

**FACULTY OF SCIENCE AND HUMANITIES**

**ACADEMIC CURRICULA**

**UNDERGRADUATE DEGREE PROGRAMME**

**Bachelor of Arts (Honors)  
in  
Journalism and Mass Communication**

**Four Years**

**National Education Policy**

**Learning Outcome-based Curricula Framework**

**National Credit Framework**

**Academic Year**

**2024 - 2025**



**SRM INSTITUTE OF SCIENCE AND TECHNOLOGY**

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

**Kattankulathur, Chengalpattu District 603203, Tamil Nadu, India**



<b>1. Vision Statement</b>	
Stmnt – 1	Evolve into a world class facility that trains young and eager minds in the field of Journalism and Mass Communication
Stmnt – 2	Nurture technical skills that are crucial in the ever-expanding field with National and International collaboration

<b>2. Mission Statement</b>	
Stmnt - 1	Provide skills and knowledge to excel in professional career in the field of Journalism, Mass Communication and its related disciplines
Stmnt - 2	Imbibing the culture of research, innovation, entrepreneurship and incubation.
Stmnt - 3	Empowering the graduates to have high standards in knowledge consumption and research process
Stmnt - 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

“Stmnt” stands for Statement

<b>3. Program Education Objectives (PEO)</b>	
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’ in skills 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.

<b>4. Consistency of Program Education Objectives with Mission</b>					
	Mission Stmnt. - 1	Mission Stmnt. – 2	Mission Stmnt. - 3	Mission Stmnt. - 4	Mission Stmnt. - 5
PEO - 1	High	High	High	Low	Low
PEO - 2	High	High	High	Medium	Medium
PEO - 3	High	High	High	Medium	Medium
PEO - 4	Medium	Medium	Medium	High	High
PEO - 5	Medium	Medium	Medium	High	High

\*\* H – High Correlation, M – Medium Correlation, L – Low Correlation

\*\* H, M, and L have numerical equivalents of 3, 2, 1 correspondingly

<b>5. Program Learning Outcomes (PLO)</b>	
	Graduate Learning Attributes
PLO - 1	Problem Solving, Critical Thinking, Creativity
PLO - 2	Communication Skills, Collaborating Skills
PLO - 3	Independent Thinking, Analytical Reasoning, Learning to Learn ,Research Skills
PLO - 4	Leadership Qualities, Professionalism, Autonomy, Accountability
PLO - 5	Digital Technology Skills
PLO - 6	Value Inculcation, Multicultural inclusivity
PLO - 7	Environmental Action, Community Engagement
PLO - 8	Entrepreneurial Risk Taking
PSO - 9	Media Literacy and Ethical Practice
PSO - 10	Adaptability and Innovation

PSO – Programme Specific Outcomes

<b>6. Mapping of PLOs with PEOs</b>										
	PLO - 1	PLO - 2	PLO - 3	PLO - 4	PLO - 5	PLO - 6	PLO - 7	PLO - 8	PSO - 1	PSO - 2
PEO - 1	3	2	1	3	2	1	3	2	1	3
PEO - 2	3	2	1	3	2	1	3	2	1	3
PEO - 3	3	2	1	3	2	1	3	2	1	3
PEO - 4	3	2	1	3	2	1	3	2	1	3
PEO - 5	3	2	1	3	2	1	3	2	1	3

7. Programme Structure																																																																																																																																													
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		L	T	P	C				L	T	P	C	
ULT24AE1J	Tamil – I					UCD24S01J	Verbal Ability and Skill Development	1	0	2	2		
ULH24AE1J	Hindi – I	2	0	2	3	UCD24S02L	Quantitative Aptitude and Logical Reasoning	0	0	2	1		
ULF24AE1J	French – I					UCD24S03J	Industry Oriented Employability and Leadership Skills	1	0	2	2		
ULE24AE1J	English	2	0	2	3	UCD24S04J	Career Readiness and Professional Skills	1	0	2	2		
ULT24AE2J	Tamil – II					UEN24S01L	Communication Skills	0	0	4	2		
ULH24AE2J	Hindi – II	2	0	2	3		<b>Total Learning Credits</b>				<b>9</b>		
ULF24AE2J	French–II												
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Project Work / Internship (R)						Mandatory Courses (Y)							
Course Code	Course Title	Sessions/ Week				C	Course Code	Course Title	Sessions / Week				C
		L	T	P	C				L	T	P	C	
UJM24P01L	Internship – I	0	0	0	1	UNS24Y01L	NSS						
UJM24P02L	Internship – II	0	0	0	1	UNC24Y01L	NCC	0	0	0	0		
UJM24P03L	Project Work	0	0	4	2	UNO24Y01L	NSO						
UJM24P04L	Research Project and Dissertation	0	0	24	12	UYG24Y01L	YOGA						
UJM24P05L	Professional Internship					UMI24Y01L	My India Project	0	0	0	0		
<b>Total Learning Credits</b>						<b>0</b>							

Internship – I to be completed during Summer Vacation of the First year  
 Internship – II to be completed during Summer Vacation of the Second year  
 Students from other departments can enroll in Elective Courses (Minor) (E)  
 Students from all departments will be able to enroll in Multidisciplinary Courses (M)

### 8. Course Allocation across Semesters

<b>Semester - I</b>					
Course Code	Course Title	Sessions/ Week			C
		L	T	P	
ULT24AE1J	Tamil - I	2	0	2	3
ULH24AE1J	Hindi - I				
ULF24AE1J	French - I				
ULE24AE1J	English	2	0	2	3
UJM24101J	Basics of Print Journalism	2	0	4	4
UJM24102T	Communication Theories	4	0	0	4
UJM24103L	Essentials of Reporting and News Writing	0	0	8	4
UCD24S01J	Verbal Ability and Skill Development	1	0	2	2
<b>Total Learning Credits</b>					<b>20</b>

<b>Semester – II</b>					
Course Code	Course Title	Sessions/ Week			C
		L	T	P	
ULT24AE2J	Tamil - II	2	0	2	3
ULH24AE2J	Hindi - II				
ULF24AE2J	French - II				
UJM24201T	Indian Constitution and Media Laws	4	0	0	4
UJM24202J	Integrated Marketing Communication	2	0	3	4
UJM24203L	Radio Production	0	0	8	4
UCD24V01T	Essentials of Artificial Intelligence	1	0	0	1
	Multidisciplinary Elective - I				3
UCD24S02L	Quantitative Aptitude and Logical Reasoning	0	0	2	1
UNS24Y01L	NSS	0	0	0	0
UNC24Y01L	NCC				
UNO24Y01L	NSO				
UYG24Y01L	YOGA				
<b>Total Learning Credits</b>					<b>20</b>

**Total Learning Credits of Courses of FIRST year = 40**

<b>Semester - III</b>					
Course Code	Course Title	Sessions/ Week			C
		L	T	P	
UJM24301J	Film and Culture Studies	2	0	4	4
UJM24302T	Media and Society	4	0	0	4
UJM24303L	Graphic Designing and Lab Journal	0	0	8	4
	Minor Elective - I				4
UJM24P01L	Internship - I	0	0	0	1
	Multidisciplinary Elective - II				3
<b>Total Learning Credits</b>					<b>20</b>

<b>Semester - IV</b>					
Course Code	Course Title	Sessions/ Week			C
		L	T	P	
UJM24401T	Development Journalism	4	0	0	4
UJM24D01J	Advertising and Public Relations	2	0	4	4
UJM24D02J	Strategic Communication				
	Minor Elective - II				4
	Minor Elective - III				4
UEN24S01L	Communication Skills	0	0	4	2
UCD24S03J	Industry Oriented Employability and Leadership Skills	1	0	2	2
UMI24Y01L	My India Project	0	0	0	0
<b>Total Learning Credits</b>					<b>20</b>

**Total Learning Credits of Courses of SECOND year = 40**

<b>Semester - V</b>					
Course Code	Course Title	Sessions/ Week			C
		L	T	P	
UJM24D03T	New Media Studies				
UJM24D04T	Convergence in Media	3	1	0	4
UJM24D05L	Event Management	0	0	8	4
UJM24D06L	Strategic Event Planning				
	Minor Elective - IV				4
	Multidisciplinary Elective - III				3
UES24V01T	Environmental Studies	2	0	0	2
UCD24S04J	Career Readiness and Professional Skills	1	0	2	2
UJM24P02L	Internship – II	0	0	0	1
<b>Total Learning Credits</b>					<b>20</b>

<b>Semester - VI</b>					
Course Code	Course Title	Sessions/ Week			C
		L	T	P	
UJM24D07T	Data Journalism	4	0	0	4
UJM24D08T	Computer Assisted Reporting				
UJM24D09L	Visual News Production	0	0	8	4
UJM24D10L	Documentary Making				
	Minor Elective - V				4
	Minor Elective - VI				4
UJM24P03L	Project Work	0	0	4	2
UCD24V02T	Universal Human Values	2	0	0	2
<b>Total Learning Credits</b>					<b>20</b>

**Total Learning Credits of Courses of THIRD year = 40**

<b>Semester - VII</b>					
Course Code	Course Title	Sessions/ Week			C
		L	T	P	
UJM24D11L	Creative Writing	0	0	8	4
UJM24D12L	Feature Writing				
UJM24D13J	Communication Research Methodology	3	0	2	4
UJM24D14J	Research Methods in Social Sciences				
UJM24D15T	Digital Story Telling	4	0	0	4
UJM24D16T	Digital Humanities				
	Minor Elective - VII				4
	Minor Elective - VIII				4
<b>Total Learning Credits</b>					<b>20</b>

<b>Semester - VIII</b>					
Course Code	Course Title	Sessions/ Week			C
		L	T	P	
UJM24D17L	Podcast Production	0	0	8	4
UJM24D18L	Blogging and Podcast				
UJM24D19J	UI and UX Design	2	0	4	4
UJM24D20J	Design Thinking				
UJM24P04L	Research Project and Dissertation	0	0	24	12
UJM24P05L	Professional Internship				
<b>Total Learning Credits</b>					<b>20</b>

**Total Learning Credits of Courses of FOURTH year = 40**

**8.1 Elective Courses (Minor) offered by the Department of Journalism and Mass Communication to other Departments (Excluding Department of Journalism and Mass Communication).**

<b>Elective Courses (Minor) (E)</b>						
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Sessions / Week</b>			<b>C</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
III	UJM24E01J	Introduction to Film Studies	2	0	4	4
IV	UJM24E02J	Understanding Politics and Society	2	0	4	4
IV	UJM24E03J	Intercultural Communication	2	0	4	4
V	UJM24E04J	Human Rights and Media	2	0	4	4
VI	UJM24E05J	Folk and Alternative Media	2	0	4	4
VI	UJM24E06J	Mobile Journalism	2	0	4	4
VII	UJM24E07J	Sports Journalism	2	0	4	4
VII	UJM24E08J	Entertainment Reporting	2	0	4	4
<b>Total Learning Credits</b>						<b>32</b>

**8.2 Multidisciplinary Courses offered by the Department of Journalism and Mass Communication to all departments (including the Department of Journalism and Mass Communication)**

<b>Multidisciplinary Courses (M)</b>						
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Sessions / Week</b>			<b>C</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
II	UJM24M01L	Critical Thinking	0	0	6	3
III	UJM24M02L	Current Affairs	0	0	6	3
V	UJM24M03L	Citizen Journalism	0	0	6	3
<b>Total Learning Credits</b>						<b>9</b>

### 9. Programme Articulation Matrix

Course Code	Course Title	Programme Learning Outcomes									
		1	2	3	4	5	6	7	8	PSO 1	PSO 2
ULT24AE1J	Tamil – I	3	3	2	1	3	3	1	2	2	3
ULH24AE1J	Hindi – I	3	3	3	3	2	3	2	2	2	1
ULF24AE1J	French - I	3	2	1	1	2	3	2	2	2	1
ULE24AE1J	English	3	3	3	3	2	3	2	2	2	1
UJM24101J	Basics of Print Journalism	3	3	2	1	3	3	1	2	2	3
UJM24102T	Communication Theories	3	3	3	3	2	3	2	2	2	1
UJM24103L	Essentials of Reporting and News Writing	3	2	1	1	2	3	2	2	2	1
UCD24S01J	Verbal Ability and Skill Development	3	3	2	1	3	3	1	2	2	3
ULT24AE2J	Tamil – II	3	3	3	3	2	3	2	2	2	1
ULH24AE2J	Hindi – II	3	2	1	1	2	3	2	2	2	1
ULF24AE2J	French – II	3	2	1	1	2	3	2	2	2	1
UJM24201T	Indian Constitution and Media Laws	3	3	2	1	3	3	1	2	2	3
UJM24202J	Integrated Marketing Communication	3	3	3	3	2	3	2	2	2	1
UJM24203L	Radio Production	3	2	1	1	2	3	2	2	2	1
UCD24V01T	Essentials of Artificial Intelligence	3	2	1	1	2	3	2	2	2	1
	Multidisciplinary Course - I										
UCD24S02L	Quantitative Aptitude and Logical Reasoning	3	2	1	1	2	3	2	2	2	1
UNS24Y01L	NSS	3	3	3	3	2	3	2	2	2	1
UNC24Y01L	NCC	3	3	3	3	2	3	2	2	2	1
UNO24Y01L	NSO	3	3	3	3	2	3	2	2	2	1
UYG24Y01L	YOGA	3	3	3	3	2	3	2	2	2	1
UJM24301J	Film and Culture Studies	3	3	2	1	3	3	1	2	2	3
UJM24302T	Media and Society	3	3	3	3	2	3	2	2	2	1
UJM24303L	Graphic Designing and Lab Journal	3	2	1	1	2	3	2	2	2	1
	Minor Course - I										
UJM24P01L	Internship - I	3	3	2	1	3	3	1	2	2	3
	Multidisciplinary Course - II										
UJM24401T	Development Journalism	3	2	1	1	2	3	2	2	2	1
UJM24D01J	Advertising and Public Relations	3	3	2	1	3	3	1	2	2	3
UJM24D02J	Strategic Communication	3	3	3	3	2	3	2	2	2	1
	Minor Course - II										
	Minor Course - III										
UEN24S01L	Communication Skills	3	3	3	1	1	3	2	1	2	1
UCD24S03J	Industry Oriented Employability and Leadership Skills	3	2	2	2	1	2	1	3	3	1
UMI24Y01L	My India Project	2	2	3	3	2	1	2	3	3	2
UJM24D03T	New Media Studies	3	2	1	1	2	3	2	2	2	1
UJM24D04T	Convergence in Media	3	3	2	1	3	3	1	2	2	3
UJM24D05L	Event Management	3	3	3	3	2	3	2	2	2	1
UJM24D06L	Strategic Event Planning	3	2	1	1	2	3	2	2	2	1
	Minor Course - IV										
	Multidisciplinary Course - IIII										
UES24V01T	Environmental Studies	3	3	3	3	2	3	2	2	2	1
UCD24S04J	Career Readiness and Professional Skills	3	2	1	1	2	3	2	2	2	1
UJM24P02L	Internship – II	3	3	2	1	3	3	1	2	2	3
UJM24D07T	Data Journalism	3	3	3	3	2	3	2	2	2	1
UJM24D08T	Computer Assisted Reporting	3	2	1	1	2	3	2	2	2	1
UJM24D09L	Visual News Production	3	2	1	1	2	3	2	2	2	1
UJM24D10L	Documentary Making	3	3	2	1	3	3	1	2	2	3
	Minor Course - V										
	Minor Course - VI										
UJM24P03L	Project Work	3	2	1	1	2	3	2	2	2	1

UCD24V02T	Universal Human Values	3	3	2	1	3	3	1	2	2	3
UJM24D11L	Creative Writing	3	3	3	3	2	3	2	2	2	1
UJM24D12L	Feature Writing	3	2	1	1	2	3	2	2	2	1
UJM24D13J	Communication Research Methodology	3	3	3	3	2	3	2	2	2	1
UJM24D14J	Research Methods in Social Sciences	3	3	2	1	3	3	1	2	2	3
UJM24D15T	Digital Story Telling	3	3	3	3	2	3	2	2	2	1
UJM24D16T	Digital Humanities	3	2	1	1	2	3	2	2	2	1
	Minor Course - VII										
	Minor Course - VIII										
UJM24D17L	Podcast Production	3	2	1	1	2	3	2	2	2	1
UJM24D18L	Blogging and Podcast	3	2	1	1	2	3	2	2	2	1
UJM24D19J	UI and UX Design	3	3	2	1	3	3	1	2	2	3
UJM24D20J	Design Thinking	3	3	3	3	2	3	2	2	2	1
UJM24P04L	Research Project and Dissertation	3	2	1	1	2	3	2	2	2	1
UJM24P05L	Professional Internship	3	2	1	1	2	3	2	2	2	1
	<b>AVERAGE</b>	3	2	2	2	2	3	2	2	2	2

### Abbreviations

- CLR – Course Learning Rationale
- CLO – Course Learning Outcomes
- PLO – Programme Learning Outcomes
- SLO – Session Learning Outcomes
- BLoT – Bloom’s Level of Thinking
- CLA – Continuous Learning Assessment

SEMESTER - I

Course Code	ULT24AEIJ	Course Title	Tamil – I				Category	A	Ability Enhancement Course	L	T	P	C
									2	0	2	3	

Course Offering Department	Tamil	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	மரபிலிருந்து மாற்றம் பெற்ற புதுக்கவிதை மரபின் சிந்தனைகளை அறியச் செய்தல்	✓	✓	-	-	2	75	60	3		3	-	-	-	-	3	-	-
CLR-2	நவீன கவிதையின் வழிமனித வாழ்வியல் விழுமியங்களைத் தெரியச் செய்தல்	✓	✓	✓	-	2	80	70	-	-	2	-	3	3	-	-	-	-
CLR-3	சுற்றிலக்கியங்கள், காப்பியங்கள் கற்பிக்கும் தமிழ்ச்சமூகத்தின் வாழ்வியலை அறியச் செய்தல்	✓	✓	✓	✓	2	70	65	3	3	-	-	2	-	-	-	-	-
CLR-4	நவீன தமிழ் இலக்கிய வளர்ச்சி வரலாற்றைப் புரியச் செய்தல்	✓	✓	✓	✓	2	70	70	-	3	-	1	2	-	-	-	-	-
CLR-5	மொழிப்பயிற்சி வழி மொழியின் பல்வேறு நுட்பங்களைத் தெரியச் செய்தல்	✓	✓	✓	✓	3	80	70	3	3	2	-	-	-	-	-	-	-
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity, Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning, Research, Leadership Qualities, Professionalism, Teamwork	Digital Technology Skills	Value Incubation, Multicultural Incubation	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	PLO-9	PLO-10	
CLO-1	புதுக்கவிதை உருவாக்கித் தந்த புதிய சிந்தனைக்களங்களை அறிந்து கொள்ளுதல்	✓	✓	-	-	2	75	60	3		3	-	-	-	3	-	-	
CLO-2	நவீன கவிதைகளின் வழி மாற்றம் பெற்றுவரும் மானுட விழுமியங்களைத் தெரிந்து கொள்ளுதல்	✓	✓	✓	-	2	80	70	-	-	2	-	3	3	-	-	-	
CLO-3	தமிழ்ச்சமூகத்தின் இடைக்கால வாழ்வியல் முறைகளை உணர்ந்து கொள்ளுதல்	✓	✓	✓	✓	2	70	65	3	3	-	-	2	-	-	-	-	
CLO-4	நவீன இலக்கிய வரலாறு வழி தமிழ்க்கல்வி வரலாறு, சமூக வரலாறு பெற்ற வளர்ச்சி நிலைகளைத் தெரிந்து கொள்ளுதல்	✓	✓	✓	✓	2	70	70	-	3	-	1	2	-	-	-	-	
CLO-5	மொழியின் நுட்பங்களைத் தெரிந்து மொழி ஆளுமையோடு செயல்படும் திறன் பெறுதல்	✓	✓	✓	✓	3	80	70	3	3	2	-	-	-	-	-	-	

Session	CLO – 1	CLO – 2	CLO – 3	CLO – 4	CLO – 5
	12	12	12	12	12
SLO -1	தமிழ்க்கவிதை மரபு	நவீன கவிதை தோற்றம், வரலாறு	தமிழரின் வீரமரபு - போர் விழுமியங்கள்	சுற்றிலக்கியத் தோற்றம் - வகைமை	தமிழ் உரைநடை மரபு - உ.வே.சா. விற்பன்களிப்பு
SLO -2	புதுக்கவிதை உருவாக்கம், புதுக்கவிதை வளர்ச்சி நெறிகள்	நவீன கவிதைகளில் செல்நெறிகள்	பரணி அறிமுகம் பரணி இலக்கியங்கள்	பிள்ளைத்தமிழ் - உலா - தூது	உ.வே.சா. வின்ராஜவைத்தியம்
SLO -3	பாரதியார்பன்முக ஆளுமைத்திறன்	கவிதை மொழி - நவீன கவி ஆளுமைகள்	தலைவனின் வீரம் - கவிங்கத்துப்பரணி 477,490	புதுக்கவிதையின் தோற்றம் மொழியும்	நாட்டுப்புற மரபில் சிறுதெய்வ வழிபாடு

SLO-4	பாரததேசம் பாரததேசத்தின்வளம்	கவிதையில்நாட்டுப்புறவடிவம்	தமிழ்இலக்கியமரபில் தூதுஇலக்கியங்கள்	புதுக்கவிதையில்சமூகம் - புதுக்கவிதையும்இதழ்களும்	கழனிபூரனின்பொன்கா த்தஜயனார்
SLO-5	வெள்ளிப்பனிமலையின்மீதுல வுவோம்...	பெண்களின்கல்விநிலை - இளம்பிறை - அம்மா	தமிழின்பெருமை - தமிழ்விடுதூது (184 - 186)	மணிக்கொடிஇதழ்-எழுத்து இதழ்- வானம்பாடிஇதழ்	பிழைநீக்கிஎழுதும்நுட்பங் கள்
SLO-6	20 ஆம்நூற்றாண்டுக்கவிதைமரபி ல்பாரதிதாசன்	ஆண்பெண்சமத்துவமும் ப-கல்பனா - கீறல்விழுந்தமாலைக்காலங் கள்	செய்யுள்மரபில் கலம்பகஇலக்கியங் கள்	சிறுகதைதோற்றம் - சிறுகதைவளர்ச்சி	எழுத்துப்பிழை - ந - ண - ன ல-ள-ழ, ர, றவேறுபாடுஅறிதல்
SLO-7	பாரதிதாசன் - அழகின்சிரிப்பு ஆல் - ஆயிரம்கிளைகள்கொண்டஅடி மரம்	விளிம்புநிலைவாழ்வியல்: திருநற்களும்சாதனைகளும்	கையறுநிலை - நந்திக்கலம்பகம்- வானுறுமதியை (110)	சிறுகதைவரலாறு - சிறுகதைஆசிரியர்கள்	தொடர்பிழை ஒருமைபன்மைவேறுபாடு
SLO-8	ஆல் - ஆயிரம்கிளைகள்கொண்டஅடி மரம்	திருநங்கைகுணவதி - சமூகப்பார்வை	தமிழ்இலக்கியமரபில் குறவஞ்சிஇலக்கியங் கள்	இதழ்களும்சிறுகதையும்	பிறமொழிச்சொற்களைநீ க்கிஎழுதுதல், ஷ-ஜ-ஸ-ஹமாற்றொலிகள்
SLO-9	வானம்பாடிக்கவிஞர்களும்மு- மேத்தாவும்	புலம்பெயர்வாழ்வியல் - வலியும்நம்பிக்கையும்	குற்றாலக்குறவஞ்சி - ஆடுமரவீணுமணி (3)	புதினம்தோற்றம் - புதினம்வளர்ச்சிவரலாறு	தமிழில்சொல்வகைகள் சொல்லும்பயன்பாடும்
SLO-10	மனிதநேயம் - மு-மேத்தாவின் மனிதனைத்தேடி	ஸர்மிளாஸெய்யித் - புராதனஊர்	காப்பியஇலக்கணம் - காப்பியவகைமைக் கள்	புதினத்தின்வகைமை புதினஆசிரியர்கள்	பெயர்ச்சொற்கள் பெயர்ச்சொற்களும்வகை களும்
SLO-11	தமிழ்க்கவிதையில்சுற்றுச்சூழ் லியல்	காலந்தோறும்கவிதைவடிவி ல்மாற்றங்கள்- ஹைக்கூ - மு-முருகேஷ்	சிலப்பதிகாரம் - அறிமுகம் கட்டுரைக்காதை	தமிழ்இலக்கியத்தில்உரைந டைக்கூறுகள் - உரைநடையின்தோற்றம்	வினைச்சொற்கள்அறிதல்
SLO-12	இயற்கையும்சமத்துவமும் பழனிபாரதியின்காடு	லிமரைக்கூ - ஈரோடுதமிழன்பன் சென்ரியூ - மாமதயானை	ஊழ்வினை - கோவலனின்முற்பிற ப்புவரலாறு	தமிழில்உரைநடை வளர்த்தஅறிஞர்கள்	தமிழில்பெயரடை- வினையடை அறிதல்

Resources			
1	முல்லைக்காடு. தொகுப்பும்திப்பும - தமிழ்த்துறைஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல்மற்றும்தொழில்நுட்பக்கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2023	4	வல்லிக்கண்ணன், புதுக்கவிதைதோற்றமும்வளர்ச்சியும். ஆழிபதிப்பகம். சென்னை, 2018
2	கா. சிவத்தம்பி. தமிழில்சிறுகதைதோற்றமும்வளர்ச்சியும். என்.சி.பி.எச்., சென்னை, 2013	5	மு.வரதராசன். தமிழ்இலக்கியவரலாறு. சாகித்தியஅக்காதெமி, 1972.
3	மதுரைதமிழ்இலக்கியமின்தொகுப்புத்திட்டம் - <a href="https://www.projectmadurai.org/">https://www.projectmadurai.org/</a>	6	தமிழ்இணையக்கல்விக்கழகம் - <a href="http://www.tamilvu.org/">http://www.tamilvu.org/</a>

Assessment										Strategies					
Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)									Final Assessment (50 % weightage)	Technology	Pedagogy / Andragogy	Sustainable Development		
	CLA – 1		CLA – 2		CLA – 3		CLA – 4*		Theory (%)		Simulations	Clarification/Pauses	✓ Good Health & Well Being	✓	
	(10 %)		(10 %)		(20 %)		(10%)				Presentation Tools	✓ Group Discussion	✓ Quality Education	✓	
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)			Learning Management System	✓ Hands-on Practice	✓ Gender Equality	✓	
1	Remember	15	15	15	15	10	10	10	10	15		Debate	✓		
2	Understand	15	15	15	15	10	10	10	10	15		Interactive Lecture	✓		
3	Apply	20	25	25	20	25	25	25	25	25		Brainstorming	✓		
4	Analyze	20	25	25	20	25	25	25	25	25					
5	Evaluate	15	10	10	15	15	15	15	15	10					
6	Create	15	10	10	15	15	15	15	15	10					
Total (%)		100	100	100	100	100	100	100	100	100					

