</i>
	SLO-2	<i>Important civilisations</i>	Civilisations of the south	The church	<i>Terrorism and America</i>	<i>Core state and fault line conflicts</i>
S-7	SLO-1	Egyptian civilization, Chinese civilization, Greek civilization	Civilisations of the south	The constitution	<i>The determinants of terrorism</i>	<i>Core state and fault line conflicts</i>
	SLO-2	Roman civilization, <i>Mayan civilization</i> , Indus Valley civilisation	South East Asia	The making of it	<i>The 9/11 attack</i>	<i>Modernisation</i>
S-8	SLO-1	<i>Patterns of ancient history</i>	East Asia	Early democracy	<i>Causes behind it</i>	<i>Westernisation</i>
	SLO-2	Relevance in modern times	Commonwealth nations	Model to other countries	<i>The motive behind terrorist attacks</i>	<i>Torn countries</i>
S-9	SLO-1	Colonisation	<i>Concept</i>	President	<i>Culture and civilizational determinants</i>	<i>Civilisation models</i>
	SLO-2	Post-Colonisation	Different forms of governance	Role and powers	<i>Terrorist attacks and the changes in the system of administration</i>	<i>Imperial conflict situations</i>
S-10	SLO-1	<i>Significance of British rule</i>	<i>Oligarchies of Asia</i>	Executive organ	<i>Democracy and terrorism</i>	<i>Case study</i>
	SLO-2	Dutch rule	<i>Asian kingdoms</i>	<i>Legislative organ</i>	<i>America and rest of the world</i>	<i>Indo-Pak conflict</i>
S-11	SLO-1	Portuguese rule	<i>Influence of language</i>	Judicial organ	<i>America and international diplomacy</i>	<i>Indo-Sino relations</i>
	SLO-2	Governance and legacy	<i>Governance patterns</i>	<i>Checks and balances</i>	<i>Terrorism and different threats</i>	<i>Arab spring</i>
S-12	SLO-1	<i>South east Asian nations</i>	<i>British influence in Asia</i>	<i>American influence on World</i>	<i>Changing landscape of American intervention in world politics</i>	<i>Iran, Iraq</i>
	SLO-2	<i>Their influence</i>	<i>British influence in Asia</i>	<i>A booming economy</i>	<i>Changing landscape of American intervention in world politics</i>	<i>Syria</i>

Learning Resources	1. <i>Harari, Yuval Noah, Sapiens: A Brief History of Humankind, Randomhouse, 2015</i>	3. <i>Marozzi, Justin, Islamic Empires, Pegasus, 2020</i>
	2. <i>Diamond, Jared, Collapse: How Societies Choose to Fail or Succeed, Penguin, 2011</i>	

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20 %	20%	20 %	20%	20 %	15%	15%	20%	20 %
	Understand										
Level 2	Apply	20%	20 %	20%	20 %	20%	20 %	20%	20%	20%	20 %
	Analyze										
Level 3	Evaluate	10%	10%	10%	10%	10%	10%	15%	15%	10%	10%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. <i>Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com</i>	1. <i>Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in</i>	1. <i>Dr. Archana Arul, SRMIST</i>
2. <i>Siddharth M.P, WIONTV, sdhrthmp@gmail.com</i>		2. <i>Mr. Shiva Shankaran, SRMIST</i>

Course Code	UJM20G02J	Course Name	Media and Disaster Management	Course Category	G	Generic Elective Courses	L	T	P	C
							2	0	2	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning																	
CLR-1 :	To understand the meaning nature and scope of Disasters				1	2	3															
CLR-2 :	To learn about the types of Disasters				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)															
CLR-3 :	To know the effect of Natural disasters																					
CLR-4 :	To explore Man Made disasters																					
CLR-5 :	To compare the various tools to forecast disasters																					
CLR-6 :	To understand the role of media in disaster management																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			Program Learning Outcomes (PLO)																	
CLO-1 :	Basics of Disasters				3	80	70	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-2 :	Obtain knowledge of various disasters				3	85	75	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-3 :	Gain understanding of natural disasters				3	75	70	H	H	-	H	L	H	H	H	M	L	M	H	M	M	H
CLO-4 :	What is man-made disaster?				3	85	80	M	H	L	M	L	M	M	H	M	L	M	H	M	M	H
CLO-5 :	What are the different kinds of tools used in disaster management				3	85	75	M	H	M	H	L	M	M	H	M	L	M	H	M	M	H
CLO-6 :	Understand the role of media in disaster management				3	80	70	H	H	M	H	L	H	H	H	M	L	M	H	M	M	H

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Meaning of disaster	More of natural disasters	Man-made disasters	Geographical information system	<i>Media and disasters</i>
	SLO-2	Nature of disaster	More of natural disasters	Man-made disasters	Definition, Uses	<i>Scope</i>
S-2	SLO-1	Nature of disaster	Wind related	Types of Man-made disasters	Remote sensing	<i>Meaning</i>

	SLO-2	Importance of Disaster	Cyclone, Storm	Accidents	Application	<i>Role of media</i>
S-3	SLO-1	Importance of disaster	Storm surge	Types of accidents	Concept of space and time	<i>Importance</i>
	SLO-2	Dimensions of disaster	Tidal waves	Road accidents, Rail accidents, Sea accidents	Spatial data	<i>Impact</i>
S-4	SLO-1	Scope of disaster management	Heat waves	Case Studies related to accidents	ICT in disaster management	<i>Information</i>
	SLO-2	Scope of disaster management	cold waves	Case studies	Extent of use	<i>Suggestive and analytical</i>
S-5	SLO-	Disaster Management cycle	Climatic change	Pollution	Use of satellites	<i>Disaster mitigation</i>
	SLO-2	Disaster Management cycle	Effects	Nature, Types	Use of Indian remote sensing satellites	<i>Role of media</i>
S-6	SLO-1	Natural disasters	Global warming	Air pollution, Water pollution	Different satellites	<i>Factual reporting</i>
	SLO-2	<i>Meaning and nature</i>	Effects	Deforestation	<i>Satellites and future of disaster management</i>	<i>Ethical reporting</i>
S-7	SLO-1	Types of natural disasters	Sea level rise	Industrial waste	<i>Warning system</i>	<i>Media coverage</i>
	SLO-2	Types of natural disasters	Effects	Disaster determinants	<i>Scope</i>	<i>Impact</i>
S-8	SLO-1	Effects of natural disasters	Ozone depletion	Factors affecting damage	<i>Technology and warning systems</i>	<i>Public communication during disasters</i>
	SLO-2	<i>Effects of natural disasters</i>	Effects	Types, Social status	<i>Definition</i>	<i>Handling of media</i>
S-9	SLO-1	Hydrological Disasters	What is CBRN?	Habitation pattern, physiology and climate	<i>Case study</i>	<i>Documentation</i>
	SLO-2	Flood, Flash flood, Drought, cloud burst	Definition and meaning	Mitigation measures	<i>Case study</i>	<i>Impact of globalisation</i>
S-10	SLO-1	Geological disasters	<i>Chemical disasters</i>	Factors affecting mitigation	<i>Community early warning system</i>	<i>Case study</i>
	SLO-2	Types of geological disasters	<i>Biological disasters</i>	<i>Preparation, communication, area and accessibility</i>	<i>People centered warning system</i>	<i>Activities and role of communities</i>
S-11	SLO-1	Earthquake	<i>Radiological disasters</i>	Population	<i>Emergency communication system</i>	<i>Risk reduction</i>
	SLO-2	Tsunami	<i>Nuclear disasters</i>	<i>Physiology and climate</i>	<i>Wireless communication</i>	<i>Participatory risk assessment methods</i>
S-12	SLO-1	<i>Land slide, Avalanches</i>	<i>Fire disasters</i>	<i>Case study</i>	<i>Bluetooth wireless technology</i>	<i>Participatory risk assessment methods</i>
	SLO-2	<i>Volcanic eruptions, Mud flow</i>	<i>Building fire, Coal fire, forest fire, Oil fire</i>	<i>Case study</i>	<i>Case study</i>	<i>Case study</i>

Learning Resources	1. Arun Kumar, <i>Disaster Management</i> , S.K. Kataria and Sons, 2016 2. Dhawan, <i>Disaster Management And Preparedness</i> , CBS publishing, 2014	3. Shirley, <i>Disasters and the media: Managing crisis communication</i> , Macmillan, 1999 4. Varun Dutt Sharma, <i>Environmental education and disaster management</i> , CBS publishing, 2010
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	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20 %	20%	20 %	20%	20 %	15%	15%	20%	20 %
	Understand										
Level 2	Apply	20%	20 %	20%	20 %	20%	20 %	20%	20%	20%	20 %
	Analyze										
Level 3	Evaluate	10%	10%	10%	10%	10%	10%	15%	15%	10%	10%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
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2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20G03J	Course Name	ICT for Development	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Impart knowledge of Implementing ICT in Education	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Enhance understanding of the role of ICT in sustainable development	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	Foster the ability to analyse the skills require to bring development through ICT																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	Describe the key cognitive, social and organisational concepts that underpin how humans interact with information technology	3	80	70	L	H	H	H	L	H	H	H	L	L	H	H	H	H	H
CLO-2 :	Discuss various theoretical and practical approaches to Human Computer Interaction	3	85	75	M	H	L	M	L	H	H	H	M	L	H	H	H	H	H
CLO-3 :	Will be able to find new ways to bringing changes in society through ICT	3	75	70	M	H	M	H	L	H	H	H	M	L	H	H	H	H	H

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Nature of ICT	Scope of ICT in Education	Scope of ICT in Agriculture	Scope of ICT in Society: Socialization, Direct Communications
	SLO-2	Level of Information and Communication	Scope of ICT in Education	Role of ICT in Agriculture: Decision Support System	Access to Information
S-2	SLO-1	Functions of ICT: Data Capture, Data Storage	ICT in Education: Principles	Widen Market Access	Sharing Information and Online Communities
	SLO-2	Data Transmission, Data Processing,	Principles	Strengthen and empower farming community	Collaborative Work
S-3	SLO-1	Data Manipulation, Data Retrieval	Connecting with the World	Applications of ICT in Agriculture: Agrisnet, Digital green, eSagu, Warana	Mobility and Ubiquitousness
	SLO-2	Data Display	Connecting with Each Other	ICT tools to meet challenges in Agriculture	Learning, Future Society

S-4	SLO-1	Achieving Sustainable Development Goals (SDGs) through ICT Services	Creating with ICT	Agriculture Information, Awareness and Education using ICT	Encouraging Balanced regional growth	ICTs and Economic Growth
	SLO-2	Approach to the SDGs: End poverty in all its forms everywhere	Interacting with ICT	Advanced information about adverse weather condition, so that farmers can take precautionary measures	Corporate Governance	ICTs and Economic Growth
S-5	SLO-1	End hunger, achieve food security and improved nutrition and promote sustainable agriculture, Ensure healthy lives and promote well-being for all at all ages	Possibilities in Education	Real time and near real times pricing and market information	Healthcare	ICTs, Poverty and Livelihoods
	SLO-2	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Achieve gender equality and empower all women and girls	ICT tools used in Education	Information dissemination about various government schemes	Healthcare initiatives in health and population sector: Telemedicine Projects	ICTs, Poverty and Livelihoods
S-6	SLO-1	Ensure availability and sustainable management of water and sanitation for all Ensure access to affordable, reliable, sustainable and modern energy for all	ICT for Educational Administration and Management	Information regarding agrifinance, agriclinics and agribusiness	GIS applications	Mobiles and Development
	SLO-2	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	Digital Story Telling	Online Farmer Communities	Population Databases	Mobiles and Development
S-7	SLO-1	Reduce inequality within and among countries Make cities and human settlements inclusive, safe, resilient and sustainable	Internet as a Learning Resource	Government Initiatives on ICT in agriculture:	Health and Education	ICTs and Social Development
	SLO-2	Ensure sustainable consumption and production patterns Take urgent action to combat climate change and its impact	ICT for Evaluation	National e-Governance Plan in Agriculture (NeGP-A)	Hospital Management System	ICTs and Social Development
S-8	SLO-1	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	ICT for Documentation and Communication	various Touch Screen Kiosks	Health Research	e-Governance

		Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss				
	SLO-2	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels Strengthen the means of implementation and revitalize the global partnership for sustainable development	ICT for Documentation and Communication	Krishi Vigyan Kendras	Health and Management of Data	Development through e-Governance
S-9	SLO-1	Contribution to SDGs through ICT services	ICT enabled teaching	Kisan Call Centres	Electronic Appointment Booking	ICTs and Environmental Sustainability
	SLO-2	Contribution to SDGs through ICT services	ICT enabled teaching	Agri-Clinics	Personal Health Record	ICTs and Environmental Sustainability
S-10	SLO-1	Digital Divide	Learning processes	Common Service Centers	ICT - Healthcare Access and Bridging the Rural-Urban Divide	Current Trends in Information Technology: Cloud Computing
	SLO-2	Definition and Causes	Learning processes	mKisan	e-Health India	Smartphones and Tablets
S-11	SLO-1	Bridging Digital Divide through ICT	ICT Literacy and Competency Enhancement	Kisan TV	Healthcare system challenges	Mobile Wallets
	SLO-2	Bridging Digital Divide through ICT	ICT Literacy and Competency Enhancement	Agmarknet, Digital Mandi, eArik, Akashganaga, Reuters Market Light	Healthcare system challenges	Server-Centric Computing
S-12	SLO-1	ICT Indicators	ICT for Children with Special Needs	Knowledge Management and Agriculture	ICT and Indian Healthcare System	Future of ICT4D
	SLO-2	ICT Indicators	ICT for Children with Special Needs	Feasibility of ICT in Rural Areas	Automating Healthcare System	Future of ICT4D

Learning Resources	<ol style="list-style-type: none"> 1. Schech, S. 2002. "Wired for Change: The Links Between ICTs and Development" 2. Vokes, Richard (2018) Media and Development. London: Routledge. 3. Hilty, L.M., Aebischer, B.: ICT for sustainability: an emerging research field. In: Hilty, L.M., Aebischer, B. (eds.) ICT Innovations for Sustainability. Advances In Intelligent Systems and Computing, vol. 310, pp. 3–36. Springer, Heidelberg (2015) 4. Information and Communication Technology for Development (ICT4D), Richard Heeks, Routledge Publishing, 2017 5. https://www.nhp.gov.in/e-health-india_mty 6. https://sustainabledevelopment.un.org/?menu=1300 7. https://www.ericsson.com/res/docs/2015/ict-and-sdg-interim-report.pdf 	<p>Ericsson, The Earth Institute, Colombia University: ICT & SDG - How Information and Communications Technologies can Achieve the Sustainable Development Goals. Report (2015).</p>
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	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20 %	20%	20 %	20%	20 %	15%	15%	20%	20 %
	Understand										
Level 2	Apply	20%	20 %	20%	20 %	20%	20 %	20%	20%	20%	20 %
	Analyze										
Level 3	Evaluate	10%	10%	10%	10%	10%	10%	15%	15%	10%	10%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20S01L	Course Name	Essentials of Reporting	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	4	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To provide students with the knowledge and skills needed to report on news using a variety of platforms		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Research and write publishable work for news organizations with multiple distribution platforms	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Engineering Knowledge	Problem Analysis	Design & Development	Analysis, Design, Research	Modern Tool Usage	Society & Culture	Environment & Sustainability	Ethics	Individual & Team Work	Communication	Project Mgt. & Finance	Life Long Learning	PSO - 1	PSO - 2	PSO – 3	
CLR-3 :	Learn to think, report and write like professional journalists																			
CLR-4 :	Learn about the new audiences journalists are interacting with and the challenges they are facing																			
CLR-5 :	Understand and respect the value of multiculturalism and diversity in media writing																			
CLR-6 :	Understand ethical and legal constraints affecting newsgathering and publication																			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																		
CLO-1 :	Develop, research, and prepare news accounts that are accurate, fair, balanced, and timely		3	80	70															
CLO-2 :	Adhere to specialized style and organizational requirements of media writing for multiple platforms		3	85	75															
CLO-3 :	Identify appropriate and credible sources for news stories		3	75	70															
CLO-4 :	Develop, research and prepare publishable news products on deadline		3	85	80															
CLO-5 :	Write articles for newspapers, provide updates from the field on breaking news for websites, to blog, tweet and also take pictures and edit videos.		3	85	75															
CLO-6 :	Understand evolving news media technology and its effects on contemporary messages		3	80	70															

Duration (hour)	12	12	12	12	12
S 1-2	SLO-1 Reading Newspaper	Covering a campus Cultural / Sports / News event	Reporting from Field: Public Meetings / Speeches	News Agencies: Writing stories from agency reports	Reporting Live: Campus Story
	SLO-2 Constructing leads and news stories		Polishing the story for submission		
S 3-4	SLO-1 Learning Inverted Pyramid Structure	Introduction to Beat Reporting	Reporting from Field: Judiciary / Legislature	Feature Writing	Reporting Live: Social / Cultural Event
	SLO-2	Reading on types of Beats	Polishing the story for submission		
S 5-6	SLO-1 Conducting an Interview	Discussing Story Ideas	Reporting from Field: Local government	Photo Stories: Using Smartphones / Digital Camera	Reporting Online: Web
	SLO-2 Writing a local story based on		Polishing the story for submission	Creating a Photo Feature	

		<i>interview from atleast two sources</i>				<i>Writing for websites and blogs</i>
S 7-8	SLO-1	<i>One – on – one interview: Submit a polished interview</i>	<i>Reporting from Field: Social Event</i>	<i>Foreign Reporting</i>	<i>Reporting for Broadcast : Introduction to News reporting on TV</i>	<i>Reporting Online: Social Media</i>
	SLO-2		<i>Polishing the story for submission</i>	<i>Writing stories from International incidents</i>		<i>Learning news writing for Facebook and Twitter</i>
S 9-10	SLO-1	<i>Source Interviews</i>	<i>Reporting from Field: Accidents / Disasters</i>	<i>Conflict Reporting</i>	<i>Electronic News Gathering</i>	<i>Reporting Live on Social Media</i>
	SLO-2	<i>Profile Interviews</i>	<i>Polishing the story for submission</i>	<i>Writing a story on a sensitive issue</i>	<i>Getting bytes for your local story</i>	
S 11-12	SLO-1	<i>Attend press conference</i>	<i>Reporting from Field: Elections / Government</i>	<i>Familiarising with Accuracy, Fact checking, Ethics, Libel and Plagiarism</i>	<i>Writing Broadcast copy</i>	<i>Flash Journalism: Making interactive content for Web</i>
	SLO-2	<i>Write news story</i>	<i>Polishing the story for submission</i>		<i>Reporting from field and editing</i>	

Learning Resources	<ol style="list-style-type: none"> 1. <i>Inside Reporting: A Practical Guide to the Craft of Journalism (3rd Edition)</i> by Tim Harrower 2. <i>Fred Fedler, John .R.Bender, (2010), Reporting for the Media. Oxford, United Kingdom: Oxford University Press.</i> 3. <i>Raman Usha, (2009), Writing For Media. Chennai, Tamil Nadu: Oxford Publications</i> 4. <i>Kamanth M.V, The Journalist's Handbook, Vikas Publishing, 1992.</i> 	5. <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing - 2nd Edition - Mark Briggs</i>
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	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	30%	-	20%	-	20%	-	30%	-	20%
	Understand										
Level 2	Apply	-	30%	-	40%	-	40%	-	30%	-	40%
	Analyze										
Level 3	Evaluate	-	40%	-	40%	-	40%	-	40%	-	40%
	Create										
	Total	100 %		100 %		100 %		100 %		-	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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2. <i>Siddharth M.P, WIONTV, sdhrthmp@gmail.com</i>		2. <i>Mr. Shiva Shankaran, SRMIST</i>

Course Code	UJM20S02L	Course Name	Storyboarding	Course Category	S	Skill Enhancement Courses	L	T	P	C
							0	0	4	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			N//

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 : Recognize the mystery behind film grammar		1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 : Understand the sketching process		Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3 : Explore the uses of colour theory		Expected Proficiency (%)	Application of Concepts
CLR-4 : Expand the role of mise en scene		Expected Attainment (%)	Link with Related Disciplines
CLR-5 : Understand Creativity			Procedural Knowledge
CLR-6 : Synthesize and develop a character			Skills in Specialization
			Ability to Utilize Knowledge
			Skills in Modeling
			Analyze, Interpret Data
			Investigative Skills
			Problem Solving Skills
			Communication Skills
			Analytical Skills
			ICT Skills
			Professional Behavior
			Life Long Learning
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:		
CLO-1 : Differentiate between the amateur and professional art		3 80 70	H H H H L H H H L L H H L H H
CLO-2 : Create an understanding over the functions of applied art		3 85 75	H H L M L M H H M L H H M H H
CLO-3 : Relate the significance of colours		3 75 70	H H M H L M H H M L H H M H H
CLO-4 : Understand art as a commodity in current commercial production		3 85 80	H H M H L M H H M L H H M H H
CLO-5 : Expand upon the creativity in art		3 85 75	H H M H L M H H M L H H M H H
CLO-6 : Explore the different areas of art in relation to media		3 80 70	H H M H L L H H L L H H M H H

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Introduction to Storyboard	Figure sketches	Character Acting	Screen direction	Rough Story Ideas
	SLO-2 Basic Terms in storyboarding	Still sketches	Understanding audience	story	Fair Storyline
S-2	SLO-1 Film Grammar	Moving sketches	Facial expressions	screenplay	Development of the story
	SLO-2 Staging	Dual action sketches	Posing	camera	Techniques to help tap into the subconscious for ideas
S-3	SLO-1 Composition	Rough staging techniques	Still	acting	Brainstorming
	SLO-2 Samples of professional Storyboards	Visual aids	Action	Case study- camera and acting	Therapeutic art
S-4	SLO-1 Film Clips and Analysis	Tone studies	Modeling	Case study- story	Mandala Art
	SLO-2 Mise en scene	Contrast	Understanding the script	Case study- screenplay	Access of creativity

S- 5	SLO-1	Line drawing	Camera Moves and framing	Principles of Storyboarding	Common mistakes in boarding	Creative concepts
	SLO-2	Basic shapes	Transitions	Perspectives	Neutral angle	Lateral thinking
S-6	SLO-1	Object drawing	cuts	Story Development	Lack of technical knowledge	Brainstorming
	SLO-2	Sketch objects around us	angle	3-Act Structure	Basics in perspective drawing	Brainstorming
S-7	SLO-1	Sketch creatures	Symmetry	Colour theory	<i>One point</i>	Main Character Development
	SLO-2	Sketch a landscape	Geometry	Composition	<i>Two point</i>	<i>Observation of minor details</i>
S-8	SLO-1	Animal Sketching	Stick drawing	Saturation	<i>Three point</i>	<i>improvising of minor details</i>
	SLO-2	Abstract drawing	cartoons	Value	the necessary skills to draw the staging	<i>improvising of minor details</i>
S-9	SLO-1	hatching	human sketching	Colour harmonies	the 180 lines or line of interest	<i>improvising of minor details</i>
	SLO-2	Different styles	Portrait	Rule of Thirds	Mise-en-scene	<i>improvising of minor details</i>
S-10	SLO-1	Pencil art	Nature sketching	Golden ratio	Extreme long shot	Creating a story
	SLO-2	portrait	Plants	Scaling	Establishing shot	Brainstorming
S-11	SLO-1	cartooning	birds	Illusion drawing	Over the shoulder shot	prioritising
	SLO-2	cartooning	textures	Close up	collage	Final story
S-12	SLO-1	caricature	pattern	midshot	Mixed art	creating “Final Project” Storyboards
	SLO-2	caricature	pattern	Long shot	Using lines	Revising “Final Project” Storyboards

Learning Resources	1. Prepare to Board! Creating Story and Characters for Animation Features and Shorts, Nancy Beiman,	1 David Harland, Story Boarding – Essentials, SCAD Publications, 2010 2. Wendy. T., Exploring Storyboarding, Thompson, 2005 3.The Mandala Guidebook: How to Draw, Paint and Color Expressive Mandala Art Kindle Edition by Kathryn Costa
	2. Dream Worlds: Production Design for Animation, by Hans Baker 3. Directing the Story, by Francis Glebas	

	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	30%	-	20%	-	20%	-	30%	-	20%
	Understand										
Level 2	Apply	-	30%	-	40%	-	40%	-	30%	-	40%
	Analyze										
Level 3	Evaluate	-	40%	-	40%	-	40%	-	40%	-	40%
	Create										
	Total	100 %		100 %		100 %		100 %		-	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UCD20S01L	Course Name	Soft Skills	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	2	1

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Development Centre	Data Book / Codes/Standards	-		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Expose students to right attitudinal and behavioral aspects and to build the same through activities	1	2	3	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Develop and nurture interpersonal skills of the students through individual and group activities.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-3 :	Increase efficiency and leadership skills and to improve team results.																					
CLR-4 :	Acquire time management skills and develop creative skills																					
CLR-5 :	Understand intercultural communication and etiquettes required in a professional environment																					
CLR-6 :	Instill confidence in students and develop skills necessary to face the challenges of competitive exams and placements																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-1 :	Re-engineer their attitude and understand its influence on behavior	3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H			
CLO-2 :	Acquire inter personal skills and be an effective goal oriented team player	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H			
CLO-3 :	Understand the importance of time management and creativity	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H			
CLO-4 :	Build confidence during any presentation	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H			
CLO-5 :	Develop interpretation skills and intercultural communication	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H			
CLO-6 :	Help the students succeed in competitive exams and placements	3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H			

Duration (hour)		6	6	6	6	6
S-1	SLO-1	IKIGAI	Interpersonal Skills	Creating brands – activity (posters, flyers, business cards)	Value of Time	Intercultural communication – beliefs, customs and attitude of people in different countries (US, UK, Japan, West Asia, China, Russia)
	SLO-2	IKIGAI	Emotional Intelligence	Creating brands – activity (posters, flyers, business cards)	Diagnosing Time Management	Social and cultural etiquettes

S-2	SLO-1	Attitude	Importance of Team Work	Causes of Stress and Its Impact	Weekly Planner, To do list, Prioritizing work	Communication etiquettes
	SLO-2	Factors influencing Attitude	Team Building Activity	How to Manage Stress and Distress?	Time management activity	Telephone etiquettes
S-3	SLO-1	SWOT Analysis	Leadership skills	Understanding the Circle of Control	Creativity – think out of the box	Dinning etiquettes
	SLO-2	Individual SWOT Analysis - activity	Leadership skills based Activity	Stress Busters	Creativity Activity	Grooming etiquettes
S-4	SLO-1	Extempore Practice Session	Networking skills	Conflicts in Human Relations – reasons	Creativity Assessment Activity	Ice breaking
	SLO-2	Extempore Practice Session	Networking skills based Activity	Approaches to conflict resolution	Creativity Assessment Activity	Designing ice breaker games
S-5	SLO-1	Extempore Practice Session	Negotiation skills	Conflict resolution – case studies	Brainstorming, use of groups and individual brainstorming techniques to promote idea generation	Ice breaker activity
	SLO-2	Extempore Practice Session	Negotiation skills based Activity	Conflict resolution – case studies	Brainstorming session activities	Ice breaker activity
S-6	SLO-1	Extempore Practice Session	Entrepreneurial Skills	Importance and necessity of Decision Making	Brainstorming session	Introduction to resume building
	SLO-2	Extempore Practice Session	Entrepreneurial knowledge, Focus, Investment, Risk tolerance, Resilience, Negotiation, Ethics, Networking	Process of Decision Making, Practical Way of Decision Making, Weighing Positives and Negatives	Brainstorming session	Introduction to resume building

Learning Resources	1. Jeff Butterfield, Soft Skills for Everyone, CENGAGE, India, 2015 2. Dr. K. Alex, Soft Skills, S.Chand Publishing & Company, India, 2014 3. Covey Sean, Seven habits of highly effective teens, Simon & Schuster, New York, 2014	4. Carnegie Dale, How to win friends and influence people, Simon and Schuster, New York, 2016 5. Thomas A Harris, I am ok, you are ok, Arrow, London, 2012 6. Daniel Coleman , Emotional Intelligence , Bloomsbury, India, 2016
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%) #	CLA-4 (30%)##
		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Mr Priyanand, Assistant Professor, CDC, E&T, SRMIST
		2. Ms Sindhu Thomas, Head in charge, CDC, FSH, SRMIST
		3. Ms Mahalakshmi, Assistant Professor, CDC, FSH, SRMIST

Course Code	ULE20AE1T	Course Name	English	Course Category	A	Ability Enhancement Course	L	T	P	C
							4	0	0	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	English	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR): *The purpose of learning this course is to:*

CLR-1 :	Extend and expand the integrity in an individual which shall never allow him/her to compromise upon a noble way of living
CLR-2 :	Enable the students to overcome the fear of speaking a foreign language and enable them to think through a foreign language.
CLR-3 :	Make them communicate an unbiased way of thinking in a better manner
CLR-4 :	Develop strategies of comprehension of texts based on different culture and life styles
CLR-5 :	Strengthen spoken and written skills of the student in English
CLR-6 :	Help them express their sentiments, emotions and opinions, and reactions to information and situations in a civilized, cultured and humane manner.

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	To acquire knowledge of becoming better beings through the tools of Language and Literature
CLO-2 :	To acquire a strong knowledge on concept, culture, civilization through English Literature
CLO-3 :	To develop own content and to be able to translate using the features in English Language
CLO-4 :	To interpret the contents in the texts presented in English Language
CLO-5 :	To present an improved and healthier communication and intercultural elements acquired through English Literature
CLO-6 :	To participate in any level of conversation and discussion presented in English with both proficiency in the language and positive caliber in the content of speech

Learning

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
2	75	60
2	80	70
2	70	65
2	70	70
2	80	70
2	75	70

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
H	H	H	-	-	H	-	H	-	H	H	H	-	-	-
-	H	-	H	-	H	-	H	-	-	H	H	-	-	-
H	-	-	H	-	H	-	H	-	-	H	H	-	-	-
H	-	H	H	H	H	-	H	-	-	H	-	-	-	-
-	H	-	H	-	H	-	H	-	-	H	-	-	-	-
H	H	-	H	M	H	M	H	H	H	H	H	H	H	H

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Introduction to the art of poetry writing will be done	Post-colonial impacts in India as observed in their language and culture will be discussed.	Story through images is explained to the students	The definition and purpose of monologue is explained	Homophones and Homonyms are to be explained in the class along with examples of usage.
	SLO-2	The rationale behind this unit will be discussed.	The students will be encouraged to impart their views	The students are asked to create their own stories from those	the sample monologues are to be provided to the learners	How where and when these as vocabulary can be used is to be

				images		explained
S-2	SLO-1	Feminism through Kamaladas' poem 'In Kindergarten' is explained	Mathraboorthan and the mother tongue influence in English – a discussion	Every day the students are made to bring their own cartoons to tell stories related to social issues and political issues.	The learners are made to create their own monologue contents.	Cross word puzzles are to be given to the students to make them understand the differences and usage of homophones and homonyms
	SLO-2	feminist critique's stand through poets like Meena Kandasamy is discussed	Students from different regions are asked to talk. The peculiarity in their pronunciation is to be identified by them	How to identify irony and sarcasm is taught	The contents are assessed and the lacuna is informed	The students are evaluated by making them use homophones and homonyms on their own
S-3	SLO-1	The writer Meena Kandasamy is invited to read her poems on women.	Enjoy within limits, says Mr Mathrubootham is taught and discussed	International Political memes to be created in the class	Discuss the contents created by the students and reiterate the idea that a monologue should mimic a story and has to have a proper beginning middle and an end.	How exactly to decide a proper word at a given situation is to be practically explained in the class.
	SLO-2	Questions on her perspectives are to be posed by the students	Every mistake found in the text is analysed	Memes on popular issues to be created in the class	The created monologues are to be assessed by the students themselves	Mundane situations are to be given to the students to check their ability to use those words
S-4	SLO-1	Gender inequality is discussed through A K Ramanujam and his poetry	The structure of sentence in English and the distortion of the sentence is verified	Autobiography and biography differences are explained	To ask the students to bring newspaper to class and make them select a column and read it loudly.	To give all the parts of speech not according to the grammar book order but according to a method which would easily make one understand correlation of one with the other. For instance – Noun, Pronoun, Adjective, Verb, Adverb... will have to be the order
	SLO-2	Different legal situations where both the genders suffer is explained in the class	Different sentences are given and tested	Certain Classic autobiographies and biographies are presented	No meaning is to be explained. Just the flow is to be checked.	The students are made to use as many adjectives as possible for describing their friends
S-5	SLO-1	Kalki the poet is invited to conduct a guest lecture on her own poem.	Nobel? What Nobel, asks Mr Mathrubootham is discussed	How to give voice to an inanimate object.	Another reading loud session of the same passages are to be conducted along with dictionary checking for meanings are to be done.	The parts of speech must be used in different sentences
	SLO-2	Questions on her perspectives are to be posed by the students	The attitudes of people in a ludicrous manner is discussed	Different objects are given to the students and they are asked to give autobiographical notes to them	The new meanings that the students get must be compared with the given word and the	the teacher ought to use the board to draw a situation to make one understand each part's usage.

					distance between the meanings are to be explained	
S-6	SLO-1	Seminar to generate discussion to enhance gender sensitivity is conducted	The Text is analyzed in detail	Practically test the students in class by giving them different concrete objects.	To make them compare and realize how they had overcome their fear for English	Along with parts of speech particularly when Verb is being taught Tenses ought to be taught with same methodology mentioned above.
	SLO-2	Case studies are to be incorporated by the students in their seminar	More insights into Indian English is given	Ask the students to evaluate each other's autobiography on concrete objects	The comprehensive techniques are taught	The students are asked to create a lighter vein situation and asked to use all the tenses
S-7	SLO-1	Human interest columns in news papers - tragedies on women men and transgender documented is read aloud and discussed in the class room.	Neutral accent is taught along with right pronunciation	Caption writing is taught	To develop the ability to pick up a conversation istaugh	The rules of Tenses are taught with live examples in the classes.
	SLO-2	. how much are the students able to relate with or able to feel emotionally for those situations is to be checked and analysed	Test is to be conducted to check how far a student is able to understand neutral accent	The purpose of the caption writing is to be instilled	to engage in conversations and be able to interrupt and end conversation appropriatelywillllbetaught	Ability to use all the rules in tenses is taught.
S-8	SLO-1	Case studies to be given to the students to document their reactions	Mr Mathrubootham is fully supporting all new technologies – discussion	Different examples for captions are given	Different situations to be given to the students to engage in a conversation.	The basic way to pick an error is by already knowing the rules of grammar thoroughly.
	SLO-2	Find out if there is any student finding it hard to emote or is insensitive toward the moment	Humor and sarcasm is skimmed from the text	The students are asked to create captions similar to the ones shown in the class	The students are asked to find errors in each others' monologue	Hence all the rules are to be brushed up
S-9	SLO-1	Students are to be made to create their own notable content on the prevailing gender inequalities	How to write a statement and question is to be taught with reference to the text.	The students are made to give captions different news articles, products and situations	To test how much one is able to use irony humor and sarcasm in one's conversation	Exercises on all sorts of possible errors are given to the students and asked to rectify.
	SLO-2	The students are asked to improvise on dialogue on their own	The way sentences are constructed according to the regional impact is discussed	The best is appreciated for its qualities of being best	Natural usage of pun is explained	Mathrubootham's passages are given to the students again to check the errors.
S-10	SLO-1	Feminism vs Gender inequality a test for the students to chart out the existing gulf	Pizza maavu : Welcome to Mr Mathrubootham food recipe website is discussed	Public Speaking examples since Julius Caesar to Martin Luther is given	To teach different kinds of reading. - skimming scanning and intensive reading extensive reading is taught	Defines synonym and antonym. Ask the students to identify synonyms and antonyms in text.