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
<b>Professional Experts</b>		<b>Higher Institution Experts</b>		<b>Internal Experts</b>	
1	Dr.P.R.Subramanian, Director, Mozhi Trust, Thiruvanmiyur, Chennai – 600 041	1	Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1	Dr. B.Jaiganesh, Associate Professor and Head, Department of Tamil, FSH, SRMIST, Kattankulathur
				2	Dr. R. Ravi, Assistant Professor and Head, Department of Tamil, FSH, SRMIST, Vadapalani
				3	Mr. G. Ganesh, Assistant Professor, Department of Tamil, FSH, SRMIST, Ramapuram
				4	Dr. T.R.Hezbibahbeulah Suganthi, Assistant Professor, Department of Tamil, FSH, SRMIST, Kattankulathur
				5	Dr. S.Saraswathy, Assistant Professor, Department of Tamil, FSH, SRMIST, Kattankulathur

Course Code	ULH24AE1J	Course Title	Hindi – I	Category	A	Ability Enhancement Course	L	T	P	C
							2	0	2	3

Course Offering Department	Hindi	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO												
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10			
CLR-1	To Communicate in Hindi without any inhibition	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills	Collaborative Skills	Independent Thinking	Analytical Reasoning, Learning	Leadership Qualities	Professionalism, Attitude	Digital Technology Skills	Value Education, Multicultural Indus	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	PLO-9	PLO-10
CLR-2	To appreciate the Hindi language in its various forms																				
CLR-3	To analyze the different writing styles																				
CLR-4	To display moral and social values in the field of social Responsibility and Integrity																				
CLR-5	To be willing listeners and Translators-where need be																				
CLO	At the end of this course, learners will be able to:																				
CLO-1	To Understand the Philosophy of life and living through Stories	✓	✓	-	-	2	85	75	3	2	3	-	-	2	-	-	-	-	-	-	-
CLO-2	To Examine Travelogue writing and Sketch	✓	✓	✓	-	2	85	75	3	-	2	-	3	3	-	-	3	-	-	-	-
CLO-3	To Identify Irony and essay - based writing	✓	✓	✓	✓	3	85	75	-	3	-	3	3	2	-	-	-	-	-	-	-
CLO-4	Evaluate the various social issues depicted in the prose	✓	✓	✓	✓	3	85	75	2	-	2	3	-	-	2	-	-	-	-	-	-
CLO-5	To Understand the fundamental principal of Translation	✓	✓	✓	✓	3	85	75	-	3	-	3	3	2	-	-	-	-	-	-	-

Sessions	CLO – 1	CLO - 2	CLO – 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	Kahani ki avdharna	Rekhachitra & yatravitrant	Nibandh	Natak	Anuvad&paribhashikshabdavali
SLO-2	Swarup aur paribhasha	Avdharnaevmswaroop	Nibandh ki avdharnaevmsawroop	Avdharnaevmsawroop	Arth evmparibhasha
SLO-3	Kahani ketatvaevmmahatwa	Mahatva aur uddeshya	Mahatvaevmuddeshya	Tatwaevmprakar	Swarup evmprakar
SLO-4	Pariksha- premchand	Gesharekhachitra	Kutaj- nibandh Hajari prashaddivedi	Uddeshya	Mahatva
SLO-5	Visleshan	Path ka vishleshan	Lekhiakparichay	Natak ka mahatva	Uddeshya
SLO-6	Uddeshya	Guru shishya ka sambandh	Shangharshiljeevan	Rangmanch ka parichay	Anuvad ka prayojanevmpprayog
SLO-7	Malbe ka malik- mohanrakesh	Thele par himalay (yatravitrant)	Path ka mahatva	Lekhakarparichay	Shrot evmlakshya bhasha ka gyan
SLO-8	Lekhakarparichay	Yatravitrant ka mahatva	Bholaram ka jeev-(vyangya) harishankarparshai	Natakka visleshan	Anuvad ka dayitva
SLO-9	Batware ka yatharthvarnan	Yatra ka yatharthchitran	Vyangyakiavadharna	Lalch ka dushparinam	Paribhashikshabdavali
SLO-10	Tatkalinparishthiti ka varnan	Path ka visleshan	Path ka vihleshan	Guru shishyasambandh	Takanikishabdavali ka mhatva

<b>SLO-11</b>	Kahani ka vishleshan	Himalay ka lokjeevan	Sarkari tantra ka khokhlarup	Mahattakankshi ka dushparinam	Vividhprayog
<b>SLO-12</b>	Kahani ka uddeshya	Himalay ka varnana	Sanvedanshilbhavana	Tatkalinsamajikvyavasthakicharcha	Shabdavali ki avshyakta

Resources					
1	Samanya Hindi, Srijonlok Publication, 2023, New Delhi			4	Bhakti Andolan Aur Surdas Ka Kavya – Manager Pandey
2	Kabir – Hazari Prasad Dwedi			5	Bihari – Vishvnath Prasad Mishr
3	Surdas – Ram Chandra Shukl			6	Aadhunik Vigyapan Aur Jansampark – Taresh Bhatia

Assessment										Strategies				
Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Assessment (50 % weightage)	Technology	Pedagogy / Andragogy	Sustainable Development		
	CLA – 1		CLA – 2		CLA – 3		CLA – 4*					Theory (%)	Practice (%)	Theory (%)
	(10 %)		(10 %)		(20 %)		(10%)		Theory (%)	Practice (%)	Theory (%)			
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)				Theory (%)	Practice (%)	Theory (%)
1	Remember	15	15	15	15	10	10	10	10	15				
2	Understand	15	15	15	15	10	10	10	10	15				
3	Apply	20	25	25	20	25	25	25	25	25				
4	Analyze	20	25	25	20	25	25	25	25	25				
5	Evaluate	15	10	10	15	15	15	15	15	10				
6	Create	15	10	10	15	15	15	15	15	10				
Total (%)		100	100	100	100	100	100	100	100	100				

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>		
Professional Experts	Higher Institution Experts	Internal Experts
1 Ms. Reetha Govindan, Senior Manager (Rajbhasha)	1 Dr. S. Padmapriya, Professor and Head, Pondichery University, Kalapet, Puducherry - 605014	1 Dr. S Preeti. Associate Professor, SRMIST
2 Mr. Vipin Kumar Jha, Senior Translation Officer (ALUMNI)		2 Dr. Md. Shwahidul Islam, Assistant Professor, SRMIST
		3 Dr. S. Razia Begum, Assistant Professor, SRMIST
		4 Dr. Nisha Murlidharan Assistant Professor, SRMIST

<b>Course Code</b>	ULF24AE1J	<b>Course Title</b>	French – I	<b>Category</b>	A	<b>Ability Enhancement Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	2	3

<b>Course Offering Department</b>	French	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO																													
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10																				
CLR-1	Extend and expand their savoir-faire through the acquisition of current scenario	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills	Collaborative Skills	Independent Thinking	Analytical Reasoning, Learning	Leadership Qualities	Professionalism, Academic	Digital Technology Skills	Value Education, Multicultural Inclusive	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	PLO-9	PLO-10																	
CLR-2	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French																					2	85	75	3	2	3	-	-	2	-	-	-	-	-	-	-	
CLR-3	Make them learn the basic rules of French Grammar.																					3	85	75	-	3	-	3	3	2	-	-	-	-	-	-	-	-
CLR-4	Develop strategies of comprehension of texts of different origin																					3	85	75	2	-	2	3	-	2	-	-	-	-	-	-	-	-
CLR-5	Strengthen the language of the students both in oral and written																					3	85	75	-	3	-	3	3	2	-	-	-	-	-	-	-	-
CLO	At the end of this course, learners will be able to:																																					
CLO-1	To acquire knowledge about French language	✓	✓	-	-	2	85	75	3	2	3	-	-	2	-	-	-	-	-	-																		
CLO-2	To strengthen the knowledge on concept, culture, civilization, and translation of French	✓	✓	✓	-	2	85	75	3	-	2	-	3	-	3	-	-	-	-	-																		
CLO-3	To develop content using the features in French language	✓	✓	✓	✓	3	85	75	-	3	-	3	3	2	-	-	-	-	-	-																		
CLO-4	To interpret the French language into other language	✓	✓	✓	✓	3	85	75	2	-	2	3	-	2	-	-	-	-	-	-																		
CLO-5	To improve the communication, intercultural elements in French language	✓	✓	✓	✓	3	85	75	-	3	-	3	3	2	-	-	-	-	-	-																		

Sessions	CLO – 1		CLO - 2		CLO – 3		CLO - 4		CLO - 5	
	12		12		12		12		12	
SLO-1	Contacts, Emma la championne	Les verbes du premier groupe	Qu'est-cequ'ils font?	Portraits	Les verbes du deuxième groupe –					
SLO-2	Les nombres à partir de 31	La liaison	Oùestmon sac	Un casting	Les pronoms personnels toniques					
SLO-3	Les pays, les nationalités	Entreren contact	Quelquesobjets	Le Petit Spirou	Les verbes faire et lire					
SLO-4	Les jours de la semaine, Les jours	Présenter et se présenter	Les professions	L'aspect physique	Les Sons					
SLO-5	Les mois de l'année, Les animaux domestiques	Demander et dire la date	La formation du féminin (2)	Le caractère	Décrire l'aspect physique					
SLO-6	La famille (1)	Une rencontre.	Qu'est-ce que c'est?	les états d'âme	Demander et dire l'heure					
SLO-7	La formation du féminin (1)	Contacts	C'est / Il est (1)	Les prépositions de lieu (1)	Elle est comment?					
SLO-8	Les adjectifspossessifs	Emma la Championne	La phrase négative (1)	La famille (2)	Portraits					
SLO-9	La phrase interrogative	Mots et expressions	Les verbes aller et venir	La formation du féminin	Mots et Expressions					
SLO-10	Les nombres	Grammaire	Les formules de politesse	La formation du pluriel (2)	Grammaire.					
SLO-11	Intonation et est-ce que	Communication	C'est qui?	Il y a	Communication					
SLO-12	Les exemples	Les verbes du ER –groupe	Mots et Expressions	Les articles contractés	Les concepts					

Resources			
1	“La Nouvelle Génération-AI” Méthode de français, Marie-Noëlle COCTON, P. DAUDA, L. GIACHINO, C. BARACCO, Les éditions Didier, Paris, 2018.	4	<a href="https://www.elearningfrench.com/learn-french-grammar-online-free.html">https://www.elearningfrench.com/learn-french-grammar-online-free.html</a>
2	Cahier d’activités avec deux discs compacts.	5	<a href="https://www.lawlessfrench.com/grammar">https://www.lawlessfrench.com/grammar</a>
3	<a href="https://www.fluentu.com/blog/french/french-grammar">https://www.fluentu.com/blog/french/french-grammar</a>	6	<a href="https://blog.gymglish.com/2022/12/15/basic-french-grammar">https://blog.gymglish.com/2022/12/15/basic-french-grammar</a>

Assessment										Strategies						
Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)									Final Assessment (50 % weightage)	Technology	Pedagogy / Andragogy	Sustainable Development			
	CLA – 1		CLA – 2		CLA – 3		CLA – 4*		Theory (%)		Simulations	Clarification/Pauses	✓	Good Health & Well Being	✓	
	(10 %)		(10 %)		(20 %)		(10%)				Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)			Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
1	Remember	15	15	15	15	10	10	10	10	15						
2	Understand	15	15	15	15	10	10	10	10	15		Debate	✓			
3	Apply	20	25	25	20	25	25	25	25	25		Interactive Lecture	✓			
4	Analyze	20	25	25	20	25	25	25	25	25		Brainstorming	✓			
5	Evaluate	15	10	10	15	15	15	15	15	10						
6	Create	15	10	10	15	15	15	15	15	10						
Total (%)		100	100	100	100	100	100	100	100	100						

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Mr. KavaskarDanasegarane, Language Specialist, Process Expert Maersk Global Service Center Pvt. Ltd	1	Dr. C Thirumurugan, Professor, Department of French, Pondicherry University	1	Mr. Kumaravel K. Assistant Professor and Head, SRMIST
2	Mr. Shrivathsan S, Journalist, Senior Sports Reporter/Sub-Editor, Times of India, Chennai			2	Ms. Abigail A, Assistant Professor, SRMIST
				3	Mrs. M. Mahalakshmi, Assistant Professor, SRMIST

Course Code	ULE24AE1J	Course Title	English	Category	A	ABILITY ENHANCEMENT COURSE	L	T	P	C
							2	0	2	3

Course Offering Department	English	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO																								
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10															
CLR-1	Develop an understanding and sensibility of human consciousness through gender inclusive curriculum	Conceive Design Implement Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills	Collaborative Skills	Independent Thinking	Analytical Reasoning	Leadership Qualities	Professionalism	Autonomy	Digital Technology Skills	Value Incubation, Multicultural Inclusivity	Environmental Action	Community Engagement	Entrepreneurial Risk Taking	PLO-9	PLO-10													
CLR-2	Enhance the abilities of deeper understanding to stay with integrity with the fellow human beings																				2	85	75	3	3	3	3	3	3	3	2	3	3
CLR-3	Develop the overall language competency of the learner																				2	85	75	3	2	3	2	-	3	1	-	3	3
CLR-4	Develop proficient language skills																				3	85	75	3	3	3	3	3	3	2	1	3	3
CLR-5	Learn to express the thoughts clearly, develop logical arguments and enhance the overall communication skills.																				3	85	75	1	2	2	1	3	3	2	2	3	1
CLO	At the end of this course, learners will be able to:																																
CLO-1	Analyze different literary texts to identify the representation of issues related to gender, and class	✓	✓	-	-	2	85	75	3	3	3	3	3	3	3	2	3	3															
CLO-2	Apply critical thinking skills to analyze and respond to academic texts.	✓	✓	✓	-	2	85	75	3	2	3	2	-	3	1	-	3	3															
CLO-3	Critically evaluate and discuss contemporary issues through online articles.	✓	✓	✓	✓	3	85	75	3	3	3	3	3	3	2	1	3	3															
CLO-4	Refine their general writing skills	✓	✓	✓	✓	3	85	75	1	2	2	1	3	3	2	2	3	1															
CLO-5	Improve their language application skills	✓	✓	✓	✓	3	85	75	3	3	2	3	1	1	1	1	3	1															

Session	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	POETRY	SHORT STORIES	LEARNING ABOUT WRITING	LEARNING ABOUT SPEAKING	REFLECTION OF THE LANGUAGE LEARNING
	12	12	12	12	12
SLO-1	Introduction to the poet- Sukirtharani- Reading and recitation of the poem –Depth Analysis and Critical interpretation of the poem.	Introduction to the short story writer Katherine Mansfield. Reading the story- The Doll’s House Explaining the story through depiction of characters and representation of injustices.	Introduction to Creative Writing. Explaining the elements of creative writing.	Building the discourse- The significance of conversation and the key elements of discourse- Art of conversation in digital and verbal discourse- Lee Mockobe’s A Powerful Poem of	Reflecting the learning. - Review writing Explaining the process of reviewing and the method of reviewing. Choosing the subject for reviewing.

			Grouping the Students belonging to States other than Tamil Nadu	what it means to be a Transgender. TEDX TALK- POEM RECITATION	
SLO-2	Introduction to the poet Kalki Subramaniam. Reading and recitation of the poem Phallus I cut. Analysis and Critical interpretation of the poem. Part-1	Analysis and critical interpretation of the short story Doll's House.	Stand-up comedy show - translate the audio content in English. (any regional language) Practice the writing activity -creative ways of engaging in translation.	Reflecting on the style and the tone of the poem. Practicing conversation	Choosing and planning the topic for students- group 1 and group 2
SLO-3	Analysis and Critical interpretation of the poem. Phallus I cut- Part-2	Class room activity- reviewing characters Group Discussion- social consciousness	Correction of errors- attempting to translate. Identifying equivalent terms to certain regional words - learn the art of translation.	Classroom- Speaking activity- reflection about the issues regarding gender expression and gender identity. Reviewing activity- group discussion- communicating effectively- importance	Choosing and planning the topic for students- group 3 and group 4
SLO-4	Introduction to the poet -Imtiaz Dharker. Reading and reciting the poem Purdah 1. Analysis and Critical interpretation of the poem- Purdah 1- part 1	Speaking activity- society and its portrayal in the short story- Magnifying and analyzing the characters from contemporary perspective	Introducing famous art works and the contexts of creation. Salvador Dali- The Face of War Pablo Picasso- Guernica Edward Munch- The Scream Pieter Bruegel- The Tower of Babel. Understanding the art works- Part 1	Introducing Content writing in Social Media- the importance of content writing.	Introducing the students to the review of the various works. Understand the review process how effectively a review of any work can be done.
SLO-5	Analysis and Critical interpretation of the poem- Purdah 1- part 2	Introduction to the writer Haruki Murakami. Reading the Confessions of a Shinawaga monkey. Discussion and analysis of the Confessions of a Shinawaga monkey.	Understanding the art works- Part 2 creative and/ or thoughtful writing - contemporary themes of modern day	BLOG WRITING - Subtleties Of Workplace Inclusion: Mental Health And Queer Community- Salik Ansari. Reading the text- content in the blog by the students- Reading Activity	Reviewing -record -post in the social media pages of SRMIST
SLO-6	Reading and reciting the poem Purdah 2 Analysis and Critical interpretation of the poem- Purdah 2- part 1	Group discussion activity reflecting the understanding of the character Shinagwa monkey Speaking activity- review on life and existentialism and identity crisis	Course instructor guidance-Classroom activity for creative writing- discussion on generation of ideas	Analysing the text- content in the blog by the students- Discussion Activity writer's conversation with the readers - the blog in other blog articles..	Thoughtful conversation with your team member post the same in the official social media page of SRMIST.

			discussion on working and reflection of ideas	Practice blog writing	Choosing the team based on the abilities that are comfortable to match the peer members
<b>SLO-7</b>	Analysis and Critical interpretation of the poem- Purdah 2- part 2	Introduction to Crystal Wilkinson Reading Endangered Species: Case 47401.	Elements of writing Incorporate the elements of story in story writing	Apprehending Life by reading the texts of influence- Chimamanda Ngozi Adiche's Notes on Grief- A BRIEF NOTE, We should all be Feminists- An Essay.	Choosing the topics for a thoughtful conversation Planning and preparation for the script of conversation with a team member
<b>SLO-8</b>	Introduction to the poet Arundathi Subramanian. Reading and reciting the poem- Home Student activity- recitation Analysis and Critical interpretation of the poem- Home	Discussion and analysis of Endangered Species: Case 47401.	Students -writing abilities- building stories- a visual treat of variety of pictures.	Class discussion- essay by the author -subjective depiction of life. Understand -subjective opinions -perspectives- Practising the task multiple times with all the students in the classroom.	Drafting , editing and revising the script of conversation and enacting the conversation with the team members Enactment -proper rehearsal -final performance -conversation- whole performance should be recorded. The recording should be posted in the official media page and social handles of SRMIST.
<b>SLO-9</b>	Recollection of study of the writing styles and intentions of the poets prescribed in the syllabus.	Introduction to C.S Lakshmi also known as Ambai. Reading the short story- In a Forest, A Deer.	Practice -write stories - pictures given or shown. Classroom activity- evaluation of writings and reflections for suggesting, correction and improvement	Interposing opinions in famous interviews- FII Interviews: Tasveer Co-Founder And Filmmaker Rita Meher On The Seattle Legislation, Minority Rights And The Fight Against Oppression- INTERVIEW- Analyzing the text and discussing the aspects of an interview	work for this social post - reflect on their experience of learning communicative English course and the testimonial has to be recorded and posted in the social media pages of SRMIST.
<b>SLO-10</b>	Group Discussion activity for students to reflect up on gender consciousness	Discussion and Analysis of In a Forest, A Deer.	A writing task to write a script is introduced in the classroom.	Students -enact as interviewer and interviewee and practice building the discourse.	Involving the students for the project work. Introducing what is project work and inculcating the interest - Giving instructions to do the project works -

<b>SLO-11</b>	Revision of the poems Debt and Phallus I cut, Purdah 1 and Purdah 2	Classroom activity- speaking about identity, power of women and contemporary issues and perspectives up on women like Thangam Athai	Creative scripts inspiring from the dialogues of their favourite films by changing the scenario to their own wish according to their own whims and fancies. Creative writing -writing news reports. Recreated with new characters, places, scenes, incidents.	Certain role plays like celebrity personalities, political personalities -conduct the interview and be the interviewer and interviewee.  The art of conversation and the ability to build a discourse Reflecting on the points- Student reviewing activity- art of conversation in the text	Discussion of ideas and generation of creative ideas- Preparation for next semester. Assignment on any piece of creative writing (OR) Presentation- Mastering the art of Public Speaking. (OR) Project on compiling the real life influential events on gender inclusive issues and a presentation of the same. Interview Scripting /Blog writing.- Guidance
<b>SLO-12</b>	Revision of the poem Home.  Creative activity for the students to reflect up on gender consciousness, influence of religion on women freedom.	Retrospecting the writing styles of the authors- Katherine Mansfield, Haruki Murakami, Crystal Wilkinson and Ambai.  Overall Revision- The Doll's House, Confessions of a Shinawaga Monkey, Endangered Species: Case 47401 Classroom activity- speaking about racism in contemporary society- an attempt to understand the issues prevailing in the society from the perspectives of students	Watch debate shows - summarising the arguments Enhance - descriptive writing skill.  Repetitive practice and continuous assessment - writing skills-master the writing skill.	Reflecting on the points- Student reviewing activity- art of conversation in the text  The evaluation and assesment of the conversation -constructive feedbacks to the students.	Reflection, Evaluation and Assessment of ideas- Students can opt any of the project from the given choice.  Ready for the next semester- reflection of the learning through assignments practiced

Resources			
1	Horizon- English Text Book – Compiled and Edited by the Faculty of English Department, FSH, SRMIST, 2023	5	The Art of Public Speaking by Stephen E. Lucas- 2019
2	The Creative Writing Course book: Forty Authors Share Advice and Exercises for Fiction and Poetry by Julia Bell and Paul Magrs- 2001	6	Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds by Carmine Gallo – 2014
3	On Writing: A Memoir of the Craft by Stephen King 2000	7	The Anatomy of a Book Review: A Guide for College Students by Ronald J. Weber 1994
4	The Writing Life: Writers on How They Think and Work edited by Marie Arana -2003	8	How to Write a Simple Book Review: It's easier than you think! by Allyson R. Abbott 2013

Assessment											Strategies				
Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)									Final Assessment (50% weightage)	Technology	Pedagogy / Andragogy		Sustainable Development	
	CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4* (10%)		Theory (%)		Simulations	Clarification/Pauses	✓ Good Health & Well Being	✓	
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)		Presentation Tools	✓ Group Discussion	✓ Quality Education	✓		
	1 Remember	15	15	15	15	10	10	10		10	15	Learning Management System	✓ Hands-on Practice	✓ Gender Equality	✓
2 Understand	15	15	15	15	10	10	10	10	15		Debate	✓			
3 Apply	20	25	25	20	25	25	25	25	25		Interactive Lecture	✓			
4 Analyze	20	25	25	20	25	25	25	25	25		Brainstorming	✓			
5 Evaluate	15	10	10	15	15	15	15	15	10						
6 Create	15	10	10	15	15	15	15	15	10						
Total (%)	100	100	100	100	100	100	100	100	100						

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Krishna Raj, Sutherland Technologies	1	Dr. J Mangayarkarasi Associate Professor and Head, Department of English, Ethiraj College for Women, Chennai	1	Dr. Pushpanjali Sampathkumar, Assistant Professor, Department of English, FSH, SRMIST
		2	Dr. K S Antonyamy Associate Professor and Head, Department of English, Loyola College, Chennai	2	Dr. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
				3	Dr Anchal Sharma, Professor and Head, Department of EFL SRMIST
				4	Dr T Sridevi, Assistant Professor, FSH, SRMIST

Course Code	UJM24101J	Course Title	Basics of Print Journalism				Category	C	Discipline Core Course	L	T	P	C
										2	0	4	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO																							
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10														
CLR-1	Recognize the current trends in the Journalism field	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating	Independent Thinking, Analytical	Professional Leadership, Ethics	Leadership Qualities, Decision Making, Adaptability	Digital Technology Skills	Value Incultation, Multicultural	Environmental Action, Community	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation													
CLR-2	Understand the functionality of News Organization																			2	85	75	3	3	2	1	2	3	2	1	2	1
CLR-3	Explore the functions of Journalism on society																			3	85	75	3	1	3	1	3	3	2	1	1	2
CLR-4	Expand the role of Journalism on society																			3	85	75	3	3	2	3	3	3	2	2	3	3
CLR-5	Compare and understand the different forms of reporting																			3	85	75	3	3	2	3	3	3	2	3	3	3
CLO	At the end of this course, learners will be able to:																															
CLO-1	Understand the basics concepts of Journalism	✓	✓	-	-	2	85	75	3	3	2	1	2	3	2	1	2	1														
CLO-2	Create an understanding over the ethical functions of Journalism	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	2	1	2	1														
CLO-3	Relate the significance of Social Media in Journalism	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	2	1	1	2														
CLO-4	Understand Journalism as a powerful tool in bringing social change	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3														
CLO-5	Expand upon the reality built by News	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	3	3	3														

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	18	18	18	18	18
SLO-1	Definition of Journalism	Interviews; Types of Interview	Editing: Concepts & processes	Proof reading	Indian News organisations
SLO-2	Introduction to Newspaper	Panel Discussion	Editorial Guidelines	Other departments	Alignment of Indian News organization
SLO-3	Tutorial: Reading a Magazine to understand its creation aspects	Tutorial: News Discussion	Tutorial: Style sheet	Tutorial: Reading structure	Tutorial: Independent journalism
SLO-4&5	Practice: Making a newspaper with collected articles	Practice: Practicing news Discussion	Practice: Write article based on prescribed style sheet	Practice: Reading Exercises	Practice: identifying independent journalism outlets
SLO-6	Hard News and Soft News	News Writing Skills	Headline	Press Information Bureau, Free Press of India	Collaborations vs. Independent Reporting
SLO-7	Elements of News	Inverted Pyramid and Fork writing style	Types of Headlines	Other News Agencies	Different mediums of news
SLO-8	Tutorial: News Analysis	Tutorial: Identification of different writing style	Tutorial: different method of writing lead	Tutorial: Nature and list of agencies	Tutorial: advantages and disadvantages
SLO-9&10	Practice: Making a news analysis	Practice: Rewriting News Stories	Practice: Write different headlines	Practice: Analyzing different news agencies	Practice: writing article

SLO-11	Principles of reporting	5 Ws and 1 H	Editorial	Organisations related to Reporters	Reporting on a news story
SLO-12	Beat Reporting	Lead: Types of Lead	Different types of editorial	Role of those organisations	Reporting on a campus story
SLO-13	Tutorial: Types of Beat	Tutorial: identifying different types of lead	Tutorial: Discussing famous editorial	Tutorial: Familiarizing their functions	Tutorial: Do's and Don'ts
SLO-14-18	Practice: Identifying different beat	Practice: Writing different types of lead	Practice: Write an editorial	Practice: Comparing those organisations	Practice: Example story