	SLO-2	False allegations and Legal situations sometimes created by women to corner men only degrades the freedom struggle of women – discuss	The students are made to explain the text themselves	The techniques used by different leaders since ages is discussed	The students are practically asked to use those methodology to understand a text	Demonstrate their understanding of synonyms and antonyms in active learning. Introduce thesaurus reference.
S-11	SLO-1	A detailed discussion on the 4 poets is done in the class through comparative method	Identify the errors and make students to rewrite first two texts	The Ted X talks are played in the class, different political leader's canvassing is presented	The students are made to read the passages loudly	Demonstrate understanding of words by relating them to their opposites (antonyms)
	SLO-2	While comparison the students are able to get a deeper analytical way of thinking and are able to present an all encompassed points	Check if they are able to retain the humor in the text after correcting the sentences	What makes a talk impressive is identified and discussed	The students are asked questions from the passages to check their retention capacity	Demonstrate understanding of words with similar but not identical meanings (synonyms)
S-12	SLO-1	The comprehension and retention and application of all the acquired knowledge of the student is checked by initiating an informal discussion in the class.	Identify the errors and make the students to rewrite the last two texts	The students are given different topics to give impromptu	The learner is made to select phrases and words from the given passages and is asked to use it in own sentences	With the students brainstorm shortlist of commonly used words
	SLO-2	The overall development in the student's EQ pertaining to gender oriented issues will be sensible and objective.	Check if they are able to retain the humor in the text after correcting the sentences. Explain the result to them	The best talk is recorded and made available for other's references	The ability to converse with humor sarcasm or deep thoughts and with the capacity to evoke the desired emotion in the other is checked	Ask them to rapidly give synonyms and antonyms to those words

Learning Resources	<i>Theory:</i> <ol style="list-style-type: none"> Horizon- English Text Book – Compiled and Edited by the Faculty of English Department, FSH, SRMIST, 2020 English Grammar in Use by Raymond Murphy
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	30%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	30%	-	30%	-	30%	-	30%	-	30%	-
Level 3	Evaluate Create	40%	-	40%	-	40%	-	40%	-	40%	-
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH,SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

SEMESTER II

Course Code	UJM20201T	Course Name	Integrated Marketing Communication	Course Category	C	Professional Core	L	T	P	C
							5	1	0	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To introduce the concept and process of advertising and its role in marketing.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To gain knowledge about the nature, purpose and complex construction in the planning and execution of an effective Integrated Marketing Communications (IMC) program.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	To prepare professionals interested in careers in advertising, marketing, promotions, public relations or sales managerial jobs, or for individuals in the field.				H	H	M	H	H	H	H	H	H	H	H	H	H	H	H
CLR-4 :	Expand the importance of Integrated Marketing Communication.				M	H	L	M	L	M	H	M	M	L	M	H	H	H	H
CLR-5 :	Compare and contrast the different Advertising mediums available.				M	H	M	H	L	H	H	H	M	L	H	H	H	H	H
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:				M	H	M	H	L	H	H	H	M	L	M	H	H	H	H
CLO-1 :	Effectively use various tools of IMC and know the importance of coordinating them.	3	80	70	H	H	M	H	H	H	H	H	H	H	H	H	H	H	H
CLO-2 :	Gain knowledge about the nature, purpose and complex construction in the planning and execution of an effective Integrated Marketing Communications (IMC) program.	3	85	75	M	H	L	M	L	M	H	M	M	L	M	H	H	H	H
CLO-3 :	Gain an appreciation of how different media and platforms orient and impact the communication process	3	75	70	M	H	M	H	L	H	H	H	M	L	H	H	H	H	H
CLO-4 :	Ability to analyze the Scope and role of sale promotion and Objectives of sales promotion.	3	85	80	M	H	M	H	L	H	H	H	M	L	M	H	H	H	H
CLO-5 :	Demonstrate their understanding of how the communication component plays a vital role in the conceptualization, development and ultimate success of a marketing campaign by describing and critically evaluating previous campaigns and applying theories to concrete cases	3	85	75	H	H	M	H	L	H	H	H	M	L	H	H	H	H	H
		3	80	70	L	H	M	H	L	H	H	H	L	L	H	H	H	H	H

Duration (hour)	18	18	18	18	18
S-1	SLO-1	Defining Integrated Marketing Communication	Defining Product and service strategies	Defining Managing the marketing communications mix	Defining the role of media planning
	SLO-2	History of Integrated Marketing Communication	Product and service strategies	Managing the marketing communications mix	Creating a Media Plan
					Defining Corporate communications
					Reputation & Corporate identity

S-2	SLO-1	History of Integrated Marketing Communication	Managing products and services over the life cycle	Communication Mix and Strategies in Service Marketing	Market Analysis	<i>Objectives of Corporate Communication</i>
	SLO-2	Integrated Marketing Communication tools	History of Product Lifecycle Management	Publicity and Public Relations	Formulating Marketing Strategy	<i>Internal communications & Communications strategy</i>
S-3	SLO-1	Integrated Marketing Communication tools	Understanding Product Lifecycle Management	Corporate Design and Physical Evidence	Establishing the Media Objective	<i>Media Relations and Communications</i>
	SLO-2	Marketing Communication an overview	Benefits of Product Lifecycle Management	Organizing for marketing communications	Selection of Media	<i>Customer & Public Relations</i>
S-4	SLO-1	Marketing Communication an overview	Branding definitions Strategic importance of branding	Organizing for marketing communications	Setting the Strategy	<i>The growing importance of corporate communications</i>
	SLO-2	Communication platforms	Branding definitions Strategic importance of branding	Direct marketing and Database marketing	Evaluation and Follow-up	<i>Characteristics of Corporate Communication</i>
S-5	SLO-1	Guerrilla marketing	Strategic brand building	Sales promotion / sponsorships/ Exhibitions	The changing face of the media the media plan	<i>Importance of Corporate Communication</i>
	SLO-2	Multiplier effect	Strategic brand building	The future of marketing Communication	The changing face of the media the media plan	<i>Corporate image and identity</i>
S-6	SLO-1	Marketing communications framework	The dimensions of branding	The future of marketing Communication	The importance of media strategy	<i>The objectives of corporate communications</i>
	SLO-2	Marketing communications framework	The dimensions of branding	The strategic dimension of human resources	<i>Selection of Media Category</i>	<i>The objectives of corporate communications</i>
S-7	SLO-1	Integrated Marketing Communications planning approaches	Branding strategy	The strategic dimension of human resources	<i>Media Strategy Components</i>	<i>The communication of company image</i>
	SLO-2	Integrated Marketing Communications planning approaches	Branding strategy	Strategy and Strategy Making	<i>Audience profiling</i>	<i>The communication of company image</i>
S-8	SLO-1	The strategic challenges facing organizations	Brands and consumer perceptions	Key features of human resources	<i>Media Impact Indicators</i>	<i>The management of corporate communications</i>
	SLO-2	Strategic marketing communications	Brands perceptions	The use of agencies establishing the budget	<i>Measuring impact</i>	<i>The management of corporate communications</i>
S-9	SLO-1	Strategic marketing communications	Consumer perceptions	The use of agencies establishing the budget	<i>Media information sources</i>	<i>Developing Comprehensive Communication Plan</i>
	SLO-2	Strategic marketing communications	Measuring brand perception	Percentage of Sales method & Objective & Task method	<i>Media information sources</i>	<i>PR Communication Tools & techniques</i>
S-10	SLO-1	The expanded marketing communications mix	Identifying and building brand values	Competitive Parity method & Market Share method	<i>Identifying target audiences</i>	<i>PR Communication Tools & techniques</i>
	SLO-2	The expanded marketing communications mix	Identifying and building brand values	<i>Unit Sales method, All Available Funds method & Affordable method</i>	<i>Target Marketing Process</i>	<i>Business Cash flow</i>

S-11	SLO-1	The expanded marketing communications mix	The Benefits Of Defining Core Values	Media scheduling	<i>Market Segmentation</i>	<i>Internal Factors Affect Communication With Stakeholders</i>
	SLO-2	Personal Selling and Direct Marketing	Altering brand imagery	<i>Selecting Media</i>	<i>Consumer Segmentation</i>	<i>Internal Factors Affect Communication With Stakeholders</i>
S-12	SLO-1	<i>Public Relations and Messaging</i>	Altering brand imagery	<i>Advertising negotiations and discounts</i>	<i>Market Targeting</i>	<i>Corporate branding</i>
	SLO-2	<i>Direct Marketing to Targeted Customers</i>	<i>The strategic value of brand extensions and brand stretch</i>	<i>Advertising negotiations and discounts</i>	<i>Positioning</i>	<i>Corporate responsibility</i>
S-13	SLO-1	<i>Event Sponsorship and Having a Presence</i>	<i>The strategic value of brand extensions and brand stretch</i>	<i>Relationship of advertising to other promotional tools</i>	<i>Situation Analysis</i>	<i>Media relations</i>
	SLO-2	<i>The communications process</i>	<i>The roles of marketing communications in branding</i>	<i>Relationship of advertising to other promotional tools</i>	<i>Setting Objectives</i>	<i>Company/spokesperson profiling</i>
S-14	SLO-1	<i>Concept of Marketing Communication</i>	<i>The roles of marketing communications in branding</i>	<i>Budgeting for integrated marketing communications</i>	Media scheduling issues	<i>Internal/employee communication</i>
	SLO-2	<i>Marketing Communication Objectives</i>	<i>Buyer Behavior – Influencing Factors</i>	<i>Planning for Action</i>	Types of Media Scheduling	<i>Measuring corporate communications</i>
S-15	SLO-1	Process of Communication in Marketing	<i>Brand Positioning</i>	<i>Campaign Plan Components</i>	Alternative Scheduling Strategies	<i>Measuring corporate communications</i>
	SLO-2	Golden Rules of Marketing Communications	<i>Types of Brands</i>	<i>Campaign Budget Plan Framework</i>	Factors Affecting Advertising Scheduling	<i>Measuring Awareness</i>
S-16	SLO-1	<i>Integrated Marketing Communication in India and Other Countries</i>	<i>Importance of Branding</i>	<i>Estimating Campaign Impact</i>	Alternative approaches to media scheduling	<i>Crisis management</i>
	SLO-2	<i>Integrated Marketing Communication in India and Other Countries</i>	<i>Brand Loyalty</i>	<i>Campaign Action Plan Framework</i>	Defining Campaign Objectives	<i>Crisis management</i>
S-17	SLO-1	<i>Achieving integration within the communications mix</i>	<i>Objectives of Sales Promotional Activities</i>	<i>Factors influence Sales</i>	The Hierarchy-of-effects Model	<i>Types of Crisis</i>
	SLO-2	<i>Achieving integration within the communications mix</i>	<i>Objectives of Sales Promotional Activities</i>	<i>Top-Down Approaches</i>	Informative, Persuasive, and Reminder Advertising	<i>Crisis leadership</i>
S-18	SLO-1	<i>Achieving integration within the communications mix</i>	<i>The challenges facing brands Service brands</i>	<i>Bottom-Up Approaches</i>	Implementing the media plan	<i>Models and theories associated with crisis management</i>
	SLO-2	<i>Achieving integration within the communications mix</i>	<i>The challenges facing brands Service brands</i>	<i>Valuation of customers / Prospects</i>	Components of a media plan	<i>Models and theories associated with crisis management</i>

Learning Resources	<ol style="list-style-type: none"> 1. Integrated Marketing Communication: A Balanced Approach by Maxwell Winchester, Peter Ling, Lara Stocchi, Wonsun Shin, Hyunjin Kang, May O. Lwin, 2019 2. Integrated Marketing Communications by Kirti Dutta, 2018 3. Advertising and Integrated Marketing Communications by Kruti Shah, 2018 4. Advertising and Promotion: An Integrated Marketing Communications Perspective by Belch, 2018 	
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	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20202T	Course Name	Indian Constitution and Political Systems	Course Category	C	Professional Core	L	T	P	C
							5	1	0	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>
CLR-1 :	<i>Understanding of the basic features of the Indian Constitution</i>
CLR-2 :	<i>Understanding of the basic features of the Indian laws</i>
CLR-3 :	<i>Introduce salient historical and political features of other older democracies</i>
CLR-4 :	<i>Draw an appropriate comparative analysis</i>
CLR-5 :	<i>Understand and analyse the three organs of the state in the contemporary scenario</i>

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	<i>Understand the emergence and evolution of Indian Constitution.</i>
CLO-2 :	<i>Understand and analyse federalism in the Indian context.</i>
CLO-3 :	<i>Understand and analyse the three organs of the state in the contemporary scenario</i>
CLO-4 :	<i>Understand and Evaluate the Indian Political scenario amidst the emerging challenges.</i>

Learning		
1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
3	80	70
3	85	75
3	75	70
3	85	80

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	H	H	H	H	H	H	L	L	M	H	M	H	H
H	H	L	M	M	L	H	H	M	L	M	H	M	H	H
H	H	M	H	M	M	H	H	M	L	L	H	M	H	H
M	H	M	H	M	M	H	H	M	L	M	H	M	H	H

Duration (hour)	18	18	18	18	18
S-1	SLO-1	The final days of the British rule in India	Governing Institutions of India—Legislature, Executive and Judiciary	Understanding the American and British political systems	The road to political power in India
	SLO-2	The final days of the British rule in India	Governing Institutions of India—Legislature, Executive and Judiciary	Understanding the American and British political systems	The challenges before democracies
S-2	SLO-1	The final days of the British rule in India	Governing Institutions of India—Legislature, Executive and Judiciary	Understanding the American and British political systems	The road to political power in India
	SLO-2	The final days of the British rule in India	Governing Institutions of India—Legislature, Executive and Judiciary	Understanding the American and British political systems	Population,
S-3	SLO-1	drawing up for the Independence of India	Media as the Fourth Pillar	Understanding the American and British political systems	The road to political power in India
	SLO-2	drawing up for the Independence of India	Media as the Fourth Pillar	Understanding the American and British political systems	Economic growth
S-4	SLO-1	Basic features of the Indian Constitution	The powers of the President of India	General differences between Presidential and Parliamentary forms of systems	The road to political power in United States
					Education
					poverty
					Terrorism

	SLO-2	Basic features of the Indian Constitution	The powers of the President of India	General differences between Presidential and Parliamentary forms of systems	The road to political power in United States	Is there a common thread that binds democracies of India, Britain and the United States?
S- 5	SLO-1	Basic features of the Indian Constitution	Roles of the President of India	General differences between Presidential and Parliamentary forms of systems	The road to political power in Britain	Is there a common thread that binds democracies of India, Britain and the United States?
	SLO-2	Basic features of the Indian Constitution	Roles of the President of India	General differences between Presidential and Parliamentary forms of systems	The road to political power in Britain	Is there a common thread that binds democracies of India, Britain and the United States?
S-6	SLO-1	Partition and its immediate aftermath	The powers of the Prime Minister of India	General differences between Presidential and Parliamentary forms of systems	The road to political power in Britain	Is there a common thread that binds democracies of India, Britain and the United States?
	SLO-2	Partition and its immediate aftermath	The powers of Prime Minister of India	General differences between Presidential and Parliamentary forms of systems	The road to political power in Britain	Fundamental Rights
S-7	SLO-1	Partition and its immediate aftermath	The roles of Prime Minister of India	Advantages and disadvantages	The styles of political campaigning and the role of political parties in this process	Right to certain Freedom under Article 19 States
	SLO-2	Partition and its immediate aftermath	Roles of Prime Minister of India	Advantages and disadvantages	The styles of political campaigning and the role of political parties in this process	Right to certain Freedom under Article 19 States
S-8	SLO-1	Issues faced by framers of the Indian constitution	Prominent bureaucracies in domestic policy.	Advantages and disadvantages	The styles of political campaigning and the role of political parties in this process	Role of Media in democracies—bane or boon?
	SLO-2	Issues faced by framers of the Indian constitution	Prominent bureaucracies in domestic policy.	Advantages and disadvantages	The styles of political campaigning and the role of political parties in this process	Role of Media in democracies—bane or boon?
S-9	SLO-1	Issues faced by framers of the Indian constitution	Prominent bureaucracies in foreign policy.	Continuity and Change	The Road to the White House in the United States versus The Road to Ten Downing Street in Britain versus The Road to the Prime Ministership in India	Role of Media in democracies—bane or boon?
	SLO-2	Issues faced by framers of the Indian constitution	Prominent bureaucracies in foreign policy.	Continuity and Change	The Road to the White House in the United States versus The Road to Ten Downing Street in Britain versus The Road to the Prime Ministership in India	Role of Media in democracies—bane or boon?
S-10	SLO-1	The basic structure of the Indian constitution: Supremacy of the Constitution	Center-State relations	Functioning of bureaucracies and political parties in America and Britain	The Road to the White House in the United States versus The Road to Ten Downing Street in Britain versus	Federal structure and distribution of legislative and financial powers between the Union and the States

					The Road to the Prime Ministership in India	
	SLO-2	Preamble	Center-State relations	Functioning of bureaucracies and political parties in America and Britain	The Road to the White House in the United States versus The Road to Ten Downing Street in Britain versus The Road to the Prime Ministership in India	Federal structure and distribution of legislative and financial powers between the Union and the States
S-11	SLO-1	Parliamentary Form of Government	The changing nature of Center-State relations in the face of globalization and information technology.	Functioning of bureaucracies and political parties in America and Britain	The Road to the White House in the United States versus The Road to Ten Downing Street in Britain versus The Road to the Prime Ministership in India	Powers and Procedure for Amendments in Indian Constitution
	SLO-2	Flexible and Rigid	The changing nature of Center-State relations in the face of globalization and information technology.	Functioning of bureaucracies and political parties in America and Britain	The Road to the White House in the United States versus The Road to Ten Downing Street in Britain versus The Road to the Prime Ministership in India	Powers and Procedure for Amendments in Indian Constitution
S-12	SLO-1	Amendment by Simple Majority	The changing nature of Center-State relations in the face of globalization and information technology.	Functioning of bureaucracies and political parties in America and Britain	The role of money in the political process.	Emergency Provisions : National Emergency,
	SLO-2	Amendment by Special Majority	The changing nature of Center-State relations in the face of globalization and information technology.	Functioning of bureaucracies and political parties in America and Britain	The role of money in the political process.	President Rule,
S-13	SLO-1	Amendment by Special Majority and Ratification by States	Political parties and interest groups	Similarities of American and Indian political system	The role of money in the political process.	Financial Emergency
	SLO-2	Fundamental Rights	Political parties and interest groups	Similarities of American and Indian political system	The role of money in the political process.	Features of judicial system in India
S-14	SLO-1	Writs	Political parties and interest groups	Similarities of Britain and Indian political system	Campaign Finance Laws in America	Supreme Court –Structure and jurisdiction
	SLO-2	Directive Principles of State Policy	Political parties and interest groups	Similarities of Britain and Indian political system	Campaign Finance Laws in America	Supreme Court –Structure and jurisdiction
S-15	SLO-1	Blend of Federal and Unitary features	Judicial review: Meaning and Definition	Any similarities with the Indian political system?	Campaign Finance Laws in Britain	High Court –Structure and jurisdiction
	SLO-2	Division of powers	Decisions of local authorities in the exercise of their duties to provide various welfare benefits and special education for children in need of such education	Lok Sabha –Composition and Powers	Campaign Finance Laws in Britain	High Court –Structure and jurisdiction

S-16	SLO-1	Written Constitution	Certain decisions of the immigration authorities and the Immigration and Asylum Chamber;	Lok Sabha –Composition and Powers	Campaign Finance Laws in India	Citizen oriented measures –RTI–Provisions and significance
	SLO-2	Fundamental Duties	Decisions of regulatory bodies;	Lok Sabha –Composition and Powers	Campaign Finance Laws in India	Citizen oriented measures –RTI–Provisions and significance
S-17	SLO-1	Adult Suffrage	Decisions relating to prisoner's rights.	Rajya Sabha –Composition and Powers	Difference between the Election Commission of India and the Federal Election Commission in the United States.	Citizen oriented measures - PIL –Provisions and significance
	SLO-2	Single Citizenship	Critical Evaluation of Judicial Review	Rajya Sabha –Composition and Powers	Difference between the Election Commission of India and the Federal Election Commission in the United States.	Citizen oriented measures - PIL –Provisions and significance
S-18	SLO-1	Independent Judiciary	Justification of Judicial Review	Rajya Sabha –Composition and Powers	Difference between the Election Commission of India and the Federal Election Commission in the United States.	CAA
	SLO-2	How has the Constitution withstood the test of times?	Judicial activism	Governor –Powers	Difference between the Election Commission of India and the Federal Election Commission in the United States.	NRC

Learning Resources	<ol style="list-style-type: none"> 1. Chakrabarty and Pandey, Indian Government and Politics, Sage, 2008 2. Klein, Erza Why We're Polarised, Simon and Schuster, 2019 3. Richards, Steve The Prime Ministers: From Wilson to May, Atlantic Books, 2019 4. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, 2018 	http://constitutionnet.org/vl/item/basic-structure-indian-constitution
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	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20203T	Course Name	Copy Writing and Editing	Course Category	C	Professional Core	L	T	P	C
							2	0	0	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand and effectively apply creative strategy to solve advertising		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To understand the value and application of creative briefs in the advertising industry		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	To gain a deeper understanding of the creative side of the advertising industry																			
CLR-4 :	To learn how to apply a strategic message across multiple types of media																			
CLR-5 :	To gain experience generating creative ideas individually and as part of a team																			
CLR-6 :	To develop creative presentation skills																			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																		
CLO-1 :	To recognize and understand specific design and layout principles		3	80	70	H	H	H	H	L	H	H	H	L	L	H	H	M	H	M
CLO-2 :	To learn how to communicate to varying audiences, including multicltural and international consumers		3	85	75	H	H	L	M	L	H	H	H	M	L	H	H	M	H	M
CLO-3 :	Relate the significance of copy		3	75	70	H	H	M	H	L	H	H	H	M	L	H	H	M	H	M
CLO-4 :	To constructively evaluate your own work as well as the work of your peers in current mode of production		3	85	80	H	H	M	H	L	H	H	H	M	L	H	H	M	H	M
CLO-5 :	To learn about emerging technology in advertising and how to take advantage of it to execute a creative strategy		3	85	75	H	H	M	H	L	H	H	H	M	L	H	H	M	H	M
CLO-6 :	To gain the skills required to brand yourself to kick off and sustain your future career		3	80	70	H	H	H	H	L	H	H	H	L	L	H	H	M	H	M

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Copywriting	Understanding barriers	Marketing brief	The Editorial Triangle:
	SLO-2	Introduction	Interrogating a product	Agency brief	Writer
S-2	SLO-1	Responsibility	development	Creative breif	Editor
	SLO-2	Principles of copy writing	Development of ideas	critiques & class participation	Reader
S-3	SLO-1	Creative strategy	Outline emotional benefit	Brand yourself campaign	styles
					Appropriateness for target audience

	SLO-2	Developing an advertising plan	Outline rational benefit	Product campaign	Copyediting	Practice
S-4	SLO-1	advertising creativity	Human insights	How creative work is graded	Punctuation	practice
	SLO-2	Combining advertising and creativity	The right idea	research	Problem Words	Best Creative copies
S-5	SLO-1	Organising creative task	Choosing the idea	Strategy	Grammar	Analysis of ad copy from the past
	SLO-2	Experiments	brainstorming	concept	Fact checking	Create a ad copy for an product
S-6	SLO-1	The creative plan	breif	Craft	Proofreading	Edit the copy
	SLO-2	Phases of campaign creation	Product brief	originality	copyright	Presentation and evaluation

Learning Resources	1. David Ogilvy, Confessions Of An Advertising Man, 2011 2. David Ogilvy, Ogilvy on Advertising, 2007	Caples, Tested Advertising Methods ,1997 Victor O Schwab, How to Write a Good Advertisement:
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	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	ULT20G02J	Course Name	Tamil-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Tamil			Data Book / Codes/Standards	N//

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	<i>To generate in students a sensitivity to gender marginalization and Eco sensitivity.</i>	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	<i>An evolved consciousness in the minds to accommodate all is developed</i>	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	<i>The ability to accept all and to co- exist is initiated</i>																		
CLR-4 :	<i>To create community connectivity and interdependence is initiated</i>																		
CLR-5 :	<i>To instill language skills</i>																		
CLR-6 :	<i>To give them all the historical insights</i>																		

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>																		
CLO-1 :	<i>To acquire knowledge about Tamil Language</i>	2	75	60	H	H	H	-	-	H	H	H	H	H	H	H	H	H	H
CLO-2 :	<i>To strengthen the knowledge on concept, culture, civilization and translation of Tamil</i>	2	80	70	-	H	-	H	H	H	H	-	-	H	H	H	H	H	H
CLO-3 :	<i>To develop content using the features in Tamil language</i>	2	70	65	H	-	-	H	-	H	H	H	-	H	H	H	H	H	H
CLO-4 :	<i>To use Tamil Language and Literature to enhance their creativity</i>	2	70	70	H	-	H	M	H	-	-	-	H	H	H	H	H	H	H
CLO-5 :	<i>To improve communication and creative expression in Tamil language</i>	2	80	70	-	H	-	H	-	H	H	-	-	H	H	H	H	H	H
CLO-6 :	<i>To enable the students to speak and write in chaste Tamil</i>	2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

Duration (hour)	12	12	12	12	12
S-1 SLO-1	தமிழில் காலந்தோறும் அகமரபு	களப்பிரர் காலம்	பல்லவர் காலம்	சங்ககால வரலாறு	தமிழ்ச் சிறுகதைப் போக்குகள்
SLO-2	அக இலக்கியப் போக்குகள்	அறமும் வாழ்வியலும்	பல்லவர் கால இலக்கியம்	சங்ககால மக்களின் வாழ்வியல்	தமிழ்ச் சிறுகதையும் தமிழ்ச் சமூக வாழ்வியலும்
S-2 SLO-1	எட்டுத்தொகை நூல்களும் பெயர்களும்	திருக்குறள் - உலகப்பொதுமறை	பக்தியும் தமிழும்	முச்சங்கம் - அறிமுகம்	புதுமைப்பித்தன் - அகல்யை
SLO-2	எட்டுத்தொகை யில் அக நூல்கள்	திருக்குறள் கட்டமைப்பு	பக்தி இலக்கியங்கள்	முச்சங்க வரலாறு	தொன்மம் - கட்டுடைப்பு
S-3 SLO-1	ஐங்குறுநூறு (203)	தமிழில் வினை	சைவ சமய இலக்கியங்கள்	செம்மொழி இலக்கியங்கள்	அகிலன் - ஒருவேளைச் சோறு

	SLO-2	தலைவனின் நாட்டுப் பெருமை	திருக்குறள் - வினைத்திட்டம் (67)	தேவார மூவர்	பாட்டும் தொகையும்	தொழிற்புரட்சியும் விவசாயமும்
S-4	SLO-1	குறுந்தொகை (130)	உழவும் தமிழர் வாழ்வும்	தேவாரம் – திருஞான சம்பந்தர் பாடல்	எட்டுத்தொகை உருவாக்கப் பின்புலம்	ஆண்டாள் பிரியதர்ஷினி – மாத்திரை
	SLO-2	அகவாழ்வில் நம்பிக்கை வேர்கள்	திருக்குறள் - உழவு (104)	தேவாரம் – திருநாவுக்கரசர் பாடல்	எட்டுத்தொகையும் தமிழர் வாழ்வியலும்	குடும்பம் – கட்டமைப்பு
S-5	SLO-1	பண்டைத் தமிழரின் வாழ்வியல்	சமண சமய இலக்கியங்கள்	திருவாசகம் அறிமுகம்	பத்துப்பாட்டு உருவாக்கப் பின்புலம்	பாரததேவி - மாப்பிள்ளை விருந்து
	SLO-2	பண்டைத் தமிழர் உணர்வியல்	நாலடியார்	மாணிக்கவாசகர் பாடல்	பத்துப்பாட்டும் தமிழர் வாழ்வியலும்	எளிய மனிதர்களின் கதை
S-6	SLO-1	அகநானூறு (44)	இலக்கியங்களில் நட்பு	வைணவ சமய வளர்ச்சிப் போக்கு	பதினெண் கீழ்க்கணக்கு நூல்கள்	சிங்கார வடிவேலு – தவிப்பு
	SLO-2	புறவாழ்வோடு கூடிய அகம்	நட்பில் பிழை பொறுத்தல் (221)	வைணவ சமய இலக்கியங்கள்	பதினெண் கீழ்க்கணக்கும் தமிழர் அற மரபும்	புறக்கணிப்பின் வலி
S-7	SLO-1	கற்றறிந்தார் ஏத்தும் கலி	தமிழர் மருத்துவம்	நாலாயிரத் திவ்யப் பிரபந்தம்	நீதி இலக்கியங்கள்	செய்தி அறிக்கை அறிமுகம்
	SLO-2	கலித்தொகை கட்டமைப்பு	நீதி இலக்கியத்தில் மருத்துவ நூல்கள்	பெரியாழ்வார் பாடல்	நீதி இலக்கியங்களின் பன்முகத் தன்மைகள்	செய்தி அறிக்கை தயாரித்தல்
S-8	SLO-1	கலித்தொகை (149)	திரிகடுகம்	ஆண்டாள் பாடல்	காப்பிய இலக்கணம்	விமர்சனம்
	SLO-2	வாழ்வியல் அறமும் அகமும்	செங்கோல் அரசு	தொண்டரடிப்பொடி ஆழ்வார் பாடல்	காப்பியப் போக்குகள்	இலக்கியம், கலை விமர்சனம்
S-9	SLO-1	தமிழர் புறமரபு	இனியவை நாற்பது அறிமுகம்	தமிழில் இஸ்லாமிய இலக்கியங்கள்	ஐம்பெருங்காப்பியங்கள்	நேர்காணல் அறிமுகம்
	SLO-2	புற இலக்கியங்கள்	இனியவை நாற்பதின் தனித்தன்மைகள்	இஸ்லாமிய இலக்கியங்களின் கொடை	ஐம்பெருங்காப்பியங்களின் சிறப்புகள்	நேர்காணல் – நுட்பங்கள்
S-10	SLO-1	புறநானூறு (235)	இனியவை நாற்பது (14)	சீறாப்புராணம்	தமிழ்ச் சமூகமும் சமயத் தத்துவங்களும்	நேர்காணல் கேள்வி தயாரிப்பு
	SLO-2	கையறுநிலை	இனிமையும் அழகும்	மானுக்குப் பிணைநின்ற படலம் (5 பாடல்கள்)	சமயத் தத்துவங்களும் வாழ்வியல் விழுமியங்களும்	நேர்காணல் பதிவும் எழுது முறையும்
S-11	SLO-1	ஆற்றுப்படை அறிமுகம்	பண்டைக்காலப் போரும் வாழ்வும்	கிறித்தவ சமய இலக்கியங்கள்	பன்னிரு திருமுறை – அறிமுகம்	பேச்சுக்கலை அறிமுகம்
	SLO-2	ஆற்றுப்படை மரபுகள்	போர் இலக்கியங்கள்	கிறித்தவ இலக்கியங்களின் கொடை	பன்னிரு திருமுறை – வரலாறு	தமிழரின் பேச்சுக்கலை

S-12	SLO-1	சிறுபாணாற்றுப்படை	களவழி நாற்பது (14)	ஆதிநந்தாவனப் பிரளயம்	நாலாயிரத் திவ்யப் பிரபந்தம் – அறிமுகம்	பேச்சுக்கலையின் வகைகள்
	SLO-2	நல்லியக்கோடனும்பாணர் வாழ்வியலும்	தமிழர் வீரம்	ஏதேன் தோட்ட வருணனை	பன்னிரு ஆழ்வார்கள் வரலாறு	பேச்சுப் பயிற்சி

Learning Resources	<ol style="list-style-type: none"> 1. மௌவல், தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், தமிழ்த்துறை, எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2020. 2. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை, 2017 3. மு. அருணாசலம், தமிழ் இலக்கிய வரலாறு, நூற்றாண்டு முறை (9ஆம் நூ. முதல் 16 வரை), தி பார்க்கர், சென்னை, 2005 4. தமிழ் இணையக் கல்விக்கழகம் - http://www.tamilvu.org/ 5. மதுரை தமிழ் இலக்கிய மின் தொகுப்புத் திட்டம் - https://www.projectmadurai.org/
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	30%	30%	30%	30%	30%	30%	30%	30%	30%	-
Level 2	Apply Analyze	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	30%	20%	20%	20%	20%	20%	20%	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	1. Dr. R..Srinivasan, Associate Professor, Department of Tamil, Presidency College, Chennai.	1. B.Jaiganesh, Assistant Professor & Head, FSH, SRMIST
		2. T.R.Hezbibah Beulah Suganthi, Assistant Professor, FSH, SRMIST
		3.S.Saraswathy, Assistant Professor, FSH, SRMIST

Course Code	ULH20G02J	Course Name	HINDI-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	HINDI	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR): *The purpose of learning this course is to:*

CLR-1 :	<i>To be able to converse well in the Hindi Language</i>
CLR-2 :	<i>To read and write and clarity</i>
CLR-3 :	<i>To be willing listeners and translators –where need be</i>
CLR-4 :	<i>To acquire the values/thought contents of the writers and practice in it in life.</i>
CLR-5 :	<i>To find motivation through the various forms of literature and learn to overcome any challenges of life.</i>
CLR-6 :	<i>To discover the importance of the language in making education as a means of growth in life and not mere literacy.</i>