Resources					
1	Print Journalism: A Complete Book of Journalism, Charanjit Ahuja, Bharat Hiteshi. Lightning Source. 2016	3	Handbook of Print Journalism, Priscilla Paul. Lulu.com. 2014		
2	News Evolution or Revolution?: The Future of Print Journalism in the Digital Age. Amy Reynolds & Andrea Miller. Peter Lang Inc.. 2013	4	<a href="http://www.nraismc.com/wp-content/uploads/2017/03/102-print-journalism.pdf">http://www.nraismc.com/wp-content/uploads/2017/03/102-print-journalism.pdf</a>		

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24102T	Course Title	Communication Theories				Category	C	Discipline Core Course	L	T	P	C
									4	0	0	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Provide knowledge about concepts of communication, its theories and models.																		
CLR-2	Act as a tool for understanding on a broad variety of important theorists																		
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																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	Appreciate the idea of communication	✓	✓	-	-	2	85	75	3	3	3	3	2	3	2	2	2	2	1
CLO-2	Have a clear knowledge on the effect of media	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	2	1	2	1	1
CLO-3	Show signs of appreciation on the extent of communication	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	2	1	1	2	2
CLO-4	Understand the role of media in modern society	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3	3
CLO-5	Have a deeper insight into the existence of presence of media in social lives	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	3	3	3	3

Sessions	CLO -1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	Introduction – communication	Binary opposition	Media Priming and Media framing	Normative press theory	Social contract theory
SLO-2	Nature of communication	An introduction to semiotics	Gatekeeping	Discourse, ideology & hegemony	Social learning theory
SLO-3	Elements of communication	Connotation & denotation (Barthes)	Shannon – Weaver model (SW model)	Codes and ideologies	Individual differences theory
SLO-4	Defining communication	Making means of words and images	What is noise?	Public opinion	Social network theory
SLO-5	Types of communication	Communication and Identity	Lasswell’s model of communication	Cultural communication	Adaptive Saturation Theory
SLO-6	Computer-mediated communication	Representation of the self	Berlo’s SMCR model	Intercultural communication	Systems theory
SLO-7	Communication barriers	Self & performativity	Westley and McLean’s model	Traditional and Folk media	John Anderson’s cognition theory
SLO-8	Overcoming communication barriers	Identity and media	Hypodermic needle (magic bullet theory)	Alternative media	Psycholinguistic theory

<b>SLO-9</b>	Speech v/s text	Symbolic interactionism (Mead)	Two-step and multi-step flow theory	Globalisation& communication	Theory of Reasoned action
<b>SLO-10</b>	Oral and written communication	Uses and gratification theory (Katz)	New Combs model of communication	Convergence in Media	Social Presence theory
<b>SLO-11</b>	Logo centrism	Cultivation theory (Gerbner)	George Gebner’s communication model	Global village (McLuhan)	Elaboration Likelihood Model
<b>SLO-12</b>	Aristotle – Rhetoric	Agenda setting (McCombs & Shaw)	Cognitive dissonance theory.	Globalisation	Application of frameworks in media studies

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

Assessment					
Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)				Final Assessment (50 % weightage)
	CLA – 1	CLA – 2	CLA – 3	CLA – 4*	
	(10 %)	(10 %)	(20 %)	(10 %)	
	Theory (%)	Theory (%)	Theory (%)	Theory (%)	Theory (%)
1 Remember	20	20	20	20	20
2 Understand	20	20	20	20	20
3 Apply	20	20	20	20	20
4 Analyze	20	20	20	20	20
5 Evaluate	10	10	10	10	10
6 Create	10	10	10	10	10
Total (%)	100	100	100	100	100

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
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				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

<b>Course Code</b>	UJM24103L	<b>Course Title</b>	Essentials of Reporting and News Writing	<b>Category</b>	C	<b>Discipline Core Course</b>	L	T	P	C
							0	0	8	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	To provide students with the knowledge and skills needed to report on news using a variety of platforms																		
CLR-2	Research and write publishable work for news organizations with multiple distribution platforms																		
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																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity, Collaboration, Communication Skills, Collaborating Skills	Independent Thinking, Analytical Skills, Innovation, Leadership, Problem Solving, Creativity, Collaboration, Communication Skills	Digital Technology Skills	Value Incubation, Multicultural Understanding	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation			
CLO-1	Develop, research, and prepare news accounts that are accurate, fair, balanced, and timely	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	Adhere to specialized style and organizational requirements of media writing for multiple platforms	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Identify appropriate and credible sources for news stories	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Develop, research and prepare publishable news products on deadline	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
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	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO -1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	24	24	24	24	24
SLO1-3	Introduction to Reporting	Reporting on Issues and Trends	Sports Reporting	Introduction to Opinion Journalism	Career Paths in Journalism
SLO 4- 6	Understanding News Values	Multimedia Reporting	Business and Financial Reporting	Crafting Persuasive Arguments	Freelancing and Entrepreneurship
SLO 7 - 9	News Gathering Techniques	Social Media and Reporting	Science and Health Reporting	Research and Analysis for Opinion Pieces	Building a Professional Portfolio
SLO 10-12	Writing News Stories	Reporting in Crisis Situations	Environmental Reporting	Writing Editorials and Columns	Networking and Collaboration
SLO 13-15	News Gathering Techniques	Social Media and Reporting	Science and Health Reporting	Research and Analysis for Opinion Pieces	Building a Professional Portfolio
SLO 16 -18	Writing News Stories	Reporting in Crisis Situations	Environmental Reporting	Writing Editorials and Columns	Networking and Collaboration
SLO 19-21	Reporting on Events	Investigative Reporting	Arts and Culture Reporting	Op-Eds and Guest Commentaries	Professional Ethics and Standards
SLO 22-24	Practice Exercise and Review	Practice Exercise and Review	Practical Exercise and Review	Practical Exercise and Review	Final Project Presentation and Review

Resources			
1	Inside Reporting: A Practical Guide to the Craft of Journalism (3rd Edition) by Tim Harrower	4	Kamanth M.V, The Journalist’s Handbook, Vikas Publishing, 1992.
2	Fred Fedler, John .R.Bender, (2010), Reporting for the Media.UK: Oxford University Press.	5	Journalism Next: A Practical Guide to Digital Reporting and Publishing - 2nd Edition - Mark Briggs
3	Raman Usha, (2009), Writing For Media. Chennai, Tamil Nadu: Oxford Publications		

Assessment					
Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)				Final Assessment (50 % weightage)
	CLA – 1	CLA – 2	CLA – 3	CLA – 4*	
	(10 %)	(10 %)	(20 %)	(10 %)	
	Practice (%)	Practice (%)	Practice (%)	Practice (%)	
1 Remember	20	20	20	20	20
2 Understand	20	20	20	20	20
3 Apply	20	20	20	20	20
4 Analyze	20	20	20	20	20
5 Evaluate	10	10	10	10	10
6 Create	10	10	10	10	10
Total (%)	100	100	100	100	100

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UCD24S01J	Course Title	Verbal Ability and Skill Development				Category	S	Skill Enhancement Courses				L	T	P	C
												1	0	2	2	

Course Offering Department	Career Guidance	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity, Solution	Communication Skills, Collaborative Skills	Independent Thinking, Analytical Reasoning, Learn to Learn	Leadership Qualities, Professionalism, Autonomy	Digital Technology Skills	Value Education, Multicultural Industries	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	FLO-9	FLO-10	
CLR-1	Expose student's right attitude and behavioral aspects and build the same through activities																		
CLR-2	Develop and nurture interpersonal skills of the students through individual and group activities.																		
CLR-3	Increase efficiency and leadership skills to improve team results.																		
CLR-4	Use the basic mechanics of Grammar.																		
CLR-5	Instill confidence in students and develop skills necessary to face the challenges of competitive exams and placements																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	Re-engineer their attitude and understand its influence on behavior	✓	✓	-	-	2	85	75	2	3	2	2	-	1	2	3	-	-	-
CLO-2	Acquire inter-personal skills and be an effective goal-oriented team player	✓	✓	✓	-	2	85	75	3	3	2	3	-	1	2	1	-	-	-
CLO-3	Learn the importance of inner management and creativity	✓	✓	✓	✓	3	85	75	3	2	2	3	-	1	2	2	-	-	-
CLO-4	Understand the correct usage of grammar	✓	✓	✓	✓	3	85	75	3	-	3	-	3	1	1	-	-	-	-
CLO-5	Help the students succeed in competitive exams and placements	✓	✓	✓	✓	3	85	75	3	-	3	-	3	1	1	-	-	-	-

Sessions	CLO – 1	CLO – 2	CLO - 3	CLO - 4	CLO - 5
	9	9	9	9	9
SLO-1	Introduction to IKIGAI, IKIGAI – Key concepts	Networking skills – relationship building, value exchange, active listening, friendliness and positivity, clear communication	Time management skills – Value of Time, Pomodoro technique.	Basics of Grammar	Sentence Correction
SLO-2	Attitude, Attitude formation and Factors influencing Attitude	Negotiation skills – building rapport and problem-solving	Weekly Planner, To-do list, Prioritizing work, Time management activity	Spotting Errors	Sentence completion (Grammar based)
SLO-3	SWOT Analysis, individual SWOT Analysis-SWOT Analysis activity	Entrepreneurial Skills, Entrepreneurial knowledge, Focus, Investment, Risk tolerance, Resilience, Ethics	Creative thinking skills – divergent thinking, Synthesis and collaboration, out-of-the-box thinking	Error spotting based on Parts of Speech	Sentence completion (Vocabulary based)

<b>SLO-4</b>	Presentation skills, Types of presentation, Structure of presentation, Delivery techniques	Creating brands–activity(posters, flyers, business cards)	Creative thinking skills Activity session	Errors how to avoid in Nouns & Pronouns	Cause and Effect - Introduction
<b>SLO-5</b>	Extempore Practice Session I	Stress Management – Causes of Stress and Its Impact	Brain storming, use of groups and individual brainstorming techniques to promote idea generation	Common Errors: Subject - verb Agreement	Cause and Effect – Practice Session
<b>SLO-6</b>	Extempore Practice Session II	How to Manage Stress and distress, Understanding the circle of control, stress busters	Inter cultural communication – beliefs, customs and attitudes of people in different countries(US, UK, Japan, West Asia, China, Russia), Social and cultural etiquettes	Vocabulary - Synonyms - Antonyms - Phrasal verbs-	Theme detection – Introduction - Practice session
<b>SLO-7</b>	Interpersonal Skills, Emotional Intelligence	Conflict Management - Conflict in human relations – reasons, Approaches to conflict resolution	Communication etiquettes, Telephone etiquettes	One Word Substitution - Homophones - Homonyms	Critical Reasoning and Verbal deduction
<b>SLO-8</b>	Importance of Team Work, Team Building activity	Conflict resolutions – Case studies	Icebreaking, Designing icebreaker games	Words often confused	Types of Critical Reasoning- Tips and Tricks
<b>SLO-9</b>	Leadership skills, Leadership skills - based activity	Importance of decision making, Process of decision making, Practical ways of decision making, weighing positives and negatives	Resume writing skills	Idioms and Idiomatic Expressions – Introduction	Word Analogy - Types of Word analogy

Resources			
1	Jeff Butterfield, Soft Skills for Everyone, CENGAGE,India,2015	5	Thomas A Harris, I am ok, you are ok,Arrow,London,2012
2	Dr.K.Alex, Soft Skills, S.ChandPublishing&Company,India,2014	6	Daniel Coleman, EmotionalIntelligence,Bloomsbury,India,2016
3	Covey Sean Seven habits ofhighlyeffectiveteens,Simon&Schuster,NewYork,2014	7	Norman Lewis, Word Power Made Easy New Revised and Expanded Edition, Goyal publication, 2011
4	CarnegieDale,Howtowinfriendsandinfluencepeople,SimonandSchuster,NewYork,2016	8	Bhatnagar R P, English for Competitive Examinations, Trinity Press, 2016.

Assessment										Strategies								
Bloom's Level of Thinking		Continuous Learning Assessment (100% weightage)								Technology		Pedagogy / Andragogy		Sustainable Development				
		CLA – 1 (20 %)		CLA – 2 (20 %)		CLA – 3 (30 %)		CLA – 4* (30%)		Simulations	Presentation Tools	Learning Management System	Clarification/Pauses	Group Discussion	Hands-on Practice	Good Health & Well Being	Quality Education	Gender Equality
		Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)									
		1	Remember	20	20	15	15	20	20	20	20			✓			✓	
2	Understand	20	20	15	15	20	20	20	20				✓					
3	Apply	15	15	15	15	15	15	20	20				✓					
4	Analyze	15	15	15	15	15	15	20	20					✓				
5	Evaluate	15	15	20	20	15	15	10	10									
6	Create	15	15	20	20	15	15	10	10									
	Total (%)	100	100	100	100	100	100	100	100									

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. P. Chockalingam, Senior Lead Software Engineer, Virtusa Consulting Services Private Ltd, DLF IT Park SEZ, Chennai – 600089 p.chockalingam1986@gmail.com	1 Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeetham, Coimbatore - 641112 g_saravanaprabu@cb.amrita.edu	1 Dr.Sathish K,HOD, Department of Career Guidance Cell, FSH,SRMIST hod.dgcg.ktr@srmist.edu.in 2 Mrs.Deepalakshmi S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST, deepalas@srmist.edu.in 3 Dr. Sam Israel S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST, samisras@srmist.edu.in

SEMESTER -II

Course Code	ULT24AE2J	Course Title	Tamil - II	Category	A	Ability Enhancement Course	L	T	P	C
							2	0	2	3

Course Offering Department	Tamil	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			Program learning Outcomes										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	சங்கஇலக்கியங்கள்வழிதொன்மைஅக. புறவாழ்வியலைஅறியச்செய்தல்																		
CLR-2	தமிழ்ச்சமூகத்தின்அறவியல்குறித்துதெரியச்செய்தல்																		
CLR-3	பக்திஇலக்கியங்கள்போதித்தமனிதமாண்புகளைஉணரச்செய்தல்																		
CLR-4	பண்டைத்தமிழ்ச்சமூகத்தின்தொல்இலக்கியங்கள்வளர்ச்சிபெற்றவரலாற்றைப்புரியச்செய்தல்																		
CLR-5	சிறுகதைகள்சொல்லும்வாழ்வியல்நெறி. மொழியின்நுட்பங்கள்ஆகியவற்றைத்தெரியச்செய்தல்																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning,	Leadership Qualities, Professionalism, Autonomy,	Digital Technology Skills	Value Incultation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	PSO-9	PSO-10	
CLO-1	பண்டைத்தமிழ்ச்சமூகத்தின்அக. புறவாழ்வியல்இன்றையசமூகமேம்பாட்டிற்குவழிகாட்டிநிற்பதைஅறிந்துகொள்ளுதல்	✓	✓	✓	-	2	75	60	-	3	3	-	-	-	2	-	-	-	
CLO-2	தமிழ்ச்சமூகம்அறத்தைவலியுறுத்தியசமூகம்என்பதன்வழிமானுடஅறத்தைத்தெரிந்து கொள்ளுதல்	✓	✓	✓	✓	2	80	70	2	-	3	-	-	3	-	-	-	-	
CLO-3	பக்திஇலக்கியம்மூலம்இறைத்தந்துவங்களைஅறிந்துமானுடஒற்றுமைமேம்பாட்டைஅறிந்துகொள்ளுதல்	✓	✓	✓	✓	2	70	65	-	3	-	3	-	1	-	-	-	-	
CLO-4	தொல்தமிழ்ச்சமூகம்இலக்கியம். அரசியல். அறம். பக்திஆகியவற்றில்தழைத்தோங்கியதைத்தெரிந்துகொள்ளுதல்	✓	✓	✓	✓	2	70	70	3	-	3	-	-	3	-	-	-	-	
CLO-5	வாழ்வியலின்நெறிகளைச்சொல்லும்கதைகளைப்படைக்கும்திறனோடுமொழிஆளுமையையும்அறிந்துகொள்ளுதல்	✓	✓	✓	-	3	80	70	3	-	-	3	-	-	-	3	-	-	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	காலந்தோறும் தமிழ்ச் சக்திணைமரபு உள்ளடக்கம்	சங்கமருவியகாலம் அறமும் வாழ்வியலும்	பல்லவர்காலஇலக்கியங்கள்	பண்டைக்காலத்தமிழகம் சங்ககாலமக்களின் வாழ்வியல்	தமிழ்ச்சிறுகதையும் தமிழ்ச்சமூகவாழ்வியலும்
SLO-2	எட்டுத்தொகைநூல்களும் பகுப்புமுறையும்	உலகப்பொதுமறை - திருக்குறள்கட்டமைப்பு	பக்தியும் தமிழும் - பக்திஇலக்கியத்தோற்றநிலை	முச்சங்கஅறிமுகமும் வரலாறும்	புதுமைப்பித்தன் - சங்குத்தேவனின்தர்மம்
SLO-3	ஐங்குறுநூறு - 375, 391	திருக்குறள்வாண்பு (2)	சைவசமயஇலக்கியங்கள் - சைவக் குரவநால்வர்	சங்கஇலக்கியப்பாடுபொருளும் வடிவமும்	ந.பிச்சமுர்த்தி - வேப்பமரம் - மரபும் நம்பிக்கைகளும்
SLO-4	குறுந்தொகை - 02, 03	திருக்குறள் - புலவிநுணுக்கம் (132) -	தேவாரம் - திருஞானசம்பந்தர் - 2834 திருநாவுக்கரசர் - 4262	எட்டுத்தொகைநூல்களின் வரலாறும் கட்டமைப்பும்	தமிழ்ருவிமணியன் - ஒற்றைச்சிறகு - உறவின்மேன்மை
SLO-5	அகநானூறு நூல்கட்டமைப்பு	தமிழ்இலக்கியமரபில் நீதிஇலக்கியங்கள்	திருவாசகம் - மாணிக்கவாசகர் ஆனந்தபரவசம் - பாடல் 10	பத்துப்பாட்டுநூல்களின் வரலாறும் வாழ்வியலும்	ஆர். சூடாமணி - மூடநம்பிக்கை
SLO-6	அகநானூறு - 238	நாலடியார் வைகலும் பாடல் எண் 39	வைணவசமயவளர்ச்சிப்போக்கு	பதினெண்கீழ்க்கணக்கும் தமமிழர் அறமரபும்	கிருஷ்ணாடாவின்ஸி - காலா அருகேவாடா
SLO-7	கலித்தொகை - 11	நீதிஇலக்கியத்தில்திருந்துநூல்கள்	நாலாயிரத்திவ்யப்பிரபந்தம் குலசேகராழ்வார்பாடல் - 678	பதினோருநீதிஇலக்கியங்கள்	மொழிப்பயிற்சி சொற்களை உருவாக்குதல்
SLO-8	தமிழ்ப்புறமரபு புறநானூறு - 107	சிறுபஞ்சமூலம் - 64	ஆண்டாள் பாடல் - 574. திருமழிசை ஆழ்வார்பாடல்	காப்பியஇலக்கணம் - காப்பியங்களின் வகைமை	எழுத்துகளில் இருந்து சொற்களைக் கண்டுபிடித்தல்
SLO-9	புறநானூறு - 110, 112	பழமொழிநானூறு அறிமுகம் - தனித்தன்மைகள்	தமிழில் இஸ்லாமிய இலக்கியங்கள்	ஐம்பெருங்காப்பியங்கள்	படம்பார்த்துக்கதை எழுதுதல்

SLO-10	பத்துப்பாட்டுமும்ஆற்று ப்படைநூல்களும்	பழமொழிநானூறு - 184	சீறாப்புராணம் - விடமீட்டப்படலம் - 10 பாடல்கள்	தமிழ்ச்சமூகமும்சமயத்தத்து வங்களும்	படம்பார்த்துக்கவிதைஎழுதுத ல்
SLO -11	சிறுபாணாற்றுப்படை: 84-115	பண்டைக்காலப்போ ரும்வாழ்வும் - புறம்	தமிழில்கிறித்தவ இலக்கியங்கள்	பன்னிருதிருமுறை - அறிமுகம். வரலாறு	கற்பனையும்படைப்பும் - தமிழில்வாசகம்
SLO -12	பட்டினப்பாலை: 40-50	களவழிநாற்பது - 40	கிறித்துவின்அருள்வ ேட்டல் - திரு.வி.க. அலகிலொளி- 5 பாடல்	நாலாயிரத்திவ்வியப்பிரபந்த ம் - அறிமுகம். வரலாறு	விளம்பரத்திற்குவாசகம்எழுது தல்

Resources					
1	கொன்றை. தொகுப்பும்பதிப்பும் - தமிழ்த்துறைஆசிரியர்கள், தமிழ்த்துறை. எஸ்.ஆர்.எம். அறிவியல்மற்றும்தொழில்நுட்பக்கல்விநிறுவனம். காட்டாங்குளத்தூர், 603203, 2023			4	தமிழண்ணல், புதியநோக்கில்தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம், மதுரை, 2017
2	மு. அருணாசலம், தமிழ்இலக்கியவரலாறு: நூற்றாண்டுமுறை ( 9ஆம்நூ. முதல் 16 வரை), திபார்க்கர், சென்னை, 2005			5	தமிழ்இலக்கியத்தொடரடைவு - <a href="http://tamilconcordance.in/">http://tamilconcordance.in/</a>
3	மதுரைதமிழ்இலக்கியமின்தொகுப்புத்திட்டம் - <a href="https://www.projectmadurai.org/">https://www.projectmadurai.org/</a>			6	தமிழ்இணையக்கல்விக்கழகம் - <a href="http://www.tamilvu.org/">http://www.tamilvu.org/</a>

Assessment										
Bloom's Level of Thinking		Continuous Learning Assessment (CLA) (50% Weightage)								Final Assessment (50% Weightage)
		CLA - 1		CLA - 2		CLA - 3		CLA - 4*		
		(10%)		(10%)		(20%)		(10%)		
		Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	
1	Remember	15	15	15	15	10	10	10	10	15
2	Understand	15	15	15	15	10	10	10	10	15
3	Apply	20	25	25	20	25	25	25	25	25
4	Analyze	20	25	25	20	25	25	25	25	25
5	Evaluate	15	10	10	15	15	15	15	15	10
6	Create	15	10	10	15	15	15	15	15	10
<b>Total %</b>		100	100	100	100	100	100	100	100	100

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification / Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

\* The evaluation can be done on the one or more parameters that include (i) Seminars, (ii) Mini-Project, (iii) Case Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvannamiyur, Chennai – 600 041.	1	Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1	Dr. B. Jaiganesh, Associate Professor & Head, Dept. of Tamil, FSH, SRMIST, KTR.
				2	Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP.
				3	Mr. G. Ganesh, Assistant Professor, Dept. of Tamil, FSH, SRMIST, RMP.
				4	Dr. T.R. Hebzibah beulah Suganthi, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
				5	Dr. S. Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.

<b>Course Code</b>	ULH24AE2J	<b>Course Title</b>	Hindi - II				<b>Category</b>	A	Ability Enhancement Course	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
									2	0	2	3	

<b>Course Offering Department</b>	Hindi	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO																				
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10											
CLR-1	They get to learn Ancient, Medieval, and Modern poetry	Conceive Design Implement Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborative Skills, Independent Thinking, Analytical Reasoning, Learning Leadership Qualities, Professionalism, Awareness, Digital Technology Skills	Value Incubation, Multicultural Inclusion, Environmental Action, Community Engagement, Entrepreneurial Risk Taking	PLO-9	PLO-10																			
CLR-2	To understand the Significance of poems of great poets like Kabir, Tulsidas, Bihari and Dhananand										✓	✓	-	-	2	85	75	3	2	3									
CLR-3	To Enhance and Enrich their knowledge through poetry										✓	✓	✓	-	2	85	75	3		2	3								
CLR-4	Media based understanding for employability										✓	✓	✓	✓	3	85	75		3		3	3	2						
CLR-5	Job Oriented writing skills										✓	✓	✓	✓	3	85	75	2		2	3			2					
<b>CLO</b>	<b>At the end of this course, learners will be able to:</b>																												
CLO-1	To provide a brief Introduction of Hindi poetry (Bhaktikal, Reetikal and Aadhunikkal)	✓	✓	-	-	2	85	75	3	2	3																		
CLO-2	To Discuss the origin and development of various forms of poetry in Hindi	✓	✓	✓	-	2	85	75	3		2		3		3														
CLO-3	Focus on Evaluating the social changes through poetry	✓	✓	✓	✓	3	85	75		3		3	3	2															
CLO-4	To Examine Transcreation in advertisement	✓	✓	✓	✓	3	85	75	2		2	3			2														
CLO-5	To guide the students in the learning of the technical aspect of the Hindi Language, this would help them in the field administration	✓	✓	✓	✓	3	85	75		3		3	3	2															

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
<b>SLO-1</b>	Bhakti kalinkavita	Riti kalinkavita	Adhunikkavita	Vigyapan	Patra lekhan & paribhashikshabdavali
<b>SLO-2</b>	Bhakti kalinkavita ki avadharna	Avadharna evmsawroop	Avadharna evmsawroop	Avadharna evmsawroop	Avadharna evmsawroop
<b>SLO-3</b>	Swarup evmmahatwa	Riti kal vibhajan	Mahatva evmuddeshya	Arth evmparibhasha	Arth evmparibhasha
<b>SLO-4</b>	Bhaktikal ki prasangikta	Mahatva evmuddeshya	Mathlisharangupt- nar ho nanirash karo man ko	Vigyapan ke prakar	Prayojane vmparyog
<b>SLO-5</b>	Dohe- kabirdas	Dohe- bihari	Kavi parichaya evmkavita ka vishleshan	Vigyapan ki visheshtayen	Prakare vmmahatva
<b>SLO-6</b>	Sant parichay	Kavi parichaya	Suryakant tripathinirala- var de veenavadini var de	Vigyapan ka mahatva	Vyakti gat patra
<b>SLO-7</b>	Dohe ka visleshan	Dohe ka visleshan	Kavi parichaya evmvishleshan	Vigyapan ki bhasha	Aupcharik patra
<b>SLO-8</b>	Guru ka mahatva	Dohe- ghananand	Nagarjun-- akal aur uske bad	Vigyapan aur rozgar	Paribhashikshabdavali

<b>SLO-9</b>	Dohe- tulshidas	Sneh ki sarlta ka varnan	Akal ka vashtavikchitran	Print evm electronic vigyapan	Shabdavali ki avshyakta
<b>SLO-10</b>	Dohe ka visleshan	Prem ka mahatva	Kattis- badrinarayan	Vigyapan ki vyapakta	Karyalyinshabdavali
<b>SLO-11</b>	Daya ka mahatva	Ghananand ki kavya shaili ka mahatva	Sambandvicched ki paricharcha	Vigyapanlekhan ki kala	Ek din ek shabd
<b>SLO-12</b>	Ram ki mahima	Dhohaparicharcha	Kavya paricharcha	Uddeshya	Hindi se angreji aur angreji se hindishabd

Resources					
1	Edited Book: ““Samanya Hindi”, Srijonlok Publication, 2023, New Delhi.			4	Bhakti Andolan Aur Surdas Ka Kavya – Manager Pandey
2	Kabir – Hazari Prasad Dwedi			5	Bihari – Vishvnath Prasad Mishr
3	Surdas – Ram Chandra Shukl			6	Aadhunik Vigyapan Aur Jansampark – Tareh Bhatia