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	<i>To acquire knowledge about Medieval and Modern Poetry.</i>
CLO-2 :	<i>To consider the relevance of the present trends in Hindi and their contemporary relevance.</i>
CLO-3 :	<i>To help develop better understanding of the Hindi language by studying the stories with reference to current reality.</i>
CLO-4 :	<i>To understand the usage of the present Advertising trends and its creative angles with the varied skills of Hindi Language.</i>
CLO-5 :	<i>To make translation of good literature and any relevant document from the Hindi Language to English and Vice-versa.</i>
CLO-6 :	<i>To help the learner to tackle Administrative terminologies, help them use Idioms and Phrases in their daily life, with ease.</i>

Learning

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
2	75	60
2	80	70
2	70	65
2	70	70
2	80	70
2	75	70

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Kavye ke guno se awagat karana - Jaysi	Kahani Idkiyan	VIGYAPAN	ANUVAD
	SLO-2	Ishk hakiki evam moksh bhava se awagat karana	Nari Shakti ki sarthakata	Srijnatamak kshmatata jagrit karna	Vidhyarthiyon ko sikhaya jayega anuvad kitna upyogi hai
S-2	SLO-1	Surdas – Vatsalya ras se awagat karana	Kahani gunda Prem ki prakashtha se awagat	VIGYAPAN KYA HAI	ARTH
					Takniki Shabdavali
					Vaignik tarike se bhashaon ka avishkaar karna
					ARTH

			karvana			
	SLO-2	Bhakti Bhavna se vidhyarthiyon ko jodna	Prtantr bharat ki samajik vyavstha se awagat karvana	Shabdavali evam chitratamakta se awagat karvana	Vidhyarthiyon dwara arth smajkar samaj ke liye mahtavpurn karya kar payenge	Vidhyarthi uske arth dwara hi uske mahtav smjhenge
S-3	SLO-1	Tulsidas-Manav mulyon ki prabal bhavna jagrit karna	KAHANI KE TATVA	VIGYAPAN KI BHASHA	PARIBHASHA	PARIBHASHA
	SLO-2	Dharmik Parvarti se awagat karana	Kahani ke tatva ki mahatta se awagat karvana	Bhasha ki abhivyakti ke pryog ko smjhana	Vibhinn vidwano dwara di gai paribhasha se us baat ko smjhenge vidhyathi	Vibhinn vidwano dwara di gai paribhasha se us baat ko smjhenge vidhyathi
S-4	SLO-1	Tiruvalluvar – naitik mulyon ko jagrit karna	KAHANI KE AAYAM	VIGYAPAN KA PRBHAV	MAHATVA	SHABDAVALI KI AVSHYAKTA
	SLO-2	Vidhyarthiyon ko nitivaan bnana	Vidhyarthiyon ko kahani ke vidhinn ayam se awagat karvana	Shravaya-drishya samgri ke prbhav ki upyogita	Samijik jan-jeevan ke liye anuvad ke mahtav ko smjhana.	Vaignikon ka awiskar kitna mahtavpurn
S-5	SLO-1	Desh prem ki bhavna bharna	LEKHAK PARICHAY	VIGYAPAN AUR BAZAR	UDDESHYA	BHASHA VAIGYANIK
	SLO-2	Krantikari vicharon se Awagat karana	Lekhako ke jivan se awagat karvana	Vidhyarthiyon ko vigyapan se bazar me kaise sthapit kiya ja skata hai batana	Vidhyarthi anuvad ke uddeshya ko smajhkar samaj upyogi karya krne me apni sarthak bhumika nibhayenge	Bhasha vaignikon ki jankari
S-6	SLO-1	Badal Raag- Desh prem ki bhavna bharna	KAHANI PATH	VIGYAPAN AUR ROZGAR	HINDI-ENGLISH	KARYALYN SHABD
	SLO-2	Krantikari vicharo se awagat karana	Vidhyarthiyon ko kahani path ke dwara unka vak kausal majbut karna	Vidhyarthi savam ka ad-agency bhi bna paye	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna	Shabd kaise tayar kiye jate hain vidhyarthiyon ko jankari
S-7	SLO-1	Pret ka Byaan -Bhukhmari evam akaal se awagat karana	KAHANI KA SARANSH	VIGYAPAN KI NIYAM	ENGLISH-HINDI	ANGREZI SE HINDI ANUVAD
	SLO-2	Samajik samanta banaye rkhe ki pravarti jagana	Lekhan kshmat ka vikas hona	Vigyapan ka ek hi niyam bhasha ka kashav jo vidhyarthiyon me viksit kiya jayega	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna
S-8	SLO-1	Lahro se dark a nauka paar nhi hoti –chatro ko sahashi bnana	KAHANI KA UDDESHYA	VIGYAPAN KA MAHTVA	ANUVAD KI UPYOGITA	HINDI SE ANGREZI ANUVAD
	SLO-2	Karmaththa purn bhavna ko jagrit karna	Kahani ke uddeshy unke jivan ke mahtav ko smjhne me sahayk banna	Vartman me uski prasangikta vidhyarthiyon ko smjhana	Vidhyarthiyon ko vibhin karyalayon me hindi adhikarai pad ki jankari prapt	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna.
S-9	SLO-1	Javani –rashttr prem ki bhavna jagrit karna	KAHANI KA VISHELESHAN	PRINT VIGYAPAN	ANUVADK KI BHUMIKA	EK DIN EK SHABD
	SLO-2	Vir ras evam virta ki pravati se awagat karana	Vishleshan kshmat viksit hota	Vidhyarthi iski bhasha sikhenge	Vidhyarthiyon ko anuvadak ki bhumika ka mahtav smajh aayega jiske adhar par vo kaam karenge	Vidhyarthiyon ko rozgaar se jodna
S-10	SLO-1	Dhool- saman vyavhar ki pravarti jagana	KAHANI PARICHARCHA	RADIO, TV.VIGYAPAN	SAHITYIK ANUVAD	PRYOJANMULAK SHABD KA MAHTAVA

	SLO-2	Satah se jude rahne ke prerna dena.	Vaad-vivad se vidhyarthiyon me apni baat ko rkhe ki योग्यता बना	Vidhyarthiyon ko abhyas karvaya jayega	Vibhinn bhashaon ke sahitya ka anuvad kaise kiya jane ki chunouti ko samajh payenge	Vidhyarthiyon ko vaighniko dwara tayaar ki gai bhasha ki samaj
S-11	SLO-1	KAVYA BIBM	KAHANI ANDOLAN	Ad agency	ANUVAD KE NIYAM	VIBHINN KSHETRO ME PRYOJANMULAK SHABDO KA MAHATAV
	SLO-2	Vidhyarthiyon ko naye-naye bibm ki jankari prapt hona	Vibhinn kahani andolan se bhi awagat karana	Ad agency aur swarozgaar se jodna	Anuvad ke niyamo ko vidhyarthi smajh payenge	Hindi adhikari pad par karyarat
S-12	SLO-1	SAMUHIK PARICHARCHA	KAHANI KA BADLTA SWAROOP	VIGYAPAN KA SWARUP	SHABDO KA MAHATAV	VAIGYANIK SHABDAVALI KI AVSHYAKATA
	SLO-2	Vidhyarthiyon ki bolne ki kaushal kshamta ko bdhana	Smay ke sath unke swarup ke bdlav ka bhi vidyarthi me samajh paida hona	Vidhyarthiyon ko vigyapan lekha ki barikayon ki samajh utpann hona	Shabda anuvad ke mahtva ko vidhyarthi smajhenge	Vidhyarthiyon ko shabdo ki vaighnikta se jodna

Learning Resources	<i>The Prescribe Text Book Compiled and Edited by Department of Hindi</i> www.kavitakosh.org www.shabdkosh.com
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply Analyze	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	30%	20%	20%	30%	30%	30%	30%	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	1. Prof. (Dr.) S.Narayan Raju, Head, Department of Hindi, CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
		3 Dr. S. Razia Begum, Assistant Professor, SRM IST

Course Code	ULF20G02J	Course Name	French-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	French	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR): *The purpose of learning this course is to:*

CLR-1 :	Strengthen the language of the students both in oral and written
CLR-2 :	Express their sentiments, emotions and opinions, reacting to information, situations
CLR-3 :	Make them learn the basic rules of French Grammar.
CLR-4 :	Develop strategies of comprehension of texts of different origin
CLR-5 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French
CLR-6 :	<i>Extend and expand their savoir-faire through the acquisition of current scenario</i>

Course Learning Outcomes (CLO): *At the end of this course, learners will be able to:*

CLO-1 :	<i>To acquire knowledge about French language</i>
CLO-2 :	<i>To strengthen the knowledge on concept, culture, civilization and translation of French</i>
CLO-3 :	<i>To develop content using the features in French language</i>
CLO-4 :	<i>To interpret the French language into other language</i>
CLO-5 :	<i>To improve the communication, intercultural elements in French language</i>
CLO-6 :	<i>To enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French</i>

Learning

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
2	75	60
2	80	70
2	70	65
2	70	70
2	80	70
2	75	70

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	M	-	-	-	-
H	-	-	H	-	-	-	-	-	-	H	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	H	-	-	-	-
H	-	M-	H	H	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Les loisirs	La routine	Où faire ses courses ?	Découvrez et dégustez	Tout le monde s'amuse
	SLO-2 Les activités	Les exemples	Les courses	Dégustez	Le monde
S-2	SLO-1 Les activités quotidiennes	Les adjectifs interrogatifs	Les aliments	Les articles partitifs	Les sorties
	SLO-2 Les quotidiennes	Les trois formes	Les exemples	Du, De la, De l', Des	Les exemples
S-3	SLO-1 Les matières	Les nombres ordinaux	Les quantités	Le pronom en (la quantité)	Situer dans le temps
	SLO-2 Les exemples	Les nombres	Les exemples	Le bon quantité	Les activités
S-4	SLO-1 Le temps	L'heure	Les commerces	Très ?	Les vêtements

	SLO-2	L'heure	Quelle heure est-il ?	Les activités	Beaucoup ?	Les accessoires
S-5	SLO-1	Les fréquences	Le pronom personnel COD	Les commerçants	La phrase négative (2)	Les ados au quotidien
	SLO-2	Les activités	Les exemples	Les exemples	Les négations	La vie quotidienne
S-6	SLO-1	Les sons [u]	Les pronominaux	Demander le prix	C'est /Il est	Les adjectifs démonstratifs
	SLO-2	Les sons [y]	Se promener, se coucher etc...,	Dire le prix	Les activités	Ce, Cet, Cette, Ces
S-7	SLO-1	Les loisirs	Les verbes du premier groupe	Les services	L'impératif	La formation du féminin
	SLO-2	Les exemples	Parler, Demander, Poser	Les exemples	Les exemples	Les exemples
S-8	SLO-1	La routine	groupe en –e_er,é_er,-eler,-eter	Les moyens de paiement	Les verbes devoir, pouvoir	Le pronom indéfini on
	SLO-2	Les activités	Appeler, Jeter etc...,	La carte de crédits	Les verbes savoir, vouloir	Les activités
S-9	SLO-1	Les Mots	Le verbe prendre	les sons [â]	Il faut	Le futur proche
	SLO-2	Les expressions	Les exemples	Les sons [an]	Le verbe impersonnel	S+ Aller+ Infinitif du verbe
S-10	SLO-1	Exprimer ses goûts	Parler de ses goûts	Découvrez !	Au restaurant : Commander et commenter	Le passe composé
	SLO-2	Les exemples	Des gouter	Dégustez !	Les restaurant	Les exemples
S-11	SLO-1	Exprimer ses préférences	Parler de ses préférences	Au restaurant : commander	Inviter à une invitation	Les verbes voir et sortir
	SLO-2	Les activités	Les exemples	Au restaurant : commenter	Répondre à une invitation	Décrire une tenue
S-12	SLO-1	Décrire sa journée	Décrire sa journée	Inviter à une invitation	Les Mots	écrire un message amical
	SLO-2	Les exemples	Les activités	Répondre à une invitation	Les expressions	Lire un message

Learning Resources	Theory: 1. “Génération-AI” Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018. 2. <i>Cahier d'activités avec deux discs compacts.</i>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply Analyze	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	30%	20%	20%	30%	30%	30%	30%	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	<i>1. Dr. C.Thirumurugan Associate Professor, Department of French, Pondicherry University</i>	<i>1. Kumaravel K. Assistant Professor & Head, SRMIST</i>
		<i>2. Ponrajadurai M Assistant Professor, SRMIST</i>

Course Code	UJM20G04J	Course Name	Understanding the World: Social Issues and Human Rights	Course Category	G	Generic Elective Courses	L	T	P	C
							2	0	1	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To provide different aspects of human rights which includes children and women	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To explore some aspects of the diverse and increasingly complex body of international law of human rights that has international application																		
CLR-3 :	To provides an introduction to basic human rights philosophy, principles, and also an overview of current issues and debates in the field with focus on the problems specific to the world.																		
CLR-4 :	To provide an insight into the meaning and significance of various human rights in the contemporary era and the mechanisms developed at the international level for protection and promotion of such rights.																		
CLR-5 :	To increase the knowledge of / students with respect to human rights; to focus their attention on the underlying values of human rights and to explore various international legal frameworks which embody human rights and promote them in practice.																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1 :	Learn a broad range issues that are pertinent to human rights in international scenario.	3	80	70	H	H	-	H	L	H	H	M	L	L	M	H	M	H	H
CLO-2 :	To develop the understanding of media's role in tackling the Human rights issues	3	85	75	H	H	L	M	L	H	H	M	M	L	M	H	M	H	H
CLO-3 :	To understand how information spreads and influences politics and policy makers, the news media and citizens	3	75	70	H	H	M	H	L	H	H	M	M	L	M	H	M	H	H
CLO-4 :	To understand how actions are influenced by the mass media, particularly television, as well as the influence of the mass media on Public policy.	3	85	80	H	H	M	H	L	H	H	M	M	L	M	H	M	H	H
CLO-5 :	To apply strategies of communicating social change on various development issues from global perspective	3	85	75	H	H	M	H	L	H	H	M	M	L	M	H	M	H	H
		3	80	70	M	H	-	H	L	H	H	H	L	L	H	H	H	H	H

Duration (hour)		9	9	9	9	9
S-1	SLO-1	Introduction to Social Issues & Human rights	Introduction to Social issues and problems	Introduction to Human rights issues in the world today	Introduction to issue of Human Rights	Introduction to <i>media and the discussion of global social and human rights issues</i>
	SLO-2	What are the problems facing the world by way of social issues and human rights problem.	Social issues and problems specific to regions in the world	Human rights issues in the world today	Are democracies under threat on the issue of Human Rights?	<i>Media and the discussion of global social and human rights issues</i>
S-2	SLO-1	What are the problems facing the world by way of social issues and human rights problem.	Social issues and problems specific to regions in the world	Human rights and human dignity	Are democracies under threat on the issue of Human Rights?	<i>Censorship by pressure</i>
	SLO-2	Can social issues like child labor	Social issues and problems in Middle East	Is there a right to development	National Security and Public Safety and threat to citizens basic rights	<i>Internet surveillance</i>
S-3	SLO-1	Can social issues like child labor	Social issues and problems in Africa	Clean air and clean water?	National Security and Public Safety and threat to citizens basic rights	<i>The state of play on media pluralism</i>
	SLO-2	Child trafficking	Social issues and problems in Asia	Looking beyond Conventions and Protocols of Human Rights.	Terrorism	<i>Is the international media reluctant to focus on issues and if so for what reasons</i>
S-4	SLO-1	Trafficking in women	Social issues and problems in Latin America	Role of international agencies in protecting the rights of the dead	The impact of terrorism on human rights.	<i>Is the international media reluctant to focus on issues and if so for what reasons</i>
	SLO-2	Gender discrimination	Inequality	Missing and living in armed conflict and wars	Terrorism and other aspects of international law	<i>Role of United Nations agencies in dealing with human rights issues especially that of Refugees.</i>
S-5	SLO-1	Gender discrimination and abuse of women and children	Violence	Amnesty International	Profiling and the principle of non-discrimination	<i>Role of United Nations agencies in dealing with human rights issues especially that of Refugees.</i>
	SLO-2	Gender discrimination and abuse of women and children be written off as culture specific and hence cannot be globally discussed for solutions?	Discrimination and reverse discrimination in developed societies	Human Rights Watch	Economic, social and cultural rights	<i>Climate change, natural disasters and displacement</i>
S-6	SLO-1	Gender discrimination and abuse of women and children be written off as culture specific and hence cannot be globally discussed for solutions?	Discrimination and reverse discrimination in developed societies of North America	Reporters Without Borders and the worst perpetrators of human rights violations.	The flexibility of human rights law.	<i>Case Study of Syrian Refugees in the Middle East and Europe.</i>
	SLO-2	Domestic violence against children	Discrimination and reverse discrimination in developed societies of Europe.	Violations of the right to physical integrity during protests	Terrorism, threat to national security and abuse of governmental power in the name of national security.	<i>Case Study of Syrian Refugees in the Middle East and Europe.</i>

S7-9	SLO-1	Child labour: Are girls affected differently from boys?	Social inequality	Violations of the right of peaceful assembly	Terrorism, threat to national security and abuse of governmental power in the name of national security.	<i>The Syrian Refugee Crisis in Regional Perspective</i>
	SLO-2	Gender discrimination and inequalities across regions	Racial and ethnic inequality	Freedom of assembly	Case studies in America and Britain	<i>Roots of the Syrian Refugee Crisis</i>

Learning Resources	<ol style="list-style-type: none"> 1. Bonds, Eric Social Problems: A Human Rights Perspective, Routledge, 2014 2. Hajjar, Lisa Torture: A Sociology of Violence and Human Rights, Routledge, 2013 3. Nirmal, Chiranjivi Human Rights in India, OUP, India, 2000 4. Rawls, John, The Law of Peoples, Harvard Univ. Press, 2001 	
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	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	20%	20%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	10%	10%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20G05J	Course Name	Public Policy and Media	Course Category	G	Generic Elective Courses	L	T	P	C
							2	0	1	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			N//

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																	
CLR-1 :	To understand the meaning nature and scope of Public Policy				Level of Thinking (Bloom)	1	2	3	Fundamental Knowledge	2	Application of Concepts	3	Link with Related Disciplines	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To learn about various types of policies																								
CLR-3 :	To know the policies in Indian system																								
CLR-4 :	To explore role of media																								
CLR-5 :	To compare the various policy documents																								
CLR-6 :	To get an understanding of cases in policy making																								
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																							
CLO-1 :	Gain knowledge of policy making				3	80	70	H	H	M	H	M	M	M	H	L	H	L	H	L	H	L	H	H	
CLO-2 :	Understand as to how to design policies				3	85	75	H	H	L	M	L	L	L	H	M	H	M	H	M	H	M	H	H	
CLO-3 :	Gather information on the Indian system of policy making				3	75	70	H	H	M	H	L	M	M	H	M	H	M	H	M	H	M	H	H	
CLO-4 :	Knowledge of different forms of policies in the Indian scenario				3	85	80	M	H	M	H	M	M	M	H	M	H	M	H	M	H	M	H	H	
CLO-5 :	The role of media in policy implementation and evaluation				3	85	75	H	H	M	H	L	M	M	H	M	H	M	H	M	H	M	H	H	
CLO-6 :	First-hand knowledge of policy documents				3	80	70	H	H	M	H	L	M	M	H	L	H	L	H	L	H	L	H	H	

Duration (hour)	9	9	9	9	9
S-1	SLO-1 Public policy	Important public policies of India	Monitoring public Policy	Social media	Social media
	SLO-2 Definition	Different policies in India	Various methods	Role	Social media networking sites
S-2	SLO-1 Meaning	Need for public policy	Scope	Scope	Online journalism
	SLO-2 Nature and scope	Why public policy?	Fields of study	Political communication	Citizen journalism
S-3	SLO-1 Public policies in India	Need for business policy	Areas of study	News Media	Blogs
	SLO-2 Different types	Need for business policy	Case study	Citizens	Podcasts
S-4	SLO-1 Government's role	Features	Bench marking	Role in policy making	Case study
	SLO-2 Government's role	Elements	Definition and meaning	Public opinion	Case study

S- 5	SLO-1	Types	Corporate and public policy	Performance indicators	Media and public opinion	<i>Campaign strategy</i>
	SLO-2	Fiscal	Corporate and public policy	Different types	Public opinion and politics	<i>Different types</i>
S-6	SLO-1	Monetary	Planning	Implications	Nature	<i>Application, Implication, Evaluation</i>
	SLO-2	Government regulations	Execution	Policy cycle	<i>Scope</i>	<i>Political information</i>
S-7	SLO-1	<i>Types</i>	Framing of public policy	Definition	<i>Case study</i>	<i>Strategic Political communication</i>
	SLO-2	Economic, Social	Levels of public policy	Different cycles	<i>Policy and media</i>	<i>Political participation</i>
S-8	SLO-1	Public policy in governing business	Evaluation	Discursive activity, Persuasive activity	<i>Media bias</i>	<i>Policy decisions</i>
	SLO-2	Government and public Policy	Weakness in India's public policy making	Setting target	<i>Different kinds of bias</i>	<i>Democratic institutions</i>
S-9	SLO-1	Classifications	Impact on policy making	Public diplomacy	<i>Changing role of media in democracy</i>	<i>Media and election</i>
	SLO-2	Distributive, <i>Regulative, Constituent</i>	<i>Politics of public policy evaluation</i>	Political marketing	<i>Evaluation methodology</i>	<i>News, Advertising, entertainment and political perception</i>
	SLO-2	Case study	<i>Types</i>	Case study	<i>Changing role of media in democracy</i>	<i>Decision making</i>

Learning Resources	1. McNair Brian,, <i>An Introduction to Political Communication</i> .Abingdon, United Kingdom: Routledge, 2003	3. KaushikiSanyal and Rajesh Chakrabarti, <i>Public Policy in India</i> , oxford
	2. Swanson, D. & Nimmo D., , <i>New Directions in Political Communication: A Resource Book</i> .California, United States: SAGE Publishing, 1990	

	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	20%	20%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	10%	10%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20G06J	Course Name	Health and Science Communication	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	1	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning		
CLR-1 :	Bridge the gap between research and policy decisions and the common man	1	2	3	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
CLR-2 :	acquaint themselves with all aspects of the science beat						
CLR-3 :	Understand the principles behind scientific research and the ethics invoved						
CLR-4 :	learn how to write compelling narratives about the health care system in the country						
CLR-5 :	Understand the role of media as a marketing tool in the scientific world						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:					
CLO-1 :	Understand the complicated world of scientific research reserved for the research community	3	80	70			
CLO-2 :	interpret health and science in political, socio-economic and medical contexts in ways that serve the public interest	3	85	75			
CLO-3 :	Develop skills for science communication via oral and written presentations for technical and lay audiences.	3	75	70			
CLO-4 :	Analyze and critically evaluate the role of science and scientists in local, national and global community	3	85	80			
CLO-5 :	Grasp the social significance of science and reflect critically on its place in society	3	85	75			
CLO-6 :	interpret data dealing with inspection, enforcement, and regulation of health facilities and other medical enterprises	3	80	70			

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	M	H	H	H	M	H	H	H	M	M	M	H	H
H	H	H	H	H	H	M	H	H	H	M	M	M	H	H
H	H	M	H	H	H	M	H	H	H	M	M	M	H	H
H	H	H	H	H	H	H	H	H	M	M	M	M	H	H
H	M	M	H	M	H	M	H	H	H	M	M	M	H	H
H	H	M	H	M	H	L	H	H	H	M	M	M	H	H

Duration (hour)		9	9	9	9	9
S-1	SLO-1	<i>Science communication</i>	<i>Communicating Science to Policymakers</i>	<i>Health Communication</i>	<i>Covering Hospitals</i>	<i>Ethics and conflicts of interest in science and health reporting</i>
	SLO-2	<i>Nature – Scope and need</i>	<i>Its Importance and effects</i>	<i>Issues and Trends</i>	<i>How to cover hospitals</i>	<i>Ghost writing</i>
S-2	SLO-1	<i>History of science communication</i>	<i>Science in Films</i>	<i>social determinants of health</i>	<i>hospital as a business enterprise</i>	<i>Financial ties between scientists and drug companies</i>
	SLO-2	<i>Science communication and development</i>	<i>Case Studies</i>	<i>Reporting on differences in community health</i>	<i>Hospital safety and quality</i>	<i>Conflicts of interest in research aids and grants</i>
S-3	SLO-1	<i>Science and technology in the ancient world</i>	<i>Health Campaigns</i>	<i>country health rankings and Census Data</i>	<i>covering health care professionals</i>	<i>media's own conflicts of interest</i>
	SLO-2	<i>Progress in science and technology in post 1947 India</i>	<i>Analysing health campaigns / PSAs</i>	<i>Databases from NFHS, NSSO, FSSAI, WHO, UNICEF</i>	<i>doctors, nurses, dentists, therapists</i>	<i>Ethics Involved</i>
S-4	SLO-1	Lab 1: Reading and writing stories from research papers	Lab 2: Creating a Health Campaign	Lab 3: Focus on Figures and Tables - Story from Data	Lab 4: Local Hospital visit	Lab 5: Group Project
S-5	SLO-1	<i>Science Writing</i>	<i>Science through Films</i>	<i>Public Health</i>	<i>Medical Malpractices</i>	<i>Drug Advertising</i>
	SLO-2	<i>Elements of a standard journal article</i>	<i>Case studies</i>	<i>Welfare schemes of State and centre</i>	<i>Case Studies</i>	<i>Alcohol, drugs & cigarettes</i>
S-6	SLO-1	<i>Structure of scientific document</i>	<i>Risk and Crisis Communication</i>	<i>Ration shops, Midday meal schemes, Etc</i>	<i>Covering long term care</i>	<i>advertising from drug companies and hospitals</i>
	SLO-2	<i>Different sections of a research paper</i>	<i>Risk and Crisis Communication</i>	<i>Covering disease outbreaks and controversies</i>	<i>Nursing homes and assisted living facilities</i>	<i>advertising and other mixed messages</i>
S-7	SLO-1	<i>Scientific research</i>	<i>Patient Stories</i>	<i>Insurance System</i>	<i>The pharmaceutical industry</i>	<i>DTC/OTC drug advertising</i>
	SLO-2	<i>How to read and interpret scientific research</i>	<i>Finding sources and using real people in your stories</i>	<i>Private and govt</i>	<i>Drug industry basics - patent protection</i>	<i>Ethics in Drug advertising</i>
S-8	SLO-1	<i>absolute and relative risk</i>	<i>dos and don'ts for telling patient stories</i>	<i>News coverage of health: What's covered, how & why</i>	<i>Drug Regulations in India and World</i>	<i>Health information and the Internet</i>
	SLO-2	<i>absolute and relative risk</i>	<i>Avoiding the trap of misleading or wrong "facts"</i>	<i>Effects of news coverage on public health policy</i>	<i>Regulatory Authorities</i>	<i>Emerging Communication Techniques</i>
S-9	SLO-1	<i>Hierarchy of Evidence</i>	<i>Covering medical technology</i>	<i>Media Advocacy</i>	<i>Scheduled Drugs in India</i>	<i>Health and Science Communication in Social Media</i>
	SLO-2	<i>number needed to treat and the hierarchy of evidence</i>	<i>Covering medical technology</i>	<i>health disparities and food insecurity</i>	<i>Pharma industry's use of media to market its products</i>	<i>impacts on health & health promotion</i>

Learning Resources	<ol style="list-style-type: none"> 1. J V Vilanilam (1993): <i>Science Communication and Development</i>. Sage Publications, New Delhi. 2. Brian Brown, Paul Crawford and Ronal carter (2006). <i>Evidence-based health communication</i>. McGraw Hill. London 3. D.W.Burkett (1973): <i>Writing Science News for the Mass Media</i>, Gulf Publishing Company, Texas, USA 	<ol style="list-style-type: none"> 4. <i>Writing for Science</i> by Robert Goldbort, published by Yale University Press, 5. <i>Scientific Writing and Communication</i>, Angelika H. Hofmann, 1st edition, 2010, Oxford University Press 6. Wright, K. B., Sparks, L., & O'Hair, D.(2008). <i>Health communication in the 21st century</i>.Malden, MA: Blackwell Publishing.

	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		-	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20S03L	Course Name	Creative Writing	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	3	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Encourage learners to explore the various styles of writing	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the wide spectrum of creative streaks	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	Nurture the artistic elements and prompt them to write without fear																		
CLR-4 :	Analyze sample literary texts and appreciate them																		
CLR-5 :	Enjoy various creative writing exercises																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	Learn various styles and techniques of creative writing	3	80	70	H	H	M	H	L	H	L	H	L	L	H	H	L	H	H
CLO-2 :	Develop a sustainable practice in the field	3	85	75	H	H	L	M	L	M	L	H	M	L	H	H	L	H	H
CLO-3 :	Write with ease on any given prompt	3	75	70	H	H	M	H	L	H	L	H	M	L	H	H	L	H	H
CLO-4 :	Critically and stylistically analyze any given literary text	3	85	80	M	H	M	H	L	H	L	H	M	L	H	H	L	H	H
CLO-5 :	Be a creative writer and enjoy the process of writing	3	85	75	H	H	M	H	L	H	L	H	M	L	H	H	L	H	H

Duration (hour)		9	9	9	9	9
S-1	SLO-1	Creative Writing – Introduction & Definition	Craft of Setting and Description	Memoir Writing	Writing Stories About Ourselves	Poetry - Introduction
	SLO-2	Playing with Words Random Prompts	Persuasive Settings: Why Description Matters	Art of Frame: Giving Context to Memories	What Can We Learn From Fiction	Abstraction and Image
S-2	SLO-1	Craft of writing a Plot	If You Build it, They Will Come	Avatar: The Messenger is the Message	Train Your Eye Like a Filmmaker	Metaphor and Other Formulas of Difference
	SLO-2	Plotting a Course	Credibility and Research	Diegesis and Extradiegetic Frame	Opening the Story	Rhyme
S-3	SLO-1	The Power of Structure	Realities	Profiling: Our Relationship to the People in Our Work	The Joys and Pitfalls of Dialogue	Rhythm
	SLO-2	A Scene in Motion	Craft of Style	Developing a Narrator in First Person Writing	CAPSTONE – Gathering Materials	Revision Strategies
S4 - S5	SLO-1	Cut it Out	Meaning, Sense, and Clarity	The Journey, Finding Your Voice	Composition Strategies	Travel Writing
	SLO-2	Craft of Writing a Character	Writing with Nouns and Verbs	What's Your Point?	Finishing the First Draft	Writing For Media
S5- S7	SLO-1	Discovering Characters	Economy	Writing a Personal Essay	Peer Review	Features
	SLO-2	Creating Characters on Page	"No Ideas But in Things"	How to begin... and How to Continue	Using Critique and Sanding	Columns & Reviews
S8-S9	SLO-1	Dialogues and Monologues	Creative Translation - 1	The Truth of the Story Lies in the Details	Rewriting and Publication	Writing for cyberspace
	SLO-2	Set your characters free ... and give them somewhere to go	Creative Translation - 2	Writing to be Read	Where to Go From Here?	CAPSTONE - Submission

Learning	1. Myers, D.G., <i>The Elephants Teach: Creative Writing since 1880</i> , University of Chicago Press, 2006 2. Palmer, A.J. <i>Writing and Imagery – How to deepen your creativity and improve your writing</i> , Aber	4. White E.B, <i>The Elements of Style, Value Classic Reprints, 1999</i> 5. https://www.eslprintables.com/writing_worksheets/creative_writing/ 6. https://www.superteacherworksheets.com/writing-poetry.html
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Resources	<i>Books, 2010</i> <i>3. Zinsser William, On Writing Well: The Classic Guide to Writing Nonfiction, Turtleback Books, 2016</i>	
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	-	40%	-	30%	-	30%	-	30%	-	30%
Level 2	Apply Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate Create	-	20%	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course	UJM20S04L	Course	Radio Communication	Course	S	Skill Enhancement Course	L	T	P	C
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Code		Name		Category			0	0	3	2													
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil																
Course Offering Department		Journalism and Mass Communication		Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)														
CLR-1 :		Understand the different formats of programming in Radio				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		Train the students in recognizing various audio aesthetics				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :		Understand basic audio recording techniques																					
CLR-4 :		Impart knowledge on radio production management																					
CLR-5 :		Familiarize the fundamentals of audio and post-production techniques with more emphasis on advanced optional techniques																					
CLR-6 :																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																					
CLO-1 :		Create radio programming in different formats				3	80	70	H	H	H	H	L	H	H	H	L	L	H	H	M	H	H
CLO-2 :		Work on audio recording and editing software				3	85	75	H	H	L	M	L	M	H	H	M	L	H	H	H	H	H
CLO-3 :		Gather news and interviews for radio				3	75	70	H	H	M	H	L	M	M	H	M	L	H	H	L	H	H
CLO-4 :		Work as Radio Jockey and Programme producer in Radio channels				3	85	80	M	H	M	H	L	M	M	H	M	L	H	H	M	H	H
Duration (hour)		9		9		9		9		9		9											
S-1 to S-6	SLO-1	Producing Radio Documentary: Ideation, Research, Scripting		Radio News Production: News Gathering, Reporting, Audio Bytes		Producing Radio Drama: Ideation, Scripting, Choosing Voice, Rehearsal		Producing Interview Show: Choosing the Celebrity, Getting Call Sheet, Preparing Questions, Pre-interview discussion		Producing Radio Feature: Ideation, Scripting, Choosing Location													
	SLO-2	Taking Interviews, Recording, Editing		Recording, Editing		Recording, Editing		Recording, Editing		Recording, Audio Bytes, Editing													
S-7 to S-9	SLO-1	Radio Jingle Production: Ideation, Scripting		Radio Ad Production: Ideation, Scripting, Choosing Voices, Rehearsal, Narration, Voice		Vox Pop show: Ideation, Scripting, Choosing participants		Producing PSA: Concept Creation, Scripting, Choosing Voices, Rehearsal, Narration, Voice		Producing PSA: Concept Creation, Scripting, Choosing Voices, Rehearsal, Narration, Voice													
	SLO-2	Choosing Voice, Music, Recording, Editing, Mixing		Music, Recording, Editing		Recording, Editing		Music, Recording, Editing		Music, Recording, Editing													
Learning Resources		1. Radio Production, Robert McLeish, Focal Press, 2005 2. Radio Programme Production, M Neelamalar, Easter Economy, 2017 3. Radio Production, Robert McLeish and Jeff Link, Routledge, 4. Modern Radio Production by Carl Hausman and Frank Messere and Lewis B O Donnell and Philip Benoit, Cengage, 2010						https://unesdoc.unesco.org/ark:/48223/pf0000001245 https://producer.musicradiocreative.com/what-is-radio-production/															

	Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	30%	-	30%	-	30%	-	30%
	Understand										
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze										
Level 3	Evaluate	-	20%	-	30%	-	30%	-	30%	-	30%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UCD20S02L	Course Name	Quantitative Aptitude and Reasoning	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	2	1