Assessment											Strategies					
Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)									Final Assessment (50 % weightage)	Technology	Pedagogy / Andragogy		Sustainable Development		
	CLA – 1		CLA – 2		CLA – 3		CLA – 4*		Theory (%)			✓	✓	✓	✓	
	(10 %)		(10 %)		(20 %)		(10%)									
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)							
1	Remember	15	15	15	15	10	10	10	10	15						
2	Understand	15	15	15	15	10	10	10	10	15						
3	Apply	20	25	25	20	25	25	25	25	25						
4	Analyze	20	25	25	20	25	25	25	25	25						
5	Evaluate	15	10	10	15	15	15	15	15	10						
6	Create	15	10	10	15	15	15	15	15	10						
Total (%)		100	100	100	100	100	100	100	100	100						

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>		
Professional Experts	Higher Institution Experts	Internal Experts
1 Ms..Reetha Govindan, Senior Manager (Rajbhasha) ritushivani@yahoo.Com	1 Dr. S.Padmapriya, Prof& Head, Pondicherry University, padmapriya.srirka@Gmail.Com	1 Dr.S Preeti. Associate Professor & Head, SRMIST- hod.hindi.ktr@srmist.edu.in
2 Alumini - Vipin Kumar Jha, Senior Translation Officer anju.bipin.jha@Gmail.Com		2 . Dr. Md.Shwahidul Islam Assistant Professor, SRMISTshwahidj@srmist.edu.in
		3 Dr. S. Razia Begum, Assistant Professor, SRM IST raziabes@srmist.edu.in
		4 Dr.NishaMurlidharan Assistant Professor, VDP,SRM IST murulidharan- nishamup@srmist.edu.in

Course Code	ULF24AE2J	Course Title	French - II	Category	A	Ability Enhancement Course	L	T	P	C
							2	0	2	3

Course Offering Department	French	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
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																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity, Solving	Communication Skills, Collaborative Skills	Independent Thinking, Analytical Reasoning, Learning	Leadership Qualities, Professionalism, Autonomy	Digital Technology Skills, Innovation	Value Incubation, Multicultural Inclusion	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	PLO-9	PLO-10	
CLO-1	To acquire knowledge about French language	✓	✓	-	-	2	85	75	3	2	3			2					
CLO-2	To strengthen the knowledge on concept, culture, civilization, and translation of French	✓	✓	✓	-	2	85	75	3		2		3		3				
CLO-3	To develop content using the features in French language	✓	✓	✓	✓	3	85	75		3		3	3	2					
CLO-4	To interpret the French language into other language	✓	✓	✓	✓	3	85	75	2		2	3			2				
CLO-5	To improve the communication, intercultural elements in French language	✓	✓	✓	✓	3	85	75		3		3	3	2					

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	Temps libre	Le pronom indéfini on	Vendre	Il faut	Les gallicismes
SLO-2	Les loisirs	Les adjectifs interrogatifs	Acheter	Le verbe devoir	Les pronoms personnels COI
SLO-3	Les moments de la journée	Les prépositions avec les noms géographiques	Les aliments	Le verbe pouvoir	Le pronom Y
SLO-4	Les matières scolaires	Les verbes prendre et sortir	Les emballages	Le verbe vouloir	Des pronoms compléments
SLO-5	Les activités quotidiennes, Les quotidiennes	Les sons	Les quantités	Demander et dire le prix	Les nombres ordinaux
SLO-6	Le temps, L'heure	Parler de ses goûts	Les commerces	Faire des achats	Les verbes écrire et voir
SLO-7	La fréquence	Parler de ses préférences	Les commerçants	Les activités	Le E caduc ou instable
SLO-8	Les sons [u], Les sons [y]	Parler de sa routine	L'impératif	Les activités	Présenter ses vœux
SLO-9	L'heure, Quelle heure est-il ?	A la recherche d'un cadeau	Les articles partitifs	Mots et expressions	Présenter ses félicitations

<b>SLO-10</b>	Les pronoms personnels COD	Temps libre	Très ou beaucoup (de)	Communication	Répondre à une invitation
<b>SLO-11</b>	Les pronominaux, Se promener, se coucher etc...,	Mots et expressions	Le pronom en (la quantité)	Les sorties	Écrire un message amical
<b>SLO-12</b>	Les verbes du premier groupe, Parler, Demander, Poser	Grammaire– Communication	La phrase négative (2	Les fêtes	Parler au téléphone

Resources					
1	“La Nouvelle Génération-AI” Méthode de français, Marie-Noëlle Cocton, P. Dauda, L. Giachino, C. Baracco, Les éditions Didier, Paris, 2018.	4	<a href="https://www.elearningfrench.com/learn-french-grammar-online-free.html">https://www.elearningfrench.com/learn-french-grammar-online-free.html</a>		
2	Cahier d’activités avec deux discs compacts.	5	<a href="https://www.lawlessfrench.com/grammar">https://www.lawlessfrench.com/grammar</a>		
3	<a href="https://www.fluentu.com/blog/french/french-grammar">https://www.fluentu.com/blog/french/french-grammar</a>	6	<a href="https://blog.gymglish.com/2022/12/15/basic-french-grammar">https://blog.gymglish.com/2022/12/15/basic-french-grammar</a>		

Assessment										Strategies											
Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)									Final Assessment (50 % weightage)	Technology	Pedagogy / Andragogy		Sustainable Development							
	CLA – 1		CLA – 2		CLA – 3		CLA – 4*		Theory (%)		Simulations	Clarification/Pauses	✓	Good Health & Well Being	✓						
	(10 %)		(10 %)		(20 %)		(10%)									Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)													
1	Remember	15	15	15	15	10	10	10	10	15											
2	Understand	15	15	15	15	10	10	10	10	15		Debate	✓								
3	Apply	20	25	25	20	25	25	25	25	25		Interactive Lecture	✓								
4	Analyze	20	25	25	20	25	25	25	25	25		Brainstorming	✓								
5	Evaluate	15	10	10	15	15	15	15	15	10											
6	Create	15	10	10	15	15	15	15	15	10											
Total (%)		100	100	100	100	100	100	100	100	100											

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. KavaskarDanasegarane, Language Specialist, Process Expert Maersk Global Service Center Pvt. Ltd Mailkavas18@gmail.com	1 Dr.C.Thirumurugan ,Professor, Department of French, Pondicherry University drcthirumurugan@gmail.com	1 Mr. Kumaravel K. Assistant Professor & Head, SRMIST,KTR., hod.french.ktr@srmist.edu.in
2 Mr. Shrivathsan S, Journalist, Senior Sports Reporter/Sub-Editor, Times of India, Chennai shrivathsangilramhanga@gmail.com		2 Miss. Abigail A, Assistant Professor , SRMIST,,VDP abigaila@srmist.edu.in
		3 Mrs.M.Mahalakshmi, Assistant Professor , SRMIST,,RMP mahalakm2@srmist.edu.in

Course Code	UJM24201T	Course Title	Indian Constitution and Media Laws				Category	C	Discipline Core Course	L	T	P	C
									4	0	0	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO																	
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10								
CLR-1	Enhancing legal literacy for navigating media regulations within the Indian Constitution.	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creative Thinking	Communication Skills	Collaborative Skills	Independent Thinking	Analytical Reasoning	Leadership Qualities	Professionalism	Autonomy	Digital Technology Skills	Value Incubation	Multicultural Inclusion	Environmental Action	Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation
CLR-2	Fostering ethical journalism practices through analysis of legal principles and landmark cases.																									
CLR-3	Cultivating awareness of regulatory frameworks governing media operations in India.																									
CLR-4	Upholding press freedom by exploring constitutional guarantees and legal protections.																									
CLR-5	Empowering citizen journalists with knowledge to navigate legal challenges and contribute to public discourse responsibly.																									
CLO	At the end of this course, learners will be able to:																									
CLO-1	Analyze and interpret key media laws within the framework of the Indian Constitution.	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1								
CLO-2	Apply ethical principles in journalistic practice while navigating legal complexities.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1								
CLO-3	Demonstrate an understanding of regulatory bodies and their roles in media governance.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2								
CLO-4	Advocate for press freedom by recognizing constitutional protections and legal precedents.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3								
CLO-5	Utilize legal knowledge to engage in responsible and informed media production as citizen journalists.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3								

Sessions	CLO -1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	Overview of Media Laws in India	Introduction to Media Regulatory Bodies in India	Rise of Citizen Journalism: Legal Implications	Historical Context: From Colonial-era Regulations to Modern-day Statutes	International Standards in Press Freedom: A Comparative Analysis
SLO-2	Historical Evolution of Media Regulation	Role and Functions of the Press Council of India	Legal Status and Rights of Citizen Journalists in India	Understanding Article 19(1)(a) and its Significance in Media Freedom	Legal Remedies for Threats and Attacks Against Journalists
SLO-3	Constitutional Provisions for Freedom of Speech and Expression	Broadcasting Regulatory Authorities: TRAI and BCCC	Social Media and Freedom of Expression	Elements of Defamation: Harm, Publication, and Identification	Legal Implications of Participatory Media in Democratic Societies
SLO-4	Fundamental Rights and Media: Article 19 and its Interpretations	Advertising Standards Council of India (ASCI)	Moderation vs. Censorship: Legal Challenges	Balancing Public Interest and Privacy Rights: Legal and Ethical Considerations	Legal Challenges in Regulating Social Media Content Moderation
SLO-5	Restrictions on Freedom of Speech: Article 19(2) and Defamation Laws	Internet and Social Media Regulations	Online Defamation and Cyber Laws	Fair Use Doctrine: Exceptions to Copyright Law in Journalistic Practice	Legal Considerations in Combatting Online Harassment and Hate Speech

<b>SLO-6</b>	Case Study: Landmark Cases on Freedom of Speech and Press Freedom	Case Study: Media Regulation and Accountability	Scope and Limitations of Online Defamation Laws	Role and Functions of Other Media Regulatory Bodies in India	Strategies for Copyright Protection and Enforcement in the Digital Age
<b>SLO-7</b>	Ethics in Journalism: Principles and Codes of Conduct	Constitutional Guarantees for Press Freedom	Digital Copyright and Fair Use Principles	Scope and Limitations of Press Council of India's Authority	Ethical Responsibilities in Digital Content Creation and Distribution
<b>SLO-8</b>	Media Ethics and Legal Boundaries	Role of Judiciary in Upholding Press Freedom	Legal Considerations in Digital Content Sharing	Role of TRAI (Telecom Regulatory Authority of India) in Broadcasting	Emerging Legal Issues in Data Privacy and Protection
<b>SLO-9</b>	Defamation, Libel, and Slander Laws	Media Ownership and Pluralism: Legal Perspectives	Ethics and Challenges in Digital Media Reporting	Monitoring and Enforcement Mechanisms of BCCC (Broadcasting Content Complaints Council)	Legal Aspects of Investigative Journalism in the Digital Sphere
<b>SLO-10</b>	Privacy Laws and Journalistic Ethics	Access to Information Laws and Right to Information Act (RTI)	Legal Responsibilities of Digital Media Journalists	ASCI Codes and Guidelines: Ensuring Ethical Advertising Practices	Implications of AI and Automation on Media Law and Policy
<b>SLO-11</b>	Copyright and Intellectual Property Rights in Journalism	Journalists' Safety and Protection Laws	Future Trends in Media Law and Policy	Regulation of Online Content: Challenges and Approaches	Legal Challenges in Balancing Innovation and Regulation in Media
<b>SLO-12</b>	Fair Use Doctrine: Exceptions to Copyright Law in Journalism	Case Study: Indian Express v. Union of India	Artificial Intelligence and Media Law: Legal Considerations	Impact of Media Regulation on Media Pluralism and Diversity	Future Directions in Media Law: Anticipating Regulatory Trends and Challenges

Resources					
1	S.R. Myneni, Media Laws and Constitution of India, Lexis Nexis, 2020	4	Justice G.N. Ray, Media Law in India, Lexis Nexis, 2018		
2	Pradip Ninan Thomas, Mass Communication Laws and Regulations in India, Oxford University Press, 2019	5	Don R. Pember and Clay Calvert, Principles of Mass Communication Law, Cengage Learning, 2020		
3	V.N. Shukla, Indian Constitutional Law: Text and Cases, Eastern Book Company, 2021	6	Sudhir Dahiya, Law of Press Censorship, Universal Law Publishing Co. Pvt. Ltd., 2017		

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24202J	Course Title	Integrated Marketing Communication				Category	C	Discipline Core Course	L	T	P	C
									2	0	3	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking	Communication Skills, Interpersonal Skills	Independent Thinking	Leadership Qualities	Digital Technology Skills	Value Incubation, Entrepreneurial Action	Environmental Action	Entrepreneurial Risk Taking	Media Literacy and Ethical	Adaptability and Innovation
CLR-1	Providing students with a comprehensive grasp of integrated marketing communication strategies for cohesive brand messaging.																	
CLR-2	Aligning curriculum with industry standards to equip students with contemporary IMC techniques and practices.																	
CLR-3	Developing strategic planning and implementation skills essential for designing effective communication campaigns.																	
CLR-4	Emphasizing interdisciplinary collaboration to prepare students for teamwork across various professional domains.																	
CLR-5	Promoting ethical and responsible communication practices to navigate contemporary marketing challenges with integrity.																	
CLO	At the end of this course, learners will be able to:																	
CLO-1	Analyse and evaluate the effectiveness of integrated marketing communication strategies in achieving organizational objectives.	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Demonstrate proficiency in designing and developing comprehensive communication plans that integrate various marketing channels and tactics.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Acquire practical skills in strategic planning, audience segmentation, and message targeting to optimize campaign performance.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Develop competency in utilizing digital technologies and analytics tools to measure, monitor, and adjust communication efforts in real-time.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Cultivate ethical awareness and critical thinking skills necessary for making informed decisions and navigating ethical dilemmas in marketing communication practice.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO -1	CLO - 2	CLO - 3	CLO - 4	CLO – 5
	15	15	15	15	15
SLO-1	Overview of Integrated Marketing Communication	Brand Communication Strategies: Building Brand Identity and Equity	Digital Marketing Landscape: Trends and Technologies	Key Performance Indicators (KPIs) for IMC: Awareness, Engagement, Conversion	Brand Equity Management: Building and Sustaining Brand Value
SLO-2	Evolution of IMC: Historical Perspectives	Brand Positioning Strategies: Differentiation and Value Propositions	Content Marketing Strategies: Creating Compelling and Shareable Content	Marketing Mix Modelling (MMM) and Attribution Modelling	Brand Extension Strategies: Leveraging Brand Equity for Diversification
SLO-3	Tutorial: Understanding the Role of IMC in Marketing Strategy.	Tutorial: Brand Audit and Competitive Analysis	Tutorial: Content Calendar Development and Content Curation	Tutorial: Setting SMART Objectives and Defining Measurable Goals	Tutorial: SWOT Analysis and Strategic Planning for Brand Growth

SLO-4&5	Practice: Case Study Analysis - Successful IMC Campaigns	Practice: Brand Storytelling - Developing Compelling Narratives	Practice: Content Creation - Blog Posts, Videos, Infographics	Practice: Implementing Tracking Mechanisms - UTM, Pixels, and Cookies	Practice: Brand Portfolio Management - Rationalization and Revitalization
SLO-6	IMC Planning Process: Setting Objectives and Targeting Audiences	Integrated Brand Communication Mix: Advertising and Public Relations	Search Engine Optimization (SEO) Strategies: On-page and Off-page Optimization	Marketing Research Methods: Surveys, Focus Groups, and Observational Studies	Global Branding Strategies: Standardization vs. Adaptation
SLO-7	Market Segmentation and Consumer Behavior Analysis	Influencer Marketing Strategies: Leveraging Brand Ambassadors and Partnerships	Pay-per-click (PPC) Advertising: Google AdWords and Display Advertising	Quantitative Analysis Techniques: Regression, Correlation, and Descriptive Statistics	Innovation and Disruption in Marketing: Case Studies and Lessons Learned
SLO-8	Tutorial: Developing IMC Strategies for Different Consumer Segments	Tutorial: Crafting Persuasive Messages for Target Audiences	Tutorial: Analytics Tools and Metrics for Measuring Digital Campaign Performance	Tutorial: Qualitative Data Analysis - Thematic Coding and Content Analysis	Tutorial: Future Trends in Integrated Marketing Communication
SLO-9&10	Practice: Creating Integrated Communication Plans - Group Exercise	Practice: Message Testing and Optimization - A/B Testing and Surveys	Practice: Campaign Optimization - Adjusting Strategies Based on Data Insights	Practice: Marketing Experiments - A/B Testing and Multivariate Testing	Practice: Scenario Planning - Anticipating and Adapting to Market Changes
SLO-11	Digital Marketing Integration: Social Media, SEO, and Content Marketing	Brand Crisis Management: Responding to Negative Publicity and Controversies	Mobile Marketing Strategies: SMS, Apps, and Location-based Marketing	Marketing Automation and CRM Integration: Lead Scoring and Nurturing	Sustainability and Corporate Social Responsibility (CSR) in Branding
SLO-12	Traditional Media Channels: Advertising, PR, and Direct Marketing	Brand Advocacy and Community Engagement: Building Brand Loyalty	E-commerce Integration: Digital Sales Funnel and Conversion Optimization	Customer Journey Mapping: Touchpoints and Conversion Paths	Tutorial: Developing Long-term Brand Strategies for Competitive Advantage
SLO-13	Tutorial: Interactive Discussion on Ethical Considerations in IMC	Tutorial: Ethical Brand Communication and Transparency	Tutorial: Legal and Regulatory Considerations in Digital Marketing	Tutorial: Ethical Considerations in Data Collection and Analysis	Practice: Final Project Presentations - Strategic Brand Management Plans
SLO-14	Practice: Role-playing Exercises - Simulation of IMC Campaign Execution	Practice: Crisis Simulation Exercise - Managing Brand Reputation Under Pressure	Practice: Data Privacy and GDPR Compliance - Assessing Risk and Mitigation	Practice: ROI Calculation and Cost-effectiveness Analysis	Practice: Peer Review and Feedback - Evaluating Brand Strategies and Recommendations
SLO-15	Assessment of Practice	Assessment of Practice	Assessment of Practice	Assessment of Practice	Assessment of Practice

Resources					
1	Kenneth E. Clow and Donald Baack, Integrated Advertising, Promotion, and Marketing Communications, Pearson, 2020			3	Sandra Moriarty, Nancy Mitchell, and William D. Wells, Advertising & IMC: Principles and Practice, Pearson, 2019
2	Larry Percy, Richard Elliott, and Simon Broadbent, Strategic Integrated Marketing Communications, Routledge, 2016			4	Jean-Noël Kapferer, The New Strategic Brand Management: Advanced Insights and Strategic Thinking, Kogan Page, 2012

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24203L	Course Title	Radio Production				Category	C	Discipline Core Course	L	T	P	C
										0	0	8	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO																						
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10													
CLR-1	Understand the different formats of programming in Radio	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability, Qualities	Digital Technology Skills	Value Realisation, Multicultural Inclusivity	Environmental Action, Community Involvement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation													
CLR-2	Train the students in recognizing various audio aesthetics																		2	85	75	3	-	-	1	-	3	-	2	2	1
CLR-3	Understand basic audio recording techniques																		2	85	75	3	2	1	2	2	3	-	1	2	1
CLR-4	Impart knowledge on radio production management																		3	85	75	3	1	3	1	3	3	-	1	1	2
CLR-5	Familiarize the fundamentals of audio and post-production techniques with more emphasis on advanced optional techniques																		3	85	75	3	3	2	3	3	3	-	2	3	3

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO										
									1	2	3	4	5	6	7	8	9	10	
CLO-1	Create radio programming in different formats	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Work on audio recording and editing software	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Gather news and interviews for radio	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Work as Radio Jockey and Programme producer in Radio channels	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Write and produce scripts for radio programme at beginner level	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	24	24	24	24	24
SLO 1 - 3	Overview of Radio Production	Introduction to Recording Equipment	Pre-production Planning	Introduction to On-Air Presentation	Radio Program Development
SLO 4 - 6	Basic principles and components of radio production.	Setting up recording equipment for optimal sound quality.	Developing production schedules and timelines.	Characteristics of engaging and dynamic radio hosts.	Strategies for brainstorming and developing radio program ideas.
SLO 7- 9	Radio Programming Formats	Recording Interviews and Segments	Production Roles and Responsibilities	Voice Training and Modulation	Broadcast Ethics and Regulations
SLO 10 -12	Exploration of different radio programming formats	Strategies for capturing clear and high-quality audio.	Overview of different roles within a radio production team	Basics of voice training for radio presenters.	Responsibilities of radio producers and hosts
SLO 13 - 15	Radio Scriptwriting	Editing and Mixing Audio	Budgeting and Resource Management	Interviewing Techniques	Promotions and Marketing Strategies

<b>SLO16 -18</b>	Fundamentals of writing scripts for radio programs.	Basic editing techniques for cutting, splicing, and arranging audio clips.	Strategies for maximizing resources and minimizing costs.	Handling challenging interview situations and maintaining professionalism.	Leveraging social media and other platforms for audience engagement.
<b>SLO 19 -21</b>	Practical Exercise: Script Development I	Practical Exercise: Audio Editing I	Practical Exercise: Production Simulation I	Practical Exercise: On-Air Presentations I	Final Project: Radio Broadcast I
<b>SLO 21- 24</b>	Practical Exercise: Script Development II	Practical Exercise: Audio Editing II	Practical Exercise: Production Simulation II	Practical Exercise: On-Air Presentations II	Final Project: Radio Broadcast II

Resources					
1	Inside Reporting: A Practical Guide to the Craft of Journalism (3rd Edition) by Tim Harrower	4	Kamanth M.V, The Journalist’s Handbook, Vikas Publishing, 1992.		
2	Fred Fedler, John .R.Bender, (2010), Reporting for the Media. Oxford, United Kingdom: Oxford University Press.	5	Journalism Next: A Practical Guide to Digital Reporting and Publishing - 2nd Edition - Mark Briggs		
3	Raman Usha, (2009), Writing For Media. Chennai, Tamil Nadu: Oxford Publications				

Assessment					
Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)				Final Assessment (50 % weightage)
	CLA – 1	CLA – 2	CLA – 3	CLA – 4*	
	(10 %)	(10 %)	(20 %)	(10 %)	
	Practice (%)	Practice (%)	Practice (%)	Practice (%)	Practice (%)
1 Remember	20	20	20	20	20
2 Understand	20	20	20	20	20
3 Apply	20	20	20	20	20
4 Analyze	20	20	20	20	20
5 Evaluate	10	10	10	10	10
6 Create	10	10	10	10	10
Total (%)	100	100	100	100	100

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

<b>Course Code</b>	UCD24V01T	<b>Course Title</b>	Essentials of Artificial Intelligence	<b>Category</b>	V	<b>Value Added Courses</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
								1	0	0	1

<b>Course Offering Department</b>	Computer Applications	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Study the basics of designing intelligent agents that can solve general purpose problems'																		
CLR-2	Discover appropriate AI methods to solve a given problem																		
CLR-3	Perform intellectual task as decision making, problem solving, perception, understanding																		
CLR-4	Formalize a given problem using different AI methods																		
CLR-5	Provides adaptive learning																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn	Research Skills, Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Incubation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	PLO-9	PLO-10	
CLO-1	Demonstrate fundamental understanding of the history of artificial intelligence and its foundations	✓	✓	-	-	2	85	75	3	-	-	1	2	1	-	-	-	-	
CLO-2	Apply basic principles of AI in solutions that require problem solving, inference, perception, knowledge representation, and learning	✓	✓	✓	-	2	85	75	2	-	1	-	2	2	-	1	-	1	
CLO-3	Identify systems with Artificial Intelligence. evaluation of different algorithms on a problem formalization	✓	✓	✓	✓	3	85	75	2	3	2	-	2	1	-	1	-	2	
CLO-4	Use classical Artificial Intelligence techniques, such as search algorithms,	✓	✓	✓	✓	3	85	75	3	-	2	-	2	2	-	2	-	-	
CLO-5	Ability to apply Artificial Intelligence techniques for problem solving.	✓	✓	✓	✓	3	85	75	2	2	-	-	2	-	-	-	-	-	

Sessions	CLO -1	CLO - 2	CLO - 3	CLO - 4	CLO – 5
	Introduction to Artificial Intelligence	Logical Reasoning and First order logic	Unification and State Space Search	Planning Graphs	Probability Theory and Temporal Models
	3	3	3	3	3
SLO-1	Introduction to Artificial Intelligence, History of Artificial Intelligence- AI models,	Logical Reasoning-Introduction- Knowledge Representation	Unification and Conditions, Unification algorithm	Partial-order planning, planning graphs	Probability Theory, Uncertain Knowledge, Axioms of probability.
SLO-2	Problem Solving with Artificial Intelligence- Problem Solving Process	Logical Agents, Knowledge based Agents, Syntax of First order logic, Basic elements of First order logic	Planning: designing programs to search for data or solutions to problem.	Uses of planning graph, Planning and acting in the real world	Bayes Theorem, Bayes' Rules & uses, Bayesian networks, Types of Bayesian Network
SLO-3	Problem Types, Characteristics and Representation-Agents- Examples of Agents, Types of agents	Forward chaining and Backward Chaining- Properties Examples	State-space search, Problems to solve: Water Jug Problem, State representation: Initial, operator, goal state	Forward march, Backward march and Limited resources	Temporal models, Hidden Markov models, HMM components

Resources			
1.	Russel.Sand Norvig.P, (2003), “Artificial Intelligence – A Modern Approach”, Second Edition, Pearson Education	2	S. Russel and P. Norvig, “Artificial Intelligence – A Modern Approach”, Second Edition, Pearson Education

Assessment					Strategies				
Bloom’s Level of Thinking	Continuous Learning Assessment (CLA) (100% weightage)				Technology	Pedagogy / Andragogy		Sustainable Development	
	CLA – 1	CLA – 2	CLA – 3	CLA – 4*	Simulations	✓	Clarification/Pauses	✓	Good Health & Well Being
	(20 %)	(20 %)	(40 %)	(20%)	Presentation Tools	✓	Group Discussion		Quality Education
	Theory (%)	Theory (%)	Theory (%)	Theory (%)	Learning Management System	✓	Hands-on Practice	✓	Gender Equality
1 Remember	20	10	20	10			Debate		
2 Understand	20	10	20	10			Interactive Lecture	✓	
3 Apply	20	20	20	20			Brainstorming	✓	
4 Analyze	20	20	20	20					
5 Evaluate	10	20	10	20					
6 Create	10	20	10	20					
Total (%)	100	100	100	100					

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. Jothi Periaswamy, Founder/Chief Data Scientist, DeepSphere AI, 2 Venture Drive, #13-26 Vision Exchange, Singapore, 608526	1 Dr.S.Gopinathan, Professor and Head, Department of Computer Science, University of Madras, Guindy Campus, Chennai-600025	1 Dr.S.Belina V J Sara, SRMIST Kattankulathur