Pre-requisite Courses	<i>Nil</i>	Co-requisite Courses	<i>Nil</i>	Progressive Courses	<i>Nil</i>
Course Offering Department	<i>Career Development Centre</i>	Data Book / Codes/Standards	-		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-1 :	Demonstrate various principles involved in solving mathematical concepts	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-2 :	Develop interest and awareness in students regarding profit/ loss, interest calculations and average																					
CLR-3 :	Critically evaluate basic mathematical concepts related to mixtures and alligations, permutation and combination, time and work																					
CLR-4 :	Provide students with skills necessary to generate and interpret data and concepts related to time, speed and distance and blood relation.																					
CLR-5 :	Enable students to understand reasoning skills																					
CLR-6 :	Create awareness in students regarding the various concepts in quantitative aptitude and reasoning skills and also its importance in various competitive exams																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1 :	Understand, analyze and solve questions based on numbers, logarithms.	3	80	70	H	H	M	H	L	M	-	H	-	H	-	H	M	-	H			
CLO-2 :	Create, solve, interpret and apply basic mathematical models which are applicable in our day to day life	3	80	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H			
CLO-3 :	Understand the concepts of mixtures and alligations, permutation and combinations, probability, time and work and to approach questions in a simpler and innovative method	3	85	70	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H			
CLO-4 :	Understand the concept in time ,speed and distance	3	85	80	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H			
CLO-5 :	Ability to solve the problems on reasoning	3	85	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H			
CLO-6 :	Able to face different competitive exams	3	80	70	M	H	M	H	-	M	-	H	-	M	-	H	M	-	H			

Duration (hour)		6	6	6	6	6
S-1	SLO-1	Classification of numbers	Profit and Loss-Introduction	Mixtures and Alligations-Introduction	Time, Speed and Distance-Problems on Trains	Direction Sense-Introduction
	SLO-2	Test of divisibility	Profit and Loss- Basic Problems	Mixtures and Alligations-Problems	Time, Speed and Distance-Boats&Streams	Direction Sense-Problems
S-2	SLO-1	Unit digit	Statistics-Introduction	Permutation –Introduction& Basics	Data Interpretation – Bar chart	Number Series
	SLO-2	Tailed zeroes	Statistics-Mean,Median,Mode	Combination-Introduction& Basics	Data Interpretation – Pie chart	Word Series
S-3	SLO-1	HCF, LCM	Simple Interest-Introduction,Formulas &Problems	Probability-Introduction &Basics	Data Interpretation – Table	Seating Arrangements - Linear
	SLO-2	HCF, LCM - Solving problems	Compound Interest-Introduction,Formulas &Problems	Probability-Problems	Data Interpretation – Line graph	Seating Arrangements - Circular
S-4	SLO-1	Logarithm –Introduction of log rules	Word problems on Line equations-	Time and work-Introduction	Data sufficiency-Introduction and	Puzzles-Concepts

			Introduction		Basics	
	SLO-2	Logarithm –Applications of log rules	Word problems on Line equations-Basic problems	Time and work-Men and Work	Data sufficiency-Problems	Puzzles-Problems
S-5	SLO-1	Percentage -Introduction	Averages-Introduction & Basics	Time and work-Pipes &Cisterns(Introduction)	Blood relation-Introduction	Clocks-Concepts Discussion
	SLO-2	Percentage- Basic problems	Averages-Tricky Problems	Time and work-Pipes &Cisterns(Problems)	Blood relation-Problems	Clocks-Problems
S-6	SLO-1	Percentage-Increasing & Decreasing functions	Ratio and Proportions-Introduction	Time, Speed and Distance-Introduction	Coding – Decoding-Introduction	Calendars-Introduction of basic concept
	SLO-2	Percentage- Miscellaneous problems	Ratio and Proportions-Basics & problems	Time, Speed and Distance-Basic problems	Coding – Decoding-Different types	Calendars-Problems

Learning Resources	1. Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5 th Edition 2. Dr. Agarwal.R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018 Edition 3. Archana Ram, PlaceMentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018 4. Edgar Thrope, Test Of Reasoning for Competitive Examinations, Tata McGraw Hill, 6 th Edition 5. Dinesh Khattar, The Pearson Guide to Quantitative Aptitude for competitive examinations, Pearson, 3 rd Edition 6. P A Anand, Quantitative Aptitude for competitive examinations, Wiley publications, e book, 2019
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%) #	CLA-4 (30%) ##

		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Dr P Madhusoodhanan, HoD, CDC, E&T, SRMIST
		2. Dr M Snehalatha, Assistant. Professor, CDC, E&T, SRMIST

Course Code	UJK20201L	Course Name	Communication Skills	Course Category	JK	Life Skill Course	L	T	P	C
							0	0	4	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	English	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR): *The purpose of learning this course is to:*

CLR-1 :	<i>To make the students learn the native speakers' accent.</i>
CLR-2 :	<i>To educate them about word stress of English</i>
CLR-3 :	<i>The enable them to participate in group discussion and debates</i>
CLR-4 :	<i>To improve their participation and participation skills</i>
CLR-5 :	<i>To improve the listening and speaking abilities in English</i>
CLR-6 :	<i>LSRW skills all together is developed in every student</i>

Learning

Program Learning Outcomes (PLO)

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	<i>Understand the native speakers' exact pronunciation</i>
CLO-2 :	<i>Master the sound systems of English</i>
CLO-3 :	<i>Have a better Word stress, Rhythm and Intonation</i>
CLO-4 :	<i>Develop Neutral Accent</i>
CLO-5 :	<i>Participate in any conversation with any native speaker</i>
CLO-6 :	<i>Clear any standardized tests conducted to measure the English language ability like IELTS and TOEFL</i>

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
2	75	60
2	80	70
2	70	65
2	70	70
2	80	70
2	75	70

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	H	H	-	-	-	H	H	H	H	H	-	-	-
H	H	H	-	-	-	-	H	H	H	H	H	-	-	-
H	H	H	-	H	H	-	-	H	H	H	H	-	-	-
H	H	H	-	H	-	-	-	-	H	H	H	-	-	-
H	H	-	H	-	H	-	H	H	H	H	H	-	-	-
H	H	H	H	H	H	H	H	H	H	H	H	H	H	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Introduction to Digital language lab - helps in the listening skills by providing an interactive environment to the students	Learners are enabled to record their speech and listen to it in order to correct their lacuna	Reading software is used to facilitate reading exercises for the students	To enable the students to familiarize with word processor blogging
	SLO-2	The students will be able to converse fluently	One will know himself where he/ she has gone wrong	Flow in reading will be improved	online publishing. Will be learnt by the students
S-2	SLO-1	Students are exposed to functional language	Fluency and Pronunciation to be evaluated	The usage of phonetics will be mandated.	Enable the students in learning situational language
					Students are enabled to learn and pronounce stressed and unstressed words
					The practice will lead them to acquire neutral accent and understand foreign accent
					Common topics in IELTS speaking test and TOFEL will be provided to assess the students.

	SLO- 2	<i>This exposure will help them pick up fluency</i>	<i>Their standard will be measured</i>	<i>reading will be done in the class</i>	Create imaginary situations and students are allowed to engage in conversations	Assessments will be provided for self scrutiny
S-3 – S-4	SLO-1	<i>Lab 1 In the wall of Pink Floyd to be played for the students</i>	<i>Lab 4 Students are given a situation, they need to write a response for it by writing a letter requesting information or explaining the situation</i>	<i>Lab 7 Introduction to the conversation of a native speaker/ interview of a native speaker</i>	<i>Lab 10</i> learners are asked to describe some visual information (table/charts/nature) in their own word	<i>Lab 13</i> students will listen to a passage and they need to give a suitable title
	SLO- 2	<i>The students will be able to understand the isolation of a wall. It helps them to enhance their pronunciation</i>	<i>This will lead to understand the English letter conventions</i>	<i>Learners will prove the fluency by listening</i>	<i>They need to have a well organized thought of it using language accurately in an academic style.</i>	Assessment on their language competency and vocabulary
S-5	SLO-1	<i>They get familiarized with pronunciation styles</i>	<i>Learners to record and repeat new words again and again</i>	<i>New words are to be referred in the reading passages and checked with the help of dictionaries</i>	<i>Familiarize the students with e-journals, e-guidance, e-magazines, e-Books, e-Library</i>	Listening topics in the IELTS listening test and TOFEL will be provided
	SLO- 2	<i>American and British styles are differentiated</i>	<i>Until right pronunciation is acquired is not allowed to go to the Next session</i>	<i>Those new words are to be used in different contexts and sentences</i>	<i>Help students to access them as much as possible</i>	Assessment on their listening capacity is to be provided
S-6	SLO-1	<i>Listening to news bulletins and songs will be enabled to help them to understand use of vocabulary</i>	<i>Learners can speak English and compare the notes and exchange ideas</i>	<i>Comprehensive skills are enhanced and checked the level</i>	Enable the students to versatile writing	Reading topics in the IELTS reading test and TOFEL will be provided to assess the students.
	SLO- 2	<i>Will be enabled to imitate the exact accent and pronunciation</i>	<i>From the exchanged ideas comprehensive questions will be asked by the other students</i>	<i>The levels are informed to the students and a conclusion is explained</i>	Difference in writing and reading is explained	Assessment on their capacity is explained
S-7 – S-8	SLO-1	<i>Lab 2 TedX will be played for the student</i>	<i>Lab 5 introduction to semi-formal/ neutral discursive essay will be taught.</i>	<i>Lab 8 television news will be broadcasted to them</i>	<i>Lab 11</i> learners are given with a set of images where they need to write a story from it	<i>Lab 14</i> students will listen to the great monologues of the time
	SLO- 2	<i>It will help them to improve their fluency</i>	<i>It will teach them to write coherently and cohesively.</i>	<i>It will help them to understand the usage of words and the fluency of speaker</i>	<i>It helps them to keen on observation as well as to know their creativity.</i>	They will learn the importance of pronunciation, stress and pause in a speech
S-9	SLO-1	<i>To enable to listen to authentic sounds of the target language</i>	<i>Give different topics to debate to enable them talk fluently</i>	<i>The right pronunciation is checked with an access to articles fiction verses and speeches</i>	<i>Focus on writing is done</i>	writing topics in the IELTS writing test and TOFEL will be provided to assess the students.
	SLO- 2	<i>To enable them imitate the different sounds and accents and make them repeat it</i>	<i>To check the pace of their speech</i>	<i>Minute details and differences are marked and rectified</i>	<i>Conversational skills are enhanced</i>	Writing skills are assessed and tested
S-10	SLO-1	To enable to practice different accents focusing on intonation and voice modulation	<i>Dialogue delivery be checked by asking them to prepare for their own e- learning materials</i>	<i>Read and repeat passages</i>	Help in professional writing	Model IELTS and TOFEL test will be conducted for the students

	SLO- 2	The differences between intonation stress and modulations are explained	<i>Make the students speak and record</i>	<i>Check the ability to repeat the exact pronunciation</i>	Check and assess their writings	Assessment will be provided to the learners
S 11	SLO-1	<i>Lab3 After listening to TedX, students need to jot down set of question.</i>	<i>Lab 6 learners will be taught to write a review for a film after watching</i>	<i>Lab 9 conversation between two people in every day context will be played for the students</i>	<i>Lab 12 students will listen to the writers note on publishing a novel/ short story</i>	<i>Lab 15 they will listen to grammar usage in the form of visual image and song</i>
S 12	SLO- 2	This will help them to identify the key information in listening text.	<i>Learner will need to think for the apt word. Through this language competency will be evaluated</i>	<i>It Will help them to understand the target language</i>	It will help them to enhance their creativity also the language competence	They will the foreign language easily and it enhances their competency of it

Learning Resources	Theory:	4. <i>R.P. Bhatnagar, English for Competitive Examinations, Trinity Press, 3^d Edition, 2016</i>
	1. Horizon- English Text Book – Compiled and Edited by the faculty of English Department, FSH, SRMIST, 2020 2. <i>English Grammar in Use by Raymond Murphy</i> 3. <i>Raymond Murphy, Intermediate English Grammar, Cambridge University Press, 2007</i>	5. http://www.aptitudetests.org/verbal-reasoning-test 6. https://www.assessmentday.co.uk/aptitudetests_verbal.htm

Learning Assessment									
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)							
		CLA – 1 (20%)		CLA – 2 (20%)		CLA – 3 (30%)		CLA – 4 (30%)#	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	-	30%	-	30%	-	30%	-	30%
Level 2	Apply Analyze	-	30%	-	30%	-	30%	-	30%
Level 3	Evaluate Create	-	40%	-	40%	-	40%	-	40%
	Total	100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	<i>1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai</i>	<i>1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST</i>
		<i>2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST</i>

SEMESTER III

Course Code	UJM20301T	Course Name	Broadcast Journalism	Course Category	C	Professional Core	L	T	P	C
							5	1	0	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To train the students in the art and craft of TV Journalism and equip them with skills and practices to readily take up journalistic and production jobs in TV Channels				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Provide understanding of Radio journalism, program generation, station management of FM stations				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	To provide extensive hands on training in the latest digital audio video technologies, social media and new media.																					
CLR-4 :	To acquaint the students with the best traditions and practices of Journalism																					
CLR-5 :	To provide in-depth understanding of the concept, role and significance of communication in social development																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1 :	Understand the story structure and elements of Broadcasting Journalism				3	80	70	H	H	M	H	L	H	H	M	L	L	H	H	H	H	H
CLO-2 :	Become proficient in attributing sources, getting information right, avoiding libelous speech, understanding the ethics behind news reporting				3	85	75	H	H	L	M	L	M	M	L	M	L	H	H	H	H	M
CLO-3 :	Employ field-reporting techniques; Master on-camera interview, both in the field and inside the studio				3	75	70	H	H	M	H	L	H	H	M	M	L	H	H	H	H	H
CLO-4 :	Use images to tell stories; Produce news shows that feature their news stories				3	85	80	H	H	M	H	L	H	H	M	M	L	H	H	H	H	H
CLO-5 :	Develop flexibility in working in evolving mass communication media and environments using a variety of technologies and techniques.				3	85	75	H	H	M	H	L	H	H	M	M	L	H	H	H	H	H
CLO-6 :	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.				3	80	70	M	H	L	H	L	H	H	L	L	L	H	H	H	H	H

Duration (hour)		18	18	18	18	18
S-1	SLO-1	Introduction to Broadcast Journalism	Introduction to Radio Journalism	Introduction to Television Journalism	Introduction to Online Journalism	<i>Introduction to Technologies for Broadcasting journalism</i>
	SLO-2	Origin of Electronic News Broadcasting	Importance of Radio Journalism	Importance of Television Journalism	Importance of Online Journalism	<i>Importance of Technologies for Broadcasting journalism</i>
S-2	SLO-1	Development of Electronic News Broadcasting	The impact of radio on the character of the news	TV News room work process	Development of the Online news media	<i>Outside Broadcast van and its functions</i>
	SLO-2	From Radio to Television	How radio's news coverage is better than television's	How the newsroom works	News coverage and new media	<i>Outside Broadcast van and its functions</i>
S-3	SLO-1	History of Radio	The survival of news and current affairs on commercial radio	Responsibilities of producer & director	Fake news	<i>Outside Broadcast Control Room</i>
	SLO-2	History of Radio	Basic of Radio News	Qualities & duties of News producer	Online news culture	<i>The OB Director, The OB Camera Operator</i>
S-4	SLO-1	History of Television	The principles of bulletin preparation	Script writing and production phase	The Development of Editorial Analytics	<i>Slow Motion Replays</i>
	SLO-2	History of Television	Structuring the bulletin	Electronic Field Production	Newswhip	<i>Mobile technology and its role in aiding news coverage</i>
S-5	SLO-1	Nature of Electronic Journalism	Timing your bulletin	Camera, Light and Audio for News Bulletins	The Link between Analytics, Editorial Priorities, and Organisational Imperatives	<i>Mobile technology and its role in aiding news coverage</i>
	SLO-2	Nature of Electronic Journalism	Sources and contacts	Types of Shots	The Link between Analytics, Editorial Priorities, and Organisational Imperatives	<i>Citizen Journalism in an Age of Mobile Media</i>
S-6	SLO-1	Differences between Print and Electronic Journalism	Wire services	Microphones	Writing and editing for online media	<i>Mobile Journalism</i>
	SLO-2	Differences between Print and Electronic Journalism - Comparison Chart	Components of News	Types of Microphones	<i>Social Networks as a Source of News</i>	<i>History of Mobile Journalism</i>
S-7	SLO-1	Characteristics of print journalism	Radio news room setup	Selection, Writing and Editing of News	<i>Making Effective Posts to Social Networks</i>	<i>History of Mobile Journalism</i>
	SLO-2	Characteristics of Electronic journalism	Radio News Reporting	Various Factors in Television news selection	<i>Posting the Story Package</i>	<i>Backpack journalism</i>
S-8	SLO-1	Telling the visual story	Elements of News	Basics of TV News	<i>Tools for Online Monitoring</i>	<i>Bi-media reporting</i>
	SLO-2	Defining the visual story teller	News Gathering, News Reporting	Structuring TV News	<i>e-magazines</i>	<i>Media Convergence</i>
S-9	SLO-1	Keep sound bites short	News Writing, News Presentation	News gathering and writing	<i>Growth of e-magazines</i>	<i>Convergence Culture</i>
	SLO-2	Write from the visuals	Radio News Script Format	hour glass structure	<i>Online Newspaper</i>	<i>Transmedia storytelling</i>
S-10	SLO-1	Consumption pattern of news in Television	Inverted Pyramid	Integrating sound bites	<i>Page design and Layout for Web pages</i>	<i>convergence newsroom</i>
	SLO-2	Media Consumption	Editing	<i>Visualization of News</i>	<i>Importance of Software's</i>	

S-11	SLO-1	Radio and Online	Elements of editing	Voice-overs, Background Voice	<i>Usage of Photoshop software</i>	<i>Convergent Platforms</i>
	SLO-2	Does the news channels have a front page?	Elements of editing	Voice-overs, Background Voice	<i>Usage of flash software</i>	<i>Newsroom organization</i>
S-12	SLO-1	Does the news channels have a front page?	Editing and Program Continuity	<i>Compilation and Presentation of Bulletins</i>	<i>HTML</i>	<i>Workflows and content production</i>
	SLO-2	Television derivative of the front page	Sound Mixing	<i>Compilation and Presentation of Bulletins</i>	<i>Various file formats</i>	<i>Change management, skills and training</i>
S-13	SLO-1	Television derivative of the front page	Musical Score	EFP, Live transmission and Special report	<i>Integration of text</i>	<i>Audience participation and social media</i>
	SLO-2	Importance of Sound and visuals	<i>Comparison of destructive and real-time editing</i>	EFP, Live transmission and Special report	<i>video and graphics</i>	<i>Audience participation and social media</i>
S-14	SLO-1	Importance of Sound and visuals	<i>Comparison of destructive and real-time editing</i>	<i>Planning & executing Current Affairs programs</i>	<i>Role of social media tools in news gathering</i>	<i>Solo journalist and technology</i>
	SLO-2	<i>Emergence of electronic news gathering tools and practice</i>	Integrating audio bytes	<i>Planning & executing Current Affairs programs</i>	<i>Role of social media tools in news gathering</i>	<i>Solo journalist and technology</i>
S-15	SLO-1	<i>Emergence of electronic news gathering tools and practice</i>	Radio talks and discussions	<i>TV interviews</i>	Content Gathering	<i>The technological dimension of journalism</i>
	SLO-2	Technology developments	Talk Shows	Types of interviews	Verification, Authenticating, and Assessment	<i>The technological dimension of journalism</i>
S-16	SLO-1	<i>Broadcast video equipment</i>	Types of Talk Shows	Interview structure	Distribution of Content to Various Broadcasting Outputs including TV and Radio	<i>Broadcasting software's</i>
	SLO-2	<i>Outside broadcasts</i>	Phone –in Programmes	<i>Types of questions</i>	Distribution of Content to Various Broadcasting Outputs including TV and Radio	<i>Open Broadcaster Software</i>
S-17	SLO-1	<i>Benefits of electronic news gathering</i>	Radio interviews	<i>Process of Live inputs</i>	Various Advantages Provided by Different Digital News Gathering Tools	<i>Live broadcasting software</i>
	SLO-2	<i>Benefits of electronic news gathering</i>	Types of interviews	<i>News Debates News analysis</i>	Search engines	<i>Encoding, Mixing & Production</i>
S-18	SLO-1	<i>Audio journalism</i>	Interview structure	<i>Gate keeping</i>	Twitter, Facebook & Instagram	<i>Wirecast</i>
	SLO-2	<i>Audio journalism</i>	<i>Types of questions</i>	<i>News anchoring</i>	Youtube & other Platforms	<i>OBS Studio</i>

Learning Resources	<ol style="list-style-type: none"> 1. Television Production & Broadcast Journalism by Phillip L. Harris 2020. 2. Broadcast Journalism: Techniques of Radio and Television News - Peter Stewart, 2019 	<ol style="list-style-type: none"> 3. Radio, TV, Broadcast Journalism, Anmol Publications, R.K. Ravindran, 2019 4. Broadcast Journalism, Focal Press, Andrew Boyd, 2018
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. 1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20302J	Course Name	Film and Culture Studies	Course Category	C	Professional Core	L	T	P	C
							5	0	2	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Recognize the mystery behind hero worship				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Understand the reason to study society and cinema				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	Explore the functions of films and culture																					
CLR-4 :	Expand the role of screenplay																					
CLR-5 :	Compare and contrast the film movements																					
CLR-6 :	Synthesize an opinion over trends in Indian film industry																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1 :	Differentiate between the role supposed to be played by different film movements				3	80	70	H	H	M	H	L	H	M	H	L	L	M	H	L	H	H
CLO-2 :	Create an understanding over the functions of films				3	85	75	H	H	L	M	L	H	L	H	M	L	L	H	L	H	H
CLO-3 :	Relate the significance of feminism in cinema				3	75	70	H	H	M	H	L	H	M	H	M	L	M	H	L	H	H
CLO-4 :	Understand film as a commodity and the significance of box office				3	85	80	H	H	M	H	L	H	M	H	M	L	M	H	L	H	H
CLO-5 :	Expand upon the reality construction by films				3	85	75	H	H	M	H	L	H	M	H	M	L	M	H	L	H	H
CLO-6 :	Explore the different impact of film on the audience				3	80	70	H	H	M	H	L	H	M	H	L	L	M	H	L	H	H

Duration (hour)	21	21	21	21	21
S-1	SLO-1	Cinema	Introduction to movements	Elements of film language	Screenplay
	SLO-2	Cinema types	Film movements	Elements of film language	Screenplay in modern era
S-2	SLO-1	Early days of cinema	development	Time	structure
	SLO-2	Cinema – an art	Development of ideas	Space	Structure and role of story
S-3	SLO-1	History	Characters	Editing	Styles
	SLO-2	Mythological stories	Time	Lighting	Styles in the past
S-4	SLO-1	Storytelling	Space	Sets	Synopsis
	SLO-2	Storytelling in new forms	French Impressionism	Narrative	Storyline
S-5	SLO-1	Invention of camera	French Impressionism techniques	Narrative story	One line story
					Box office

	SLO-2	Experiments	Form	Story	Treatment	Songs and music
S-6	SLO-1	Lumiere brothers	Sets	Cinematography	Adaptation Vs originals screenplays	Industry Overview
	SLO-2	New filmmakers	Mise en scene	Cinematographer	Adaptation from novels	Crowdfunding
S-7	SLO-1	Why do people watch films	Dialogues	Sound	Examples 1	Examples 1
	SLO-2	Why do people watch films in theatres	Soviet Montage	Sound engineer- Role	Examples 2	Examples 2
S-8	SLO-1	Hero worship	Soviet Montage style	Editing	Documentaries an introduction	Key Trends in the Indian Film Industry
	SLO-2	Reasons	Examples	Editor – the sculptor of shots	Documentaries	Changes in the Indian Film Industry
S-9	SLO-1	Characters	Mise en scene	The Shot	The concept of documentary filmmaking	<i>Techniques in past</i>
	SLO-2	Development	Sets and lighting	Sequence and scene	The concept of documentary filmmaking	<i>Techniques at present</i>
S-10	SLO-1	Growth of cinema in India	Documentary Film Movement	Framing	The strength of the genre	<i>Contemporary trends(Film Screening)</i>
	SLO-2	Why do people Make films	Documentary Film and reality	Space	The strength of the genre	<i>Contemporary trends(Film Analysis)</i>
S-11	SLO-1	Why do people Make films	<i>Analysis</i>	Cinematography	Case studies	Key Challenges in the Industry
	SLO-2	Why do people Make films	<i>Experiments</i>	Time & Relations between Shots	Case studies	Future of Film
S-12	SLO-1	<i>Box office</i>	Italian Neo realism	Movement	<i>Examples</i>	<i>Example 1</i>
	SLO-2	<i>Experiments</i>	Italian Neo realism in modern cinemas	Montage	<i>Examples</i>	<i>Example 2</i>
S-13	SLO-1	Art movements	<i>Mise en scene</i>	Discontinuity	Movies	Censorship a hurdle
	SLO-2	Film as a communication tool	<i>techniques</i>	180- degree rule	Movies	Censorship -a tough challenge for creativity
S-14	SLO-1	Film as a communication tool	French New Wave	Example 1 (film Screening)	Gay rights	The Rise of blockbusters
	SLO-2	Message	French New Wave in films today	Example 2(film Screening)	Gay rights	Success of low budget experimental movies
S-15	SLO-1	Morality	<i>Mise en scene</i>	30 degree rule	<i>Examples</i>	<i>Examples(film Screening)</i>
	SLO-2	<i>Loyalty</i>	<i>Techniques</i>	30 degree rule	<i>Examples</i>	Studios
S-16	SLO-1	How do films create meaning	Parallel cinema	Example (film Screening)	Recreational drugs	Stars of the world
	SLO-2	How do films create meaning	Parallel cinema -a challenge	Shot/reverse-angle shot	Recreational drugs	Stars in Indian film industry

S-17	SLO-1	Cinema	Third world cinema	Framing	<i>Examples</i>	Stars as Icons
	SLO-2	Use metaphors	Representation of social evils	Lighting interior	Feminism in cinema	Case study
S-18	SLO-1	Use metaphors	Contemporary trends	Close-up	Postmodernism	The stardom of Rajinikath and Shah Rukh Khan
	SLO-2	Symbolism	Ever-changing scenario	Eye line matching	Cinema	Cinema and politics
S-19	SLO-1	Symbolism	Ever-changing scenario	Eye line matching	Cinema	Cinema and politics
	SLO-2	Film Screening	Film Screening	Film Screening	Film Screening	Film Screening
S-20	SLO-1	Film Analysis	Film Analysis	Film Analysis	Film Analysis	Film Analysis
	SLO-2	Film Analysis	Film Analysis	Film Analysis	Film Analysis	Film Analysis
S-21	SLO-1	Film Analysis	Film Analysis	Film Analysis	Film Analysis	Film Analysis
	SLO-2	Film Analysis	Film Analysis	Film Analysis	Film Analysis	Film Analysis

Learning Resources	1.Kuhn, A &Westwall G., (2012), Dictionary of Film Studies.,UK: Oxford University. 2. Bordwell David & Thompson Kristin, (2012), Film Art: An Introduction. Chennai,India: McGraw-Hill Education.	3.Jill, (2011), Introduction to Film Studies. Abingdon, United Kingdom: Routledge. 4.Film and Politics in India(2015) by Pongiyannan Dhamu
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. 1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20303T	Course Name	Mobile Journalism	Course Category	C	Professional Core	L	T	P	C
							2	0	0	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 : Understand the use of Emerging forms of social media and mobile platforms		1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 : Gain the technical skills of mobile newsgathering through the use of mobile devices and apps to gather, produce, and distribute news content.		Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3 : Analyse the effectiveness of mobile and social media activity		Expected Proficiency (%)	Application of Concepts
CLR-4 : Understand the public's active role in the news production process, and the resulting impact on journalism		Expected Attainment (%)	Link with Related Disciplines
CLR-5 : Foster the ability to apply the core values of journalism to emerging media forms			Procedural Knowledge
CLR-6 : Understand the ethical concerns involved in this evolving field of journalism			Skills in Specialization
			Ability to Utilize Knowledge
			Skills in Modeling
			Analyze, Interpret Data
			Investigative Skills
			Problem Solving Skills
			Communication Skills
			Analytical Skills
			ICT Skills
			Professional Behavior
			Life Long Learning
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:		
CLO-1 : Prepare for the future of the media and life in a mobile-first world		3 80 70	H H H H L H H H L L M H H H H
CLO-2 : Utilize mobile technologies as learning and reporting tools		3 85 75	H H L M L M M H M L M H M H H
CLO-3 : use the best practices for usability and product design when building mobile experiences		3 75 70	H H M H L H H H M L M H H H H
CLO-4 : Analyze and research social media needs and uses of news audiences		3 85 80	H H M H L H H H M L M H H H H
CLO-5 : Engage with audiences using mobile devices		3 85 75	H H M H L H H H M L M H H H H
CLO-6 : Plan for the future of AR and other trends that might change the course of Journalism		3 80 70	H H M H L H H H L L M H H H H

Duration (hour)	6	6	6	6	6
S-1	SLO-1 The State of Mobile	Making an Audio news	The Mobile Experience	Mobile Apps	Impact of MoJo on Mainstream Media
	SLO-2 Story Telling through Mobile	Conducting Interviews	Mobile News Room	Mobile Accessories	Impact of MoJo on Mainstream Media
S-2	SLO-1 MOJO	Making a video news	Designing for the mobile experience	Shooting on Mobile Phones	Future of MoJo
	SLO-2 Global Adoption of MOJO	Making vertical video stories	Making of a good design	Editing on Mobile	Evolution of Wearables
S-3	SLO-1 Influence of Mobiles on Modern Journalism	MoJo and Social Media	Tactile Interaction and Content	Mobile News Product Development	Google Glass - Glass Journalism

	SLO-2	<i>Integration of Mobile into our daily lives</i>	<i>Live Streaming</i>	<i>Importance of Tactile Interaction</i>	<i>Geo-location Apps and Social Media Sleuthing</i>	<i>Citizen Journalism</i>
S-4	SLO-1	<i>Reporting on Mobiles</i>	<i>Making a narrated photo essay</i>	<i>Mobile vs Desktop</i>	<i>responsive vs. mobile apps vs. mobile-optimized Sites</i>	<i>Pros and Cons of Citizen Journalism</i>
	SLO-2	<i>Basic Steps of Mobile Reporting</i>	<i>Writing a script for voice-over narration</i>	<i>Shooting for Mobile Phones</i>	<i>responsive vs. mobile apps vs. mobile-optimized Sites</i>	<i>Augmented Reality Storytelling and Journalism</i>
S-5	SLO-1	<i>Creation and sharing of MOJO Content</i>	<i>Reporter led Stories</i>	<i>best practices for process</i>	<i>Mobile Product building</i>	<i>Augmented Reality Storytelling and Journalism</i>
	SLO-2	<i>Setting up Blogs</i>	<i>Character led Stories</i>	<i>Design, development and content Coordination</i>	<i>Planning process for Product Development</i>	<i>Verification and Authenticity of Information</i>
S-6	SLO-1	<i>Use of Smart Phones for News Gathering</i>	<i>Creating Storyboard for video report</i>	<i>Mobile Analytics</i>	<i>Market for Mobile Journalists</i>	<i>Ethics in Mobile Journalism</i>
	SLO-2	<i>Social Collaboration and Curation: Crowdsourcing</i>	<i>Creating Storyboard for video report</i>	<i>Audience Studies</i>	<i>Business models for Mobile Journalism</i>	<i>Social Media Policies and Ethics</i>

Learning Resources	3. Ivo Burum, Stephen Quinn, MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad, Routledge; 1 edition, 2015.	5. Briggs, Mark; <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i> (3rd ed.), 2016.
	4. Anthony Adornato, Mobile and Social Media Journalism: A Practical Guide, Sage publications, 2017	6. Steve Hill, Paul Bradshaw, Mobile-First Journalism: Producing News for Social and Interactive Media, Routledge, 2018

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
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2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20D01L	Course Name	News Designing	Course Category	E	Discipline Specific Elective	L	T	P	C
							0	0	7	4

Course Learning Rationale (CLR):		<i>The purpose of learning this course is to:</i>			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	<i>Familiarize the techniques of magazine design and production</i>				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	<i>Do photo selection, write titles and outlines, design pages and cover selection</i>				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	<i>Emphasize on words and visuals</i>																					
CLR-4 :	<i>Receive hands-on experience in desktop publishing and in working as part of a creative team</i>																					
Course Learning Outcomes (CLO):		<i>At the end of this course, learners will be able to:</i>																				
CLO-1 :	<i>Work on the different tools of Adobe InDesign software</i>				3	80	70	H	H	M	H	L	H	H	M	L	L	L	H	H	H	H
CLO-2 :	<i>Design a new layout for a newspaper</i>				3	85	75	H	H	L	M	L	H	H	M	M	L	M	H	H	H	M
CLO-3 :	<i>Place news stories and Photographs in a creative manner</i>				3	75	70	H	H	M	H	L	H	H	M	M	L	M	H	H	M	M

Duration (hour)		21	21	21	21	21
S-1 to S-12	SLO-1	Principles of Graphic Design Elements of Graphic Design	Design principles, Typography, Title writing	Typography, Postscript vs. bitmap	Photos and Art -Color models and formats for images (jpeg, tiff,eps, psd, etc.)	Selection of Size - Layout Designing
	SLO-2	Adobe In-Design: Introduction for In-design, Panels, Tools, Structure	Outline, Structure of magazine	Fonts, size, leading, kerning, alignment, Serif, transitional, Slab-serif, sans serif, and novelty typefaces	Resizing images Getting good photos into the paper, Working with photos	Makeup – Pagination – Bleed - Selection of Colours
S-13 to S-21	SLO-1	Automations, Layers, Import and Export process, File collection	Magazine printing process	How to choose a font and how to get Professional-looking typography	How to crop a photo for greater impact, Color-correction and setting up images for the printing press Photo ethics	Font – Font Size - Arrangement of Content – Alignment
	SLO-2	External data management and file sharing.	CMYK and LAB Colour process	Designing display headlines Using typography in headlines, decks and quotes	Stand-alone photos, Color theory, Color models, White space	Double-page spreads, Photo selection, covers – Caption – By line – DTP

Learning Resources	1. Elaine. F, Quick and easy newsletters, E F pub., 1998 2. Graham Jones, How to publish a Newsletter, How to books ltd., 1995	https://medium.com/bestfolios/8-essential-books-for-graphic-designers-800554c32182
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Learning Assessment

	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (15%)		CLA – 3 (15%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	-	40%	-	30%	-	30%	-	30%	-	30%
Level 2	Apply Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate Create	-	20%	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
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2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20D02L	Course Name	Lab Journal	Course Category	E	Discipline Specific Elective	L	T	P	C
							0	0	7	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 : Recognize the rules of handling sources		1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 : Understand the structure of newspaper		Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3 : Explore the functions of fonts		Expected Proficiency (%)	Application of Concepts
CLR-4 : Expand the role of Indesign		Expected Attainment (%)	Link with Related Disciplines
CLR-5 : Compare different page designs			Procedural Knowledge
CLR-6 : Synthesize and create a journal			Skills in Specialization
			Ability to Utilize Knowledge
			Skills in Modeling
			Analyze, Interpret Data
			Investigative Skills
			Problem Solving Skills
			Communication Skills
			Analytical Skills
			ICT Skills
			Professional Behavior
			Life Long Learning
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:		
CLO-1 : Differentiate between the role of an designer and audience perception		3 80 70	H H M H L H H H L L L H H H L
CLO-2 : Create an understanding over the functions of graphic design		3 85 75	H H L M L H M H M L L H H H M
CLO-3 : Relate the significance of texts and font selection		3 75 70	H H M H L H H H M L L H H H M
CLO-4 : Understand newspaper medium		3 85 80	H H M H L H H H M L L H H H M
CLO-5 : Face challenges and correct themselves in the process		3 85 75	H H M H L H H H M L L H H H M
CLO-6 : Explore the different requirement of newspaper design		3 80 70	H H M H L H H H L L L H H H L

Duration (hour)	21	21	21	21	21
S-1- S 3	SLO-1 Handling Sources	Emotions- The Key	Introduction to Journal photography	Design Based on Raster and vector based Graphic software's	Front Page design
	SLO-2 Campus Story	Design principles	Editing process by using Adobe Photoshop	Introduction to In-design	Layout design
S-4- S7	SLO-1 Interviewing, chronology	Title writing	Designing in Illustrator.	Panels, Tools	Cartoons
	SLO-2 Developing Story Idea	Cutline	Typography	Panels, Tools in modern society	Page design and colour
S-8-S11	SLO-1 News Writing	Structure of Newsletter printing process	Typeface	Structure of newspaper	Page design
	SLO-2 Inverted Pyramid	CMYK, shapes, pen tool	Typeface Family	Automations	Double-page spreads and Photo selection
S-12-S15	SLO-1 Leads and Captions	layers, brushes,color swatches	Font, Anatomy of Type	Layers, Import and Export process	Create theme based 12 Pages journal.