Course Code	UCD24S02L	Course Title	Quantitative Aptitude and Logical Reasoning	Category	S	Skill Enhancement Course	L	T	P	C
							0	0	2	1

Course Offering Department	Career Guidance	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment		PLO											
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Incalculator, Multicultural Inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	FLO-9	FLO-10	
CLR-1	Illustrate the application of different principles in solving mathematical problems																		
CLR-2	Foster students' curiosity and understanding of concepts related to profit/loss, interest computation, and averages																		
CLR-3	Analyze fundamental mathematical concepts concerning permutation and combination, as well as time and work, with a critical perspective																		
CLR-4	Equip students with the abilities essential for generating and comprehending data, focusing on topics such as cubes, dices and blood relations																		
CLR-5	Empower students to grasp the fundamentals of reasoning																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	Grasp, evaluate, and tackle problems involving numbers and percentages	✓	✓	-	-	2	85	75	3	1	3	-	2	2	-	-	-	-	-
CLO-2	Develop, solve, interpret, and apply fundamental mathematical models relevant to everyday situations	✓	✓	✓	-	2	85	75	3	1	3	-	2	2	-	-	-	-	-
CLO-3	Realize the principles of permutation and combination, probability, time and work, and adopt simplified and innovative approaches to problem-solving	✓	✓	✓	✓	3	85	75	3	1	3	-	2	2	-	-	-	-	-
CLO-4	Comprehend the concepts of data interpretation, data sufficiency, coding and decoding	✓	✓	✓	✓	3	85	75	3	1	3	-	2	2	-	-	-	-	-
CLO-5	Solve logical puzzles and reasoning challenges	✓	✓	✓	✓	3	85	75	3	1	3	-	2	2	-	-	-	-	-

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	6	6	6	6	6
SLO-1	Classification of numbers and Test of divisibility	Profit and Loss	Permutation and Combination	Cubes and Dice	Direction Sense
SLO-2	Unit digit and Trailed zeroes	Ratio and Proportions	Problems on Probability	Data Interpretation	Number Series and Word Series
SLO-3	Problems on HCF and LCM	Simple Interest and Compound Interest	Time and work - Men and Work	Data sufficiency	Odd man out Missing Number and Wrong Number
SLO-4	Problems on Partnership	Word problems on Linear and Simultaneous Equations	Time and Work - Pipes and Cisterns	Seating Arrangements – Linear and Circular	Puzzles - Concepts & Problems Syllogisms - Concepts & Problems

<b>SLO-5</b>	Problems on Percentage	Problems on Averages	Time, Speed and Distance - Problems on Trains	Problems on Blood Relations	Problems on Clocks
<b>SLO-6</b>	Percentage - Increasing & Decreasing functions	Mixtures and Alligations	Time, Speed and Distance - Boats & Streams	Coding – Decoding	Problems on Calendars

Resources					
1	Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition	4	Edgar Thrope, Test of Reasoning for Competitive Examinations, Tata McGraw Hill, 6 <sup>th</sup> Edition		
2	Dr. Agarwal. R. S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018 Edition	5	Dinesh Khattar, The Pearson Guide to Quantitative Aptitude for competitive examinations, Pearson, 3rd Edition		
3	Archana Ram, Place Mentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018	6	PA Anand, Quantitative Aptitude for competitive examinations, Wiley publications, ebook, 2019		

Assessment					Strategies				
Bloom's Level of Thinking	Continuous Learning Assessment (CLA) (100% weightage)				Technology	Pedagogy / Andragogy		Sustainable Development	
	CLA – 1	CLA – 2	CLA – 3	CLA – 4*	Simulations	✓	Clarification/Pauses	✓	Good Health & Well Being
	(20 %)	(20 %)	(30 %)	(30%)					
	Practice (%)	Practice (%)	Practice (%)	Practice (%)	Learning Management System	✓	Hands-on Practice	✓	Gender Equality
7 Remember	20	10	20	10					
8 Understand	20	10	20	10			Interactive Lecture	✓	
9 Apply	20	20	20	20			Brainstorming	✓	
1 Analyze	20	20	20	20					
1 Evaluate	10	20	10	20					
1 Create	10	20	10	20					
Total (%)	100	100	100	100					

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) Assignments, (v) Short Talks, (vi) Self-Study, (vii) MOOCs, (viii) Certifications (ix) Conf. Paper etc.,

<b>Designers</b>			
Professional Experts		Higher Institution Experts	Internal Experts
1	Mr. P. Chockalingam, Senior Lead Software Engineer, Virtusa Consulting Services Private Ltd, DLF IT Park SEZ, Chennai – 600089 p.chockalingam1986@gmail.com	1	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeetham, Coimbatore - 641112 g_saravanaprabu@cb.amrita.edu
			1 Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH,SRMIST hod.dcgk.ktr@srmist.edu.in 2 Dr. Aarthi S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST aarthi4@srmist.edu.in

<b>Course Code</b>	UNS24Y01L/UNC24Y01L/UNO24Y01L/UYG24Y01L	<b>Course Title</b>	NSS/NCC/NSO/YOGA	<b>Category</b>	Y	<b>Mandatory Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							0	0	0	0

<b>Course Offering Department</b>	NSS	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand themselves in relation to their community	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity, Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Incalculation, Multicultural Inclusion	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	PSO 1	PSO 2	
CLR-2	Develop among themselves a sense of social and civic responsibility																		
CLR-3	Utilize their knowledge in finding practical solution to individual and community problems																		
CLR-4	Develop competence required for group-living and sharing of responsibilities																		
CLR-5	Acquire leadership qualities and democratic attitude																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	realize themselves in relation to their community	✓	✓	-		2	85	75	3	-	-	1	-	3	3	2	-	-	
CLO-2	Develop among themselves a sense of social and civic responsibility	✓	✓	✓		2	85	75	3	2	1	2	-	3	3	1	-	-	
CLO-3	find practical solution to individual and community problems	✓	✓	✓	✓	3	85	75	3	1	3	1	-	3	3	1	-	-	
CLO-4	Develop competence required for group-living and sharing of responsibilities	✓	✓	✓	✓	3	85	75	3	3	2	3	-	3	3	2	-	-	
CLO-5	develop leadership qualities and democratic attitude	✓	✓	✓	✓	3	85	75	3	3	2	3	-	3	3	3	-	-	

Assessment is Fully Internal

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses		Good Health & Well Being	✓
Presentation Tools		Group Discussion	✓	Quality Education	
Learning Management System		Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming			

\*CLA s are evaluated based on (i) participation in awareness programmes, (ii) participation in outreach programme, (iii) Community Services (iv) Camps (National, State, Regional)

Resources	
1.	NSS Manual (Revised), Government of India

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Dr Samuel Chellaiya C Regional Director, NSS Government of India	1 State Officer, NSS Tamil Nadu NSS	1 Dr Prakash V, NSS Coordinator, SRMIST, AP, Department of Economics, FSH, SRMIST Prakashv2@srmist.edu.in
		2 Dr Yogalakshmi, NSS Programme Officer, FSH, SRMIST.



Resources			
1	Kuhn, A & Westwall G., (2012), Dictionary of Film Studies., UK: Oxford University.	4	Pandian Film and Politics in India(2015) by Pongiyannan Dhamu
2	Bordwell David & Thompson Kristin, (2012), Film Art: An Introduction. Chennai, India: McGraw-Hill Education	5	Lumet, S. (2010). Making movies. Vintage.
3	The Image Trap: M.G.Ramachandiran in Film and politics by MSS		

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being
Presentation Tools	✓	Group Discussion	✓ Quality Education
Learning Management System		Hands-on Practice	✓ Gender Equality
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

<b>Course Code</b>	UJM24302T	<b>Course Title</b>	Media and Society	<b>Category</b>	C	Discipline Core Course	L	T	P	C
							4	0	0	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand what constitutes society																		
CLR-2	Explore how media shapes society																		
CLR-3																			
CLR-4																			
CLR-5																			

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO										
									1	2	3	4	5	6	7	8	9	10	
CLO-1	Understand the media ecology of India	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	Research media issues using books, journals, and online sources.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Write a well-structured academic essay confidently and with clarity	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Identify the processes in the construction of media texts	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Interpret media content in terms of production processes, audience, and technologies.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO- 1	Defining society – an introduction	Representation in media & stereotypes	Relationship between advertising and media	Discourses: speech	Interpretative theories
SLO- 2	What constitutes society?	Children and media	Advertising: Men, women and children	Discourses: media text	Marshall McLuhan – Medium is the message
SLO- 3	Stratifications in society Types of stratifications	development and evolution of mass media	Media and culture	Discourses: discussion	Broadcasting in India
SLO- 4	Characteristics of modern-day Society	Mass media and global politics	Popular culture, high culture and low culture	Discourses: politics	Broadcasting regulatory agencies
SLO- 5	Labor – an introduction Forms of labour	Mass media and culture	Digital media and social transformation	Identity construction	Broadcasting ratings.
SLO- 6	Relationship between media and society	Regulation of media by government	Media and marginalization	Dominant ideology & role of media	Media Globalisation
SLO- 7	Media and socio-cultural concept	Media ownership patterns	Media: caste, class, religion and gender	Hegemony (Gramsci)	The Public sphere

<b>SLO -8</b>	Media and economy	Mass media ethics	Inclusion and exclusion from media	Power struggle and persuasion	Public opinion and information
<b>SLO- 9</b>	Traditional media and society	Theories of mass media	Alternative voices and media	Manufacturing consent (Chomsky)	What public sphere look like
<b>SLO -10</b>	Modern media and society	Models of mass media	Media and development of youth	Audience theories (effects)	Convergence at various levels
<b>SLO -11</b>	Democracy and Internet	Concepts of mass media	New media	Uses and gratification theory	Role of an ideal media in an ideal society
<b>SLO- 12</b>	Communication, social order and power	factors that influence media content creation	Evolution and transformation of media	Digital immigrants and digital natives Social media natives	Media and addiction

Resources					
1	Kumar, K. J. (2020). Mass communication in India. Jaico publishing house.	4	Curran, J. (2012). Media and power. Routledge.		
2	Stadler, J., O'Shaughnessy, M., & Casey, S. (2016). Media and Society.	5	Carey, J. W., & Adam, G. S. (2008). Communication as culture, revised edition: Essays on media and society. Routledge.		
3	Couldry, N. (2012). Media, society, world: Social theory and digital media practice. Polity.				

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii). Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

<b>Course Code</b>	UJM24303L	<b>Course Title</b>	Graphic Designing and Lab Journal				<b>Category</b>	C	Discipline Core Course	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
										0	0	8	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand basics of design																		
CLR-2	Understand the function and use of colours in design																		
CLR-3	Handle pixel-based software (photoshop) with ease.																		
CLR-4	Create page layouts in software like InDesign																		
CLR-5	Be able to use multiple designing software for creating multiple designs.																		

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO										
									1	2	3	4	5	6	7	8	9	10	
CLO-1	Design poster, banners and magazines	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	Create their own layout for newspapers and magazines	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Appreciate the nuances of graphic designing	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Demonstrate the ability to use designing thinking in the designs	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Create print ads, PDF, newspapers, magazines etc.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	24	24	24	24	24
SLO1-3	Introduction to design	Basic Drawing– Using Airbrush, Pencil, Paint Brush Tools	Tools and use of different tools	Understanding InDesign interface	Creating a masthead and Recreating a newspaper page
SLO 4- 6	Design principles Elements of Design	Transparency and Blending Modes	Logo design	Typography, Understanding font related terminologies in print	Using layers and groups in indesign
SLO 7 - 9	Color Theory, White Space	Design thinking & colour pallets	Invitation Card design	Different types of newspaper and magazine layouts	Managing tables and data in indesign
SLO 10-12	RGB, CMYK, Lab and Other Colour Modes	Type Tool and Its Properties	Poster design	Making Rough layouts of different types in software	Making a digital pdf of a magazine
SLO 13-15	Software interface	Layer Mask & Vector mask	Banner design	Title writing Rules for Designing titles	Creating a college newsletter
SLO 16 -18	Concept of Layers	Pen tool	Print ad design	Colour usage, Importing and creative usage of pictures in layouts	Making cover design for a book

<b>SLO 19-21</b>	Introduction to Raster Images	Making basic shapes	User interface design for software	Cover design of magazine	Importance of PDF File format & other image file formats
<b>SLO 22-24</b>	Properties of Vector Graphics	Making a selection using different tools	User interface design for Application	Making a multifold brochure	Preparing files for print

Resources					
1	Contemporary Newspaper Design by John Berry (Editor), Roger Black 2004		4	Adobe Photoshop Classroom In A Book: Adobe Creative Team, 2022	
2	The Newspaper Designer's Handbook by Tim Harrower 2012		5	Beyond Photoshop: Derek Lea, 2018	
3	Newspaper Design: Editorial Design from the World's Best Newsrooms Hardcover – Illustrated, 30 June 2018 by Gestalten (Editor), Javier Errea				

Assessment					
Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)				Final Assessment (50 % weightage)
	CLA – 1	CLA – 2	CLA – 3	CLA – 4*	
	(10 %)	(10 %)	(20 %)	(10 %)	
	Practice (%)	Practice (%)	Practice (%)	Practice (%)	
7 Remember	20	20	20	20	20
8 Understand	20	20	20	20	20
9 Apply	20	20	20	20	20
1 Analyze	20	20	20	20	20
1 Evaluate	10	10	10	10	10
1 Create	10	10	10	10	10
<b>Total (%)</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

<b>Course Code</b>	UJM24P01L	<b>Course Title</b>	Internship - I	<b>Category</b>	R	Project Work/ Internship	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							0	0	0	1

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil
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<b>CLR</b>	<b>The purpose of learning this course is to:</b>	<b>Depth</b>				<b>Attainment</b>			<b>PLO</b>										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Explore journalism from a global perspective.																		
CLR-2	Embrace various storytelling formats and mediums.																		
CLR-3	Explore and apply ethical principles in journalism through their research and reporting.																		
CLR-4	An opportunity for students to develop skills																		
CLR-5	How to dig deeper, critically analyse data, interview key sources, and present their findings in a comprehensive and impactful manner.																		
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Communication Skills, Collaborating Skills	Independent Thinking, Analytical Thinking, Quantitative Proficiency, Research, Problem Solving, Communication Skills	Digital Technology Skills	Value Incultation, Multicultural Communication	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation			
<b>CLO</b>	<b>At the end of this course, learners will be able to:</b>																		
CLO-1	Conduct thorough research, gather relevant information from multiple sources	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	critical thinking skills by evaluating the credibility, bias, and accuracy of information sources	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	demonstrate effective communication skills by presenting their findings and insights in a clear, organized, and engaging manner	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	apply ethical principles and standards in their research and reporting.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	demonstrate adaptability and innovation by utilizing various journalistic formats	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

<b>PROCESS</b>	
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 %

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

**Semester 1V**

Course Code	UJM24401T	Course Title	Development Journalism	Category	C	Discipline Core Course	L	T	P	C
							4	0	0	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand the fundamental principles and theories of development communication																		
CLR-2	Analyze the role of media and communication in addressing development challenges																		
CLR-3	Give a clearer notion on the effects and impacts media have on its consumers																		
CLR-4	<b>Bridge the Information Gap in Rural and Underdeveloped Areas</b>																		
CLR-5	Develop skills to design and evaluate development communication strategies.																		
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills	Collaborative Skills	Independent Thinking, Analytical Reasoning, Learning	Leadership Qualities, Professionalism, Autonomy	Digital Technology Skills	Value Incubation, Multicultural Inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation
<b>CLO</b>	<b>At the end of this course, learners will be able to:</b>																		
CLO-1	Appreciate the idea of communication	✓	✓	-	-	2	85	75	3	3	3	3	2	3	2	2	2	2	1
CLO-2	Understands public discourse and societal progress.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	2	1	2	1	1
CLO-3	Analyze Development Challenges through in-depth reporting and storytelling	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	2	1	1	2	1
CLO-4	Understand the role of media in development	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3	3
CLO-5	Engage with Community Voices in promoting participatory journalism	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	3	3	3	3

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
<b>SLO-1</b>	Introduction to Development Journalism	Media and Development Communication	Environmental Journalism and Sustainable Development	ICTs and Development Journalism	Development Journalism in Conflict Zones
<b>SLO-2</b>	Definition and Importance of Development Journalism	The Role of Media in Nation-Building and Development	The Role of Media in Addressing Environmental Issues	The Role of Information and Communication Technologies (ICTs) in Development	Reporting on Development in Conflict and Post-Conflict Areas
<b>SLO-3</b>	Historical Context and Evolution of Development Journalism	Development Journalism in Print, Radio, TV, and Digital Platforms	Climate Change Reporting and Sustainable Development Goals (SDGs)	Social Media's Impact on Development Reporting and Awareness	Ethical Considerations in Conflict Reporting
<b>SLO-4</b>	Difference between Development Journalism and Mainstream Journalism	Media Literacy and Its Importance for Development Journalism	Environmental Policies and Government Accountability	Case Studies: e-Choupal- Bhoomi Project- mobile seva-NKN	Challenges of Covering Development in Fragile States

<b>SLO-5</b>	Role of Media in Social and Economic Development	Health Journalism and Development- Role of media in awareness campaigns	Schmes: NAPCC-SBM-NMCG-AMRUT-CAMPA	Media Policy, Governance, and Development	Case Studies: Journalism for Peace and Development in Conflict Zones
<b>SLO-6</b>	Social stratification and its types	Reporting on Global Health Crises (e.g., Pandemics, HIV/AIDS, Malaria)	Case studies: Ganga pollution, Vedanta, campa cola	Government Policies on Media and its impact	Cases studies: The Rwandan Genocide – The Afghan Women’s Writing Project
<b>SLO-7</b>	Framework of modern society	Case Studies: Successful Health Reporting Campaigns	Gender, Human Rights, and Development Journalism	Role of Regulatory Bodies in Supporting Development Reporting	Radio Miraya–Peace Journalism in Colombia – Sierra Leone Civil War
<b>SLO-8</b>	Paradigm and paradigm shift	Case studies Ayushman Bharat-Poshan Abhiyaan-(PMMVY)	Women Empowerment and Social Welfare Programs BBBP- PMUY	Media Censorship, Freedom, and Its Effects	Designing and Reporting Development Stories
<b>SLO-9</b>	Social change theories	Education and Development Journalism- Importance	Infrastructure Development Programs	Case studies- panama papers-	Developing Story Ideas on Development Issues
<b>SLO-10</b>	Theoretical Foundations of Development Journalism	Reporting on Education Policies and Reforms	Rural Development and Agriculture Reporting	Development support communication in digital era	Techniques for Field Research and Data Collection
<b>SLO-11</b>	Approaches -Modernization Theory	Education in Marginalized and Rural Communities	Poverty Alleviation Programs MGNREGA, PMAY	NGOs,IGO	Structuring a Development Report: Solutions-Based Approach
<b>SLO-12</b>	Dependency Theory and Its Critiques	Case studies: Mid-day meal scheme-skill India- Shiksha Abiyan	Case studies: kudumbashree	Localized approach	Practical Workshop: Writing Development-Oriented News Articles

Resources					
1	Servaes, J. (2008). <i>Communication for Development and Social Change</i> .	4	Gumucio-Dagron, A., & Tufte, T. (2006). <i>Communication for Social Change Anthology</i>		
2	McPhail, T. L. (2009). <i>Development Communication: Reframing the Role of the Media</i> .	5	Chambers, R. (1997). <i>Whose Reality Counts? Putting the First Last</i> .		
3	Melkote, S. R., & Steeves, H. L. (2001). <i>Communication for Development in the Third World</i> .	6	Narula, U. (1994). <i>Development Communication: Theory and Practice</i> .		

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram



<b>SLO 12-14</b>	<b>Case Study Analysis:</b> Analyze an advertising or PR campaign	Creating Customer Personas	Budgeting and Resource Allocation	Social media and Digital PR- Engaging influencers and managing online reputation.	Career Paths and Skill Development in Advertising and PR- Networking, portfolio development, and industry certifications
<b>SLO 15-16</b>	<b>Class Debate:</b> Discuss controversial advertising campaign.	<b>Practical: Create a Target Audience Profile</b>	<b>Campaign Planning Exercise:</b> Design a complete advertising campaign with a budget breakdown, media plan, and timeline.	<b>Practical: Press Release Writing-</b> including a strong headline, product details, quotes, and contact information.	<b>Practical: Campaign Analysis-Trend Presentation-</b>
<b>SLO 17</b>	<b>Branding Campaign Development-</b> Develop a comprehensive branding campaign for a new or existing product.	<b>Practical: Conduct a Mock Focus Group</b>	<b>Storyboard Development:</b> Create a storyboard for a television or digital ad, outlining the visual and messaging elements.	<b>Crisis Simulation:</b> Conduct a role-play scenario to manage a simulated PR crisis	<b>Evaluation Report:</b> KPIs for success (e.g., engagement rate, reach, lead conversion).
<b>SLO-18</b>	<b>Campaign Deliverables:</b> Branding guidelines document, visual mockups, campaign pitch deck.	Design an influencer campaign- campaign goals, key messages, and influencer guidelines., sample posts	Content Creation for Social Media- Create engaging posts (images, captions, hashtags) and a posting schedule.	<b>Product Launch Press Kit-</b> Press release, product visuals, media contact list	Create a measurement timeline and suggest tools (Google Analytics, Hootsuite).

Resources					
2	Belch, G. E., & Belch, M. A. (2017). <i>Advertising and promotion: An integrated marketing communications perspective</i> (11th ed.). McGraw-Hill Education	3	Wilcox, D. L., & Cameron, G. T. (2011). <i>Public relations: Strategies and tactics</i> (10th ed.). Pearson.		
2	Shimp, T. A., & Andrews, J. C. (2018). <i>Advertising, promotion, and other aspects of integrated marketing communications</i> (10th ed.). Cengage Learning.	4	Newsom, D., VanSlyke Turk, J., & Kruckeberg, D. (2016). <i>This is PR: The realities of public relations</i> (11th ed.). Cengage Learning.		

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

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				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D02J	Course Title	Strategic Communication				Category	D	Discipline Core / Elective Course	L	T	P	C
									2	0	4	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	Develop skills to evaluate the success of communication																	
CLR-2	Create and maintain a positive image and reputation for organizations																	
CLR-3	Plan, implement, and manage communication campaigns																	
CLR-4	Understand to handle crises by preparing strategies																	
CLR-5	Communicate responsibly, considering ethical standards																	
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Communication	Communication Skills, Collaborating	Independent Thinking, Analytical	Entrepreneurial Qualities, Leadership	Digital Technology Skills	Value Incubation, Multicultural	Environmental Action, Community	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation
CLO	At the end of this course, learners will be able to:																	
CLO-1	Design comprehensive communication strategies	✓	✓	-	-	2	85	75	3	3	2	1	3	3	1	2	2	3
CLO-2	Formulate effective responses to potential crises to protect an organization's reputation.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	2	1	2	1
CLO-3	To know media platforms and tools to disseminate messages effectively	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	2	1	1	2
CLO-4	Create clear and compelling messages tailored to specific audiences	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3
CLO-5	Measure the impact of communication campaigns	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	3	3	3

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	18	18	18	18	18
SLO-1	Introduction to Strategic Communication	Audience Analysis and Segmentation	Strategic Communication Planning	Media Channels and Tools	Measurement and Evaluation of Campaigns
SLO-2-5	Definitions and key concepts	Understanding Target Audiences	Setting objectives, strategies, and tactics	Traditional and Digital Media	Defining Metrics and KPIs
SLO 6-8	Role and importance of communication in organizational contexts	Techniques in demographic and psychographic profiling	SWOT analysis, PEST	Exercise: Compare the use of traditional and digital media for any campaign, with a focus on pros and cons.	Using Analytical Tools- Intro to Google Analytics, social media insights, and other tools

<b>SLO 9-11</b>	Theories of Communication and Persuasion	Exercise: Create audience personas based on a provided brand or campaign.	Exercise: Develop a basic communication plan for a given scenario, outlining goals, target audience, key messages, and channels.	Social Media Strategy- Creating engaging content in social platforms	Exercise: Use sample data to create a basic report on campaign performance using metrics
<b>SLO 12-14</b>	Communication models- Shannon-Weaver, Transactional Model	Conducting primary and secondary research	Brand Positioning	Integrated Marketing Communication (IMC)	Feedback and Continuous Improvement
<b>SLO 15-16</b>	Persuasion theories- Elaboration Likelihood Model, Social Judgment Theory	Exercise: Conduct a small survey or focus group on a relevant topic; analyze and present the findings.	Crisis Communication Planning- Crisis management and response frameworks	Exercise: Develop a mini IMC strategy that combines at least three media channels for a product or service.	Interpreting data and making adjustments
<b>SLO-17</b>	Case Study Analysis	Message Customization- Adapting messages for various audiences	Conduct a brand audit to understand a brand's strengths, weaknesses, opportunities, and threats.	Practical: Develop a one-month social media content calendar for a brand or cause.	Practical: Use data analytics tools or Excel to evaluate campaign performance
<b>SLO-18</b>	A report or presentation summarizing the case, ethical issues, and learnings.	Students create and test messages for different audience groups.	Practical: Students respond to a mock crisis situation, simulating real-time communication.	Draft content for each post, including text, images, and hashtags.	Practical: Students create a full communication plan for a fictional or real organization, event, or product.

Resources			
1	Smith, R. D. (2020). <i>Strategic planning for public relations</i> (5th ed.). Routledge.	3	Wilson, L., & Ogden, J. D. (2015). <i>Strategic communications planning for effective public relations and marketing</i> (6th ed.). Kendall Hunt Publishing.
2	Argenti, P. A. (2015). <i>Corporate communication</i> (7th ed.). McGraw-Hill Education.	4	Cornelissen, J. (2020). <i>Corporate communication: A guide to theory and practice</i> (6th ed.). SAGE Publications.

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

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				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

<b>Course Code</b>	UEN24S01L	<b>Course Title</b>	Communication Skills	<b>Category</b>	S	Skill Enhancement Course	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							0	0	4	2

<b>Course Offering Department</b>	English, FSH, KTR	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
CLR-1	Bridge the theoretical language knowledge with practical communication skills, essential for academic and professional contexts.	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-2	focus on enhancing listening, speaking, reading, and writing skills, crucial for effective interaction and teamwork.																	
CLR-3	prepare students for employability by building competence in interviews, group discussions, and professional communication.																	
CLR-4	promote understanding and sensitivity towards linguistic and cultural diversity, key to thriving in a globalized world.																	
CLR-5	articulate ideas and emotions clearly, overcoming language barriers.																	
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Communication Skills,	Independent Thinking, Analytical Leadership Qualities,	Digital Technology Skills	Value Incubation, Multicultural Environmental Action, Community	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation			
CLO-1	acquire basic proficiency in listening, speaking, reading, and writing, enabling effective interaction in everyday and academic scenarios.	✓	✓	-	-	2	85	75	3	-	1	3	3	-	2	2	1	
CLO-2	express ideas clearly using appropriate verbal cues and non-verbal signals in social, academic, and professional contexts.	✓	✓	✓	-	2	85	75	3	-	1	2	3	3	-	1	2	1
CLO-3	enhance their ability to comprehend, evaluate, and respond to diverse forms of written and spoken communication critically.	✓	✓	✓	✓	3	85	75	3	-	3	1	3	3	-	1	1	2
CLO-4	produce well-organized written documents and oral presentations, showcasing logical thinking and clarity of expression.	✓	✓	✓	✓	3	85	75	3	-	2	3	2	3	-	2	3	3
CLO-5	demonstrate awareness and sensitivity towards linguistic and cultural diversity, effectively navigating multicultural interactions.	✓	✓	✓	✓	3	85	75	3	3	2	3	2	3	-	3	3	3

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	Introduction to Communication. Types of Communication- verbal and non-verbal communication	Introduction to Reading Skills. Discussion of techniques of Reading Skill	Introduction to Speaking Skills. Explaining the importance of phonetics and vocabulary	Introduction to Writing Skills Importance of writing skills	Introduction to appreciation of texts.
	Barriers of Communication dynamics of interpersonal communication, Interpret Cross-Cultural Differences in Non-Verbal Communication Develop and Demonstrate Effective Non-Verbal Communication Skills	Reading Skills.(Barriers of reading skills and strategies of effective communication through reading) Identifying common reading problems in students after making them read a few passages.	Speaking Skills.(Barriers of speaking skills and strategies of effective communication through speaking) Explaining the usage of the Oxford Learner's Dictionary to learn phonetics of the words at the fundamental level.	Writing Skills.(Barriers of writing skills and strategies of effective communication through writing) Explaining various forms of writing with examples:.	Encouraging the students to share a few of their favourite lines from any sources they have read or sharing a few lines from paditthadhil piditthadhu.
SLO-2	Introduction to Digital language lab/usage of mobile applications	Learners are enabled to record their speech and listen to it in order to correct their problematic areas	The right enunciation of certain words to be taught through phonetic representation and decoding the phonetic symbols by learning to use the dictionary..	Introduction to letter writing. Types of letters- Formal and Informal letters with examples. Learning E-mail etiquette.	Explaining why appreciating texts creates a good reader.

	Equipping the listening skill of the learners Listening Skills.(Barriers of listening skills and strategies of effective communication through listening) Exploring Effective Ways of Listening.	repetitive practices of reading select paragraphs from web resources, their standard will be measured.	Observe and repeat and learn the phonetic pronunciation of words by practicing continuously.	Class Assignment - write a formal letter and informal letter and check for e-mail etiquettes in writing.	Enabling the students to reflect in the classroom about any of their favourite books/ articles or magazines.
SLO-3	Introducing google podcasts.	The speed, fluency, pronunciation, comprehension of the words in the paragraph	Teaching the usage of Thesaurus to understand and develop various words and improve vocabulary.	Enabling the students to unleash their potentials in creative writing through writing transcripts for advertisements of any product.	Introducing the text of Letters by Mathrubootham published in the Hindu.
SLO-4	Task to write down the words from the audio they have listened to. This activity should be done in two steps. 1. Jotting down the words simultaneously as they listen to the speaker. 2. Writing the transcript of the audio through repetitive play and pause.	hints and tricks to follow where the pauses are to be followed.	Identifying common errors in concord, preposition, direct speech and indirect speech.	write a review of any book or a movie or an interview or a debate.	Reading and recitation of the text of the first letter-Enjoy within limits, says Mr. Mathrubootham  Understanding characters by analyzing the usage of their style of language
SLO-5	Imitating the speakers by listening to them and attempting to learn the pronunciation of the words uttered in the audio.	Students group 1- reads – group 2 identifies the flaws in reading.	Identifying common errors in tenses, punctuation, and syntactical errors..	Mechanics of writing like capitalization, punctuation, spelling, correct pronoun, preposition, concord usage can be taught.	Reading of the second letter- Nobel? What Nobel, asks Mr. Mathrubootham.
	Repetitive listening to enhance pronunciation skills	The roles have to be exchanged between the two groups and the activity should be practiced.	Rectifying the common errors and instructing the learners about the right usage in order to avoid common errors.	meachnaics of writing - assessed and evaluated.	Mathrubootham’s humour and the language of code switching from Tamil to English and vice –versa.
SLO-6	Introducing to the audios of TED TALK American Speakers. Listening to the native speakers of English Language through TED TALKS.	Identify the key arguments in a passage -introductory point, lead point, supportive argument statement, concluding point and the common connecting word between all the key words in the passage.	Practicing how to avoid common errors.	Teaching effective writing by learning to avoid common errors in concord, preposition, conjunction, relative pronouns, question tags.	Reading of the third letter -Mr. Mathrubootham is fully supporting all new technologies

	Introducing to the audios of TED TALK British Speakers. Listening to the native speakers of English Language through TED TALKS.	encouraged to identify the key arguments in other passages on their own.	The learners are introduced to collocations for quick choice of learning how to speak in short time and how to speak effectively.	Practicing effective writing by learning to avoid common errors in concord, preposition, conjunction, relative pronouns, question tags.	Mathrubootham's frustration over the failure of technologies and the language that he positively uses to denote hopelessness over technologies.
SLO-7	American and British styles can be differentiated.	Guiding the act of reading through scanning and skimming by model reading of the passages by the instructor.	Practice collocations	common errors in tenses, direct and indirect speech and syntax structure.	Reading of the fourth letter in the classroom and discussion Pizza maavu: Welcome to Mr. Mathrubootham food recipe website.
SLO-8	The recognition of different accents should be practiced by speaking after listening.	scanning and skimming activities	Idioms and phrases	Practicing effective writing by learning to avoid common errors in tenses, direct and indirect speech and syntax structure.	Mathrubootham's love for food and the miscommunication about food.
SLO-9	Learning advanced pronunciation and vocabulary through various computer applications like Woodpecker.	Loud reading and slow mind reading	A speaking task to learn-collocations, idioms and phrases, vocabulary and phonetic pronunciation	Teaching how to write statement of purpose for admission to higher educations, and practicing the same.	Analysing the text for regional relevance and National significance.
	imitate the different sounds and accents - repeat it after listening to any of the videos from the library based on individual interest.	Pauses, pronunciation, comprehension and fluency can be checked for improvement at this stage through repetitive practices.	Their speaking activity is to be recorded and played again to rectify the errors and highlight the problematic areas in speaking.	Teaching how to write a story by looking at a picture. Developing the writing skill through word ladders.	Appreciating the aesthetics of the comic element and the embodiment of humour in the narrative in the letter
SLO-10	Repeat listening to the same time frames and move from 02.01 to 03.00	Students -groups -checking the comprehension skills. Analyse the text of a passage.	Automating vocabulary through engaging the students in various activity games like solving crossword puzzle and playing scattergories.	Introduction to blog writing and steps to become an effective blog writer.	importance of bringing in the Indianized way of speaking the English Language in order to depict the character called Mathrubootham.
	Choosing any particular time frame and practicing it.	Brainstorming the comprehension skills-questioning the key points in the passage.	Engaging the students to play the games in order to learn the vocabulary.	Encourage the readers to create their own blogs and post articles on a regular basis.	relatable characters of both formal and informal everyday life experiences.
SLO-11	Interested students can complete listening and reflecting the complete audio listening practice and speaking.	Cross check with misunderstanding if any and rectify- match the question and answers.	Spur of the moment speech.:	Selecting any news article and learning the writing style in it.	Talk about their favourite letter from the letters of Mathrubootham by recollecting the appreciation of the text according to their perception and understanding.
SLO-12	Group activities and games can be conducted to test the listening skills	Passages for reading comprehension are to be given for practice that tests their reading skills.	Prepared speech: Giving a speaking task to the students to speak on their own choice	Students are given chances to write reports on various topics.	Enabling the students to share their

	by responding to the speech given by other students				appreciation of any of their favourite lines from the books they have read.
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Resources					
1	Horizon- English Text Book – Compiled and Edited by the Faculty of English Departement, FSH, SRMIST, 2023	5	The Art of Public Speaking by Stephen E. Lucas- 2019		
2	The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry by Julia Bell and Paul Magrs- 2001	6	Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds by Carmine Gallo – 2014		
3	On Writing: A Memoir of the Craft by Stephen King 2000	7	The Anatomy of a Book Review: A Guide for College Students by Donald L. Weber 1994		
4	The Writing Life: Writers on How They Think and Work edited by Marie Arana -2003	8	How to Write a Simple Book Review: It's easier than you think! by Allyson R. Abbott		

Assessment						Strategies			
Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)				Final Assessment (50 % weightage)	Technology	Pedagogy / Andragogy	Sustainable Development	
	CLA – 1	CLA – 2	CLA – 3	CLA – 4*		Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
	(10 %)	(10 %)	(20 %)	(10 %)					
	Practice (%)	Practice (%)	Practice (%)	Practice (%)	Practice (%)	Learning Management System	Hands-on Practice	✓ Gender Equality	✓
1 Remember	20	20	20	20	20		Debate	✓	
2 Understand	20	20	20	20	20		Interactive Lecture	✓	
3 Apply	20	20	20	20	20				
4 Analyze	20	20	20	20	20				
5 Evaluate	10	10	10	10	10				
6 Create	10	10	10	10	10				
Total (%)	100	100	100	100	100				

\*The evaluation can be done on the one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences

<b>Designers</b>					
<b>Professional Experts</b>		<b>Higher Institution Experts</b>		<b>Internal Experts</b>	
1	Krishna Raj Sutherland , Krishna.Raj1@sutherlandglobal.com	1	Dr. J Mangayarkarasi Associate Professor and Head, Department of English, Ethiraj College for Women, Chennai	1	Dr. Pushpanjali Sampathkumar, Assistant Professor, Department of English, FSH, SRMIST
		2	Dr. K S Antonysamy Loyola College Chennai antonysamyks@loyolacollege.edu	2	Dr. Shanthichitra, Professor, Department of English, FSH, SRMIST

Course Code	UCD24S03J	Course Title	Industry Oriented Employability and Leadership Skills				Category	S	Skill Enhancement Course	L	T	P	C
									1	0	2	2	

Course Offering Department	Career Guidance	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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Course Rationale (CLR)		The purpose of learning this course is to:	Depth				Attainment			Program Learning Outcomes											
CLR-1	Help students to develop essential skills to influence and motivate others		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills	Collaborative Skills	Independent Thinking, Analytical Reasoning, Learning to Learn	Leadership Qualities	Entrepreneurial Mindset, Autonomy	Digital Technology Skills	Value Inculcation, Multicultural Inclusive	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation
CLR-2	Inculcate emotional and social intelligence and integrative thinking for effective leadership																				
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																				
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		✓	✓	-	-	2	85	80	3	2	3	2	-	-	2	3	-	-		
CLO-2	Learn and master a set of practical skills such as time management, self-management, handling conflicts, team leadership		✓	✓	✓	-	3	85	80	2	2	1	2	2	1	2	3	-	-		
CLO-3	Understand the basics of entrepreneurship and develop business plan		✓	✓	✓	✓	3	85	80	2	3	3	3	-	3	2	3	-	-		
CLO-4	Apply the design thinking approach for leadership		✓	✓	✓	✓	3	85	80	-	3	2	-	2	2	1	1	-	-		
CLO-5	Appreciate the importance of ethics and moral values for making of a balanced personality & be an integral human being		✓	✓	✓	✓	3	85	80	3	3	2	2	2	2	2	3	-	-		

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	9	9	9	9	9
SLO-1	Leadership - definition & Qualities	Team building & dynamics	Management – definition & Manager traits	Innovative leadership – Concept of emotional and social intelligence	Entrepreneurship
SLO-2	Leadership – styles	Work delegation with activity	Work schedule with activity	Synthesis of human and Artificial intelligence	Successful Indian entrepreneurs – case study
SLO-3	Difference between leader and boss	Decision making with activity	Strategic planning	Design thinking	Ethics – definition & Corporate ethics
SLO-4	Case study (based on leadership styles)	Motivation & Motivation for results	Conflict management	Measuring and Sustaining innovation	Importance of ethics
SLO-5	Leadership in diverse organizational hierarchy , cultures and communications	Argumentation, Persuasion, Negotiation, Networking	Energy Management & Novel Ways to manage energy in work place – activity	Case study: Organizations with sustained innovation.	Essential elements of business ethics
SLO-6	Leading the organisation through stability and turbulence	Interpersonal communication	Workforce management	Key elements of design thinking	Creating a harmonious life with work-life balance

<b>SLO-7</b>	Understanding Leadership and its importance.	Budget planning	Time Management	How to transform challenges into opportunities	Ethics and Conduct : Ethical decision-making
<b>SLO-8</b>	Models of Leadership	Workflow optimization	Recruiting and Retaining Talent	How to develop human-centric solutions for creating socially good humans	Importance of ethical principles in professional and social contexts.
<b>SLO-9</b>	Basic Leadership Skills	Critical thinking and Multitasking	Conflict & Stress Management	Emerging trends in design thinking	Building ethical culture: promoting ethical behavior in organization.

Resources					
3	Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018	4	Alexander Osterwalder, Business Model Generation, Wiley, 2013		
4	T V Rao, Managers who make a difference: Sharpening your management skill, Random House India, 2016	5	Deborah Tannen, Talking from nine to five: Women and men in the workplace, Harper Collins Publishers, 2010		
5	Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018	6	Dr Carrie Picardi Leadership Essentials you always wanted to know Vibrant Publishers,2021		

Assessment										Strategies				
Level of Thinking	Continuous Learning Assessment (CLA) (100% weightage)									Technology	Pedagogy / Andragogy		Sustainable Development	
	CLA – 1 (20 %)		CLA – 2 (20 %)		CLA – 3 (30 %)		CLA – 4 (30%)							
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)						
	7	Remember	5	5	5	5	15	15	10	10	Simulations	Clarification/Pauses	✓	Good Health & Well Being
8	Understand	5	5	5	5	15	15	10	10	Presentation Tools	✓ Group Discussion	✓	Quality Education	✓
9	Apply	25	25	25	25	20	20	20	20	Learning Management System	✓ Hands-on Practice	✓	Gender Equality	✓
10	Analyze	25	25	25	25	20	20	20	20		Debate	✓		
11	Evaluate	20	20	20	20	15	15	20	20		Interactive Lecture	✓		
12	Create	20	20	20	20	15	15	20	20		Brainstorming	✓		
	Total (%)	100	100	100	100	100	100	100	100					

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Mr. P. Chockalingam, Senior Lead Software Engineer, Virtusa Consulting Services Private Ltd, DLF IT Park SEZ, Chennai – 600089 p.chockalingam1986@gmail.com	1	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeetham, Coimbatore - 641112 g_saravanaprabu@cb.amrita.edu	1	Dr. Deepalakshmi S, HOD, Department of Career Guidance, FSH, SRMIST hod.dcgk.ktr@srmist.edu.in
	-		-	2	Dr. Elamathiyan E, Assistant Professor, Department of Career Guidance, FSH, SRMIST, elamathe1@srmist.edu.in

Course Code	UMI24Y01L	Course Title	My India Project				Category	Y	Mandatory Course	L	T	P	C
									0	0	0	0	

Course Offering Department	Career Guidance	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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### Assessment Method – Fully Internal

Learning Assessment			
Level	Bloom’s Level of Thinking	Continuous Learning Assessment (100% weightage)	
		CLA-1 (50%) Practice	CLA-2 (50%) Practice
Level 1	Remember	20%	20%
	Understand		
Level 2	Apply	50%	50%
	Analyze		
Level 3	Evaluate	30%	30%
	Create		
Total		100 %	100 %

Assessment Tools	Marks
Review – I (Activities)	50
Review – II (Project report and Presentation)	50
Total	100

### Semester V

Course Code	UJM24D03T	Course Title	New Media Studies			Category	D	Discipline Core/ Elective Course	L	T	P	C
								3	1	0	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO													
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10				
CLR-1	Provide knowledge about concepts of New Media, its theories and models.																					
CLR-2	To introduce the impact that new media has on the production of media content.																					
CLR-3	Look at the connection between new media and young people.																					
CLR-4	To provide extensive hands-on training in the latest digital audio video technologies, social media and new media.																					
CLR-5	Give a clearer notion on the effects and impacts new media have on its consumers																					
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills	Collaborative Skills	Independent Thinking	Analytical Reasoning	Professionalism, Accountability	Digital Technology Skills	Value Incubation	Multicultural Inclusivity	Environmental Action	Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practices	Adaptability and Innovation
CLO-1	Appreciate the idea of communication	✓	✓	-	-	2	85	75	3	3	3	3	2	3	2	2	2	2	2	2	1	
CLO-2	Have a clear knowledge digital and media literacy.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	2	1	2	1	2	1	1	
CLO-3	Have a knowledge of political economy of media industry.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	2	1	1	2	1	2	2	
CLO-4	Understand the role of new media in promoting critical thinking.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3	3	3	3	
CLO-5	Have a deeper insight into the existence of presence of new media in social lives	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	3	3	3	3	3	3	

Sessions	CLO -1	CLO -2	CLO -3	CLO -4	CLO -5
	12	12	12	12	12
SLO-1	History of Internet, Internet, intranet, and extranet	Writing for the Web	New media tools	Internet radio; Podcast	Social and Cultural effects of New Media
SLO-2	Web Search Engine, Search Engine Optimization	Developing content for the web: multi-media and interactivity	Digital Tools for Journalists (Document Cloud, Overview, Timelines, Wordle etc.	Big data	Information load, Information Rich
SLO-3	Websites, portals, blogs, vlogs, podcast	Writing and editing stories for the web	Use of social media platforms and social profile management	Impact of social media	ICTs for Development
SLO-4	Traditional Media vs New Media	Web report	Citizen Journalism: Concept and process	Public opinion	New Media Issues
SLO-5	New Media: Concept and Characteristics	Hyperlinks	Mobile Journalism and Blogging	Citizenship in a digital society	Cybercrime
SLO-6	Changing paradigm of news and news delivery vehicles	Internet for political campaigns	Evolution of Converging Technologies	E- commerce	Invasion of privacy, piracy

<b>SLO-7</b>	Digital Marketing Concepts: SEO, SEM and Integrated newsroom Computer Assisted Reporting (CAR)	Internet for developmental issues	Web publishing tools and Applications	Online advertisement	Copyright Act
<b>SLO-8</b>	Open-source data collection and analysis	Policy making & Good-governance and use of internet	Theories of New Media	Alternative media	IT Policies
<b>SLO-9</b>	Changing role of editors: from gatekeepers to news guide	Digital sphere vs public sphere	Medium Theory: Harold Innis	Global village (McLuhan)	Right to Information
<b>SLO-10</b>	Social Networks: Individuals, groups and organization	New media and intellectual property act	Medium Theory: Marshall McLuhan	Convergence in Media	Social Presence theory
<b>SLO-11</b>	Social media	New media and Fake news	Evolution of New media audiences: Elite, Mass	Work of Art in the age of Digital reproduction	Information Act and Regulations
<b>SLO-12</b>	Alternative sources of news	Digital divide	New media uses and gratification-influencing factors	Globalisation	Application of frameworks in media studies

Resources					
1	Flew Terry, (2014), New Media: An Introduction. Oxford, United Kingdom: Oxford University Press.	4	Siapera Eugenia, (2011), Understanding New Media. California, United States: Sage Publications		
2	Bennett, James, (2012), Design fundamentals For New Media. Massachusetts, United States: Cengage Learning.	5	McQuail Dennis, Mass Communication Theory (sixth edition). London, England: Sage Publications, 2010.		
3	<a href="https://www.communicationstudies.com/communication-theories">https://www.communicationstudies.com/communication-theories</a> . Communication theories	6	Nauria Uma, Dynamics of Mass Communication Theory and Practice. Chennai, India: Atlantic Publishers and distributors 2006.		

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1 Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1 Dr. Praveen Kumar P, Head, Dept of JMC SRM KTR
2 Ms. Muskaan Ahmed, Feature Writer, Times of India		2 Dr. Shiva Shankaran K.R, Assistant Professor, Dept of JMC SRM KTR
		3 Dr. Vaishali Raj, Assistant Professor, Dept of JMC SRM KTR
		4. Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D04T	Course Title	Convergence in Media				Category	D	Discipline Core/ Elective Course	L	T	P	C
									3	1	0	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand the use of emerging forms of social media and mobile platforms.																		
CLR-2	Analyse the effectiveness of mobile and social media activity.																		
CLR-3	Understand the public's active role in the news production process, and the resulting impact on journalism.																		
CLR-4	Foster the ability to apply the core values of journalism to emerging media forms.																		
CLR-5	Understand the ethical concerns involved in this evolving field of journalism.																		

CLO	At the end of this course, learners will be able to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLO-1	Prepare for the future of the media and life in a mobile first world.	✓	✓	-	-	2	85	75	3	3	3	3	2	3	2	2	2	2	1
CLO-2	Utilize mobile technologies as learning and reporting tools.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	2	1	2	1	1
CLO-3	Analyse and research social media needs and uses of news audiences.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	2	1	1	2	2
CLO-4	Engage with the audiences using mobile devices	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3	3
CLO-5	Plan for the future of AR and other trends that might change the course of journalism.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	3	3	3	3

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	Information and communication Technology	Introduction to Convergence	New media tools	Internet radio; Podcast	Impact on newsrooms, reporting practices and audience engagement
SLO-2	Definition and concept	Understanding New Media	Disruptive innovation	Convergence culture	Impact on newsrooms, reporting practices and audience engagement
SLO-3	Characteristics of ICT	Transmedia and Crossmedia	Case studies on disruptive innovation	Social media and participatory media culture	Case studies
SLO-4	Characteristics of ICT	Political economy of convergence and transmedia	Medium Theory	Digital fandom	Digital and social media advertising convergence
SLO-5	Theories and models of ICT	Political economy of convergence and transmedia	Medium Theory: Harold Innis	Citizenship in a digital society	Native advertising and branded content across platforms
SLO-6	Theory of Reasoned Action Technology Acceptance Model	Transmedia and Fandom: Henry Jenkins	Medium Theory: Marshall McLuhan	Online communities	Revenue models in a converged media landscape

<b>SLO-7</b>	Technology – Organisation-Technology Acceptance Model	Transmedia and Fandom: Henry Jenkins	Technological Convergence	Identity, Gender and new media	Revenue models in a converged media landscape
<b>SLO-8</b>	Theory of Planned Behaviour Unified Theory of Acceptance and Use of Technology	Digital labour in convergence and transmedia industries	Technological Convergence	Digital media and identities	Impact of convergence on media ownership and corporate synergy
<b>SLO-9</b>	Technological Pedagogical Content knowledge theory	Transmedia storytelling for journalism, advertisement, marketing and fiction	Case Studies	New media campaigns	Internet of Things
<b>SLO-10</b>	Barriers of ICT	Transmedia storytelling for journalism, advertisement, marketing and fiction	World Wide Web	Interactivity and Navigation in E-learning	Collaborative Journalism
<b>SLO-11</b>	Revolutions in Information Technology	Regulations, policies and ethics related to VR	Evolution of New media	Interactivity and Navigation in E-learning	Kinds of Collaborative Journalism
<b>SLO-12</b>	Case Studies	Regulations, policies and ethics related to VR	Trends in New Media	Use of social media tools in e-learning	Case studies of Collaborative Journalism

Resources					
1	Jenkins, Henry. Convergence Culture: Where Old and New Media Collide. (NYU press 2006)	4	White, Michele. The Body and the screen: Theories of Internet Spectatorship. (MIT Press, 2006)		
2	Dwyer, Tim, (2010) Media Convergence. London, England: Open University Press	5	McQuail Dennis, Mass Communication Theory (sixth edition). London, England: Sage Publications, 2010.		
3	Miller, V. (2011). Understand digital culture. Sage Publications.	6	Farman, Jason. Mobile Interface Theory. (2012). MIT Press		

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1 Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1 Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2 Ms. Muskaan Ahmed, Feature Writer, Times of India		2 Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
		3 Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
		4. Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D05L	Course Title	Event Management				Category	D	Discipline Core/ Elective Course			
								L	T	P	C	
								0	0	8	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO								
CLR-1	Understand the concept of Event Management.	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9
CLR-2	Know the structure and working of an event management company. Differentiate different types of event.																
CLR-3	Differentiate different types of events.																
CLR-4	Tailor events according to audience.																
CLR-5	Give a hands- on experience in running an event.																

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO								
CLO-1	Plan and organize an event on their own.	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2
CLO-2	Utilize the skills required of an event manager successfully.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2
CLO-3	Actively interchange the roles in various stages of an event.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1
CLO-4	Document the event in various media outlets.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3
CLO-5	Use events as a marketing tool.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3

Sessions	CLO - 1	CLO – 2	CLO - 3	CLO - 4	CLO – 5
	24	24	24	24	24
SLO 1-2	Introduction to Events, Types of Events	Event Planning & Process	Dissecting events: Sports event & Reporting	Event Promotion	Special Events & Event Safety
SLO 3-6	Event Team; Code of Ethics	Conceptualization of an event	Business and Financial events & Reporting	Visual aids for event promotion	Corporate Event & Private Event
SLO 7-9	Event Manager; Skills, Role, Responsibilities	Stating the objectives and creating event proposal	Science and Health event & Reporting	Design a set of visual aids (Poster, Social media graphic, flyer or brochure)	Create a plan for formal event launch, including theme, budgeting venue selection
SLO 10-11	Organisational Structure of an event management company	Event Budget: Cost and revenue generation	Environment protection event & Reporting	Role of media in event promotion	Event Security and Crowd Management
SLO 12-17	Case study: Event Management Company Structure & role of different departments	Social media and Reporting	Academic conferences & Seminars	Design a press release	Case Study: Risk Assessment and Mitigation Planning
SLO 18-21	Leadership roles and responsibilities	Reporting in Crisis Situations	Environmental Reporting	Design a media specific content: TV, social media)	Emergency response protocol
SLO 22-23	Event Management three stages (Pre, during and post)	Crisis management case study	Arts and Culture event & Reporting	Sponsorship	Risk Management plan Presentation

<b>SLO-24</b>	Event Management Personnel roles and responsibilities	Develop a crisis communication plan, addressing stakeholders, media and the public.	Develop an detailed marketing plan of an event (Food festival/tech conferences, etc.)	Develop a detailed event promotion strategy, including sponsorship proposal	Final Project Presentation and Review
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Resources	
1	Swarup K. Goyal, Event Management- Adhayayan Publisher- 2009.
4	Fearne, Banks, Kathleen, Crisis Communication, Evbaum Associates, 2007.
5	Walter Paul, Raj Razaq, Rashid Tahir, (2013), Events Management: Principles and practice. California, United States: Sage Publication.

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Praveen Kumar P, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Shiva Shankaran K.R, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Vaishali Raj, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D06L	Course Title	Strategic Event Planning				Category	D	Discipline Core/ Elective Course	L	T	P	C
									0	0	8	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10		
CLR-1	Understand the concept of Event Management.																			
CLR-2	Know the structure and working of an event management company. Differentiate different types of event.																			
CLR-3	Differentiate different types of events.																			
CLR-4	Tailor events according to audience.																			
CLR-5	Give hands- on experience in running an event.																			