	SLO-2	Capturing the emotions	color wheel and filters	Typographic Measurement	File collection, External data management and file sharing.	Create theme based 12 Pages journal.
S-16-S19	SLO-1	Practice session	Practice session	Practice session	Practice session	Create theme based 12 Pages journal.
	SLO-2	Practice session	Practice session	Practice session	Practice session	Create theme based 12 Pages journal.
S-20-S21	SLO-1	Practice session	Practice session	Practice session	Practice session	Create theme based 12 Pages journal.
	SLO-2	Practice session	Practice session	Practice session	Practice session	Create theme based 12 Pages journal.

Learning Resources	1. Barbra, Producing first class newsletter, Self-counsel press, 1994 2. Christian. D., Designing a Newsletter, New Holland publishers, 2011	1. Elaine. F, Quick and easy newsletters, E F pub., 1998 2. Graham Jones, How to publish a Newsletter, How to books ltd., 1995
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	40%	-	40%	-	40%
	Understand	-	40%	-	40%	-	40%	-	40%	-	40%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	20%	-	20%	-	20%	-	20%
	Create	-	20%	-	20%	-	20%	-	20%	-	20%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
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Course Code	UJM20D03L	Course Name	Magazine Production	Course Category	E	Discipline Specific Elective	L	T	P	C
							0	0	7	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication		Data Book / Codes/Standards	N//	

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand the techniques and technical issues involved in producing a print publication.				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To focuses on two industry standard applications, Adobe InDesign and Photoshop				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	To create visualization for several publications using the design elements and art skills.																					
CLR-4 :	To Develop and demonstrate their understanding and skillful use of the elements and principles of visual design.																					
CLR-5 :	Gain skill to use the digital tools as a powerful means of communication for creation, modification & presentation.																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1 :	Familiarize the techniques of magazine design and production				3	80	70	H	H	M	H	L	H	H	H	L	L	L	H	H	H	L
CLO-2 :	Do photo selection, write titles and outlines, design pages and cover selection				3	85	75	H	H	L	M	L	H	M	H	M	L	L	H	H	H	M
CLO-3 :	Emphasize on words and visuals				3	75	70	H	H	M	H	L	H	H	H	M	L	L	H	H	H	M
CLO-4 :	Receive hands-on experience in desktop publishing and in working as part of a creative team				3	85	80	H	H	M	H	L	H	H	H	M	L	L	H	H	H	M
CLO-5 :	To be able to create and deliver fully satisfactory print originals for magazine printing				3	85	75	H	H	M	H	L	H	H	H	M	L	L	H	H	H	M
CLO-6 :	To be able to apply theoretical knowledge in production of magazines				3	80	70	H	H	M	H	L	H	H	H	L	L	L	H	H	H	L

Duration (hour)	21	21	21	21	21
S-1-3	SLO-1	Introduction to Layout Design	Introduction to Magazine Design	Introduction to Typography	Introduction to Design
	SLO-2	Directing The Eye.	Introduction to Magazine Design	Typeface.	Basic Principles of Design
S-4-7	SLO-1	Backwards Movement	Creating a Suitable Grid	Typeface Family	Balance, Proportion
	SLO-2	Application Of Design	Title And Cover Policies	Font, Anatomy Of Type	Rhythm, Emphasis
S-8-10	SLO-1	Principles In Lay Out	Visualization In Magazine Design	Typographic Measurement	Unity Etc. Laws Of Perceptual Action
	SLO-2	Free Style Lay Out	Visualization In Magazine Design	Point And Pica	Similarity, Proximity
S-11-	SLO-1	Grid Design	Basic Magazine Terminology	Text Type And Display Type	Continuity, Closure Etc.
					Other E-Books

14	SLO-2	Formats & Margins	Basic Magazine Terminology	Classification Of Type	Scale And Proportion	E-Publication For Various Platforms.
S- 15-18	SLO-1	Columns And Gutters	Redesigning A Magazine	Old Style, Transitional Period	In Design-Mathematical Ratios and Proportional Systems:.	<i>Shortcut keys for Adobe Photoshop</i>
	SLO-2	Page Depth, Working With Imagery	Redesigning A Magazine	Modern, Slab Serif	In Design-Mathematical Ratios and Proportional Systems:.	<i>Shortcut keys for Adobe Indesign</i>
S-19-21	SLO-1	Borders And Rules.	Essentials Of Page Design	Sans Serif	Fibonacci Numbers	<i>Shortcut keys for Adobe Illustrator</i>
	SLO-2	Consistency In Design: Creating Style Guides And Printing Instructions	Essentials Of Page Design	Script, Decorative Etc.	Golden Ratio	<i>Short cut keys for Corel Draw</i>

Learning Resources	<ol style="list-style-type: none"> 1. The Big Book of Layouts: David E. Carter, 2019 2. Layout Essentials -100 Design Principles for Using Grids: Beth Tondreau, 2019 3. Designing for Newspapers and Magazines: Chris Frost, 2019 4. Layout Workbook: Kristin Cullen, 2018 	
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	40%	-	40%	-	40%
Level 2	Understand	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	20%	-	20%	-	20%	-	20%
Level 3	Create	-	20%	-	20%	-	20%	-	20%	-	20%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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Course Code	UJM20G07T	Course Name	Intercultural Communication	Course Category	G	Generic Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning				Program Learning Outcomes (PLO)														
CLR-1 :	To understand yourself as a cultural being and enhance self and other awareness about culture and communication.				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :	Compare and contrast communication styles between cultures				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning	
CLR-3 :	Recognize signs of stereotyping, and describe the effect it may have on communication competence																						
CLR-4 :	understand how communication processes differ among cultures																						
CLR-5 :	understand that socially constructed systems of exploitation and exclusion–racism, sexism, and classism																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																					
CLO-1 :	Understand how culture and communication intersect in the context of Intercultural communication				3	80	70	H	H	M	H	M	M	H	H	L	L	M	H	L	M	M	
CLO-2 :	Gain knowledge attitude and skills in intercultural communication				3	85	75	H	H	L	M	M	M	M	M	M	L	M	H	L	M	M	
CLO-3 :	explain the basic terms, concepts, and theories of intercultural communication				3	75	70	H	H	M	H	M	M	H	H	M	L	M	H	L	M	M	
CLO-4 :	Apply these terms, concepts, and theories to your interactions with others and critically analyze and evaluate the influence of your culture(s) on the ways you communicate.				3	85	80	H	H	M	H	M	M	H	H	M	L	M	H	L	M	M	
CLO-5 :	To identify barriers and systems of privilege that arise locally and globally from histories of colonization, exploitation, and discrimination				3	85	75	H	H	M	H	L	M	H	H	M	L	M	H	L	M	M	

Duration (hour)	9	9	9	9	9
S-1	SLO-1	<i>Foundations of various civilizations</i>	<i>Adapting to a Culture</i>	<i>Globalization</i>	<i>Culture and Identity</i>
	SLO-2	<i>Introduction to Culture</i>	<i>Assimilation</i>	<i>Definition and Impact</i>	<i>Theories on cultural identity</i>
S-2	SLO-1	<i>C-cultures and Sub Cultures</i>	<i>Alienation</i>	<i>Globalization and Communication</i>	<i>Identity Crisis</i>
	SLO-2	<i>Majority and Minority</i>	<i>Xenophobia</i>	<i>Post world war era globalization</i>	<i>Case study</i>
S-3	SLO-1	<i>Individualism and Collectivism</i>	<i>Emigration</i>	<i>Effect of globalization on third world countries</i>	<i>Cultural Identity</i>
	SLO-2	<i>Power and Domination</i>	<i>Immigration</i>	<i>Dominant paradigm</i>	<i>Case study</i>
S-4	SLO-1	<i>Clash of civilization – Samuel Huntington</i>	<i>Identity</i>	<i>Cultural Imperialism</i>	<i>Types of Identity</i>
	SLO-2	<i>Race</i>	<i>Culture Shock</i>	<i>Cultural Imperialism and Globalization</i>	<i>Examples</i>
S-5	SLO-1	<i>Ethnicity</i>	<i>Reverse Culture Shock</i>	<i>Communication and Power</i>	<i>Diaspora</i>
	SLO-2	<i>Ethnic Conflicts</i>	<i>Identity Crisis – Symptoms and Stages</i>	<i>Power distribution through cultures</i>	<i>Indian Diaspora</i>
S-6	SLO-1	<i>Conflict Resolution</i>	<i>Diversity and Equity</i>	<i>Language & Culture</i>	<i>Culture and Diaspora</i>
	SLO-2	<i>Uncertainty and Avoidance</i>	<i>High Culture Vs Low Culture</i>	<i>Effect language has on communication between cultures</i>	<i>Case study</i>
S-7	SLO - 1	<i>'I am" activity</i>	<i>Pop Culture and the Masses</i>	<i>Cultural Spaces</i>	<i>Ethnicity</i>
	SLO - 2	<i>Case Studies</i>	<i>Differences in values and beliefs</i>	<i>Case studies</i>	<i>Ethnic clashes</i>
S-8	SLO - 1	<i>Verbal and non-verbal communication</i>	<i>Honour Killing</i>	<i>Nonverbal Codes & Cultural Spaces</i>	<i>Ethnic clashes</i>
	SLO - 2	<i>Barriers to ICC</i>	<i>Honour Killing- social effects</i>	<i>Case studies</i>	<i>Case study</i>
S-9	SLO - 1	<i>Stereotyping</i>	<i>Hate Crimes</i>	<i>Cultural transitions</i>	<i>Ethnic purity</i>
	SLO - 2	<i>Bias</i>	<i>Hate Crimes</i>	<i>Communication and cultural transitions</i>	<i>Case study</i>

Learning Resources	<ol style="list-style-type: none"> 1. <i>Martin, J.N. & Nakayama, T.K., Intercultural communication in contexts (Sixth Edition). Chennai, India: McGraw-Hill Education. 2012.</i> 2. <i>Martin, J.N., Nakayama, T.K., Flores Lisa., Readings in Intercultural Communication. Experiences and contexts. Chennai, India: McGraw-Hill Education, 2002.</i> 	<ol style="list-style-type: none"> 3. <i>Richard.W.Brislin, Understanding Culture's Influence on Behavior, Harcourt College Publishers, 2000</i> 4. <i>Adrian Holliday, Intercultural Communication and Ideology, Sage Publications (CA), 2010</i>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. <i>Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com</i>	1. <i>Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in</i>	1. <i>Dr. Archana Arul, SRMIST</i>
2. <i>Siddharth M.P., WIONTV, sdhrthmp@gmail.com</i>		2. <i>Mr. Shiva Shankaran, SRMIST</i>

Course Code	UJM20G08T	Course Name	Women and Children in Media	Course Category	G	Generic Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication		Data Book / Codes/Standards	N//	

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 : <i>Understand the traditional and ever increasing role of women in modern society</i>		1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

CLR-2 :	<i>Look at the representation of women and children in various media</i>
CLR-3 :	<i>look at the connection between new media and young people</i>
CLR-4 :	<i>Make the students responsible consumers of media text and imagery.</i>
CLR-5 :	<i>Recognise the importance of diversity in Media industry</i>

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
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CLO-1 :	<i>examine the role of media in creating gender identities and reaffirming traditional gender roles.</i>	<i>3</i>	<i>80</i>	<i>70</i>
CLO-2 :	<i>understand the need to fill the gap in media representations of children and media for children</i>	<i>3</i>	<i>85</i>	<i>75</i>
CLO-3 :	<i>Be responsible producers of media texts and imagery</i>	<i>3</i>	<i>75</i>	<i>70</i>
CLO-4 :	<i>Analyze the increasing role of children in bringing up social change</i>	<i>3</i>	<i>85</i>	<i>80</i>
CLO-5 :	<i>Be aware of various legislations protecting women and children</i>	<i>3</i>	<i>85</i>	<i>75</i>

Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	M	H	M	M	H	H	L	L	M	H	L	M	M
H	H	L	M	M	M	M	M	M	L	M	H	L	M	M
H	H	M	H	M	M	H	H	M	L	M	H	L	M	M
H	H	M	H	M	M	H	H	M	L	M	H	L	M	M
H	H	M	H	L	M	H	H	M	L	M	H	L	M	M

Duration (hour)		9	9	9	9	9
S-1	SLO-1	Introduction to women studies	Representation of Women in Culture and	Children in Media	Media for children	Women movements
	SLO-2	Basic concepts	Case Studies	Portrayal of children in media	Children Literature	Examples of women movements
S-2	SLO-1	Gender, sex and identity	Representation of Women in Media in India vs World	Rights of children in society	Comics	Role of women in bringing social change
	SLO-2	Gender, sex and identity	Case Studies	Rights vs recognitions	Fandom associated with Comics	Case Studies
S-3	SLO-1	Women and Society	Women and Mass Media - Print	Laws for protection of children	Impact of comic books on children	Developing role of children in bringing social change
	SLO-2	Traditional and Modern role	Case Studies	Child marriage act	Pros and Cons of Comic Books	Case Study
S-4	SLO-1	Understanding Patriarchy	Women and Mass Media – Electronic Media	Historical underpinnings	Portrayal of children in films	Violence against Women and Children
	SLO-2	Theories of Patriarchy,	Case Studies	Features and significance of the act	Case Studies	Women and Child physical abuse
S-5	SLO-1	Private – Public dichotomy	Women and Mass Media - Films	POSCO act	Portrayal of children in advertisements	Women and Child mental abuse
	SLO-2	Private – Public dichotomy	Case Studies	Features of the act	Case Studies	National and international organisations for protection of women and children
S-6	SLO-1	Gender and Mass Communication	Women and Mass Media - Advertisements	Children Act	Children's media rights	Role played by NGOs
	SLO-2	Women in Media	Case Studies	Features of the act	Discussion	Role of Self help groups
S-7	SLO-1	Women journalists in the western	Women and Mass Media – Mega	national commission for protection	Social media for children and teens	Child Help line

		<i>world and India</i>	<i>Serials</i>	<i>of children</i>		
	SLO-2	<i>Women journalists in the western world and India</i>	<i>Case Studies</i>	<i>Functions of the Commission</i>	<i>Social Media Addiction</i>	<i>Significance and working</i>
S- 8	SLO-1	<i>Women in Newspaper journalism</i>	<i>Stereotyping and breaking the norms of women's roles</i>	<i>protection of children from sexual offences act</i>	<i>Parental guidance norms and regulations</i>	<i>Women and Children in war</i>
	SLO-2	<i>Magazine Industry</i>	<i>Case studies – India and World</i>	<i>Features of the act</i>	<i>Analysis</i>	<i>War ethics</i>
S-9	SLO-1	<i>Women in Radio and Public Relations</i>	<i>Women's Representation in Literary Texts</i>	<i>Missing Children</i>	<i>Children and consumer culture</i>	<i>Ethics involved in covering women and children in Media</i>
	SLO-2	<i>Women in New Media</i>	<i>Ancient and Modern literature</i>	<i>Child Trafficking</i>	<i>Case Studies</i>	<i>Ethics involved in covering women and children in Media</i>

Learning Resources	<ol style="list-style-type: none"> 1. Pamela Creedon and Judith Cramer (2007). Women in Mass Communication. London: Sage Publications 2. Donna Allen, Susan J Kaufman, Ramona, R. Rush (Ed). Women transforming Communications. London: Sage Publications 3. Dafne Lemish, ed., <i>The Routledge International Handbook of Children, Adolescents and Media.</i> (Routledge, 2013) 4. danah boyd, <i>It's Complicated: The Social Lives of Networked Teens.</i> (Yale, 2014)
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20G09T	Course Name	Folk and Alternative Media	Course Category	G	Generic Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand Traditional folk media				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To learn different types				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	To know the history of different folks																					
CLR-4 :	To explore media's role in promoting folk media																					
CLR-5 :	To compare different forms of folk media																					
CLR-6 :	To get an understanding of implications of various media platforms																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1 :	Gain knowledge of Folk media				3	80	70	H	H	M	H	M	M	H	H	L	L	M	H	L	M	M
CLO-2 :	Understand different types				3	85	75	H	H	L	M	M	M	M	M	M	L	M	H	L	M	M
CLO-3 :	Gather information about impact of media on folk				3	75	70	H	H	M	H	M	M	H	H	M	L	M	H	L	M	M
CLO-4 :	Knowledge and association of folk with states				3	85	80	H	H	M	H	M	M	H	H	M	L	M	H	L	M	M
CLO-5 :	The role of media in folk				3	85	75	H	H	M	H	L	M	H	H	M	L	M	H	L	M	M
CLO-6 :	Social media and its relevance in today's social media platforms and folk				3	80	70	L	H	H	H	L	H	H	H	H	M	M	H	L	H	H

Duration (hour)	9	9	9	9	9
S-1 to S-2	SLO-1 Traditional folk media	Forms of Folk media	Social development	Alternative media	Social messaging and folk
	SLO-2 Meaning	Different states and affiliated folk art	Various means of development	Alternative media	Folk in Journalism
S-3 to S-4	SLO-1 Forms	Dumhal, Hikar, Hurkabaul	Traditional folk and impact on development	Print	Role of community radio
	SLO-2 Types	Chholiya, Bhangra, Dharmyal	Traditional folk and impact on development	Audio, Video	Promotion of folk by individuals
S-5 to S-6	SLO-1 Concepts	Folk media in Northeast India	Social change	Internet	Personal interest
	SLO-2 Regional affiliation, Characteristics	8 sister states	Role of folk in social change	Street art	Vlogging
S-7	SLO-1 Different types	Famous folk dances	Challenges	Newspapers	Independent media and folk

	SLO-2	<i>Tawada, Pawada</i>	<i>Famous folk dances</i>	<i>Challenges</i>	<i>Wall newspaper, Graffiti</i>	<i>Advocacy journalism</i>
S-8	SLO-1	<i>Keertana</i>	<i>Festival and folk</i>	<i>Threats</i>	<i>Bulletin board</i>	<i>Censorship</i>
	SLO-2	<i>Yakshagana, Nautanki, Jatra, Bhavai</i>	<i>Festival and folk</i>	<i>Strengthening folk media</i>	<i>Social media and citizen journalism</i>	<i>Ethical issues</i>
S-9	SLO-1	<i>Amlila and Raslila</i>	<i>Tribal dance</i>	<i>Means and ways</i>	<i>Role of blogging</i>	<i>Media development</i>
	SLO-2	<i>Puppetry</i>	<i>Tribal folk dance</i>	<i>Scope of using folk in Sikkim</i>	<i>Alternative journalism</i>	<i>Media for development</i>

Learning Resources	1.	<i>Approvo, J. Theophilus, Folklore for Change, Theological Seminary, Madurai, 1986</i>	3. <i>Chantler, Paul & Stewart, Peter (2007) Community Radio- Basic Radio Journalism; Focal Press, Oxford</i>
	2.	<i>Atton, Chris (2002) Alternative Media; Sage, London</i>	4. <i>Gargi, Balwant: Folk Theatre in India, Rupa and Co., Bombay, 1991.</i>

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. <i>Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com</i>	1. <i>Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in</i>	1. <i>Dr. Archana Arul, SRMIST</i>
2. <i>Siddharth M.P, WIONTV, sdhrthmp@gmail.com</i>		2. <i>Mr. Shiva Shankaran, SRMIST</i>

Course Code	UJK20301T	Course Name	Universal Human Values	Course Category	JK	Life Skill Course	L	T	P	C
							2	0	0	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	English	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To generate in students a sensitivity to current regional and national issues such as gender marginalization Eco sensitivity, vision for the Nation and general humanness	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	An expanded consciousness with a mind to accommodate all is developed	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	The ability to accept all and to co- exist is initiated				H	H	H	H	-	-	-	H	H	H	H	H	-	-	-
CLR-4 :	To create community connectivity and interdependence				H	H	H	H	-	-	-	H	H	H	H	H	-	-	-
CLR-5 :	To instill intrinsic link between freedom and responsibility for both individuals and communities				H	H	H	H	H	-	-	-	-	-	H	-	-	-	-
CLR-6 :	Make them learn the basic nature of human beings				H	H	-	H	-	-	-	-	-	-	-	-	-	-	-
					H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	Become sensitive toward every living life and be able to respect every religion recognizing the universal values	2	75	60															
CLO-2 :	Every way of life and culture will kindle the curiosity in them to know them and will be able appreciate the beauty in it	2	80	70															
CLO-3 :	The presumptuous or prejudiced mentality will be overcome by them	2	70	65															
CLO-4 :	Critical thinking and accommodative nature will become so natural way of thinking for them	2	70	70															
CLO-5 :	They will become aware of the social inequalities and justice	2	80	70															
CLO-6 :	Will be able to explore their own emotions, hopes & fear and be able to describe them verbally	2	75	70															

Duration (hour)		06	06	06	06	06
S-1	SLO-1	What is love? Forms of love. For self, parents, family, friends, spouse, community, nation, humanity and other beings, both for living and non living	Love compassion empathy sympathy and non violence	Narratives and anecdotes from history, literature including local folklore	What will learners lose if they don't practice love and compassion?	Sharing learners' individual and/or group experiences
	SLO-2	Love and Compassion inter relatedness	Individuals who are remembered in	Practicing Love and	Simulated situations	Case studies

			history for practicing compassion and love	Compassion: what will they gain if they practice compassion?		
S-2	SLO-1	What is Truth ?	Universal truth, truth as value, as fact,	Veracity, sincerity, honesty among others	Individuals who are remembered in the history who have practiced these values	Practicing truths
	SLO-2	: what will they gain if they practice truth	What will learners lose if they don't practice truth?	Sharing learners' individual and/or group experiences	Simulated situations	Case studies
S-3	SLO-1	What is non violence – its need, love compassion,	empathy sympathy for others as pre-requisites for non- violence	Ahimsa as non violence and non killing	Individuals and their organizations which are known for their commitment for non violence	Narratives and anecdotes about non violence from history and literature including local folklore
	SLO-2	Practicing non violence	What will they gain if they practice non violence	What will learners lose if they don't practice non violence?	Simulated situations	Case studies
S-4	SLO-1	What is righteousness ?	Righteousness and Dharma	Righteousness and priority	Individuals who are remembered in the history who have practicing righteousness.	Narratives and anecdotes about Righteousness from history and literature including local folklore
	SLO-2	Practicing Righteousness	: Sharing learners' individual and/or group experiences	what will learners lose if they don't practice Righteousness	Simulated situations	Case studies
S-5	SLO-1	What is peace?	Need of peace in Relation with harmony and balance	Narratives and anecdotes about peace from history and literature including local folklore	Individuals who are remembered in the history who have practicing peace	Practicing peace
	SLO-2	: what will they gain if they practice peace	what will learners lose if they don't practice peace	Sharing learners' individual and/or group experiences	Simulated situations	Case studies
S-6	SLO-1	What is service and renunciation	Forms of service , & renunciation Individuals who have recommended service in history	Practicing service and renunciation	Narratives and anecdotes about Service & renunciation from history and literature including local folklore	Individuals who are remembered in the history who have practicing renunciation
	SLO-2	Sharing learners' individual and/ or group experiences on renunciation	Sharing learners' individual and/ or group experiences on service	what will learners lose or gain if they do/don't practice Renunciation and service	Simulated situations	Case studies

Learning Resources	Theory: 1. "Universal Human Values: Text Book"– Compiled and Edited by the Faculty of Science and Humanites, SRMIST, 2020.
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Learning Assessment					
	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%)#

		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-
	Understand								
Level 2	Apply	40%	-	40%	-	40%	-	40%	-
	Analyze								
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-
	Create								
	Total	100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	<i>1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai</i>	<i>1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST</i>
		<i>2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST</i>

Course Code	UJM20S05L	Course Name	Strategic Communication	Course Category	S	Skill Enhancement Courses	L	T	P	C
							0	0	3	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)															
CLR-1 :	To understand the concept of strategic communication				Level of Thinking (Bloom)	1	2	3	Fundamental Knowledge	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To learn about various types of communication																						
CLR-3 :	To know communication in a global perspective																						
CLR-4 :	To explore public relations and its importance in communication																						
CLR-5 :	To compare various forms of communication																						
CLR-6 :	To get an understanding of events management																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			Expected Proficiency (%)	Expected Attainment (%)																	
CLO-1 :	Gain knowledge of strategic communication					80	70	H	H	M	H	M	M	M	H	H	L	L	M	H	L	M	M
CLO-2 :	Understand concepts of strategic communication				3	85	75	H	H	L	M	M	M	M	M	M	M	L	M	H	L	M	M
CLO-3 :	Gather information on global perspectives				3	75	70	H	H	M	H	M	M	M	H	H	M	L	M	H	L	M	M
CLO-4 :	Knowledge of different forms of strategic communication				3	85	80	H	H	M	H	M	M	M	H	H	M	L	M	H	L	M	M
CLO-5 :	The role of corporate communication				3	85	75	H	H	M	H	L	M	M	H	H	M	L	M	H	L	M	M
CLO-6 :	First-hand knowledge of strategic communication				3	80	70	L	H	H	H	L	H	H	H	H	H	M	M	H	L	H	H

Duration (hour)		9	9	9	9	9
S-1	SLO-1	Communication	Globalisation	Public relations	Introduction to corporate communication and management	<i>Event management</i>
	SLO-2	Definition, meaning, scope	Multi-cultural marketing theory and practice	Elements	Employee relations	<i>Events as communication tool</i>
S-2	SLO-1	Strategic communication	Public perception	Evolution	Financial relations	<i>Scope</i>
	SLO-2	Communication verses strategic communication	Public opinion	PR as a profession	Consumer relations,	<i>Events as marketing tool</i>
S-3	SLO-1	Strategic communication as management concept	Public evaluation	PR functions	Corporate communication in Crisis management	<i>Requirement of event manager</i>

	SLO-2	Communication tactics	Strategy, Research	Public opinion	Case study	<i>Analysing events, scope</i>
S-4	SLO-1	Corporate communication	SWOT analysis, PEST	Propaganda publicity	Government and corporate communication	<i>Case study</i>
	SLO-2	Stakeholders	Case study	PR in present context	India and era of CSR	<i>Case study</i>
S-5	SLO-1	Public relations and corporate communication	Gap analysis	PR firms in India	Various programs	<i>Types</i>
	SLO-2	Public relations and corporate communication	Case study	Status, growth	Corporate social responsibility	<i>Decision makers</i>
S-6	SLO-1	Importance	Market research	Relationship marketing and customer equity	Case study	<i>Technical staff</i>
	SLO-2	Structure and history	Media relations, brand management	Relationship marketing and customer equity	Universalism	<i>Developing record Keeping systems</i>
S-7	SLO-1	Different structures	Different brands	Key players	Utilitarianism	<i>Case study</i>
	SLO-2	Types	Advertisement and brands	Stake holders	<i>Justice theory</i>	<i>Establishing policies and procedures</i>
S-8	SLO-1	Theories	ASMR and advertisement	Different dimensions	<i>Virtue theory</i>	<i>Good planner</i>
	SLO-2	Theories	Concepts	Issues in the Industry	<i>Case study</i>	<i>Overall planning tips</i>
S-9	SLO-1	Case study	Grassroot advocacy	Issues in the Industry	Ethical dimensions	<i>Checklist</i>
	SLO-2	<i>Case study</i>	Case study	Case study	Ethical dimensions	<i>Case study</i>

Learning Resources	<ol style="list-style-type: none"> 1. AllenMyria, (2015), <i>Strategic communication for sustainable organizations</i>. Stuttgart, Germany: Holtzbrinck Publishing Group 2. Amason Allen, (2011), <i>Strategic Management: From Theory to Practice</i>. Abingdon, United Kingdom: Routledge 3. Tatham S A Cdr, RN. "Strategic Communication : A Primer", UK Defence Academy. December 2008 	<ol style="list-style-type: none"> 4. Cornelissen, Joep <i>Corporate communication : a guide to theory and practice</i>, 3. ed.: London: SAGE 5. Christensen, Lars Thøger; Morsing, Mette; Cheney, George <i>Corporate communications : convention, complexity, and critique</i>, London: SAGE, 2008

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	30%	-	30%	-	30%	-	30%
	Understand	-	40%	-	30%	-	30%	-	30%	-	30%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	30%	-	30%	-	30%	-	30%
	Create	-	20%	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. K. R. Shiva Shankaran, Assistant Professor, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com	-	2. Dr. Archana Arul, SRMIST

Course Code	UJM20S06L	Course Name	Event Management	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	3	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 :	Understand the Concept of Event Management	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 :	Know the Structure and Working of an Event Management Company		
CLR-3 :	Differentiate Different Types of Events		
CLR-4 :	Tailor Events According to the Audience		
CLR-5 :	Give A Hands – On Experience In Running An Event		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1 :	Plan and organize an event on their own	3	80	70	H	H	H	H	L	H	H	H	L	M	H	H	M	H	H
CLO-2 :	Utilize the skills required of an events manager successfully	3	85	75	H	H	L	M	L	H	H	H	M	M	H	H	L	H	H
CLO-3 :	Actively interchange roles in the three stages of an event (Pre, During & Post)	3	75	70	H	H	M	H	L	H	H	H	M	M	H	H	L	H	H
CLO-4 :	Document the event in various media outlets	3	85	80	H	H	M	H	L	H	H	H	M	M	H	H	L	H	H
CLO-5 :	Use event as a marketing tool	3	85	75	M	H	M	H	L	H	H	H	M	H	H	H	L	H	H

Duration (hour)		9	9	9	9	9
S-1 S3	SLO-1	Introduction to Events, Types of Events	Pre – Planning - 1	Event	Post Event	Documentation
	SLO-2	Market Research, SWOT Analysis	Conceptualization of an event	Time management and Scheduling	Feedback Session	Media Coverage – Traditional & Social
S4-S6	SLO-1	Structure of an event management company	Preparing Budget, Human Resource Management	Celebrity/ Artist/ Guest management	Appreciation and Learning from errors	Invites and Press Release
	SLO-2	Risk Management & Contingency Planning	Venue and Infra Structure Management	Hospitality and Logistics	Crisis management	Photographs and Video graphs
S7- S9	SLO-1	Events as a marketing tool	Drafting Checklist, Event approvals & Legal requirements	On-Stage / Off – Stage management	Thank you, notes / mails, sent to guests and audience	Internal and External Documentation
	SLO-2	Case Studies / Pilot Study	Designing Flyers, Posters, Invites...	Audience Strategies	Financial control system – submitting bills	Project Report - Submission

Learning Resources	<ol style="list-style-type: none"> 1. <i>Swarup K. Goyal, Event Management -Adhyayan Publisher -2009</i> 2. <i>2.Fearne, Banks, Kathleen, Crisis Communications, Evbaum Associates, 2007.</i> 	
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	30%	-	30%	-	30%	-	30%
	Understand	-	40%	-	30%	-	30%	-	30%	-	30%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	30%	-	30%	-	30%	-	30%
	Create	-	20%	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. <i>Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com</i>	1. <i>1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies,srijothi.smc@velsuniv.ac.in</i>	1. <i>Dr. Archana Arul, SRMIST</i>
2. <i>Siddharth M.P, WIONTV, sdhrthmp@gmail.com</i>		2. <i>Mr. Shiva Shankaran, SRMIST</i>

SEMESTER IV

Course Code	UJM20401J	Course Name	Communication Research Methodology	Course Category	C	Professional Core Courses	L	T	P	C
							5	0	2	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication		Data Book / Codes/Standards	N//	

Course Learning Rationale (CLR):		<i>The purpose of learning this course is to:</i>			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	<i>To understand the scope of research</i>	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	<i>To learn the theoretical frame work</i>				Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-3 :	<i>To know the elements of research</i>																					
CLR-4 :	<i>To explore different forms of research</i>																					
CLR-5 :	<i>To find out what is data processing</i>																					
CLR-6 :	<i>To write a research proposal</i>																					
Course Learning Outcomes (CLO):		<i>At the end of this course, learners will be able to:</i>																				
CLO-1 :	<i>Various theories of research</i>	3	80	70	H	H	H	H	L	H	H	H	L	H	L	H	L	L	H	L	L	H
CLO-2 :	<i>Theoretical framework of research</i>	3	85	75	M	H	L	M	L	H	M	H	M	H	L	H	M	M	H			
CLO-3 :	<i>Understand various research elements</i>	3	75	70	M	H	M	H	L	H	H	H	M	H	L	H	M	M	H			
CLO-4 :	<i>Different studies in research</i>	3	85	80	M	H	M	H	L	H	H	H	M	H	L	H	M	M	H			
CLO-5 :	<i>Tools of data gathering</i>	3	85	75	H	H	M	H	L	H	H	H	M	H	L	H	M	M	H			
CLO-6 :	<i>Understand various aspects of analysis of data</i>	3	80	70	M	H	H	H	L	H	H	H	L	H	L	H	L	L	H			