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO											
CLO-1	Plan and organize an event on their own.	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1		
CLO-2	Utilize the skills required of an event manager successfully.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1		
CLO-3	Actively interchange the roles in various stages of an event.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2		
CLO-4	Document the event in various media outlets.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3		
CLO-5	Use events as a marketing tool.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3		

Sessions	CLO -1	CLO – 2	CLO - 3	CLO - 4	CLO – 5
	24	24	24	24	24
SLO 1-3	Introduction to Event Planning and management	Stating the objectives and creating event proposal	Role of media in event promotion	Event Fundraising	Special Events & Event Safety
SLO 4-8	Event Team; Code of Ethics	Prepare an event brief with mission statement, aim and objective of the event	Design an event promotion plan	Event Sponsorship and budget creation	Case Studies
SLO 9-10	Event Production	Prepare a Gantt chart	Media and publicity plan	Design a set of visual aids (Poster, Social media graphic, flyer or brochure)	Create a plan for an event Promoting health measures among women event
SLO 11-13	Role of event planner	Event Budget: Cost and revenue generation	Case Study: Environment protection event Planning	Role of media in event promotion	Create a plan for an event Promoting health measures among women event
SLO 14-18	Qualities of good event planner	Prepare a budget	Plan Academic conferences & Seminars	Design a press release	Case Study: Risk Assessment and Mitigation Planning
SLO 19-20	Importance of organizing events	Design the creatives	Identifying and engaging stakeholders	Design a media specific content: TV, social media)	Prepare an monitoring and evaluation plan
SLO 21-23	Event planning components	Crisis management case study	Develop a detailed audiences engagement strategy	Identify risk in an event	Feedback

<b>SLO-24</b>	Techniques, Selections, Coordination, Creativity Designing and Marketing	Develop a detailed marketing plan of an event (Food festival/ tech conferences, etc.)	Develop a detailed audiences engagement strategy	Develop a detailed event promotion strategy, including sponsorship proposal	Final Project Presentation and Review
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Resources	
1	Swarup K. Goyal, Event Management- Adhayayan Publisher- 2009.
2	Fearne, Banks, Kathleen, Crisis Communication, Evbaum Associates, 2007.
3	Walter Paul, Raj Razaq, Rashid Tahir, (2013), Events Management: Principles and practice. California, United States: Sage Publication.

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

Strategies				
Technology	Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Clarification/Pauses	✓	Good Health & Well Being
Presentation Tools	✓	Group Discussion	✓	Quality Education
Learning Management System		Hands-on Practice	✓	Gender Equality
		Debate	✓	
		Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UES24V01T	Course Title	Environmental Studies			Category	V	Value Added Course	L	T	P	C
								2	0	0	2	

Course Offering Department	Biotechnology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	To create awareness on environment and renewable and non-renewable resources	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability Qualities,	Digital Technology Skills	Value Education, Multicultural Inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation
CLR-2	To understand about ecosystem and biodiversity																	
CLR-3	To understand the natural and anthropogenic impact of the environmental pollution																	
CLR-4	To create awareness on different environmental problems																	
CLR-5	To create awareness on various environment protection acts and the impact of human population on environment																	
CLO	At the end of this course, learners will be able to:																	
CLO-1	Applying knowledge on renewable and non-renewable resources	✓	✓	-	-	1	75	70	-	1	-	-	2	1	-	-	-	-
CLO-2	Understanding about ecosystem and biodiversity	✓	✓	-	-	1	80	75	3	2	-	1	-	2	-	-	-	-
CLO-3	Gathering knowledge on impact of environmental pollution	-	✓	✓	-	2	80	75	-	3	2	-	3	-	3	-	-	-
CLO-4	Understanding of different environmental problems	✓	-	✓	-	3	80	75	-	2	3	-	-	3	2	-	-	-
CLO-5	Having knowledge on various environment protection acts and the impact of human population on environment problems	✓	-	✓	✓	3	80	75	-	-	3	-	3	2	1	-	-	-

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	6	6	6	6	6
SLO 1	Multidisciplinary nature of environmental studies, definition, scope and importance of environmental studies	Energy flow in the ecosystem, energy flow in the ecosystem, ecological succession	Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity	Disaster management- floods, earthquakes, cyclones, landslides	Air, water, wildlife - environment protection act
SLO 2	Need for public awareness. institutions in environment, people in environment	Food chains, food webs and ecological pyramids	Environmental pollution- definition, causes, effects and control measures of air, water, and soil pollution	Social issues and the environment: From unsustainable to sustainable development	Forest conservation act; issues involved in enforcement of environmental legislation, public awareness
SLO 3	Introduction to natural resources- renewable and nonrenewable resources - associated problems	Ecosystem, introduction, types, characteristic features, structure and functions: forest, grassland and desert ecosystems	Causes, effects and control measures of marine, and noise	Urban problems related to energy, water conservation, rain water harvesting, watershed	Human population and the environment: population growth, variation among nations
SLO 4	Forest, water, mineral, food resources	Aquatic ecosystems; biodiversity and its conservation- genetic, species and ecosystem diversity	Causes, effects and control measures of thermal pollution and nuclear hazards	Environmental ethics: issues and possible solutions, climate change & global warming	Population explosion – family welfare programme, human rights, value education

<b>SLO 5</b>	Energy and land resources; role of an individual in conservation of natural resources; equitable use of resources for sustainable lifestyles	Biogeographical classification of India, value of biodiversity, biodiversity at global, national and local levels	Role of individuals in pollution prevention	Acid rain & ozone layer depletion	HIV/AIDS, women and child welfare
<b>SLO 6</b>	Concept of an ecosystem, structure and functions of an ecosystem, producers, consumers and decomposers	India as a mega diversity nation, hot-spots of biodiversity, threats to biodiversity: habitat loss, poaching of wildlife man-wildlife conflicts, endangered and endemic species of India	Solid waste management Causes, effects and control measures of urban and industrial waste	Nuclear accidents and nuclear holocaust; wasteland reclamation	Role of information technology in environment and human health

Resources					
1	Bharucha, E (2013). <i>Textbook of environmental studies for undergraduate courses</i> (2 <sup>nd</sup> ed.). Orient BlackSwan.	3	Jeyalakshmi, R. (2014). <i>Text book of environmental studies</i> , Devi publications		
2	Basu, M., & Savarimuthu, X., (2017), <i>SJ Fundamentals of environmental studies</i> . Cambridge University Press, Cambridge, United Kingdom	4	Bharucha, E (2002). <i>The Biodiversity of India</i> , Mapin Publishing Pvt. Ltd.		

Assessment							Strategies		
Bloom's Level of Thinking	Continuous Learning Assessment (CLA) (50% weightage)					Final Assessment (50 %weightage)	Technology	Pedagogy / Andragogy	Sustainable Development
	CLA – 1	CLA – 2	CLA– 3	CLA– 4 *			Presentation Tools	✓ Clarification/Pauses	✓ Good Health & Well Being
	(10%)	(10%)	(20%)	(10%)			Learning Management System	✓ Group Discussion	✓ Quality Education
	Theory (%)	Theory (%)	Theory (%)	Theory (%)	Theory (%)			✓ Hands-on Practice	✓ Gender Equality
1	Remember	20	20	20	20			✓ Debate	✓ Life on Land
2	Understand	20	20	20	20			Interactive Lecture	✓ Clean Water and Sanitation
3	Apply	20	20	20	20			Brainstorming	✓ Affordable and clean energy
4	Analyze	20	20	20	20				
5	Evaluate	20	-	20	20				
6	Create	-	20	-	-				
	Total (%)	100	100	100	100				

\*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Dr. Arumugam Perumal, ARMATS BIOTEK Training and Research Institute, Chennai	1	Dr. N. Banu, Bharathi Women's College (Autonomous), Chennai	1	Dr. P. Parthipan, Assistant Professor, Department of Biotechnology, FSH, SRMIST, KTR

Course Code	UCD24S04J	Course Title	Career Readiness and Professional Skills	Category	S	Skill Enhancement Course	L	T	P	C
							1	0	2	2

Course Offering Department	Career Guidance	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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Course Rationale (CLR)	The purpose of learning this course is to:	Depth				Attainment			Program Learning Outcomes																						
Course Learning Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Collaborating Skills	Independent Thinking	Analytical Reasoning	Learning to Learn	Research Skills	Leadership Qualities	Professionalism	Autonomy	Accountability	Digital Technology Skills	Value Education	Multicultural Inclusivity	Environmental Action	Community Engagement	Entrepreneurial Risk Taking	PLO-9	PLO-10		
CLR-1	Develop resume building practice																														
CLR-2	Prepare for interviews and group discussion																														
CLR-3	Understand the significance of team skills																														
CLR-4	Help students improve their speaking and presenting abilities																														
CLR-5	Acquire career planning skills and fully pursue a successful career path																														
CLO-1	Understand the importance of resume preparation and face interview confidently	✓	✓	-	-	2	85	80	2	3	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-2	Perform appropriately and effectively in group discussions	✓	✓	✓	-	3	85	80	2	3	2	3	-	1	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-3	Empathize with and trust colleagues for improving interpersonal skills	✓	✓	✓	✓	3	85	80	3	3	3	3	1	-	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-4	Prepare effective presentations considering the important strategies	✓	✓	✓	✓	3	85	80	1	3	2	3	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-5	Explore sources of (online/offline) opportunities	✓	✓	✓	✓	3	85	80	-	3	2	3	-	1	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	9	9	9	9	9
<b>SLO-1</b>	Introduction of resume and its Importance - Difference between a CV, Resume and Bio Data	Mock interview – face to face	Listening as a Team Skill	Types of Presentation - Informative, Instructional, Arousing, Persuasive, Decision-making - Structure of a presentation – Introduction of the event, Introducing the speaker, vote of thanks	Process of Career Exploration - Knowing Yourself - Personal Characteristics
<b>SLO-2</b>	Essential components of a good resume, common errors people make while preparing a resume	Mock interview- Feedback	Trust and Collaboration - Importance of Collaboration in Organization	Improvisation and unprepared presentations, man-woman view, feedback – appreciation and critique - Dos and Don'ts	Knowledge about the World of Work - Requirements of Jobs including Self-employment
<b>SLO-3</b>	Resume building format - Video resume – Tips and tricks – Do's and Don'ts	Meaning and Importance of Group Discussion - types of Group Discussion	The Secret to be a high performing Team	PowerPoint presentation–body language and stage etiquette – practice session	Sources of Career Information - Career Opportunities

<b>SLO-4</b>	Meaning and types of interview (face to face, telephonic, video) - Dress code, background research	Procedure of Group Discussion - Ground rules - Evaluation of Group Discussion	Creativity - Meaning - Strategies to increase Creativity - creativity skills at the Workplace	PowerPoint presentation–practice session	Critical Thinking Skills - Problem Solving Skills - Ability to Learn
<b>SLO-5</b>	STAR Technique (situation, task, approach and response) for facing an interview	Group Discussion - Common Errors Group Discussion Rubric	Methods and Process of Creativity Skills	PowerPoint presentation–practice session	Non- Cognitive Skills - Types of non-cognitive Skills and Strategies
<b>SLO-6</b>	Interview procedure (opening, listening skills, closure, asking questions)	Group discussion – Types and Tips to follow	Social Skills - Peer Pressure	Presentation for Internal and External Communication - online & offline Meetings	Non-Cognitive Skills and Gaps I Socio Economic Status
<b>SLO-7</b>	Keys to attain success in an interview	Group Discussion Practice	Stress and Stress Management - Meaning Stress Management Techniques	Visual elements in Presentation	Brainstorming
<b>SLO-8</b>	Rules and Elements of an Interview	Email Drafting – formal and informal	Social and Cultural Etiquette	Oral Skills and Public Speaking Skills	Logic and Rationality of Critical Thinking
<b>SLO-9</b>	Preparation and Practice	Writing Email – Practice	Characteristics and Enhancing Social Skills	Speaking Skills – Practice	Habits and Traits of the Mind

<b>Resources</b>					
1	Scott Bennett, The Elements of Resume Style: Essential Rules for Writing Resumes and Cover Letters That Work, AMACOM, 2014		4	Paul Newton, How to deliver a presentation e-book	
6	David John, Tricks and Techniques of Group Discussions, Arihant, 2012		5	Eric Garner, A-Z of Presentation, Eric Garner and Ventus Publishing ApS, 2012, bookboon.com	
7	Singh O.P., Art of Effective Communication in Group Discussion and Interview, S Chand & Company, 2014				

Assessment										Strategies				
Level of Thinking	Continuous Learning Assessment (CLA) (100% weightage)									Technology	Pedagogy / Andragogy		Sustainable Development	
	CLA – 1		CLA – 2		CLA – 3		CLA – 4							
	(20 %)		(20 %)		(30 %)		(30%)							
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)						
13 Remember	5	5	5	5	15	15	10	10	Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
14 Understand	5	5	5	5	15	15	10	10	Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
15 Apply	25	25	25	25	20	20	20	20	Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
16 Analyze	25	25	25	25	20	20	20	20			Debate	✓		
17 Evaluate	20	20	20	20	15	15	20	20			Interactive Lecture	✓		
18 Create	20	20	20	20	15	15	20	20			Brainstorming	✓		
Total (%)	100	100	100	100	100	100	100	100						

\*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. P. Chockalingam, Senior Lead Software Engineer, Virtusa Consulting Services Private Ltd, DLF IT Park SEZ, Chennai – 600089 p.chockalingam1986@gmail.com	1 Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeetham, Coimbatore - 641112 g_saravanaprabu@cb.amrita.edu	1 Mrs. Deepalakshmi S, HOD, Department of Career Guidance, FSH, SRMIST <a href="mailto:hod.dcgk.ktr@srmist.edu.in">hod.dcgk.ktr@srmist.edu.in</a> 2 Dr. Muthu Deepa, Assistant Professor, Department of Career Guidance, FSH, SRMIST, <a href="mailto:muthudem@srmist.edu.in">muthudem@srmist.edu.in</a>

Course Code	UJM24P02L	Course Title	Internship - II				Category	R	Project Work/ Internship	L	T	P	C
			0	0	0	1							

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Explore journalism from a global perspective.																		
CLR-2	Embrace various storytelling formats and mediums.																		
CLR-3	Explore and apply ethical principles in journalism through their research and reporting.																		
CLR-4	An opportunity for students to develop skills																		
CLR-5	How to dig deeper, critically analyse data, interview key sources, and present their findings in a comprehensive and impactful manner.																		

CLO	At the end of this course, learners will be able to:	Depth				Attainment			PLO										
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	
CLO-1	Conduct thorough research, gather relevant information from multiple sources	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	critical thinking skills by evaluating the credibility, bias, and accuracy of information sources	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	demonstrate effective communication skills by presenting their findings and insights in a clear, organized, and engaging manner	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	apply ethical principles and standards in their research and reporting.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	demonstrate adaptability and innovation by utilizing various journalistic formats	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

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 %

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

**Semester VI**

Course Code	UJM24D07T	Course Title	Data Journalism	Category	D	Discipline Core/ Elective Course	L	T	P	C
							4	0	0	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	equips students with essential skills to interpret and use data for uncovering and explaining complex stories.	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLR-2	Strengthens students' investigative reporting abilities, allowing them to dig deeper into data-driven narratives.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLR-3	Provide hands-on experience with essential data tools necessary for today's data-intensive media landscape.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLR-4	give students an idea to communicate information visually for broader audience engagement.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLR-5	Teach ethical considerations, ensuring students responsibly collect, analyze, and present data in reporting.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Attainment			PLO										
						1	2	3	1	2	3	1	2	3	4	5	6	7	8
CLO-1	analyze and interpret various datasets to uncover and report news stories with data-driven insights.	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	collect and organize data effectively from different sources, including public records, databases, and surveys.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	proficient in using visualization tools to create impactful visual stories from raw data.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	apply ethical principles, ensuring accuracy, fairness, and transparency in data-driven stories.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	craft compelling narratives using data to enhance storytelling, making complex information accessible and engaging	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO -1	CLO -2	CLO -3	CLO -4	CLO -5
	12	12	12	12	12
<b>SLO1</b>	Introduction to Data Journalism	Data Collection Methods	Basics of Data Analysis	Introduction to Data Visualization	Storytelling with Data
<b>SLO 2</b>	Importance of Data in Modern Journalism	Sources of Data (Open Data, Surveys)	Interpreting Basic Data	Types of Visualizations (Charts, Maps)	The Power of Data in Storytelling
<b>SLO 3</b>	Types of Data (Qualitative, Quantitative)	Accessing Public Data & APIs	Data Analysis Techniques	Designing Visuals for Audiences	Structuring Data-Driven Narratives
<b>SLO 4</b>	Data Journalism vs. Traditional Reporting	Collecting Data from social media	Calculating Mean, Median, Mode	Choosing the Right Visualization	Ethical Considerations in Data Journalism
<b>SLO 5</b>	Case Studies in Data Journalism	Data Quality and Reliability	Understanding Correlation and Causation	Visualizing Data Accurately	Balancing Facts and Story
<b>SLO 6</b>	Skills Required in Data Journalism	What is Data Collection	Introduction to Statistical Software	Graphs and Charts in Excel	Ethical Dilemmas in Data Use
<b>SLO 7</b>	Data Literacy for Journalists	Identifying Reliable Data Sources	Descriptive vs. Inferential Statistics	Design Principles for Data Visuals	Transparency in Data Sourcing
<b>SLO 8</b>	The Data Journalism Workflow	Creating Surveys and Questionnaires	Data Aggregation and Summarization	Avoiding Common Visualization Pitfalls	Fact-Checking and Verification

<b>SLO 9</b>	Identifying Newsworthy Data	Basics of Data Scraping	Analyzing Patterns in Data	Introduction to Infographics	Privacy Issues in Data Journalism
<b>SLO 10</b>	Data Story Ideas and Development	Data Cleaning Essentials	Introduction to Data Mining	Using Maps for Geographical Data	Bias in Data Collection
<b>SLO 11</b>	Identifying Data for a Story	Hands-on Data Collection Exercise	Analyzing Data with Excel/Google Sheets	Creating Basic Charts (Bar, Line)	Structuring a Data-Driven News Story
<b>SLO 12</b>	Basic Data Analysis Practice	Collecting Data from Public Websites	Using Pivot Tables for Analysis	Building Maps with Data	Writing and Presenting Data Stories

Resources					
1	Gray, Jonathan. <i>The Data Journalism Handbook: How Journalists Can Use Data to Improve the News</i> , 2012. O'Reilly Media.	4	Cairo, Alberto. <i>The Truthful Art: Data, Charts, and Maps for Communication</i> , 2016. W.W. Norton & Company		
2	Bounegru, Liliana, and Gray, Jonathan. <i>Data Journalism: Past, Present and Future</i> , 2019. Amsterdam University Press.	5	Bradshaw, Paul, and Rohumaa, Liisa. <i>The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age</i> , 2017. Routledge.		
3	Rogers, Simon. <i>Facts are Sacred: The Power of Data</i> , 2013. Faber & Faber.	6			

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
<b>Professional Experts</b>		<b>Higher Institution Experts</b>		<b>Internal Experts</b>	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Praveen Kumar P Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Shiva Shankaran K.R, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D08T	Course Title	Computer Assisted Reporting				Category	D	Discipline Core/ Elective Course	L	T	P	C
									4	0	0	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	provide essential skills for analyzing data to uncover stories, a core part of modern journalism.																		
CLR-2	Make students learn to quickly sort and analyze information, boosting accuracy and efficiency in reporting.																		
CLR-3	emphasize ethical data usage, teaching students to responsibly represent and report information.																		
CLR-4	give students an advantage in journalism, as many outlets value data-backed storytelling.																		
CLR-5	gain experience with digital tools and analytics techniques used in today's newsrooms, preparing them for evolving media roles.																		

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Attainment			PLO										
						Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	
CLO-1	able to analyze large datasets, interpret results, and use them to uncover newsworthy patterns and trends.	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	2	1
CLO-2	Get hands-on experience with digital tools to support data-centric reporting.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	apply ethical principles when gathering, analyzing, and publishing data, ensuring transparency and fairness in their reporting.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	communicate data insights effectively to a general audience, making complex information accessible and engaging.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	use data as a tool for investigative reporting, enhancing their ability to produce in-depth, well-researched stories.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO -1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	1
SLO1	What is CAR? History and Evolution	Introduction to Data Analysis	Overview of CAR Tools	Basics of Data Visualization	Role of CAR in Investigative Reporting
SLO 2	Importance of CAR in Journalism	Basics of Data Interpretation	Introduction to Spreadsheets (Excel, Google Sheets)	Types of Visualizations (Charts, Graphs, Maps)	Case Studies of CAR in Investigations
SLO 3	Types of Data in Journalism	Data Types and Their Uses	Introduction to Databases	Designing with Audience in Mind	Data-Driven Crime Reporting
SLO 4	Sources of Data (Public Records, Surveys, etc.)	Understanding Quantitative Data	Basics of Data Visualization Software	Communicating Findings Effectively	Environment and Health Journalism with CAR
SLO 5	Understanding Data Journalism Ethics	Introduction to Statistical Analysis	Overview of Mapping Tools	Creating Story Narratives with Data	Financial Journalism and Data
SLO 6	Fundamentals of Data Collection	Summarizing and Describing Data	Text Analysis Tools	Visualization Ethics and Accuracy	Political Reporting and Data Insights
SLO 7	Data Processing Basics	Data in Investigative Journalism	Web Scraping Techniques	Common Visualization Mistakes	Ethics in CAR-Based Investigations
SLO 8	Introduction to Data Literacy	Common Pitfalls in Data Analysis	Data Security and Privacy Tools	Choosing the Right Visualization Type	Verification and Fact-Checking with Data

<b>SLO 9</b>	Evaluating Data Sources	Role of Analytics in CAR	Collaborative Tools for Journalists	Exploring Visual Storytelling	Legal Aspects of Data Journalism
<b>SLO 10</b>	Storytelling with Data – Basics	Ethical Concerns in Data Interpretation	hoosing the Right Tools for Your Story	Accessibility in Data Storytelling	Presenting Investigative Data Findings
<b>SLO 11</b>	Data Collection Workshop	Basic Data Analysis in Spreadsheets	ands-on with Spreadsheets for Data Sorting	Building Bar and Line Charts	Designing a CAR-based Investigation
<b>SLO 12</b>	Sourcing Public Data Online	Hands-on: Filtering and Sorting Data	Data Cleaning Workshop	Hands-on with Infographic Creation	Presentation of Investigative Findings

Resources					
1	Houston, Brant. Computer-Assisted Reporting: A Practical Guide, 2014. Routledge.	4	Bounegru, Liliana, and Gray, Jonathan. The Data Journalism Handbook: Towards a Critical Data Practice, 2021. Amsterdam University Press.		
2	Bradshaw, Paul, and Rohumaa, Liisa. The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age, 2013. Routledge.	5	Lewis, Seth C., and Usher, Nikki. Data Journalism in the Global South, 2021. Bloomsbury Academic.		
3	Murray, Paul. Data Journalism and the Regeneration of News, 2017. Palgrave Macmillan.				

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Praveen Kumar P, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Shiva Shankaran K.R, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D09L	Course Title	Visual News Production	Category	D	Discipline Core/ Elective Course	L	T	P	C
							0	0	8	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10		
CLR-1	Develop producing, reporting, writing, shooting and editing skills																			
CLR-2	Demonstrate the ability to turn a TV package story in one day																			
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																			

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Communication Skills	Collaborating Skills	Independent Thinking	Analytical Thinking	Leadership	Quality Assurance	Research	Digital Technology Skills	Value Inculcation	Multicultural Understanding	Environmental Action	Community Involvement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation
CLO-1	Gain an in-depth knowledge in Pre-production methods through script writing, Storyboard and Art direction	✓	✓	-	-	2	85	75	3	2	1	1	2	3	3	2	2	3	3	2	2	2	2	2	1
CLO-2	Training the skill in recording the raw elements in shooting and knowing the technological advancement in recording instruments	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	3	-	1	2	3	3	3	3	3	3	3
CLO-3	Incorporate the art of visual design and sound design and their synchronization	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	3	-	1	1	2	3	3	3	3	3	3
CLO-4	Edit the film offline/online by narrating the same and doing audio mixing, dubbing and adding titles	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	3	-	2	3	3	3	3	3	3	3	3
CLO-5	Perform various tasks involved in pre-production, production and post production phase	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	3	-	3	3	3	3	3	3	3	3	3

	CLO -1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
<b>Sessions</b>	24	24	24	24	24
<b>SLO-1</b>	Introduction to different news program formats	Familiarizing with camera interface	Fundamentals of Editing	Introduction to news graphics	Integrating graphics and Animation
<b>SLO-2</b>	Preparing 10 seconds mock of different program types	Practicing handling camera without shakes	Editing Functions	Introduction to news graphics	Editing procedure- raw material
<b>SLO-3</b>	Anchoring a News program	Practicing basic camera movements	Types of Editing - Online, Offline, Linear, Non-Linear	Entertainment and fashion news	Rushes, assembly, the rough cut, fine cut,
<b>SLO-4</b>	Preparing a mockup news anchoring for demo reel	The survival of news and current affairs on commercial radio	logging the footage, digitizing	Preparing Entertainment news segment	Dubbing, master negative cut,
<b>SLO-5</b>	Preproduction analysis on a news show of your favorite genre	Format, frame rate, shutter speeds etc.	Virtual edit, online and off-line editing	Preparing fashion news segment	Generation loss, super impositions and special effects,
<b>SLO-6</b>	Prepare a assignment sheet with all pre production requirements	Basic Editing without jumps	video compression - graphics-special effects	The Development of Editorial Analytics	Importance of Technologies for Broadcasting journalism

<b>SLO-7</b>	Visiting a news studio	Getting the Story	Title motion Assembly and Instantaneous.	News discussion shows	Preparing for a video interview
<b>SLO 8-15</b>	Preparing a report on observations and working of a news station	Selection of news	Broadcast Standards and Audio Video Formats.	Preparing Sports and health news segments	Making a video interview
<b>SLO 16-21</b>	How to conduct news programs	Different types of News	Editing Systems	Writing and editing for online media	Story idea, development and Presentation
<b>SLO 22-23</b>	How to conduct news programs with ethics	Emergencies, Politics	Importance of Television Journalism	Preparing Sports news segments	Mobile technology and its role in aiding news coverage
<b>SLO-24</b>	How to conduct news programs with ethics and integrity	Crime, Local and National Government	Live coverage of news	Preparing health news segments	Preparing a demo reel of news anchor

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

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>			
Professional Experts		Higher Institution Experts	Internal Experts
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1 Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1 Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India		2 Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
			3 Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
			4. Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D10L	Course Title	Documentary Making				Category	D	Discipline Core/ Elective Course	L	T	P	C
									0	0	8	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	gain hands-on experience in all stages of documentary production,																	
CLR-2	crafting meaningful and engaging narratives																	
CLR-3	develop proficiency with industry-standard tools and techniques for filming,																	
CLR-4	explore of ethical considerations and cultural sensitivity,																	
CLR-5	encourage students to consider audience perspectives and the distribution process,																	