Duration (hour)	21	21	21	21	21
S-1	SLO-1	Mass Communication research	Review of literature	Research elements	Qualitative studies
	SLO-2	Meaning	How to do?	Meaning	Nature
S-2	SLO-1	Scope	Various elements in Literature	Nature	Definition
	SLO-2	Nature	Literature depth	Definition	Types
S-3	SLO-1	Objective	Forms of literature	Variable	Quantitative studies
	SLO-2	Research problem	Articles	Meaning	Meaning

S-4	SLO-1	Selection	Newspaper	Nature	Comparison	<i>Tabulation</i>
	SLO-2	Synopsis	Journals	Types	Comparison	<i>Statistical tools</i>
S-5	SLO-1	Different types	Books	Types	Observational studies	<i>Statistical tools</i>
	SLO-2	Application	Internet and Literature review	Measurement	Field observation technique	<i>Statistical tools</i>
S-6	SLO-1	Application	Internet and Literature review	Levels	Forms of observation	<i>Collected data</i>
	SLO-2	Evaluation	Search engines	Levels	<i>Scope</i>	<i>Use</i>
S-7	SLO-1	Evaluation	Different types	Nominal	<i>Choosing research site</i>	<i>Statistical techniques</i>
	SLO-2	Elements	World Wide Web	Ordinal	<i>Gaining access</i>	<i>Statistical techniques</i>
S-8	SLO-1	Elements	World Wide Web	Interval	<i>Sampling</i>	<i>Statistical techniques</i>
	SLO-2	Importance	Research problem	Ration	<i>Different forms</i>	<i>Statistical techniques</i>
S-9	SLO-1	Importance	Research problem	Samples	<i>Collecting data</i>	<i>Data analysis</i>
	SLO-2	Designing research	Definition	Case study	<i>Analysis</i>	<i>Theoretical framework</i>
S-10	SLO-1	<i>Research studies</i>	<i>Meaning</i>	Reliability	<i>Exiting</i>	<i>Theoretical framework</i>
	SLO-2	Meaning	<i>Different types</i>	<i>Validity</i>	<i>Focus group studies</i>	<i>Research report</i>
S-11	SLO-1	Definitions	<i>Research objectives</i>	Scales	<i>Methodology</i>	<i>Writing</i>
	SLO-2	Different types	<i>Formulation</i>	<i>Types</i>	<i>Defining the problem</i>	<i>MLA style</i>
S-12	SLO-1	<i>Research studies</i>	<i>Types</i>	<i>Data</i>	<i>Sample selection</i>	<i>APA style</i>
	SLO-2	Meaning	<i>Writing objectives</i>	<i>Sources</i>	<i>Characteristics of intense interview</i>	<i>Chicago style</i>
S-13	SLO-1	Definitions	<i>Finalysing objectives</i>	<i>Types</i>	<i>Comparison</i>	<i>Diagrammatic presentation</i>
	SLO-2	Various types	<i>Hypothesis</i>	<i>Primary data</i>	<i>Surveys</i>	<i>Bibliography</i>
S-14	SLO-1	<i>Various types</i>	<i>Meaning</i>	<i>Secondary data</i>	<i>Types</i>	<i>Format</i>
	SLO-2	<i>Research theories</i>	<i>Definition</i>	<i>Data collection tools</i>	<i>Descriptive</i>	<i>Types</i>
S-15	SLO-1	<i>Various theories</i>	<i>Types</i>	<i>Types</i>	<i>Analytical</i>	<i>Annexure</i>
	SLO-2	<i>Research theories</i>	<i>Types</i>	<i>Observation</i>	<i>Importance of sampling</i>	<i>Table of contents</i>
S-16	SLO-1	<i>Research theories</i>	<i>Theoretical framework</i>	<i>Different forms</i>	<i>Importance of sampling</i>	<i>Acknowledgements</i>
	SLO-2	Communication theories	<i>Research design</i>	<i>Questionnaire</i>	<i>Choosing the right technique</i>	<i>Chapterisation</i>
S-17	SLO-1	Communication theories	<i>Research design</i>	<i>Types</i>	<i>Choosing the right technique</i>	<i>References</i>
	SLO-2	Communication theories	<i>Types</i>	<i>Survey</i>	<i>Sampling design</i>	<i>Index</i>
S-18	SLO-1	Ethics in research	<i>Sampling</i>	<i>Interview</i>	<i>Probability sampling</i>	<i>Indexing in research</i>

	SLO-2	Ethics in research	Meaning	Types	Non-probability	Indexing in books
S-19	SLO-1	Ethical perspectives	Types	What should one know?	Quota	Errors
	SLO-2	Ethical perspectives	Probability	Interview schedule	Convenient	Importance of language
S-20	SLO-1	Ethical bodies	Probability	Focus group	Snowball sampling	Ethics
	SLO-2	Ethical bodies	Non-probability	Different types	Cluster	Precautions in research
S-21	SLO-1	Ethical perspectives	Non-probability	Reach	Simple random	Case study
	SLO-2	Getting permission	Case study	Types	Stratified	Case Study

Learning Resources	1. Kumar, Ranjith, (2001), <i>Research Methodology: A step by step guide for beginners</i> . California, United States: SAGE Publishing	3. Priest, Susanna Horig, (1996), <i>Doing Media Research: An introduction</i> . California, United States: SAGE Publishing
	2. Berger, Arthur, (2000), <i>Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches (Second Edition)</i> . California, United States: SAGE Publishing.	4. Wimmer, Roger D & Dominic, Joseph R, 'Mass Media Research - An introduction (Tenth Edition). Massachusetts, United States: Cengage Learning.

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Level 2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Level 3	Evaluate Create	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
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Course Code	UJM20402T	Course Name	Media Laws and Ethics	Course Category	C	Professional Core	L	T	P	C
							5	1	0	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>
CLR-1 :	<i>Understand the laws and ethics related to media in India</i>
CLR-2 :	<i>Develop and obtain knowledge on the Press Commission, committees and codes</i>
CLR-3 :	<i>Learn the importance of government regulations of the broadcasting and multimedia industries</i>
CLR-4 :	<i>Help develop judicial reasoning</i>
CLR-5 :	<i>Familiarise future journalists with the laws of the country</i>

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	<i>know the various sources of laws in India</i>
CLO-2 :	<i>learn the history of media related laws in India</i>
CLO-3 :	<i>Avoid claims of defamation and invasion of privacy</i>
CLO-4 :	<i>Be a ethically and lawfully responsible professional</i>
CLO-5 :	<i>Explain current legal issues impacting journalists</i>

Learning		
1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
3	80	70
3	85	75
3	75	70
3	85	80
3	85	75

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	M	H	L	H	M	M	M	L	L	H	L	H	H
H	H	M	M	L	M	M	M	M	L	L	H	L	M	M
H	H	M	H	L	H	M	M	M	L	L	H	L	H	H
H	H	M	H	L	H	M	M	M	L	L	H	L	H	H
H	H	M	H	L	H	M	M	M	L	L	H	L	H	H

Duration (hour)		18	18	18	18	18
S-1	SLO-1	<i>Defining laws</i>	<i>Press Council</i>	<i>Major Media Laws In India</i>	<i>Commissions and Committees on Media</i>	<i>Regulatory Bodies for Advertising</i>
	SLO-2	<i>Defining Ethics</i>	<i>Structure and Functions</i>	<i>The Press and Registration of books act 1867</i>	<i>Necessity on Expert Committees</i>	<i>Advertising Standard Council Of India</i>
S-2	SLO-1	<i>Press Laws</i>	<i>Code of Conduct</i>	<i>Official Secrets Act, 1923</i>	<i>First Press Commission</i>	<i>ASCI code of ethics for advertising</i>
	SLO-2	<i>History of Press laws in India</i>	<i>Norms of Journalistic Conduct</i>	<i>Features of the Act</i>	<i>Recommendations</i>	<i>DAVP</i>
S-3	SLO-1	<i>Censorship of press 1799</i>	<i>Kanpur Riots and Godhra Riots</i>	<i>Significance of OSA</i>	<i>Second Press Commission</i>	<i>DAVP'S code of advertising</i>
	SLO-2	<i>Adam's Regulations 1823</i>	<i>PCI's guidelines to report communal violence</i>	<i>2nd ARC report on OSA</i>	<i>Recommendations</i>	<i>PR Regulations</i>
S-4	SLO-1	<i>Metcalf Act 1835</i>	<i>Restrictions on Media</i>	<i>Delivery Of Books And Newspapers (Public Libraries) Act, 1954</i>	<i>Chanda committee</i>	<i>IPRA code of ethics for PR practitioners</i>

	SLO-2	Significance of the act	Official Secrets Act vs. Citizen's right to know information	Features of the act	Recommendations	PRSI code for PR practitioners
S-5	SLO-1	Licensing Act 1857	Section 5 of OSA	Young Person's (Harmful Publications) Act, 1956	Varghese committee	Regulation of Social Media
	SLO-2	Registration Act, 1867	RTI vs OSA	Features of the act	Recommendations	other Web Platforms
S-6	SLO-1	Vernacular Press Act 1878	Law of Defamation	Working Journalists Act 1955, 56, 58	Joshi committee	Issues and challenges
	SLO-2	Significance of the act	Libel and Slander	Features of the act	Recommendations	Intellectual Property Rights
S-7	SLO-1	The newspaper (Incitement to offences) Act	Case studies for libel	Copy Right Act 1957	Vardhan committee	IPR in World
	SLO-2	Indian Press Act 1910.	Case studies for slander	Features of the act	Recommendations	WTO Agreement And Intellectual Property Right Legislations
S-8	SLO-1	Struggle by early nationalists to secure press freedom	Parliamentary Privileges	Newspaper Price and Page Act 1971	Sengupta committee	IPR Regulations in India
	SLO-2	Role of Media during freedom struggle	Need for Reforms in Defamatory laws	Features of the act	Recommendations	Media bias and sensationalism
S-9	SLO-1	Newspapers during freedom struggle	Sedition	Press Council Of India Act, 1965	Mac Bride Commission	role of media during conflict and war
	SLO-2	Indian Press (Emergency Powers) Act, 1931	Evolution of Sedition Law in India	Features	Recommendations	Economic imperatives Vs. Ethical Duties
S-10	SLO-1	Great Indian Emergency	Landmark Cases	Significance of the act	Policy vs practice and performance	covering sensitive situations
	SLO-2	Press censorship during emergency period	Sedition - Case studies	Need for Reforms	Commercialism vs social good	Hostage-takings, suicide attempts and other sensitive events
S-11	SLO-1	Right To Information Act	Contempt of Court	Drugs And Magic Remedies (Objectionable Advertisement) Act	Various forms of Media regulation	Media Trail
	SLO-2	History and its development	Case studies	Features of the act	Media regulatory bodies in india	Issues
S-12	SLO-1	Significance of the act	Obscenity law	Cable TV Network Act	Broadcast Regulatory Bodies	SC rulings on Trial by Media
	SLO-2	Transparency and accountability in governance	Case Studies	Features of the act	TRAI, BRAI, NBA, IBF	Case Studies
S-13	SLO-1	Freedom of Speech and Expression	Right to Privacy	Cinematography Act	Media Organisations	Cyber laws in India
	SLO-2	Press Freedom	Interpretations of right to privacy	Significance of the act	Indian Newspaper Society	Privacy issues in cyber space
S-14	SLO-1	Fundamental Rights	Case studies on right to privacy	Features of the Cinematography act	History	Case studies on cyber laws – India
	SLO-2	Article 19 (a)	Case studies on right to privacy	CBFC	Functions	Case studies on cyber laws – World
S-15	SLO-1	Reasonable restrictions	Portrayal of children in Media	PrasarBharati Act	Editor's Guild	SC Judgements and Amendments
	SLO-2	Landmark cases on freedom of	Case Studies	Significance of the act	Functions	Media ownership

		<i>speech and expression</i>				
S-16	SLO-1	<i>Landmark cases on freedom of speech and expression</i>	<i>Child laws in india</i>	<i>Formation of AIR and DD</i>	<i>Code of Ethics by Editor's Guild</i>	<i>Media ownership on media ethics</i>
	SLO-2	<i>Case study discussion</i>	<i>Case studies</i>	<i>Features of the act</i>	<i>IFWJ</i>	<i>Paid News</i>
S-17	SLO-1	<i>State of press freedom in India</i>	<i>Portrayal of women in Media</i>	<i>Information technology Act 2000</i>	<i>Functions</i>	<i>Chequebook Journalism</i>
	SLO-2	<i>State of press freedom in World</i>	<i>Case Studies</i>	<i>Significance of the act</i>	<i>IJU</i>	<i>Ethics involved</i>
S-18	SLO-1	<i>Reporters Without Borders</i>	<i>Legislation protecting women in India</i>	<i>Features of IT act</i>	<i>Functions</i>	<i>Ethical concerns in investigative journalism</i>
	SLO-2	<i>Functions</i>	<i>Case studies</i>	<i>Data Protection bill</i>	<i>ICIJ – Role and Functions</i>	<i>Spin Doctors</i>

Learning Resources	<ol style="list-style-type: none"> 1. Basu, Durga Das, (2013), <i>Introduction to the Constitution of India (Twenty-First edition)</i>. Delhi, India: LexisNexis. 2. Neelamalar. M, (2009), <i>Media Laws and Ethics</i>. Delhi, India: PHI Learning Pvt. Ltd, 3. Hasan Seema., (2010), <i>Mass Communication: Principles and Concepts</i>. Chennai: CBS Publisher 	<ol style="list-style-type: none"> 4. Basu, N. &Prabhakar. N., (2007) <i>Media Ethics and Law, (First Edition)</i>. Commonwealth Publishers 5. Patterson Philip, (2013), <i>Media Ethics: Issues and Cases</i>. Chennai, India: McGraw-Hill Education. 6. https://mha.gov.in/about-us/commissions-committees

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. 1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20403T	Course Name	Media and society	Course Category	C	Professional Core	L	T	P	C
							4	0	0	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)															
CLR-1 :	Recognize the mystery behind the media product	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2 :	Understand the reason to study society																				
CLR-3 :	Explore the functions of mass media on society																				
CLR-4 :	Expand the role of mass media on society																				
CLR-5 :	Compare and contrast the different mediums available																				
CLR-6 :	Synthesize an opinion over the different paradigms of media's influence on society																				
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																			
CLO-1 :	Differentiate between the role supposed to be played by media and the role it supposedly plays	3	80	70	H	H	M	H	L	H	M	M	M	L	L	H	L	H	H		
CLO-2 :	Create an understanding over the functions of media	3	85	75	H	H	M	M	L	M	M	M	M	L	L	H	L	M	M		
CLO-3 :	Relate the significance of texts	3	75	70	H	H	M	H	L	H	M	M	M	L	L	H	L	H	H		
CLO-4 :	Understand media as a commodity in current mode of production	3	85	80	H	H	M	H	L	H	M	M	M	L	L	H	L	H	H		
CLO-5 :	Expand upon the reality construction by media	3	85	75	H	H	M	H	L	H	M	M	M	L	L	H	L	H	H		
CLO-6 :	Explore the different areas of media in relation to exploring societal issues	3	80	70	H	H	H	H	L	M	M	M	L	L	L	H	L	H	M		

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Defining society	Pierre Bourdieu's types of capital	Types of Audiences	Psychoanalysis - Sigmund Freud
	SLO-2	Rousseau's Social contract theory	Social capital	Active Vs Passive audience	Psychoanalysis in context to the modern mass media
S-2	SLO-1	Stratifications in the society	Pierre Bourdieu's types of capital	Uses and Gratification theory	Psychoanalysis - Jacques Lacan
	SLO-2	Types of Stratifications	Economic capital	Significance of UGT in modern era	Deviation from Freudian ideology
					Rhetoric
					Rhetoric of the Media image
					Creation of Intercultural communication
					Role of Media – intercultural communication

S-3	SLO-1	Indian model of stratification	Understanding mass media	Uses an effects theory	Marxism –introduction	<i>Relationship between media and politics</i>
	SLO-2	Class Vs Caste	Characteristics and Effects of mass media	Significance of uses and effects theory	Marxism - influence on Modern Society	<i>Gramsci's Dominant politics and Media's role</i>
S-4	SLO-1	Social Mobility	Effects of mass media on individual	Mass Media as a tool for Social Change	Marxist approach to Media	<i>Media and its influence in creating sub-culture</i>
	SLO-2	Significance of Social mobility	Case study	Case study	Cultural Marxism in Modern Media	<i>Creation of Pop Culture</i>
S- 5	SLO-1	Caste system and lack of social mobility	Alternate Media in Modern Society	Approach to Media as a text	Culture Industry	<i>Influence of Sub-culture on Mainstream</i>
	SLO-2	Evolution of modern democracies	Newer forms of media	Text vs Speech	"The Culture Industry: Enlightenment as Mass deception"	<i>Popular culture Vs people's culture</i>
S-6	SLO-1	Modern society – Characteristics	Culture and Society - An introduction	Semiotics - Definition	Media and consciousness	<i>Media and its role in celebrity industry</i>
	SLO-2	Why should we study Society	Mass Media and Culture (Influence)	History of studies on Semiotics	<i>Reality Construction by Media</i>	<i>Role of Celebrity in Society</i>
S-7	SLO-1	Division of Labor	Culture based issues and Mass Media's role	Ferdinand de Saussure	<i>Media myths</i>	<i>Political correct culture</i>
	SLO-2	Significance of labor	Case study	Signifier Vs Signified	<i>Representation and Under representation</i>	<i>Significance and criticism of PC culture</i>
S-8	SLO-1	Alienation of labor	Media and Indian society	Icon and index	<i>Media myths</i>	<i>Cyber space</i>
	SLO-2	Defining commodity in capitalistic environment	Traditional Media in Indian Society	Symbols	<i>Stereotyping</i>	<i>Democracy in cyber space</i>
S-9	SLO-1	Modes of production – history	Role of Traditional Media in Modern Indian Society	Jacques Derrida	<i>Stereotyping</i>	<i>Jouis Althusser – State apparatus</i>
	SLO-2	Criticism of the existing mode of production	Role of New Media in Modern Indian Society	semiotic analysis	<i>Audience segmentation</i>	<i>ISA and RSA</i>
S-10	SLO-1	Superstructure – introduction	<i>Function of mass media - In Developing nation</i>	Language and meaning	<i>Tokenism</i>	<i>Spectacle of the society</i>
	SLO-2	Superstructure Vs Substructure	<i>Functions of mass media- In Undeveloped nations</i>	Différance	<i>Ill effects of tokenism</i>	<i>Image mediation in society</i>
S-11	SLO-1	Culture and media	<i>Media Audience analysis</i>	Deconstruction	<i>Tokenism</i>	<i>Images and significance</i>
	SLO-2	Effects of media in culture	<i>Tools available for Media Audience analysis</i>	Derrida and deconstruction of power	<i>Case study</i>	<i>Capitalist realism</i>
S-12	SLO-1	<i>Pierre Bourdieu's types of capital</i>	<i>Mass segmentation and its effect on development</i>	<i>Michel Foucault</i>	<i>jean baudrillard</i>	<i>Phenomenon of fake news</i>
	SLO-2	<i>Cultural capital</i>	<i>Audience and their role in the society constructed on Mass Media</i>	<i>Governmentality</i>	<i>hyperreality</i>	<i>Significance of fake news in modern era</i>

Learning Resources	1. Henry Jenkins, Sam Ford & Joshua Green, Spreadable Media: Creating Value and Meaning in a Networked Culture, New York University Press, 2013 2. Hasan, Seema, Mass Communication: Principles and Concepts, CBS Publisher, 2010. 3. Data, K B, Mass Media and Society: Issues and Challenges, Akansha, 2007	4. https://www.lacan.com/passionf.htm , Passion In The Era of Decaffeinated Belief Slavoj Zizek 5. https://www.marxists.org/reference/archive/adorno/1944/culture-industry.htm . The Culture Industry: Enlightenment as Mass Deception 6. Understanding Culture's Influence on Behavior, Richard.W.Brislin, Harcourt College Publishers, 2000
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20D04L	Course Name	Writing for Broadcast	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	8	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 : Recognize the mystery behind Broadcast Journalism		1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 : Understand the reason to study society		Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3 : Explore the functions of mass media on society		Expected Proficiency (%)	Application of Concepts
CLR-4 : Expand the role of mass media on society		Expected Attainment (%)	Link with Related Disciplines
CLR-5 : Compare and contrast the different mediums available			Procedural Knowledge
CLR-6 : Synthesize an opinion over the different paradigms of media's influence on society			Skills in Specialization
			Ability to Utilize Knowledge
			Skills in Modeling
			Analyze, Interpret Data
			Investigative Skills
			Problem Solving Skills
			Communication Skills
			Analytical Skills
			ICT Skills
			Professional Behavior
			Life Long Learning
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:		
CLO-1 : Differentiate between the role supposed to be played by media and the role it supposedly plays		3 80 70	H H H H H H H H L L H H H H H L
CLO-2 : Create an understanding over the functions of media		3 85 75	H H L M H M H H M L H H H H M
CLO-3 : Relate the significance of texts		3 75 70	H H M H H H H H M L H H H H M
CLO-4 : Understand media as a commodity in current mode of production		3 85 80	M H M H M H M M M L H H H H M
CLO-5 : Expand upon the reality construction by media		3 85 75	H H H H M H M M M L H H H H M
CLO-6 : Explore the different areas of media in relation to exploring societal issues		3 80 70	H H H H M H M M L L H H H H L

Duration (hour)	24	24	24	24	24
S-1	SLO-1 Broadcast Journalism	Spoken language writing	Writing for television	Writing for the web	Digital Divide
	SLO-2 Broadcast in recent times	Spoken language writing	Writing for television	Writing for the web	Digital Divide
S-2	SLO-1 elements of writing	Case study	Case study	Case study	Case study
	SLO-2 Writing an art	Examples	Examples	Examples	Examples
S-3	SLO-1 Definition and scope	Spoken language writing	writing to still	online reporting	Writing for the screen
	SLO-2 Case study	Spoken language writing	writing to still	online reporting	Writing for the screen
S-4	SLO-1 examples	Case study	Case study	Case study	Case study

	SLO-2	types of writing	Examples	Examples	Examples	Examples
S- 5	SLO-1	writing styles	writing for programmes	writing for video	research	linear form
	SLO-2	style book	writing for programmes	writing for video	research	linear form
S-6	SLO-1	attribution	Case study	Case study	Case study	Case study
	SLO-2	vocabulary	Examples	Examples	Examples	Examples
S-7	SLO-1	language	writing for radio commercials	reference visuals to words	convergence	nonlinear form
	SLO-2	dielectics	writing for radio commercials	reference visuals to words	convergence	nonlinear form
S-8	SLO-1	style	Case study	Case study	Case study	Case study
	SLO-2	Style sheet	Examples	Examples	Examples	Examples
S-9	SLO-1	accuracy	illustrating copy with sound effects	. TV news writing	multimedia	Styles of web writing
	SLO-2	precision	illustrating copy with sound effects	. TV news writing	multimedia	Styles of web writing
S-10	SLO-1	precision issues	Case study	Case study	Case study	Case study
	SLO-2	solutions	Examples	Examples	Examples	Examples
S-11	SLO-1	Purposes – an integral part	news writing	marking copy in production language	procedures for creating a podcast	Features
	SLO-2	Purpose of the story	news writing	marking copy in production language	procedures for creating a podcast	Features
S-12	SLO-1	Sources	Case study	Case study	Case study	Case study
	SLO-2	sources	Examples	Examples	Examples	Examples
S-13	SLO-1	styles	structuring radio	writing for television programmes	blog	Meaning and nature
	SLO-2	styles	structuring radio	writing for television programmes	blog	Meaning and nature
S-14	SLO-1	techniques	copy	research	video blog	Case study
	SLO-2	techniques	copy	research	video blog	Examples
S-15	SLO-1	Case studies	editing agency copy	visualization	vlog	Articles on the Web
	SLO-2	examples	editing agency copy	visualization	vlog	Articles on the Web
S-16	SLO-1	Technical issues	reporter's copy	production script	flash journalism	Phenomenon of web
	SLO-2	casestudy	reporter's copy	production script	flash journalism	Significance of web
S-17	SLO-1	techniques	compiling radio news programmes	basics of broadcast news writing	Case studies	Case study
	SLO-2	types	compiling radio news programmes	basics of broadcast news writing	examples	Examples
S-18	SLO-1	reviews	radio news formats	rewriting wire copy	social media	Interviewing on the Web

	SLO-2	reviews	radio news formats	rewriting wire copy	social media	Interviewing on the Web
S-19	SLO-1	news analysis	program formats	script writing	Case studies	Case study
	SLO-2	news analysis	program formats	script writing	Case studies	Examples
S-20	SLO-1	back grounding	radio scripts writing	types of scripts	Reporting tools.	Practice
	SLO-2	back grounding	intro to bytes	headlines writing	Reporting tools.	News writing
S-21	SLO-1	morality in writing for broadcast	writing headlines	teasers	Contemporary tools	Television interview
	SLO-2	morality in writing for broadcast	Teasers and promos.	Promos.	Contemporary tools	Radio interview
S-22	SLO-1	Media ethics	Group feedback and discussion	Web series development	Writing stories for internet	broadcast code and ethics
	SLO-2	Differences in styles	Telling a story across platforms,	Group feedback and discussion	editing	Principles of Journalism
S-23	SLO-1	Media blogging	Commercials and PSA's	Educational and training programs	rewriting	responsibilities of a Journalist
	SLO-2	Reel vs real	Documentaries	Designing the education script	Clarity	TV Producer
S-24	SLO-1	Polishing the script	Creating the Web series	Pyramid and other news structures,	emphasis	Ombudsman
	SLO-2	Writing visually	Identifying audience niches	Basics of writing for online media	rhythm and length	Characteristics of social media writing

Learning Resources	<p>1. Fred Fedler, John .R.Bender, (2010), Reporting for the Media. Oxford, United Kingdom: Oxford University Press.</p> <p>2. Raman Usha, (2009), Writing For Media. Chennai, Tamil Nadu: Oxford Publications3.Thomas Sunny, (2008), Writing for the Media, Career Information & Guidance.</p>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	30%	-	30%	-	30%
	Understand	-	40%	-	40%	-	30%	-	30%	-	30%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	20%	-	30%	-	30%	-	30%
	Create	-	20%	-	20%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20D05L	Course Name	Visual News Production	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	8	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Develop producing, reporting, writing, shooting and editing skills	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Demonstrate the ability to turn a TV package story in one day	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	Demonstrate reporting by developing multi-source, non-deadline trend and issue stories																		
CLR-4 :	Acquire ability to produce well-organized, well-written, smooth flowing content under dead line pressure																		
CLR-5 :	Understand the grammar of studio production and the key roles of production team																		
CLR-6 :	Acquire an in-depth knowledge about the techniques to handle and manage the problems in each phase of production.																		
Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1 :	Gain In-depth knowledge in Pre production methods through script writing, Storyboard and Art direction	3	80	70	H	H	H	H	H	H	H	H	L	L	H	H	H	H	L
CLO-2 :	Training the skill in recording the raw elements in shooting and knowing the technological advancement in recording instruments.	3	85	75	H	H	L	M	H	M	H	H	M	L	H	H	H	H	M
CLO-3 :	Incorporate the art of visual design and sound design and their synchronization	3	75	70	H	H	M	H	H	H	H	H	M	L	H	H	H	H	M
CLO-4 :	Edit the film offline/online by narrating the same and doing audio mixing, dubbing and adding titles.	3	85	80	M	H	M	H	M	H	M	M	M	L	H	H	H	H	M
CLO-5 :	Perform various tasks involved in pre-production, production and post production phase	3	85	75	H	H	H	H	M	H	M	M	M	L	H	H	H	H	M
CLO-6 :	Achieve audio mixing, dubbing and adding titles.	3	80	70	H	H	H	H	M	H	M	M	L	L	H	H	H	H	L

Duration (hour)		24	24	24	24	24
S-1-3	SLO-1	What is video production	Writing for video	Setting the story board	Planning with single camera setup	Filtering captured sound
	SLO-2	Learning the equipment's needed in video production	Scripting introduction	Sketching the characters	Point and shoot	Isolation of audio
S-4-7	SLO-1	Production crew	Basic script	Analysing the types of shots	Planning with multiple camera set up	Editing the video
	SLO-2	Forming production team between students	Drafting an outline	Significance of each shot	Defining the angles	Linear and nonlinear approaches
S-8-10	SLO-1	Researching concepts	Identifying markers in script	Choosing the color palette	Structuring the lightings	Finalizing transitions
	SLO-2	Finalizing the idea	Individualizing themes	Understand the significance of colors	Producing on different types of lightings	Creating continuity
S-11-14	SLO-1	Prioritizing the goals	Sequencing the script	Composing pictures	Capturing audio	Adding sound
	SLO-2	Evaluating the objectives	Creating multiple setups through script	Framing and significance	Understanding the nature of audio	Including sound effects and needed graphics
S-15-18	SLO-1	Building an outline	Finalizing the script for production	Creating production instructions	Different types of microphones	Finalizing the package
	SLO-2	Broader treatment of the concept	Setting relative pace	Approaches to instruction	Learning to control dynamic range	Adding credits
S-19-24	SLO-1	Production research	Deciding the final style	Selecting the talent/s	Background	Examination of other's projects
	SLO-2	Analysis	Setting the final touches to the script	Importance of people in scene	Creating aesthetically pleasing background for 16:9	Writing a critical review of other's work

Learning Resources	1. .Herbert zettl, "The television production handbook", Cengage publisher, edition 2011.	
	2. Patricia Holland, "The television handbook", Routledge publisher, edition 1997.	
	3. G.H. Millerson, "Effective TV Production", Focal Press publisher, Edition 1993	
	4. 4.P. Javis, "Shooting on location", BBC Television Training, Borchamwood, Edition 1986	

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	30%	-	30%	-	30%
	Understand	-	40%	-	40%	-	30%	-	30%	-	30%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	20%	-	30%	-	30%	-	30%
	Create	-	20%	-	20%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

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Course Code	UJM20D06L	Course Name	Documentary Making	Course Category	E	Discipline Specific Elective Course	L	T	P	C
							0	0	8	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>
CLR-1 :	<i>Foster an understanding of documentary as a diverse form, with a range of styles and genres, to root this diversity in its various historical and social contexts</i>
CLR-2 :	Introduce some analytical tools appropriate for study of your own and other filmmakers' work.

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>	Learning
		1 2 3
		Level of Thinking (Bloom)
		Expected Proficiency (%)
		Expected Attainment (%)
CLO-1 :	Distinguish between, and critically evaluate, the principle 'modes' of documentary making	3 80 70
CLO-2 :	Be able to read a documentary text closely and write about how it communicates meaning	3 85 75
CLO-3 :	Understanding documentary production in its social and historical context	3 75 70
CLO-4 :	Be conversant with, and sensitive to, current debates about documentary ethics and aesthetics	3 85 80
CLO-5 :	Produce their own documentary film, making informed and creative decisions at every stage of production process	3 85 75

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	H	H	H	H	H	H	L	L	H	H	H	H	L
H	H	L	M	H	M	H	H	M	L	H	H	H	H	M
H	H	M	H	H	H	H	H	M	L	H	H	H	H	M
M	H	M	H	M	H	M	M	M	L	H	H	H	H	M
H	H	H	H	M	H	M	M	M	L	H	H	H	H	M

Duration (hour)	24	24	24	24	24
S-1 to S-12	What is a Documentary? Exploring the concept of documentary film, situating documentary film in social sciences	Pre-Production: Concept is Everything, Attach the right producer, plan	Gearing Up: – Camera Setup, Sound Setup	Shooting Coverage and B-Roll: – Exposition Shots, Narrative Shots	Post- Production: Editing your Documentary: - Organize folders and label bins
	Contentious issues around the documentary form, Scope of documentary, debates about committed documentary, conceptual documentary and political	Schedule wisely, Content always trumps quality	Lighting Setup: - Traditional three light setup	Wrap-Up Sho	Create Sequence for individual interviews, Backup everything.

		documentary				
S-13 to S-24	SLO-1	Types of Documentary: - Poetic Documentaries, Expository Documentaries, Observational Documentaries,	Picking your subject: – What are your interests? What is available to you?	Production: Filming Interviews: – Prepare accordingly but remain adaptable	Audio Coverage: - Use Gaff tapes to hide Lav Mics	Soundtrack and Music: - Determine the mood or tone,
	SLO-2	Participatory Documentaries, Reflexive Documentaries and Performative Documentaries	What is the most visually interesting?	Avoid Yes and No Questions, Ensure your subject is comfortable	Use a boom pole adapter instead of your arms	Don't be afraid of silence, Music can drive pace.

Learning Resources	<ol style="list-style-type: none"> 1. Rosenthal, Alan (1996) Writing, Directing, and Producing Documentary Films and Videos. Carbondale, IL: Southern Illinois University Press 2. Rabiger, Michael (1998) Directing the Documentary. 3rd Edition. Burlington, MA: Focal Press 3. Hampe, Barry (1997) Making Documentary Films and Reality Videos. A Practical Guide to Planning, Filming, and Editing Documentaries of Real Events. New York: Henry Holt and Co. 4. Bernard, Sheila Curran (2004) Documentary Storytelling for Video and Filmmakers. Burlington, MA: Focal Press 5. https://www.premiumbeat.com/blog/a-complete-guide-to-documentary-filmmaking/ 6. https://mysu.sabanciuniv.edu/announcements/sites/mysu.sabanciuniv.edu.announcements/files/units/SS%20Editor/film435-syllabus.pdf
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	-	40%	-	40%	-	30%	-	30%	-	30%
Level 2	Apply Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate Create	-	20%	-	20%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20G10T	Course Name	Media Management	Course Category	G	Generic Elective Course	L	T	P	C
							3	0	0	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To provide students with an overview of media and introduce them to the environment of the Media industry and its management.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To prepare professionals interested in careers in media management, advertising, marketing, promotions, managerial jobs, or for individuals in the field.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	To develop an understanding of the basic functions of management.																		
CLR-4 :	To analyze individual media businesses and understand the economic drivers of the media economy.																		
CLR-5 :	To empower students with insights into planning and execution of media plans and also to assess the future needs and trends to give an understanding of the basic functions of management.																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	To understand the evolution of management thought	3	80	70	H	H	M	H	L	H	H	L	L	L	M	H	L	H	L
CLO-2 :	To expose the students to fundamental concepts of media management and its processes in organizations	3	85	75	H	H	L	M	L	H	H	M	M	L	L	H	L	H	L
CLO-3 :	To introduce the basic concepts of advertising and marketing	3	75	70	H	H	M	H	L	H	H	M	M	L	M	H	L	H	L
CLO-4 :	To understand the media management concept and perspective	3	85	80	M	H	M	H	L	H	H	M	M	L	M	H	L	H	L
CLO-5 :	To be able to understand media management insights, practices and challenges.	3	85	75	H	H	M	H	L	H	H	L	M	L	M	H	L	H	L
CLO-6 :	To understand management structures & organizations	3	80	70	H	H	L	H	L	H	H	M	L	L	L	H	L	H	L

Duration (hour)	9	9	9	9	9
S-1	SLO-1	Introduction to Management concept	Introduction to Media Organization	Introduction to Economics for Media	Introduction to Electronic Media
	SLO-2	Principles of Management	Structure and Characteristics of Media Organizations	Economics for Media	Principles of Television Management in India
S-2	SLO-1	Principles of Management	Structure and Characteristics of Media Organizations	News gathering	Principles of Television Management in India
	SLO-2	Management – Functions	Newspapers & Cinema	Processing	Principles of Radio Management in

					India	
S-3	SLO-1	Management – Functions	Newspapers& Cinema	Advertising	Principles of Radio Management in India	<i>INS and ABC</i>
	SLO-2	Nature of leadership	Radio &Television	Advertising	Economics and Administrative concerns of government owned electronic media	<i>News agencies</i>
S-4	SLO-1	Understanding Motivation	Radio &Television	Printing, and Circulation	Economics and Administrative concerns of government owned electronic media	<i>News agencies</i>
	SLO-2	Understanding Motivation	Magazines and Online Media	Printing, and Circulation	Economics and Administrative concerns of government owned electronic media	<i>Syndicates</i>
S-5	SLO-1	Decision Making	Magazines and Online Media	Management Problems of Small, Medium newspapers	Present Status Electronic Media in India	<i>Syndicates</i>
	SLO-2	Factors influencing good management	Ownership Patterns of Print Media	Management Problems of Large newspapers	Present Status Electronic Media in India	<i>Ownership and Organization structures</i>
S-6	SLO-1	Factors influencing good management	Ownership Patterns of Print Media	Advertisement v/s circulation	Private Channels	<i>Ownership and Organization structures</i>
	SLO-2	Flow of communication in an organization	Ownership Patterns of Electronic Media	Advertisement v/s circulation	Private Channels	<i>Various Committees to study the problems of media in India</i>
S-7	SLO-1	Flow of communication in an organization	Ownership Patterns of Electronic Media	Media Promotion	Social Commitment v/s Profit making	<i>Various Committees to study the problems of media in India</i>
	SLO-2	Bottom step	Merits of Print & Electronic Media	Media Promotion	Social Commitment v/s Profit making	<i>Various Committees to study the problems of media in India</i>
S-8	SLO-1	top down vertical and horizontal	Demerits of Print & Electronic Media	Professionalism	Social Commitment v/s Profit making	<i>Global Competition on Indian Media</i>
	SLO-2	top down vertical and horizontal	Media as an industry	Trade Unionism	Quality Control and Cost Effective Techniques.	<i>Global Competition on Indian Media</i>
S-9	SLO-1	Management decision in media.	Media as an profession	Public Relations for Newspaper Organization.	<i>Quality Control and Cost Effective Techniques.</i>	<i>Global Competition on Indian Media</i>
	SLO-2	Management decision in media.	Media as an profession	Public Relations for Newspaper Organization	<i>Quality Control and Cost Effective Techniques.</i>	<i>Global Competition on Indian Media</i>

Learning Resources	<ol style="list-style-type: none"> 1. A Handbook of Media management and Economics – Lawrence Elbaun Associate Publishers, 2018 2. New Directions in Media Management, - William James, Willis and Diane B. Willis, Routledge, 2019. 	<ol style="list-style-type: none"> 3. Media management, - Andrej Vizjak and Max Riglster, Springer, 2018 4. Electronic Media Management, Fourth Edition - by Peter Pringle, 2018
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
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2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20G11T	Course Name	Convergence in Media	Course Category	G	Generic Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Understand the use of Emerging forms of social media and mobile platforms	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-2 :	Gain the technical skills of mobile newsgathering through the use of mobile devices and apps to gather, produce, and distribute news content.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-3 :	Analyse the effectiveness of mobile and social media activity																					
CLR-4 :	Understand the public's active role in the news production process, and the resulting impact on journalism																					
CLR-5 :	Foster the ability to apply the core values of journalism to emerging media forms																					
CLR-6 :	Understand the ethical concerns involved in this evolving field of journalism																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1 :	Prepare for the future of the media and life in a mobile-first world	3	80	70	H	H	M	H	L	H	H	L	L	L	M	H	L	H	L			
CLO-2 :	Utilize mobile technologies as learning and reporting tools	3	85	75	H	H	L	M	L	H	H	M	M	L	L	H	L	H	L			
CLO-3 :	use the best practices for usability and product design when building mobile experiences	3	75	70	H	H	M	H	L	H	H	M	M	L	M	H	L	H	L			
CLO-4 :	Analyze and research social media needs and uses of news audiences	3	85	80	M	H	M	H	L	H	H	M	M	L	M	H	L	H	L			
CLO-5 :	Engage with audiences using mobile devices	3	85	75	H	H	M	H	L	H	H	L	M	L	M	H	L	H	L			
CLO-6 :	Plan for the future of AR and other trends that might change the course of Journalism	3	80	70	H	H	L	H	L	H	H	M	L	L	L	H	L	H	L			

Duration (hour)		9	9	9	9	9
S-1	SLO-1	<i>Information and Communication Technology</i>	<i>Introduction to Convergence</i>	<i>New Media</i>	<i>Digital Media Revolution</i>	<i>Television Aesthetics</i>
	SLO-2	<i>definition and concept</i>	<i>Understanding New media</i>	<i>Trends in new media</i>	<i>Rise of Social Media</i>	<i>Enhanced TV Broadcasting</i>
S-2	SLO-1	<i>Characteristics of ICT</i>	<i>Disruptive innovation</i>	<i>Hypertext, hypermedia</i>	<i>Facebook and the Imperative of Sharing</i>	<i>Ephemeral Media</i>
	SLO-2	<i>Characteristics of ICT</i>	<i>Examples of disruptive Innovation</i>	<i>World Wide Web</i>	<i>Living and Learning in the Digital Age</i>	<i>Transitory Screen Culture</i>
S-3	SLO-1	<i>Theories and models of ICT</i>	<i>Case studies on disruptive</i>	<i>virtual communities and virtual</i>	<i>Ethnicity and Global Society</i>	<i>Television to YouTube</i>

			<i>innovation</i>	<i>reality</i>		
	SLO-2	<i>Theory of Reasoned Action Technology Acceptance Model</i>	<i>Disruptive innovation shaping media industry</i>	<i>Cyber culture and Cyberspace</i>	<i>constraints of the social media</i>	<i>Branding and the Impatience of Audience</i>
S-4	SLO-1	<i>Technology-Organisation- Environment framework</i>	<i>Medium Theory</i>	<i>Mobile and Wireless Communication</i>	<i>Convergence culture</i>	<i>Visual Radio</i>
	SLO-2	<i>Theory of Planned Behaviour Unified Theory of Acceptance and Use of Technology</i>	<i>Discussion</i>	<i>Impact of wireless communication</i>	<i>Intersection of old and New Media</i>	<i>Applications</i>
S-5	SLO-1	<i>Technological Pedagogical Content Knowledge theory</i>	<i>Media Technology and cultural Change</i>	<i>Mobile Interface Theory</i>	<i>Media Distribution and Consumption</i>	<i>Internet of Things</i>
	SLO-2	<i>Barriers of ICT</i>	<i>Discussion of McLuhan's Theory</i>	<i>Smartphone Technology</i>	<i>Collective intelligence</i>	<i>Application for Media</i>
S-6	SLO-1	<i>Revolutions in information technology</i>	<i>Media Convergence</i>	<i>Embodiment and the Mobile Interface</i>	<i>Multiscreen Marketing</i>	<i>Internet Spectatorship</i>
	SLO-2	<i>Case Studies</i>	<i>Definition and concept</i>	<i>Mobile Impact</i>	<i>Multiscreen as new convergence</i>	<i>Case studies</i>
S-7	SLO-1	<i>Emerging trends in ICT</i>	<i>Media convergence as Technological convergence</i>	<i>Smartphone Dependency</i>	<i>Cloud based media services</i>	<i>Surveillance and power in the interactive era</i>
	SLO-2	<i>Discussion</i>	<i>Definition and Concept</i>	<i>Mobile Media Convergence</i>	<i>Examples</i>	<i>Discussion</i>
S-8	SLO-1	<i>DBMS</i>	<i>Examples of Technological Convergence</i>	<i>Mobile: Digital Delivery and Media Mobility</i>	<i>IP based live broadcast from cloud</i>	<i>Collaborative Journalism</i>
	SLO-2	<i>Use of DBMS in Media</i>	<i>Pros and cons</i>	<i>Location based Mobile advertising</i>	<i>Examples</i>	<i>Kinds of Collaborative Journalism</i>
S-9	SLO-1	<i>National and International information sources and services</i>	<i>Challenges</i>	<i>Development of New Media Convergence</i>	<i>Software Defined Broadcasting</i>	<i>Case studies of Collaborative Journalism</i>
	SLO-2	<i>Discussion</i>	<i>Case Studies</i>	<i>Convergence of Regulatory Framework</i>	<i>Examples</i>	<i>Case studies of Collaborative Journalism</i>

Learning Resources	<ol style="list-style-type: none"> 1. Jenkins, Henry. Convergence Culture: Where Old and New Media Collide. (NYU press, 2006). 2. Dwyer, Tim, (2010) Media Convergence. London, England: Open University Press 3. Miller, V. (2011). Understand digital culture. Sage Publications. 	<ol style="list-style-type: none"> 4. Andrejevic, Mark. iSpy: Surveillance and power in the interactive era. University of Kansas, 2009. 5. White, Michele. The Body and the Screen: Theories of Internet Spectatorship. (MIT Press, 2006). 6. Farman, Jason. Mobile Interface Theory. (2012). MIT Press
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20G12T	Course Name	Political Communication	Course Category	G	Generic Elective	L	T	P	C
							3	0	0	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	introduce the student to the various forms of political communication used by policy makers in the realm of domestic politics	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	introduce the student to the various forms of political communication used by policy makers in the realm of Foreign policy.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	Provide a deeper knowledge on the various tools used in political campaigns																		
CLR-4 :	Give an insight into the disruption made by the internet in the process of political communication																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	Have a clearer notion on how political communication takes place in modern era	3	80	70	H	H	M	H	L	H	H	L	L	L	M	H	L	H	L
CLO-2 :	Compare the new model of political communication and the older model of political communication	3	85	75	H	H	L	M	L	H	H	M	M	L	L	H	L	H	L
CLO-3 :	Have a deeper knowledge on the evolution of strategies used in political communication	3	75	70	H	H	M	H	L	H	H	M	M	L	M	H	L	H	L
CLO-4 :	Read into the effect of technologies in mediated political communication	3	85	80	M	H	M	H	L	H	H	M	M	L	M	H	L	H	L

Duration (hour)		9	9	9	9	9
S-1	SLO-1	<i>Defining political communication</i>	<i>Traditional political communication in democracies</i>	<i>Political communication in mediated era</i>	<i>The role of the state in accordance to change in political communication</i>	<i>The future of political communication</i>
	SLO-2	<i>Significance of political communication</i>	<i>History and evolution</i>	<i>Impact of internet in political communication</i>	<i>Significance of state in mediated era</i>	<i>Incoming duality of political communication</i>
S-2	SLO-1	<i>Political communication in democratic systems</i>	<i>The actors in democratic setting</i>	<i>Evolution of strategies of communication in the internet era</i>	<i>The role of the political parties in accordance to change in political communication</i>	<i>Non democratic states and political communication</i>
	SLO-2	<i>Tools used in democratic systems</i>	<i>Their defined roles</i>	<i>Case study</i>	<i>Significance of political parties in mediated era</i>	<i>Analysis on the strategies used</i>
S-3	SLO-1	<i>Political communication in non-democratic systems</i>	<i>the medium of communication in democratic setting</i>	<i>Effect of Globalisation in political communication</i>	<i>The changing actors in the process of political communication</i>	<i>Identicalness of democratic and non-democratic states in political communication</i>
	SLO-2	<i>Tools used in non-democratic settings</i>	<i>The use of rhetoric in different mediums</i>	<i>Significance of Globalisation on international setting</i>	<i>Decadence of old actors</i>	<i>Evaluation of the indistinguishability of methods used by democratic and non-democratic states</i>
S-4	SLO-1	<i>State actors in political communication</i>	<i>The prescribed style of communication</i>	<i>Impact of Globalisation in Indian political communication</i>	<i>Moving away from personal communication</i>	<i>The limitations of political communication in the era of internet</i>
	SLO-2	<i>Significance with case study</i>	<i>Cinema as a form of political communication</i>	<i>Different paradigms of political communication affected due to globalisation</i>	<i>Reasons for the detachment</i>	<i>Analysis on the possibility of limitations</i>
S-5	SLO-1	<i>Non state actors in political communication</i>	<i>Usage of cinema for dissemination political messages in southern India</i>	<i>The changing paradigm of sending out messages in domestic politics</i>	<i>Introduction of abstract statements</i>	<i>Limitations possessed by constantly changing information tools</i>
	SLO-2	<i>Significance with case study</i>	<i>Case studies from Tamil Nadu</i>	<i>The changing paradigm of sending out messages in domestic politics</i>	<i>Study on the role and usage of opinions in social media</i>	<i>Effect of technology on information tools</i>
S-6	SLO-1	<i>Relationship between state actors</i>	<i>Usage of cinema for dissemination political messages in southern India</i>	<i>The changing paradigm of sending out messages in international politics</i>	<i>The role of Facebook in shaping communication messages</i>	<i>State versus individual in modern political communication</i>
	SLO-2	<i>Significance of relationship between state actors</i>	<i>Case studies from Karnataka and Andhra Pradesh</i>	<i>The changing paradigm of sending out messages in international politics</i>	<i>Implication using a case study</i>	<i>Pluralistic roots of political communication</i>
S-7	SLO-1	<i>Cross relations between state and non-state actors</i>	<i>The evolving strategies of traditional communication</i>	<i>Modernization effect on the flow of political communication</i>	<i>The role of WhatsApp in shaping communication messages</i>	<i>Possibility of political deliberation in the smartphone era</i>
	SLO-2	<i>Significance of relationship between state and non-state actors</i>	<i>Significance of traditional communication</i>	<i>Understanding the existing flow of communication</i>	<i>Effect of WhatsApp in India</i>	<i>Types of content consumption in through smartphone</i>
S-8	SLO-1	<i>Medium of communication</i>	<i>Evaluation of strategies of traditional communication</i>	<i>Flow of communication and its effect on people</i>	<i>Instagram and youth</i>	<i>Ability of Individuals to shift public opinion</i>
	SLO-2	<i>Politics in modern context</i>	<i>Relevance of traditional</i>	<i>Progression in the flow of</i>	<i>Political communication to youth</i>	<i>Tools accompaniment in shifting</i>

			<i>communication</i>	<i>communication</i>	<i>through Instagram</i>	<i>public opinion</i>
S-9	SLO-1	<i>Strategies followed in political communication</i>	<i>Ideologies in political message</i>	<i>Attitudinal changes in people with respect to the change in flow of communication</i>	<i>Blogging and the Arab Spring protests of 2011.</i>	<i>Digital divide and its impact on political communication</i>
	SLO-2	<i>Case study</i>	<i>Significance of ideologies in image conscious era</i>	<i>Case study</i>	<i>Analysis on the usage of mediated communication to collective bargaining</i>	<i>Digital literacy as the new divide</i>

Learning Resources	<i>Davis, Aeron Political Communication, Wiley, 2019</i> <i>Wahl-Jorgenson, Karin, Emotions, Media and Politics, Wiley, 2019</i> <i>Salgado, Susano, Mediated campaigns and Populism in Europe, Springer, 2018</i>	
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. Dr. P. Srijothi, Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJK20401T	Course Name	Professional Skills	Course Category	JK	Life Skill Course	L	T	P	C
							2	0	0	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Development Centre	Data Book / Codes/Standards	-		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	expose students to the requirements of job market	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	develop resume building practice	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	increase efficiency in speaking during group discussions																		
CLR-4 :	prepare students for job interviews																		
CLR-5 :	instill confidence in students and develop skills necessary to face audience																		
CLR-6 :	develop speaking and presentation skills in students																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1 :	understand the importance of resume preparation and build resume	3	80	70	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-2 :	acquire group discussion skills	3	85	75	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-3 :	face interviews confidently	3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-4 :	Ask appropriate questions during an interview	3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-5 :	understand various types of presentation and use presentation skills in projects	3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-6 :	build confidence during any presentation	3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H

Duration (hour)		6	6	6	6	6
S-1	SLO-1	<i>Introduction of resume and its importance</i>	<i>Meaning and methods of group discussion</i>	<i>Meaning and types of interview (face to face, telephonic, video)</i>	<i>Types - Informative, Instructional, Arousing, Persuasive, Decision-making</i>	<i>PowerPoint presentation–body language and stage etiquettes</i>
	SLO-2	<i>Difference between a CV, Resume and Bio Data</i>	<i>Procedure of group discussion</i>	<i>Dress code, background research</i>	<i>Structure of a presentation – Introduction of the event,</i>	<i>PowerPoint presentation–body language and stage etiquettes</i>

					<i>Introducing the speaker, vote of thanks</i>	
S-2	SLO-1	<i>Essential components of a good resume, common errors people make while preparing a resume</i>	<i>Group discussion – simulation</i>	<i>STAR Technique (situation, task, approach and response) for facing an interview</i>	<i>Working with audience – ice-breaking, Creating a 'Plan B',</i>	<i>PowerPoint presentation–practice session</i>
	SLO-2	<i>Resume building format</i>	<i>Group discussion – common errors</i>	<i>Interview procedure (opening, listening skills, closure, asking questions)</i>	<i>Getting the audience in the mood, working with emotions,</i>	<i>PowerPoint presentation– practice session</i>
S-3	SLO-1	<i>Resume building using templates</i>	<i>Group discussion – types – Topic based</i>	<i>Important questions generally asked in an interview</i>	<i>Improvisation and unprepared presentations, man-woman view, feedback – appreciation and critique</i>	<i>PowerPoint presentation–practice session</i>
	SLO-2	<i>Resume building using templates</i>	<i>Group discussion – types – Case study based</i>	<i>Important questions generally asked in an interview</i>	<i>Improvisation and unprepared presentations, man-woman view, feedback – appreciation and critique</i>	<i>PowerPoint presentation– practice session</i>
S-4	SLO-1	<i>Resume building activity</i>	<i>Group discussion – practice session- Topic based</i>	<i>Mock interview – face to face</i>	<i>Power point presentation, skit, drama, dance, mime, short films and documentary – Dos and Don'ts</i>	<i>PowerPoint presentation–practice session</i>
	SLO-2	<i>Resume building activity - Feedback</i>	<i>Group discussion - Feedback</i>	<i>Mock interview- Feedback</i>	<i>Power point presentation, skit, drama, dance, mime, short films and documentary – Dos and Don'ts</i>	<i>PowerPoint presentation– practice session</i>
S-5	SLO-1	<i>Video resume – Tips and tricks</i>	<i>Group discussion – practice session- Topic based</i>	<i>Mock interview - face to face</i>	<i>PowerPoint presentation – content preparation</i>	<i>PowerPoint presentation–practice session</i>
	SLO-2	<i>Video resume – Do's and Don'ts</i>	<i>Group discussion - Feedback</i>	<i>Mock interview - Feedback</i>	<i>PowerPoint presentation–logical arrangement of content</i>	<i>PowerPoint presentation– practice session</i>
S-6	SLO-1	<i>Video resume – Templates</i>	<i>Group discussion – practice session- Case study based</i>	<i>Mock interview - face to face</i>	<i>PowerPoint presentation–using internet source, citations, bibliography</i>	<i>PowerPoint presentation–practice session</i>
	SLO-2	<i>Video resume – Templates</i>	<i>Group discussion - Feedback</i>	<i>Mock interview- Feedback</i>	<i>PowerPoint presentation–using internet source, citations, bibliography</i>	<i>PowerPoint presentation– practice session</i>

Learning Resources	<ol style="list-style-type: none"> 1. Scott Bennett, <i>The Elements of Resume Style: Essential Rules for Writing Resumes and Cover Letters That Work</i>, AMACOM, 2014 2. David John, <i>Tricks and Techniques of Group Discussions</i>, Arihant, 2012 4. Paul Newton, <i>How to deliver a presentation</i> ; e-book 5. Eric Garner, <i>A-Z of Presentation</i>, Eric Garner and Ventus Publishing ApS, 2012, bookboon.com
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	3. Singh O.P., <i>Art of Effective Communication in Group Discussion and Interview</i> , S Chand & Company, 2014	
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)#	CLA-4 (30%) ##
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

#CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Mr Priyanand, Assistant Professor, CDC, E&T, SRMIST
		2. Ms Sindhu Thomas, Head in charge, CDC, FSH, SRMIST
		3. Ms Mahalakshmi, Assistant Professor, CDC, FSH, SRMIST

SEMESTER V

Course Code	UJM20501T	Course Name	Development Journalism	Course Category	C	Professional Core	L	T	P	C
							5	1	0	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication		Data Book / Codes/Standards	N//	

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>
CLR-1 :	<i>Understand the significance of Development in present context</i>
CLR-2 :	<i>Teach the different paradigms of development</i>
CLR-3 :	<i>Make aware of the blockades of development</i>
CLR-4 :	<i>Analyse the role of media in bridging the inequality</i>
CLR-5 :	<i>Prepare the students to study the rural side of the India</i>

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	<i>Understand the significance of rural development</i>
CLO-2 :	<i>Have a clearer notion on the issues of development</i>
CLO-3 :	<i>Understand the problem of inequality</i>
CLO-4 :	<i>Role that media ought to play in the process of development</i>
CLO-5 :	<i>Understand the significance of communication in bridging the development</i>

Learning		
1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
3	80	70
3	85	75
3	75	70
3	85	80
3	85	75

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	M	H	L	H	L	H	H	L	M	H	M	M	M
H	H	L	M	L	M	H	H	M	L	M	H	M	M	M
H	H	M	H	L	M	H	H	M	L	H	H	L	H	H
M	H	M	H	L	H	H	H	M	L	M	H	M	H	H
H	H	M	M	H	L	H	M	H	M	L	H	H	M	H

Duration (hour)	18	18	18	18	18	
S-1	SLO-1	Development – Definition	Social Darwinism	Mass Media approach	Social communication and equality	Documentaries
	SLO-2	Development Vs Growth	Death of social Darwinism	Significance of mass media in development	Extent of social communication in digital era	Development issues and documentaries
S-2	SLO-1	Introduction on protestant ethic and the spirit of capitalism	"Myth of Progress"	Communicating for social change	Equality in communication rights	Era of Internet and the rise of development journalism
	SLO-2	Weber’s paradigm of sociology	Measurements of progress	Historical context of social change through communication	Case study	Online advocacy
S-3	SLO-1	Significance of rational thinking	Western Liberal Model of Development	The commodification of participation	Public health and communication	Cyber media and Digital Democracy
	SLO-2	Birth of modernity	Criticism of Western Liberal Model of Development	Participation in digital era	Significance of communication on public health	Digital Democracy and development
S-4	SLO-1	Commodity- introduction	Welfare Model of Development	Contributions of communication rights movements	Lack of Health communication	Role of RTI in Development Communication
	SLO-2	Commodity fetishism	Criticism of Welfare Model of Development:	Right to information movement in India	Case study from India	Accountability and transparency
S-5	SLO-1	Capitalistic mode of production	Socialist/Marxist Model of Development	Public hearings	Indigenous communication	Social audit
	SLO-2	Criticism of this mode of production	Criticism of Socialist/Marxist Model of Development	Effect of communication in participation hearings	Communication and diversity	Social interventions
S-6	SLO-1	Stratification in Society	Democratic-Socialist Model of Development	Globalisation and development	Media diversity	Development communication programs and government schemes in India
	SLO-2	Reasons for Stratification	Criticism of Democratic-Socialist Model of Development	The formation of paradoxes	Communication in reference to diversity in media	SITE
S-7	SLO-1	Status in society	Gandhian Model of Development:	Communication as development	Discrimination in Media	Development communication programs and government schemes in India
	SLO-2	Status - Ascribed Vs Achieved	Criticism over Gandhian Model of Development:	Globalisation and its impact	Case study	Kheda
S-8	SLO-1	Social mobility	Sustainable Development Model	Political economy of development	Regulations of discriminations in media	Development communication programs and government schemes in India
	SLO-2	Closed Social System Vs Open Social System	Acceptance of Sustainable Development Model	Political economy and communication	Observations from media	Anganwadi system
S-9	SLO-1	Caste Vs Class System	Idea of Social conscience	History of political economy	Localized approach to Dev Communication	Development communication programs and government schemes

						in India
	SLO-2	Case study	Existence of Social conscience	Cultural imperialism	Planned strategy to Dev Communication	MGNERGA
S-10	SLO-1	Theory on Alienation	Unconscious Development	Institutional matrix	Human Development Vs Economic Development	Development communication programs and government schemes in India
	SLO-2	Theory on Accumulation	Unconscious Development Vs Conscious Development	Institutional matrix of development industry	Significance of the above developments	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
S-11	SLO-1	Necessary labour	Introduction to Amartya sen's development as freedom	Advocacy – Introduction	Development Support Communication	Development communication programs and government schemes in India
	SLO-2	Abstract labour and Concrete labour	Case study – Indian development	Advocacy communication	Development Support Communication in digital era	Integrated Child Development Services
S-12	SLO-1	Structure of modern society	Perspective of Freedom	Political foundations of development	Basic Needs Model of DSC	Development communication programs and government schemes in India
	SLO-2	Framework of modern society	Idea of liberty	Communication for social justice	Extension Approach of DSC	Rajiv Awas Yojana
S-13	SLO-1	Paradigms of development	Poverty	Hegemonic context of communication	Role of Print media in Development	Development communication programs and government schemes in India
	SLO-2	Dominant Paradigm	Case study – India	Dialogic context of communication	Case study	Rashtriya Swasthya Bima Yojana
S-14	SLO-1	Paradigms of development	Inequality	Human rights	Role & performance record of Radio	The Sustainable Development Goals
	SLO-2	Dependency paradigm	Case study – India	Equality – case study	Case study	2030 agenda
S-15	SLO-1	Paradigms of development	Income	Equality on information	Role & performance record of Television	Viability of 2030 agenda
	SLO-2	Alternative Paradigm	Relation of income and mortality	Insight on the existence of said equality	Case study	Present scenario of 2030 agenda
S-16	SLO-1	HDI	Tradition, culture and democracy	Equality on communication	Role & performance record of Traditional Media:	The Paris Agreement
	SLO-2	IHDI	Significance of culture	Insight on the existence of said equality	Case study	Implications of Paris agreement
S-17	SLO-1	Idea of Progress	Diffusion approach	WSIS	NGOs	Rural reporting
	SLO-2	Critique of the idea of progress	extension approach to development	Effect of WSIS	IGOs and CSOs	Significance of rural reporting
S-18	SLO-1	The theory of modernization	Instructional approach to development	Global digital divide	Role of NGOs in development	Climate Change
	SLO-2	Analysis of theory of modernisation	Validity of Instructional approach	Extent of global digital divide	Role of IGOs and CSOs in development	Effect of reporting on climate change

Learning Resources	1.	. Srinivas R. Melkata, Communication for development in third world (Second edition). California, United States: SAGE Publishing. 2001,	4.	M. Rogers &SinghlalAravind, India's information revolution. California, United States: SAGE Publishing.1989
	2	.P. Sainath. <i>Everybody Loves a Good Drought</i> , Penguin India; 1st Edition edition 2000.		
	3.	Moody Bella, Designing Messages for Development Communication: An Audience Participation-Based Approach (Communication and Human Values). California, United States: SAGE Publishing.1992.		

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. 1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20502T	Course Name	International Relations and Diplomatic Reporting	Course Category	C	Professional Core	L	T	P	C
							5	1	0	6

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Introduce the student to the fields of international relations,	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Introduce the student to international law and organizations	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	Provide a varied knowledge on diplomatic reporting																		
CLR-4 :	Appreciate the significance of diplomatic reporting																		
CLR-5 :	Deliver an insight into the world of international law																		
CLR-6 :	Provide an ethical guideline when reporting about conflict																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	understand how the global system functions	3	80	70	H	H	M	H	L	H	L	H	H	L	M	H	M	M	M
CLO-2 :	Insight on how it ought to function	3	85	75	H	H	L	M	L	M	H	H	M	L	M	H	M	M	M
CLO-3 :	Comprehend the complex relationship between nations	3	75	70	H	H	M	H	L	M	H	H	M	L	H	H	L	H	H
CLO-4 :	Access the set of skills required for a diplomatic reporter	3	85	80	M	H	M	H	L	H	H	H	M	L	M	H	M	H	H
CLO-5 :	Have a clearer picture on the term diplomacy	3	85	75	H	H	M	M	H	L	H	M	H	M	L	H	H	M	H
CLO-6 :	Possess a notion on ethical reporting	3	80	70	H	H	M	H	L	M	H	H	M	L	H	H	L	H	H

Duration (hour)	18	18	18	18	18
S-1	SLO-1	Defining International Relations	Transformation from realism to neorealism	Reporting International relations	Regional players Vs global actors
	SLO-2	Importance of International relations	Kenneth Waltz's Theory of International Politics	Significance of international relations reporting	Who is Who
S-2	SLO-1	Perspectives and theories of international relations	Hierarchical system	Who is a diplomatic reporter	Global actors
	SLO-2	Validity of theories in international relations	Anarchical system	qualities of a diplomatic reporter	Effect of global actors on regional players
					International law
					Level of acceptance towards international law
					International law
					Effectiveness in India

S-3	SLO-1	Development of International Relations Theory in the Twentieth Century	'self-help' system	Nature of diplomatic reporter	Understanding international border	Sources of international law
	SLO-2	Alignment of international relations with other disciplines	other states as potential threats	Values to be followed by diplomatic reporter	Open border	International law vs Constitutional law
S-4	SLO-1	Liberal internationalism	Neorealism to Neoliberalism	The dynamics of state behavior in IR	Controlled borders	international organisations
	SLO-2	the origins of the discipline	pluralists transformation to 'neoliberal institutionalists	Effect of state's behaviour	Regulated borders	Impact of international organisations in diplomatic reporting
S-5	SLO-1	The 'realist' critique of liberal internationalism	international anarchy	foreign policy	Contentious border	Legitimacy of international organisations
	SLO-2	Validity of this criticism	the rational egoism of state	Reporting foreign policy	Demilitarized zones	Reliance on International agencies for reporting
S-6	SLO-1	World Wars and its impact on international relations	'Free rider' states	Understanding national interests	Soft border vs hard border	Vienna Convention on Diplomatic Relations
	SLO-2	Rise of nationalism	Problems caused by 'Free rider' states	National interest Vs actuality	Importance of soft and hard border	Effect on the new world
S-7	SLO-1	The post-war synthesis	relative gains	Reporting cases related to national interest	Lines of Control.	India and Vienna convention
	SLO-2	Realism	absolute gains	Conflict of Interest in reporting national interest	Border Vs Line of Control	India's stand on Vienna convention
S-8	SLO-1	International Relations and the behavioural sciences	Constructivism	Armed conflicts – history	Cross border terrorism	Application of certain privileges and immunities to diplomatic missions
	SLO-2	Hans Joachim Morgenthau and realism	Social Theory of International Politics	Case study	Reporting cross border conflict	Restrictions on privileges and immunities
S-9	SLO-1	'balance of power' model	Critical theories	Difference between armed conflicts and war	Cross border terrorism in India	United Nations
	SLO-2	Significance of systems theory	poststructuralist and 'postmodern' international thought	Knowing the difference	Case study	Purpose for the existence of UN
S-10	SLO-1	Correlates of War	Enlightenment	Causes of wars	Attitude of border state people over cross border terrorism	Principal organs of the United Nations
	SLO-2	Mathematical models for the study of decision	'problem-solving' theory	Reporting the unknown	Effect on governance	Validity and significance of principal organs
S-11	SLO-1	classical International Relations	The state and International Relations	Rules of war	Understanding spill overs	UN Security council
	SLO-2	classical International Relations against realism	state-centric account of the world	Reporting with sensitivity	Cross border conflict	Powers of UN security council

S-12	SLO-1	Challenges to the realist synthesis	Foreign and domestic policy	International humanitarian law	Cultural effect	monetary organisations of united nations
	SLO-2	Great Power diplomacy	The 'decision' as focus	Things permitted and things not allowed	Territorial conflict	Role of monetary organisations of UN
S-13	SLO-1	Neorealism	foreign policy analysis	Reporting torture	Showing sensitivity	The changing face of warfare
	SLO-2	Neoliberal institutionalism	External and internal environment	Use of images	Ethics of reporting conflicts	Technological determinism
S-14	SLO-1	Pluralism and complex interdependence	'statecraft' in modern era	The Geneva Conventions	Borders and effect on people	The changing face of warfare
	SLO-2	multiple channels of access between societies	Art of diplomacy in this era	Documenting war crimes	Movement through borders	Challenges to foreign diplomacy
S-15	SLO-1	Traditionalism Vs Realism	Propaganda Vs Diplomacy	Non state actors	Reporting migration	Oil and diplomacy
	SLO-2	Which is the suitable method?	Influencing methods	Effectiveness of non-state actors	Facts not bias	Tank warfare and drones to disrupt oil production
S-16	SLO-1	International Relations Theory Today	Dimensions of power	Non state actors or terrorists	Reporting migration	Changing face of conflict in middle east
	SLO-2	rational choice theory	Power as an attribute of states	Pressure groups	Knowing the law	Case study: Killing of Iranian Major General Soleimani
S-17	SLO-1	rational choice theory - impact	'compellance'	Effect of non-state actors on foreign policy	Reporting migration	Role of India in middle east.
	SLO-2	rational choice theory – Criticism	Significance of compellance	Reporting non state actors	Reporting for all	International point of view on middle east
S-18	SLO-1	Politics in terms of the goal-directed behaviour of individual	'deterrence'	Regional players	Reasons for migration	Challenges faced by a diplomatic reporter.
	SLO-2	<i>neo-utilitarian</i>	<i>Significance of deference</i>	<i>Role of regional players</i>	<i>Studying the background causes</i>	<i>International and Regional challenges</i>

Learning Resources	1. Giridharadas, Anand <i>Winners Take All</i> , Vintage Books, 2019	4. www.internationalrelationsedu.org .
	2. Shiraev, Eric and Zubok, Vladislav, <i>International Relations</i> , OUP, 2019 3. Israeli, Oper, <i>International Relations: Theory of War</i> , Praeger, 2019	

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-

	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. 1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20503T	Course Name	Data Journalism	Course Category	C	Professional Core	L	T	P	C
							4	0	0	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>
CLR-1 :	<i>Understand the basics of data and data journalism, including the history of the practice</i>
CLR-2 :	<i>Master the use of data in journalistic storytelling</i>
CLR-3 :	<i>Learn basic data analysis for storytelling</i>
CLR-4 :	<i>Learn the use of analysis libraries and the tools of transparency for data journalism</i>
CLR-5 :	<i>familiarizing with basic strategies for doing data analysis and introducing some frameworks for critical thinking</i>

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	<i>Think critically and deeply about the limitations of datasets and evaluate the strengths and weaknesses of data</i>
CLO-2 :	<i>Use and manipulate datasets with ease and comfort, being able to ask interesting questions and explore various angles</i>
CLO-3 :	<i>Deploy basic software and applications of various kinds to analyze and visualize data in creative ways</i>
CLO-4 :	<i>Demonstrate a solid grasp of data storytelling techniques that can help broad audiences understand data</i>
CLO-5 :	<i>Assess how institutions may be collecting and using data and the implications of these processes for the public.</i>

Learning		
1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
3	80	70
3	85	75
3	75	70
3	85	80
3	85	75

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	M	H	L	H	L	H	H	L	M	H	M	M	M
H	H	L	M	L	M	H	H	M	L	M	H	M	M	M
H	H	M	H	L	M	H	H	M	L	H	H	L	H	H
M	H	M	H	L	H	H	H	M	L	M	H	M	H	H
H	H	M	M	H	L	H	M	H	M	L	H	H	M	H

Duration (hour)		12	12	12	12	12
S-1	SLO-1	<i>Data</i>	<i>Data visualization</i>	<i>Challenges with Data</i>	<i>Info graphics and maps</i>	<i>Data-Driven Stories</i>
	SLO-2	<i>Definition</i>	<i>Introduction – Nature - Scope</i>	<i>Finding and cleaning</i>	<i>Introduction</i>	<i>Reaching your Audience</i>
S-2	SLO-1	<i>Data and Journalism in the past</i>	<i>Data visualization as a reporting tool</i>	<i>Data cleaning and analysis</i>	<i>When to use a map</i>	<i>Data Driven Interviews</i>
	SLO-2	<i>Examples</i>	<i>Sample story</i>	<i>Process</i>	<i>Situations and case studies</i>	<i>Data-Driven Writing</i>
S-3	SLO-1	<i>Need for data in Journalism</i>	<i>Using Data Visualization to find insights in data</i>	<i>Steps involved in data cleaning</i>	<i>Types of maps</i>	<i>Anatomy of a Data Story</i>
	SLO-2	<i>Examples</i>	<i>Sample stories</i>	<i>Techniques</i>	<i>Familiarizing with examples</i>	<i>Explained with case study</i>
S-4	SLO-1	<i>data by today's context</i>	<i>Tableau Public</i>	<i>OpenRefine</i>	<i>map abuse</i>	<i>Interpreting Academic Research</i>
	SLO-2	<i>revolution in computing</i>	<i>Application</i>	<i>Uses</i>	<i>examples of map abuse</i>	<i>Scientific literature and data</i>
S-5	SLO-1	<i>Common Data Formats</i>	<i>Importance of Data Visualisation</i>	<i>Scraping Data</i>	<i>Mapping Programs</i>	<i>Health, Well-being and Medical Data</i>
	SLO-2	<i>Internet as data source</i>	<i>Producing Visualisations from Tableau</i>	<i>Scraping websites</i>	<i>Overview of mapping programs</i>	<i>Case study</i>
S-6	SLO-1	<i>Alternative Data Sources</i>	<i>Working on Spreadsheets</i>	<i>Extracting Data tables from PDFs</i>	<i>Database schemas</i>	<i>Crime and Public Safety Data</i>
	SLO-2	<i>Sample stories</i>	<i>Basic of spreadsheets</i>	<i>Reviewing Documents</i>	<i>record layouts</i>	<i>Case study</i>
S-7	SLO-1	<i>Planning a Data Story: Hypothesis and Questions</i>	<i>rows, columns, cells, importing, sorting, filtering</i>	<i>Introduction to GitHub</i>	<i>Google Fusion Tables</i>	<i>Economic and Business Data</i>
	SLO-2	<i>Enriching Stories With Data</i>	<i>Application in a sample story</i>	<i>Application</i>	<i>application</i>	<i>Case study</i>
S-8	SLO-1	<i>Numeracy and the importance of critical thinking</i>	<i>applied analysis</i>	<i>Using Statistics</i>	<i>Project Jupyter</i>	<i>future of data journalism</i>
	SLO-2	<i>review local demographic profiles</i>	<i>analysis basics</i>	<i>Basics of Inference, Correlation, Probability</i>	<i>Project basics, application</i>	<i>Story bots and ethical implications</i>
S-9	SLO-1	<i>Data journalism and Citizen Journalism</i>	<i>calculating the formula for percent change, mean, median, min, max, ranking</i>	<i>Spotting Visualisation lies</i>	<i>Working with Agate</i>	<i>data science, machine learning and artificial intelligence</i>
	SLO-2	<i>Citizen Journalism</i>	<i>Application in a sample story</i>	<i>Working with sample stories</i>	<i>Group by and aggregates in Agate</i>	<i>New Trends and future implications</i>
S-10	SLO-1	<i>Use of Public records</i>	<i>Use of charts and tables</i>	<i>Polling and surveys</i>	<i>GIS</i>	<i>Ethical issues in Data Journalism</i>
	SLO-2	<i>Working a Sample</i>	<i>Application in a sample story</i>	<i>Fundamental concepts</i>	<i>Use of geographic information system in journalism</i>	<i>responsibilities of reporters and editors</i>
S-11	SLO-1	<i>Data as your right</i>	<i>Finding and repairing mistakes with Excel</i>	<i>Joining Database</i>	<i>stories with maps</i>	<i>Challenges and pitfalls of Data Journalism</i>
	SLO-2	<i>RTI Act</i>	<i>application</i>	<i>Exploring the database</i>	<i>Examples</i>	<i>Case studies</i>

S-12	SLO-1	<i>RTI Act and its implication on journalism</i>	<i>SQL basics in Access</i>	<i>Digging through to find required data</i>	<i>When is a map not a map</i>	<i>Market for data journalists</i>
	SLO-2	<i>Case Studies</i>	<i>Examples and application</i>	<i>Making connections – Forming story</i>	<i>Map as data</i>	<i>Available business models for Data Journalism</i>

Learning Resources	1. Vallance-Jones, Fred & McKie, David, <i>The Data Journalist: Getting the Story</i> . Oxford press, 2016.	3. Philip Meyer, <i>The New Precision Journalism</i> , 1991.
	1. Herzog David, <i>Data Literacy: A User's Guide</i> . California, United States: SAGE Publishing, 2015 2. <i>The Data Journalism Handbook</i> , eds. Gray, Bonnegru, Chambers, 2012.	4. Alberto Cairo, <i>The Functional Art: An Introduction to Information Graphics and Visualization</i> , 2013. 5. Jonathan Stray, <i>The Curious Journalist's Guide to Data</i> , 2016.

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
Total		100 %		100 %		100 %		100 %		100%	

Course Designers		
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2. Siddharth M.P, <i>WIONTV</i> , sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, <i>SRMIST</i>

Course Code	UJM20D07L	Course Name	Advertising Design	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	8	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Learn ways to apply aesthetic sensibilities into their works and explore ways to balance between formal theories with practical applications.				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Gain skill to use the digital tools as a powerful means of communication for creation, modification & presentation.				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	Study the works of contemporary artists, designers as well as the masters in the field and discuss and enrich their vocabulary of design.																					
CLR-4 :	Develop and demonstrate their understanding and skillful use of the elements and principles of visual design.																					
CLR-5 :	Demonstrate artistic growth by executing a variety of images/ text as images, traditional and contemporary techniques that solve complex design problems using creative thinking.																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			3	80	70	H	H	M	H	L	H	H	H	H	L	M	H	H	H	M
CLO-1 :	Design in scalar, vector images and text are created using Adobe Photoshop, Adobe Illustrator and Corel Draw to compete the latest technology and designs in an industry standards				3	85	75	H	H	L	M	L	H	H	H	M	L	M	H	H	H	M
CLO-2 :	What a layout is and how to create an effective one				3	75	70	H	H	M	H	L	H	H	H	M	L	H	H	H	H	M
CLO-3 :	About lettering/fonts and their implications.				3	85	80	M	H	M	H	L	H	H	H	M	L	M	H	H	H	M
CLO-4 :	The basics of two dimensional design including the elements and principles of art.				3	85	75	H	H	M	M	H	H	H	H	H	M	L	H	H	H	M
CLO-5 :	About Graphic Design as a career.				3	80	70	H	H	H	H	L	H	H	H	L	L	L	H	H	H	M
CLO-6 :	To improve their design skills and techniques using a variety of tools.																					

Duration (hour)	24	24	24	24	24
S-1-4	SLO-1	Introduction to Raster Images	Selection Tools	Introduction to Vector Graphic	Typography
	SLO-2	Image Resolution	Path Options and Selection	What is Vector, Properties of Vector Graphics	Typeface
S-5-8	SLO-1	RGB, CMYK, Lab and Other Colour Modes.	Alpha Channel, Type Tool and Its Properties.	Stroke and Fill Tools	Typeface Family, Font
	SLO-2	Basic Drawing– Using	Image Compression Formats	Basic Shapes& its types	Anatomy of Type
					Creation of Leaflet designs
					Concepts of Visual Design
					Visual Structure and Visual Interest
					Visual Analysis and Refinement of Visual

		Airbrush, Pencil, Paint Brush Tools				<i>Representations</i>
S-9-12	SLO-1	Concept of Layers	Lasso Tool, Polygon lasso tool, Magnetic lasso tool	Drawing with The Pen Tool	Typographic Measurement	<i>Design Brochure</i>
	SLO-2	Transparency and Blending Modes	Magic wand tool, & Crop tool	Tracing From Raster Images	Design Based on Raster and vector based Graphics	<i>Various Type of Folding</i>
S-13-16	SLO-1	Creative Use of Layers and Blending Modes	Brush tool, Pencil tool, Color replacement tool	Tracing From Raster Images	Design for A Firm	<i>Book Cover Design</i>
	SLO-2	Layer Mask, Vector Mask	History brush tool, Art brush tool	Different Styles of Vector Illustrations	Logo	<i>Book Cover Design</i>
S- 17-20	SLO-1	Clipping Mask, Usage of Gradient Tool	Photo Restoration Technique	Using Colour in Vector Graphics	Letterhead-Visiting Cards	<i>Poster Design</i>
	SLO-2	Importance of Layer panel	Clone Tool, Patch Tool	Different Colour Palettes	Exercises on Visual Composition and Layout	<i>Poster Design</i>
S-21-24	SLO-1	Image Resolution	Sponge Tool, Burn Tool, Dodge Tool	Gradients and Gradient Mesh	Exercises on Visual Composition and Layout	<i>Advertisement Design</i>
	SLO-2	Difference between Raster images & Vector images	Blur tool, Sharpen tool, Smudge tool	Importance of Gradients and Gradient Mesh	<i>The Use of Grids in Graphics Composition</i>	<i>Advertisement Design</i>

Learning Resources	5. Adobe Photoshop Classroom In A Book: Adobe Creative Team, 2019 6. Adobe Illustrator Classroom In A Book: Adobe Creative Team, 2019 7. Beyond Photoshop: Derek Lea, 2018 8. CorelDRAW X8: The Official Guide by Gary David Bouton, 2017	
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	30%	-	30%	-	30%	-	30%
	Understand	-	40%	-	30%	-	30%	-	30%	-	30%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	30%	-	30%	-	30%	-	30%
	Create	-	20%	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.

Course Designers		
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Course Code	UJM20D08L	Course Name	Blogging and Podcast	Course Category	E	. Discipline Specific Elective Course	L	T	P	C
							0	0	8	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 :	Develop a critical understanding of the use of your sensuous apparatus as a mean of communication and manipulation.	1	1
CLR-2 :	Analyze and master the linguistic difference between writing for the eyes and for the ears.	2	2
CLR-3 :	Plan and execute a structured conversation/interview.	3	3
CLR-4 :	Understand and use audio/sound in visualizing storytelling.	4	4
CLR-5 :	Familiarize themselves with a wide range of podcast topics.	5	5
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	6
CLO-1 :	Tell an engaging audio story.	Expected Proficiency (%)	7
CLO-2 :	Develop a podcast episode from the grain of an idea to posting the final product online.	Expected Attainment (%)	8
CLO-3 :	Understand the basics of distribution, marketing and monetizing a podcast.		9
CLO-4 :	Understand the legal and ethical standards around producing a podcast		10
CLO-5 :	Learn the role of audio and podcasts in social media, presentations, and online feeds		11
			12
			13
			14
			15

Duration (hour)	24	24	24	24	24
S-1-3	SLO-1	Introduction to the idea of audio storytelling	Introduction to the idea of podcast	Creating a package for current event story	Blogging –Introduction
	SLO-2	Creating scenes with the use of sound	How does it differ from radio?	Audio news story	Reasons to Start Blogging
S-4-7	SLO-1	Transforming information piece to story	Vox pops	non-narrated documentary	Define Target Readers
	SLO-2	Story Structures that work best for audio stories	intro and outro	Minimum Seven minute package	Setting up a blog
S-7-10	SLO-1	Introduction to audio editing – Audacity	Profile feature	RSS Feed support	Using blogger or WordPress

	SLO-2	<i>Familiarizing with interface</i>	<i>10 minute feature on someone</i>	<i>Creating an RSS feed support for your podcast</i>	<i>Setting up the interface</i>	<i>Publication schedule</i>
S13-17	SLO-1	<i>Learning Recording Conditions</i>	<i>Audio Postcard:</i>	<i>Listing Your Podcast in Directories</i>	<i>creating Headlines</i>	<i>Syndication</i>
	SLO-2	<i>Background noise, Microphone position</i>	<i>Including musical soundtrack, voice-overs, and sound effects</i>	<i>the podcast has to be listed in a minimum of three directories</i>	<i>Headlines and SEO</i>	<i>Minimum of three syndication</i>
S18-22	SLO-1	<i>Adding track</i>	<i>Expert Interview</i>	<i>Audience Engagement</i>	<i>Structuring the content</i>	<i>Blogs Vs Vlogs</i>
	SLO-2	<i>Managing multiple tracks</i>	<i>Includes a script</i>	<i>Social Media in Podcasting</i>	<i>Incorporating SEO in content</i>	<i>Incorporating Vlogs in blogs</i>
S23-24	SLO-1	<i>Different transitions and cuts</i>	<i>Podcasts Critique Paper</i>	<i>Listening to other's work from class</i>	<i>Metatags</i>	<i>Companies Doing Blogging Right</i>
	SLO-2	<i>Exporting the project</i>	<i>Produce a 5-minute presentation critiquing 3 podcasts of student's choice</i>	<i>Identifying mistakes and new ideas</i>	<i>Building backlinks</i>	<i>Case Studies</i>

Learning Resources	<ol style="list-style-type: none"> 1. Aradhna Krishna, <i>Sensory Marketing: Research on the Sensuality of Products</i>, Taylor & Francis Ltd, London 2010. 2. <i>The Science of Sensory Marketing</i>, Harvard Business Review, 2015 	<ol style="list-style-type: none"> 3. Strunk & White, <i>The Elements of Style</i>, 4th edition, Mass Market Paperback, 2015 4. Jonathan Kern, <i>Sound Reporting</i>, The University of Chicago Press, 2008..
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	30%	-	30%	-	30%	-	30%
	Understand	-	40%	-	30%	-	30%	-	30%	-	30%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	30%	-	30%	-	30%	-	30%
	Create	-	20%	-	30%	-	30%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
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2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJM20D09L	Course Name	Digital Story Telling	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	8	4

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 : Recognize the mystery behind storytelling		1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 : Understand the mythology			
CLR-3 : Explore the functions of comics			
CLR-4 : Expand the impact of comics			
CLR-5 : Compare and contrast traditional and digital storytelling			
CLR-6 : Synthesize an opinion over the styles of storytelling			
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom) Expected Proficiency (%) Expected Attainment (%)	Fundamental Knowledge Application of Concepts Link with Related Disciplines Procedural Knowledge Skills in Specialization Ability to Utilize Knowledge Skills in Modeling Analyze, Interpret Data Investigative Skills Problem Solving Skills Communication Skills Analytical Skills ICT Skills Professional Behavior Life Long Learning
CLO-1 : Differentiate between the role supposed to be played by comics and movies		3 80 70	H H M H L H H H H L M H H H H M
CLO-2 : Create an understanding over the functions of storytelling		3 85 75	H H L M L H H H M L M H H H H M
CLO-3 : Relate the significance of characters		3 75 70	H H M H L H H H M L H H H H M
CLO-4 : Understand storytelling as a mode of education		3 85 80	M H M H L H H H M L M H H H H M
CLO-5 : Expand upon the creativity involved in storytelling		3 85 75	H H M M H H H H M L H H H H M
CLO-6 : Explore the different areas of digital storytelling		3 80 70	H H H H L H H H L L L H H H H M

Duration (hour)	24	24	24	24	24
S-1	SLO-1	Storytelling	How stories are created	Introduction to digital comics	Understanding digital images
	SLO-2	Storytelling	concept	Introduction to digital comics	bitmap
S-2	SLO-1	Evolution of storytelling along with mankind	brainstorming	history	Colour mode
	SLO-2	Evolution of storytelling along with mankind	development	Significance of digital comics	color depth
S-3	SLO-1	History	characters	Natural Worlds	color mode
	SLO-2	Class struggle	colours	Natural Worlds	example

S-4	SLO-1	Storytelling via Print	space	example	resolution	Role of storytelling in modern era
	SLO-2	Storytelling via Print	Basic elements of a story	example	resolution	Role of storytelling in modern era
S-5	SLO-1	mythology of comics and storytelling	plot	Digital Worlds	example	Other tools to create digital repository
	SLO-2	mythology of comics and storytelling	form	Digital Worlds	pixels	Other tools to create digital repository
S-6	SLO-1	Case Studies	Story telling as an educational vehicle	example	Colour wheel	Tools
	SLO-2	Examples	Story telling as an educational vehicle	Case study	Colour psychology	Tools
S-7	SLO-1	Division of Labor	morality	Characteristics of digital media	The process of balancing	Tools
	SLO-2	Introduction of comic books in India	Case study	Signifier	The process of balancing	Tools
S-8	SLO-1	Introduction of comic books in India	education	Characteristics of digital media	tools	domain
	SLO-2	Story	Examples	Signified	tools	domain
S-9	SLO-1	Characters	sequence of events and storytelling	Interactive	retouching	Techniques
	SLO-2	development	sequence of events and storytelling	Interactive	retouching	Techniques
S-10	SLO-1	growth of comic books in India	Content creation	participatory	Tools	Contemporary trends
	SLO-2	growth of comic books in India	sequencing	participatory	Tools	Contemporary trends
S-11	SLO-1	Comic culture	analysis	Communication with text	manipulating digital images	hosting purchase
	SLO-2	Comic culture	experiments	Communication with text	manipulating digital images	hosting purchase
S-12	SLO-1	Readership	- Death of comics-storytelling through photographs	sound	examples	examples
	SLO-2	Readership	- Death of comics-storytelling through photographs	sound	examples	examples
S-13	SLO-1	Tinkle	New media	images	Tools	Case Studies on Interactive Journalism
	SLO-2	Uniqueness	Video games	images	Tools	Case Studies on Interactive Journalism
S-14	SLO-1	cartoons	Culture change	moving images	Optimizing photographic images	Case Studies on Interactive Journalism
	SLO-2	characters	Death of comics	moving images	Optimizing photographic images	Case Studies on Interactive Journalism
S-15	SLO-1	suspense	Survival of characters	info graphics	examples	Rebuilding Haiti
	SLO-2	loyalty	movies	info graphics	examples	Rebuilding Haiti

S-16	SLO-1	Chandhamama	Virtual games	interactives	Tools	Rebuilding Haiti
	SLO-2	Chandhamama	Virtual games	interactives	Tools	Rebuilding Haiti
S-17	SLO-1	Uniqueness	Virtual reality	animation	contrast	Voices from Middle East- Introduction
	SLO-2	cartoons	Virtual reality	hue	hue	Voices from Middle East- Analysis
S-18	SLO-1	characters	simulation	other types of visual means	saturation	Voices from Middle East- interpretation
	SLO-2	other Indian comics	Augmented reality	other types of visual means	other qualities	Voices from Middle East- Purpose
S-19	SLO-1	Visual characterization	transitions and effects	Live-Action Storyboards	Guiding the eye through the sequence of the storyboard	Non-Linear Storytelling
	SLO-2	research and development	transitions and effects	Live-Action Storyboards	Guiding the eye through the sequence of the storyboard	Non-Linear Storytelling
S-20	SLO-1	Visual characterization integration into the plot	Mixed reality	Pace Actions	Drawing storyboards in TV format	simulation
	SLO-2	integration into the plot	Mixed reality	Pace Actions	Drawing storyboards in TV format	Augmented reality
S-21-24	SLO-1	Emphasizing points of view	Mixed reality and gaming	Performance On Storyboards	Drawing storyboards in TV format	Augmented reality
	SLO-2	Emphasizing points of view	Mixed reality and gaming	Performance On Storyboards	Case study	Case study

Learning Resources	1. Zeman,Nicholas, (2017),Storytelling for Interactive Digital Media and Video Games. Florida, United States: CRC Press.	1. TuanYi-fu, (1977), Space and Place: The Perspective of Experience. Minnesota, United States: University of Minnesota Press
	2. Bendon Wendy, (2017), Social Media for Fashion Marketing: Storytelling in a Digital World. Bloomsbury Visual Arts	

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	30%	-	30%	-	30%	-	30%
	Understand	-		-		-		-		-	
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%

	Analyze										
Level 3	Evaluate	-	20%	-	30%	-	30%	-	30%	-	30%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. 1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST

Course Code	UJK20501T	Course Name	Leadership and Management Skills	Course Category	JK	Life Skill Courses	L	T	P	C
							2	0	0	2

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Department of journalism and Mass Communication			Data Book / Codes/Standards	-

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	help students to develop essential skills to influence and motivate others	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Inculcate emotional and social intelligence and integrative thinking for effective leadership	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	create and maintain an effective and motivated team to work for the society																		
CLR-4 :	nurture a creative and entrepreneurial mindset																		
CLR-5 :	make students understand the personal values and apply ethical principles in professional and social contexts																		
CLR-6 :	manage competency-mix at all levels for achieving excellence with ethics																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	examine various leadership models and understand / assess their skills, strengths and abilities that affect their own leadership style and can create their leadership vision	3	80	75	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-2 :	learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, team leadership, etc	3	80	75	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-3 :	understand the basics of entrepreneurship and develop business plan	3	75	70	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-4 :	apply the design thinking approach for leadership	3	75	70	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-5 :	appreciate the importance of ethics and moral values for making of a balanced personality	3	75	70	L	H	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-6 :	be an integral human being	3	75	70	L	H	H	-	M	M	-	-	-	M	H	L	-	H	H

Duration (hour)		6	6	6	6	6
S-1	SLO-1	Leadership - definition	Team building	Management – definition	<i>Women in management</i>	<i>Entrepreneurship</i>
	SLO-2	Leadership – qualities	Team dynamics	Manager – traits	<i>Global gender perspective in business. Do women make good managers? - discussion</i>	<i>Entrepreneurship</i>
S-2	SLO-1	Leadership – styles	Work delegation	Scheduling work	<i>Confronting problems faced by women managers – case study</i>	<i>Successful Indian entrepreneurs – case study</i>
	SLO-2	Leadership – styles	Work delegation – activity	Scheduling work – activity	<i>Confronting problems faced by women managers – case study</i>	<i>Successful Indian entrepreneurs – case study</i>
S-3	SLO-1	<i>Difference between leader and boss</i>	Decision making	<i>Strategic planning</i>	<i>Successful women managers – documentary screening</i>	<i>Successful women entrepreneurs – case study</i>
	SLO-2	<i>Case study (based on leadership styles)</i>	Decision making - activity	<i>Strategic planning</i>	<i>Successful women managers – documentary screening</i>	<i>Successful women entrepreneurs – case study</i>
S-4	SLO-1	<i>Case study (based on leadership styles)</i>	Motivation	Change management	<i>Women labour force in work place</i>	<i>Ethics – definition</i>
	SLO-2	<i>Case study (based on leadership styles)</i>	Motivating for results	Change management – activity	<i>Problems faced by women labour force in work place - case study</i>	<i>Corporate ethics</i>
S-5	SLO-1	Leadership in diverse organizational structures, cultures and communications	Argumentation, Persuasion	<i>Energy management</i>	Sexual harassment of women at workplace (prevention, prohibition, and redressal) Act, 2013	<i>Essential elements of business ethics</i>
	SLO-2	Leadership in diverse organizational structures, cultures and communications	Negotiation , Networking	<i>Novel ways to manage energy in work place – activity</i>	Documentary screening - Sexual harassment of women at workplace	<i>Activity (students formulate ethical code of their business organization)</i>
S-6	SLO-1	Leading the organisation through stability and turbulence	Budget planning	<i>Work force management</i>	Transgender persons protection of rights act, 2019	<i>Ethical dilemma</i>
	SLO-2	Case study	Taking risk	<i>Grievance redressal policy in organisations</i>	Documentary screening –based on inclusiveness of the third gender in workplace	<i>Ethical dilemma - case study</i>

Learning Resources	<ol style="list-style-type: none"> 1. <i>Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018</i> 2. <i>Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018</i> 3. <i>T V Rao, Managers who make a difference: Sharpening your management skill, Random house India, 2016</i> 	<ol style="list-style-type: none"> 4. <i>Alexander Osterwalder, Business Model Generation, Wiley, 2013</i> 5. <i>Deborah Tannen, Talking from nine to five: Women and men in the workplace, Harper Collins publishers, 2010</i> 6. <i>Amish Tandon, Law of sexual harassment at workplace: Practice and procedure, Niyogi books, 2017</i> 7. <i>Rashmi Bansal, Connect the dots, Westland books, 2012</i>
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%) #	CLA-4 (30%) ##
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. <i>Ajay Zener, Director, Career Launcher</i>	-	1. <i>Ms Sindhu Thomas B, Assistant Professor & Head in Charge, CDC, FSH, SRMIST</i>
		2. <i>Mr Rajsekar, Assistant Professor, CDC, FOM, SRMIST</i>

Course Code	UES20AE1T	Course Name	ENVIRONMENTAL STUDIES	Course Category	A	Ability Enhancement Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Computer Applications		Data Book / Codes/Standards	N//	

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To teach the importance of environment	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To impart the knowledge about ecosystem	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	To teach about Biodiversity																		
CLR-4 :	To create awareness about environmental pollution																		
CLR-5 :	To understand about Environment Protection																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	To gain knowledge on the importance of natural resources and energy	2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To understand the structure and function of an ecosystem	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	To imbibe an aesthetic value with respect to biodiversity, understand the threats and its conservation and appreciate the concept of interdependence	2	70	65	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :	To understand the causes of types of pollution and disaster management	2	70	70	H	-	H	H	H	-	-	-	-	-	-	-	-	-	-
CLO-5 :	To observe and discover the surrounding environment through field work	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)		9	9	9	9	9
S-1	SLO-1	Environmental Studies- Concept	Concept of an ecosystem	Biodiversity at Global, National And Local Levels	Causes, Effects and Control	Need for equitable utilization
	SLO-2	Scope and Importance of Environmental Studies	Ecosystem degradation and Resource utilization	India as a Mega Diversity Nation	Measures of Nuclear hazards	Equity – Disparity
S-2	SLO-1	Need for public awareness.	Structure and Functions of an ecosystem	Threats to biodiversity: habitat loss, poaching of wildlife	Solid Waste Management	Urban – rural equity issues
	SLO-2	Institutions in Environment	Producers, consumers and decomposers	man-wildlife conflicts	Causes, Effects and Control Measures of Urban and Industrial Waste	The need for Gender Equity
S-3	SLO-1	People in Environment	Energy flow in the ecosystem	Endangered species of India	Role of Individuals In Pollution Prevention	Preserving resources for future generations
	SLO-2	Awareness about Environmental	The water cycle , The Carbon cycle	Endemic species of India		The rights of animals

		<i>Studies</i>	<i>, The Oxygen cycle , The Nitrogen cycle , The energy cycle and, Integration of cycles in nature</i>			
S-4	SLO-1	<i>Introduction to natural resources- Associated Problems</i>	<i>Ecological succession</i>	<i>Environmental Pollution- Definition</i>	<i>Disaster management- Nature Floods, Earthquakes</i>	<i>The ethical basis of environment education and awareness</i>
	SLO-2	<i>Renewable and Nonrenewable resources</i>	<i>Food chains, Food webs and Ecological pyramids</i>			
S-5	SLO-1	<i>Forest resources</i>	<i>Ecosystem, Introduction, Types, Characteristic features, Structure and functions</i>	<i>Causes, Effects and Control Measures of Air Pollution</i>	<i>Cyclones Landslides</i>	<i>The conservation ethic and traditional value systems of India</i>
	SLO-2	<i>Water Resources</i>	<i>Forest ecosystem</i>			
S-6	SLO-1	<i>Mineral Resources</i>	<i>Grassland ecosystem</i>	<i>Causes, Effects and Control Measures of Water Pollution</i>	<i>Social Issues and the Environment From Unsustainable to Sustainable Development</i>	<i>Wasteland Reclamation</i>
	SLO-2	<i>Food Resources</i>	<i>Desert ecosystem</i>			
S-7	SLO-1	<i>Energy Resources</i>	<i>Aquatic ecosystems (ponds, lakes, streams)</i>	<i>Causes, Effects and Control Measures of Soil Pollution</i>	<i>Water Conservation</i>	<i>Climate change & Global warming</i>
	SLO-2	<i>Land Resources</i>	<i>Aquatic ecosystems (rivers, estuaries, oceans)</i>			
S-8	SLO-1	<i>Renewable and non-renewable resources- Wind</i>	<i>Value Of Biodiversity</i>	<i>Causes, Effects and Control Measures of Marine pollution</i>	<i>Rain Water Harvesting Watershed</i>	<i>Acid rain & Ozone layer depletion</i>
	SLO-2	<i>Renewable and non-renewable resources- geothermal</i>	<i>Consumptive Value And Productive Value</i>			
S-9	SLO-1	<i>Renewable and non-renewable resources- Solar</i>	<i>Social Value and Ethical Value</i>	<i>Causes, Effects and Control Measures of Noise Pollution</i>	<i>Environmental Ethics: Issues and Possible Solutions</i>	<i>Nuclear Accidents and Nuclear Holocaust</i>
	SLO-2	<i>Renewable and non-renewable resources- Biomass</i>	<i>Aesthetic Value and Option Value</i>	<i>Causes, Effects and Control Measures of Thermal Pollution</i>	<i>Resource consumption patterns</i>	

Learning Resources	Theory: <ol style="list-style-type: none"> 1. Bharucha Erach, (2013), Textbook of Environmental Studies for Undergraduate Courses (Second edition). Telangana, India: Orient BlackSwan. 2. Basu Mahua, Savarimuthu Xavier, (2017), SJ Fundamentals of Environmental Studies. Cambridge, United Kingdom: Cambridge University Press 3. Dr.R.Jeyalakshmi.2014.,Text book of Environmental Studies, Devi publications, Chennai 4. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380013, India, Email:mapin@icenet.net (R)
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Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40	-	40	-	40	-	40	-	40	-
	Understand										
Level 2	Apply	30	-	30	-	30	-	30	-	30	-
	Analyze										
Level 3	Evaluate	30	-	30	-	30	-	30	-	30	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Academic	Internal Experts
1. Mr. Suresh S, Program Head, Hello FM	1. Dr. G Balasubramania Raja, Prof & Head, Manonmaniam Sundranar University Mail- gbs_raja@yahoo.com	1. Dr. Rajesh R, Head, SRM IST
		2. Dr. S. Albert Antony Raj, Associate Professor and Head, SRMIST

SEMESTER VI

Course Code	UJM20D10L	Course Name	Semester Internship	Course Category	E	Discipline Specific Elective Courses	L	T	P	C
							0	0	0	12

Pre-requisite Courses	N//	Co-requisite Courses	N//	Progressive Courses	N//
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	N//		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Gain practical experience within the business environment.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Acquire knowledge of the industry in which the internship is done.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	Apply knowledge and skills learned in the classroom in a work setting																		
CLR-4 :	Develop a greater understanding about career options while more clearly defining personal career goals																		
CLR-5 :	Experience the activities and functions of business professionals.																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	Identify areas for future knowledge and skill development	3	80	70	H	H	H-	H	H	H	H	H	M	H	H	H	M	H	H
CLO-2 :	understanding of what is expected in the job market and what their standard of performance should be	3	85	75	H	H	H	M	H	H	H	H	M	H	H	H	M	M	M
CLO-3 :	Build professional, as well as academic, contacts and begin the process of networking and support for your future careers.	3	75	70	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
CLO-4 :	Acquire knowledge of the industry in which the internship is done.	3	85	80	M	H	H	H	H	H	M	H	M	H	H	H	M	H	H
CLO-5 :	practical experience within the business environment	3	85	75	H	H	M	H	H	H	H	H	M	H	H	H	M	L	M

PROCESS	
Stage I	Identifying area of interest
Stage II	Review I
Stage III	Review II
Stage IV	Review III
Stage V	Final Submission of the Project Report (Thirty pages minimum)

	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Project Report	Viva-Voce
Project Work / Internship	20%	30 %	30 %	20 %

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ancy Donal Madonna, RITZ Magazine, ancydonald@gmail.com	1. 1. Dr. P. Srijothi, , Vels Institute of Science, Technology & Advanced Studies, srijothi.smc@velsuniv.ac.in	1. Dr. Archana Arul, SRMIST
2. Siddharth M.P, WIONTV, sdhrthmp@gmail.com		2. Mr. Shiva Shankaran, SRMIST