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Decision Making, Research, Creativity, Quality Improvement, Innovation, Assessment, Academic Qualities	Digital Technology Skills	Value Inculcation, Multicultural Inclusivity	Environmental Action, Community	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation
CLO-1	conceptualize and develop documentary ideas, identifying key themes and topics	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	1
CLO-2	demonstrate the ability to conduct thorough research, develop scripts, and create detailed production plan	✓	✓	✓	-	2	85	75	3	2	1	2	3	-	1	2	1
CLO-3	various technical skills, including camera work, sound recording, and lighting	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1
CLO-4	employ post-production techniques, such as editing, color grading, and audio adjustments	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3
CLO-5	navigate ethical issues and tailor their content for different audiences	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3

	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
Sessions	24	24	24	24	24
SLO 1	Introduction to documentary genres and storytelling	Developing documentary ideas and proposals	Camera handling techniques and composition for documentaries	Introduction to editing software and workflows	Rough cut screening and peer feedback
SLO 2	Analyzing famous documentaries and styles	Conducting background research and gathering sources	Planning and organizing shot lists	Importing footage and organizing projects	Refining edits based on feedback
SLO 3	Basics of narrative structure and visual language	Writing a documentary script or treatment	Managing lighting and sound for documentary environments	Applying transitions and audio syncing	Preparing a final draft of the documentary
SLO 4	Understanding ethics in documentary making	Sourcing funding and sponsorships	Working with interview subjects and building rapport	Color grading and audio balancing techniques	Sharing and promoting the documentary online
SLO 5	Exploring tools and techniques in documentary filmmaking	Planning production schedules and timelines	Shooting B-roll footage for context and atmosphere	Adding music, voice-overs, and sound effects	Final review of content, flow, and technical quality
SLO 6	Crafting stories with a purpose	Location scouting and permits	Directing and managing small production teams	Creating narrative flow with editing techniques	Preparing materials for public screenings

<b>SLO 7</b>	Learning different documentary modes (e.g., observational, expository)	Conducting pre-interviews and scripting questions	Techniques for on-the-fly documentary filming	Incorporating graphics and titles	Community screening and gathering responses
<b>SLO 8- 12</b>	Understanding audience engagement through storytelling	Preparing logistics and budgeting	Handling documentary filming challenges	Refining audio and visual consistency	Collecting constructive feedback for future projects
<b>SLO 13-16</b>	Project selection: Choosing a documentary theme	Equipment checklist and technical preparation	Managing continuity and shot composition	Finalizing edits with post-production adjustments	Group critique and discussion
<b>SLO -17</b>	Documentary formats for television and digital platforms	Developing contacts and network connections	Capturing authentic moments on film	Techniques for enhancing documentary style in editing	Preparing press kits and promotional materials
<b>SLO -18</b>	Decoding cultural and social impact in documentaries	Scheduling and planning for shoot days	Managing ethical challenges during filming	Audio mastering and final sound adjustments	Final peer and instructor critique
<b>SLO 19</b>	Filming approaches for diverse documentary topics	Preparing for interviews with experts	Cinematic techniques for impactful storytelling	Exporting and formatting for different platforms	Submitting projects for festivals and screenings
<b>SLO 20</b>	Building visual and audio storytelling skills	Building rapport with subjects and communities	Practicing handheld and dynamic shots	Testing and reviewing final edits on different screens	Creating a portfolio of work
<b>SLO 21</b>	Practicing effective storytelling for documentaries	Prepping shooting gear and rehearsing	Lighting techniques for different settings	Integrating archival footage	Writing project reflections and learning notes
<b>SLO 22</b>	Developing a unique documentary voice and perspective	Conducting risk assessments for shooting	Exploring slow-motion and time-lapse shots	Applying final color grading	Showcasing projects to an audience
<b>SLO 23</b>	Final project preparation and planning	Reviewing all pre-production materials	Practice shoot: capturing real-time events	Preparing for screening and distribution	Reflecting on learning outcomes and achievement
<b>SLO 24</b>	Introduction to documentary genres and storytelling	Developing documentary ideas and proposals	Camera handling techniques and composition for documentaries	Introduction to editing software and workflows	Rough cut screening and peer feedback

Resources					
1	Westlund, Oscar, and Quinn, Stephen. Mobile Journalism: Producing News for Social and Interactive Media, 2018. Routledge.	4	Rosenbaum, Steven. The End of Big: How the Internet Makes David the New Goliath, 2012. McGraw-Hill.		
2	Burum, Ivo, and Quinn, Stephen. MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad, 2016. Focal Press.	5	Hill, Steve. Mobile and Social Media Journalism: A Practical Guide, 2019. Routledge.		
3	Bradshaw, Paul. Mobile-First Journalism: Producing News for a Social World, 2018. Routledge.	6	Kovarik, Bill. Revolutions in Communication: Media History from Gutenberg to the Digital Age, 2015. Bloomsbury Academic.		

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
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				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24P03L	Course Title	Project Work				Category	R	Project Work / Internship	L	T	P	C
									0	0	4	2	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	equips students with the skills to design, conduct, and analyze original research, preparing them for advanced study and professional roles that require investigative rigor.																		
CLR-2	learn to think critically, evaluate sources, and interpret data to generate insightful conclusions																		
CLR-3	practice academic writing, proper citation, and documentation, ensuring they can communicate research findings																		
CLR-4	provides a platform for students to apply theoretical knowledge from their coursework to real-world media topics,																		
CLR-5	promotes self-directed learning, teaching students essential project management skills																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Skills	Self-Direction, Quantitative Learning, Professionalism	Digital Technology Skills	Value Inculturation, Multicultural Understanding	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation	
CLO-1	independently design and execute a research study, identifying relevant media and journalism-related research questions.	✓	✓	-	-	2	85	75	3	2	1	1	2	2	3	-	1	2	1
CLO-2	demonstrate proficiency in selecting appropriate research methodologies, collecting and analyzing data, and drawing evidence-based conclusions.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	produce a well-organized, clear, and professionally structured mini-dissertation, following academic standards in writing, referencing, and citation.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	apply critical thinking skills to explore, evaluate, and discuss media-related issues in their chosen area of study, forming informed, nuanced perspectives.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	effectively present and defend their research findings, articulating their ideas clearly and responding to feedback, showcasing professionalism and confidence.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Assessment Component	Expected outcome	Type	Evaluators	Criteria or basis	Marks
Review – 0	Proposed Project title to be discussed	Internal	Supervisor / Guide & Project Coordinator	Study of the project	5
Review – I	Presentation about the Problem statement. Literature Review	Internal	Supervisor/Guide	Clarity of the idea, Preliminary work done.	10
Review – II	Presentation on Methodology	Internal	Supervisor/Guide	Clarity of idea,	10
Review – III	Final presentation – Findings and Conclusion	Internal	Supervisor/Guide	Presentation and Findings	10

Report Submission	Submission of final project report	Internal	Project Coordinator	Regularity, Originality, Systematic progress	15
Project Report	Evaluation of Project Report	External	Examiner(s)/ Reviewer(s)	Presentation, Handling Q&A	20
Viva – Voce	Final Presentation	External			30

The assessment method for the project work consists of in-semester and end semester evaluations as detailed below:

	Continuous Learning Assessment (50% weightage)					Final Evaluation (50% weightage)	
	Review - 0	Review – 1	Review – 2	Review – 3	Report Submission	Project Report	Viva-Voce*
Project Work / Internship	5%	10%	10%	10%	15%	20 %	30 %

**\*Student has to be present for the viva voce for assessment. Otherwise, it will be treated as non-appearance for the examination with final grade as ‘Ab’**

Designers						
Professional Experts		Higher Institution Experts			Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala		1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India				2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR	
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram	

Course Code	UCD24V02T	Course Name	Universal Human Values				Course Category	V	Value Added Course	L	T	P	C
										2	0	0	2

Course Offering Department	Career Guidance Cell	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Reasoning, Social Responsibility, Professionalism, Autonomy, Assessment	Digital Technology Skills	Value Education, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	PLO-9	PLO-10	
CLR-1	Help the students to understand need of value education, appreciate the essential complementarity between 'values' and 'skills' and to ensure sustained happiness and prosperity which are the core aspirations of all human beings,	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-2	Help students initiate a process of dialog within themselves to know what they really want to be' in their life and profession.																	
CLR-3	Help students to understand the meaning of happiness and prosperity for a human being. understanding holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.																	
CLR-4	Help students on right understanding of the Human reality and the rest of existence, harmony at all the levels of human living, and live accordingly.																	
CLR-5	Highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.																	
CLO		At the end of this course, learners will be able to:																
CLO-1	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1
CLO-2	Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Analyze the value of harmonious relationship based on trust and respect in their life and profession	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Examine the role of a human being in ensuring harmony in society and nature.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Apply the understanding of ethical conduct to formulate the strategy for ethical life and profession.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO -1	CLO – 2	CLO - 3	CLO - 4	CLO – 5
	6	6	6	6	6
<b>SLO- 1</b>	Right Understanding, Relationship and Physical Facility	Understanding Human being as the Co-existence of the Self and the Body	Harmony in the Family – the Basic Unit of Human Interaction	Understanding Harmony in the Nature	Natural Acceptance of Human Values
<b>SLO- 2</b>	Understanding Value Education	Distinguishing between the Needs of the Self and the Body	Trust – the Foundational Value in Relationship	Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature	Definitiveness of (Ethical) Human Conduct
<b>SLO- 3</b>	Self-exploration as the Process for Value Education	The Body as an Instrument of the Self	Respect – as the Right Evaluation	Exploring the Four Orders of Nature	A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order

<b>SLO- 4</b>	Continuous Happiness and Prosperity – the Basic Human Aspirations	Understanding Harmony in the Self	Other Feelings, Justice in Human-to-Human Relationship	Realizing Existence as Co-existence at All Levels	Competence in Professional Ethics
<b>SLO- 5</b>	Happiness and Prosperity – Current Scenario	Harmony of the Self with the Body	Understanding Harmony in the Society	The Holistic Perception of Harmony in Existence	Holistic Technologies, Production Systems and Management Models- Typical Case Studies
<b>SLO- 6</b>	Method to Fulfill the Basic Human Aspirations	Programme to ensure self-regulation and Health	Vision for the Universal Human Order	Exploring Co-existence in Existence	Strategies for Transition towards Value-based Life and Profession

Resources					
1	Gaur R.R., Sangal R., Bagaria G.P., 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics, Excel Books, New Delhi.	3	A Nagraj, 1998, Jeevan Vidya EkParichay, Divya Path Sansthan, Amarkantak.		
2	E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.	4	A N Tripathy, 2003, Human Values, New Age International Publishers.		

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

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

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

<b>Designers</b>		
Professional Experts	Higher Institution Experts	Internal Experts
1	1 Mrs. V Sumathi, Associate Professor, Sri Sairam Engineering College, Chennai, Tamil Nadu	1 Dr. Supraja P, UHV University Coordinator, SRMIST
		2 Dr. Deepalakshmi S, HoD, Department of Career Guidance Cell, FSH, SRMIST
		3 Dr. Sweety Bakyarani E, Department of Computer Science, FSH, SRMIST

**Semester VII**

Course Code	UJM24D11L	Course Title	Creative Writing				Category	D	Discipline Core/ Elective Course	L	T	P	C
									0	0	8	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	To familiarize students with writing skills for the different kinds of media																		
CLR-2	To equip them with practical knowledge for the evolving writing ecology and empower them for employment																		
CLR-3	To train students to write the various forms																		
CLR-4	To introduce the concept of creative writing																		
CLR-5	To familiarize students with the process of writing poetry, fiction and drama																		

CLO	At the end of this course, learners will be able to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLO-1	Creatively write in different genres and also bring valuable insights	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	Gain exposure and stimulate their creativity	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Improve their creative writing process in varied domains	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Produce clear and effective written communications	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Consider writing as a career	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO -1	CLO – 2	CLO - 3	CLO - 4	CLO – 5
	24	24	24	24	24
<b>SLO 1-4</b>	Introduction to creative writing – Meaning and Importance	Analysis and Interpretation – Reading different works in Literature	Steps of Creative Writing – Pre-writing, Post-writing/Final Draft	Learn to write Fiction – Reading and Understanding Fiction	Long forms of writing- language, writing style, content, vocabulary focus, title, introduction and conclusion
<b>SLO 5-7</b>	Imagination and Writing – Peer Interaction, Activities on Imagination	Discussion in small groups	Steps of Creative Writing – Pre-writing, Post-writing/Final Draft	Practising different elements of fiction (Short story, Novel)	film review, blog posts, scientific writing, e –magazines
<b>SLO 8-10</b>	Tropes, Motifs and Figures – Learning Tropes, Motifs and figures through videos, discussion on the findings	Practice Writing session	Types of Creative Writing – Poetry, Fiction, Non-Fiction	Writing sessions	Shorter forms of writing – language, writing style, content, vocabulary, focus,

					caption – Twitter feeds/poems, fanfiction, instagram stories, facebook posts etc
<b>SLO 11-15</b>	Craft of Writing – Figure of Speech, Word Play, Character Creation	Proofreading and Editing	Types of Creative Writing - Drama	Learning to write Non-Fiction – Reading and understanding Non-fiction (Biographies and Autobiographies)	Journalistic And Ad Writing: Comparing Print and online writing – for newspapers, magazines, journals.
<b>SLO 16-20</b>	Character Creation – Dialogue Enaction, Learning Characters through discussion on famous writings	Practice sessions on Proofreading	Creative Writing & Media – Film Review, Book Review, Other writings in Media	Practicing different elements of non-fiction	Comparing Print and online writing – for newspapers, magazines, journals.
<b>SLO-21</b>	Character Analysis	Practice sessions on Proofreading	Learning to write Poetry – Reading and understanding Poetry	Writing Session	Understanding the evolving dynamics of the adspace - including pop up ads, scrolls
<b>SLO-22</b>	Writing activities on creating different types of characters	Practice sessions on Editing of different types of writing	Practicing tone, rhyme, metre, verses,	Learning to write Drama – Reading and understanding Drama	flash ads- change in language, font, style
<b>SLO 23-24</b>	Writing activities on creating different types of characters	Practice sessions on Editing of different types of writing	Writing sessions	Practicing different elements (plot, character, climax, verbal and non-verbal cues) of Drama	incorporating doodling with ad writing

**Resources**

1	Anjana Neira Dev et. Al., <i>Creative Writing: A Beginners ' Manual (Pearson, 2008)</i>	3	LaPlante, Alice: <i>The Making of a Story: A Norton Guide to Creative Writing</i> , W.W. Norton & Company, New York
2	Earnshaw Steven, <i>The Handbook of Creative Writing</i> , (Edinburgh University Press)	4	Newton, Michael: <i>Writing Thrillers: The writers' guide to crafting tales</i> , Writer's Digest Books, Cincinnati

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

Strategies				
Technology	Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System		Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D12L	Course Title	Feature Writing				Category	D	Discipline Core/ Elective Course	L	T	P	C
									0	0	8	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	To learn the skills and best practices of professional feature writing																		
CLR-2	Explore the qualities of storytelling and how they differ from news.																		
CLR-3	Introduce tools for finding and framing interesting features.																		
CLR-4	Analyze the connection between strong information and strong writing																		
CLR-5	Introduce a writing process that carries a story from concept to publication.																		

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Attainment			PLO										
		✓	✓	-	-	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	
CLO-1	Explain the tenets of feature writing in magazines, newspapers and online.	✓	✓	-	-	2	85	75	3	2	1	1	2	3	-	2	2	1	
CLO-2	Organize a feature story by turning research into a narrative.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Apply feature writing skills to mass communication opportunities.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Conceive, report, write and revise several types of feature stories.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Create a pitch letter and contact editors.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO -1	CLO – 2	CLO - 3	CLO - 4	CLO – 5
	24	24	24	24	24
SLO 1-4	Introduction to features	Story Structure: variations and formulas in feature writing	Finding a subject, theme, Organizing stories	Introduction to special interest articles and reviews	Feature Writing – the APPLAUSE Formula: A – Appeal, P – Plain Facts P – Personalities, L – Logic A – Action, U – Universal S – Significance, E – Energy
SLO 5-7	Historical context of feature writing	Deconstruction of story structure	preparation for an interview	Writing personality profile	Writing different Features: Profile Feature
SLO 8-9	Magazine features vs. Newspaper features	Story blog, writing effectively (using colours, zinger, tease, anecdotes, improving quotes, leads)	framing queries	obituary	Testimonial Feature

<b>SLO 10-14</b>	Importance of feature stories	Drafting a feature (First Vs Final)	art of interviewing (effective questions)	Narrative journalism Vs Traditional reporting in features,	Human Interest Feature
<b>SLO 15-18</b>	Understanding the audience	Blundell technique of feature writing	Research skills, finding sources, background memo	Social media (including analytics) to write a feature	Interview Feature
<b>SLO 19-21</b>	Different types of features	Blundell's tool of analysis- Extrapolation-	importance of backgrounding - writing with sensitivity,	Social media (including analytics) to write a feature	Featurettes
<b>SLO 22</b>	Feature stories in present context	Synthesis	narrative non-fiction story telling	Query letters (pitching) using social media.	Informational Feature
<b>SLO 23-24</b>	Features vis-a-vis fiction and Literature	Localization and Projection	fly on the wall reporting	Query letters (pitching) using social media.	Behind the Scenes Feature

Resources					
1	Kraft, N., (2019). Writing Fabulous Features (1st ed). The Ohio State University	3	Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University, edited by Mark Kramer and Wendy Call, Plume, 2007.		
2	The Art and Craft of Feature Writing, William Blundell, Plume, 1988	4	Writing for Your Readers, Donald Murray, Globe Pequot, 1992.		

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D13J	Course Title	Communication Research Methodology				Category	D	Discipline Core/ Elective Course	L	T	P	C
									3	0	2	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Instill a deep understanding of the Research Process																		
CLR-2	Gain a comprehensive understanding of different research methods																		
CLR-3	Provide practical experience with analysing data using Statistical tools																		
CLR-4	Develop a research paper on specific topic with the application of different research methods																		
CLR-5	Understand the ethical consideration is media research																		

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO										
									1	2	3	4	5	6	7	8	9	10	
CLO-1	Research Methodology for Media Research	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	1
CLO-2	Collect and process data from variety of sources.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Analyze and apply the causal mechanisms that explain the interactions between variables that affect objective reality.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Create viable research proposals based on the selected research methodologies.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Conduct independent research on the topics of their interests by using the appropriate research designs and research methods.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	15	15	15	15	15
SLO-1	Introduction to Research: Importance of Research, Definitions	Steps in Research Process: Selection of Research Problem – Definition, Characteristics of Research Problem (SMART)	Sampling: Population, Sample, Factors to determine Sample Size	Qualitative Research Methods: Field Observation – Participatory and Non-Participatory Observation	Qualitative Research Methods: Semiotic Analysis
SLO-2	Phases of Media Research	Research Process: (SMART) Objectives of Research, Limitations of Research, Scope of Research	Types of Sampling: Probability and Non-Probability Sampling Techniques: Probability Sampling Techniques: Simple Random Sampling, Stratified Sampling	Dimensions of Field Observation – Four Quadrants	Qualitative and Quantitative Research Methods: Content Analysis – Definition and Purpose, Types of Content Analysis, Unit of Analysis
SLO-3	Types of Research	Research Process: Literature Review, Develop Research Questions or Formulate Hypothesis – Definition and types of	Probability Sampling Techniques: Systematic Sampling, Cluster Sampling	Field Observation Techniques: Choosing the Research Site, Gaining Access, Sampling,	Quantitative Newspaper Analysis, Sampling, Parameters of analysis, eight category coding steps

		hypothesis, how to write hypothesis		Collecting Data, Analyzing Data, Exiting.	
<b>SLO-4</b>	Communication Theories for Research: Agenda Setting, Uses and Gratification, Cultivation Theory, Social Learning Theory	Research Process: Research Design – Types of Research Design	Non-Probability Sampling techniques: Convenience Sampling, Purposive Sampling	Field Observation Online	Preparing a coding schedule, pilot testing and checking inter coder reliabilities
<b>SLO-5</b>	How to study a Newspaper, Television, Radio	Research Process: Research Design – Determine appropriate Research Methods: Overview of different methods	Non-Probability Sampling techniques: Quota Sampling, Snowball Sampling and Volunteer Sampling	Qualitative Research Methods: <b>Focus Group</b> – Characteristics of Focus Group - Self-contained, Supplementary, or Multimethod	Quantitative Research Method: Survey – Types of Survey, Determining Sample Size
<b>SLO-6</b>	How to study Film, Social Media, Advertising	Research Process: Sampling, Collect Relevant Data – Different Data Collection Tools	Theoretical Framework: Importance of Theoretical Framework	Methodology of Focus Groups: Define the problem, Select a sample, Determine the number of groups necessary, Prepare the study mechanics, Prepare the focus group materials, Conduct the session, Analyze the data and prepare a summary report.	Preparing Survey Questionnaire. Structure of a Questionnaire – Close-Ended and Open-Ended Questions, Interview Schedule
<b>SLO-7</b>	Elements of Research: Concept, Construct, Variables, Types of Variables, Levels of Measurement	Research Process: Analyze the collected data – Application of Statistical/Scientific methods	How to write a Theoretical framework	Online Focus Groups	Data Analysis: Data Analysis Process – Editing, Coding, Classification, Tabulation
<b>SLO-8</b>	Elements of Research: Scales of Measurement	Research Process: Interpretation of the Data	Conceptual Framework	Qualitative Research Methods: Case Study – Definition, Characteristics	Analysis of Data: Statistical Computation and presentation of data, Hypothesis Testing, Generalization
<b>SLO-9</b>	Elements of Research: Reliability and Validity	Research Process: Synopsis Writing	How to write a Conceptual Framework	Techniques used for case studies, Sources of data for case studies	Descriptive vs. inferential statistics, Statistical Test using SPSS: T-test, Chi-square test
<b>SLO-10</b>	Review of Literature: Introduction – Purpose of Literature Review, Types of Literature Review	Research Process: Presentation of Research Dissertation or Thesis	Theoretical vs. Conceptual framework	Category of Case Study, Advantages and limitations of Case Study method	Statistical Test using SPSS: ANOVA, MANOVA
<b>SLO-11</b>	Procedure to search Literatures, Literature Review writing process, In-text Citation	Research Process: Ethics in Research – Avoid Plagiarism, Informed Consent, Confidentiality, Data Protection, Integrity	<b>Practical:</b> Developing a theoretical framework and conceptual framework	Discourse Analysis	Statistical Test using SPSS: Regression, Pearson Correlation
<b>SLO-12</b>	<b>Practical:</b> Identifying literature for a topic, Cheat-sheet compilation	Research Process: Publication of Research Articles, Review Paper –	Primary Data Vs Secondary Data	Thematic Analysis	<b>Practical:</b> Writing a Research Paper

		Identification of Scopus Indexed Journals, High Impact Factor Journals, UGC CARE Journals			
<b>SLO-13</b>	Styles of Referencing: APA, MLA, Chicago, Harvard, IEEE	<b>Practical:</b> Writing abstract for a Research topic	Research Methods: Qualitative Research and Quantitative Research – Characteristics of Qualitative Research and Quantitative Research	In-depth/Intensive/ Expert Interview	Submission of the Research Paper
<b>SLO14-15</b>	Reference Management: Mendeley	<b>Practical:</b> Writing abstract for a Research topic	Differences between Qualitative Research and Quantitative Research	Qualitative Data Analysis Software - Overview: nVivo, ATLAS.ti, MaxQDA	Publishing the Paper in a Journal

Resources					
1	Berger, Arthur Asa. <i>Media Research Techniques</i> (Thousand Oaks, CA: Sage, 1998)	3	Priest, Susanna Hornig <i>Doing Media Research: An Introduction</i> (Thousand Oaks, CA: Sage, 2010)		
2	Gunter, Barrie. <i>Media Research Methods: Measuring Audiences, Reactions and Impact</i> (Thousand Oaks, CA: Sage, 2000)	4	Wimmer D. Roger., and Dominick, Joseph., <i>Mass Media Research</i> (Cengage Learning India Private Limited, 2015)		

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>			
Professional Experts		Higher Institution Experts	Internal Experts
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1 Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1 Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India		2 Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
			3 Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
			4. Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D14J	Course Title	Research Methods in Social Sciences				Category	D	Discipline Core/ Elective Course	L	T	P	C
									3	0	2	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10		
CLR-1	Instill a deep understanding of the Research Process																			
CLR-2	Gain a comprehensive understanding of different research methods																			
CLR-3	Provide practical experience with analysing data using Statistical tools																			
CLR-4	Develop a research paper on specific topic with the application of different research methods																			
CLR-5	Understand the ethical consideration is Social Science research																			

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking		Expected Proficiency (%)		PLO											
		✓	✓	-	-	2	85	75	1	2	3	4	5	6	7	8	9	10			
CLO-1	Research Methodology for Social Sciences	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	1		
CLO-2	Collect and process data from variety of sources.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	1		
CLO-3	Analyze and apply the causal mechanisms that explain the interactions between variables that affect objective reality.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	2		
CLO-4	Create viable research proposals based on the selected research methodologies.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	3		
CLO-5	Conduct independent research on the topics of their interests by using the appropriate research designs and research methods.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	3		

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	15	15	15	15	15
SLO-1	Overview of social science research and its importance	Understanding research design, types, and approaches	Fundamentals of quantitative research methods	Fundamentals of qualitative research methods	Introduction to data analysis and reporting
SLO-2	Ethical considerations in social science research	Developing research questions and hypotheses	Survey design and sampling techniques	Conducting in-depth interviews	Introduction to software for data analysis (e.g., SPSS, NVivo)
SLO-3	Types of research (basic, applied, action)	Selecting research methods based on objectives	Designing questionnaires and scales	Conducting focus groups	Practical session: Analyzing qualitative data
SLO-4	Formulating research problems and objectives	Variables and operationalization in research	Quantitative data collection methods	Qualitative data collection methods	Coding and organizing data
SLO-5	Practical session: Research topic selection and objectives	Practical session: Creating a research proposal	Practical session: Conducting surveys	Practical session: Conducting interviews and focus groups	Practical session: Analyzing quantitative data

<b>SLO-6</b>	Literature review and source identification	Steps in writing a research proposal	Data reliability, validity, and bias	Observation techniques and case studies	Interpretation and presentation of findings
<b>SLO-7</b>	Sourcing and referencing scholarly articles	Creating research timelines and resources	Introduction to descriptive and inferential statistics	Grounded theory and content analysis	Writing a research report or thesis
<b>SLO-8</b>	Practical session: Conducting a literature review	Practical session: Research sampling techniques	Practical session: Data collection using surveys	Practical session: Analyzing focus group data	Practical session: Creating data visualizations
<b>SLO-9</b>	Data types and sources in social science research	Selecting samples and populations	Hypothesis testing and statistical significance	Analyzing qualitative data: coding, themes	Structuring research reports for clarity and impact
<b>SLO-10</b>	Secondary vs. primary data sources	Designing research for social sciences	Introduction to data analysis techniques	Qualitative research ethics and confidentiality	Developing recommendations and conclusions
<b>SLO-11</b>	Research frameworks and paradigms	Evaluating research for reliability and validity	Practical session: Statistical tools for data analysis	Practical session: Conducting observational research	Editing and proofreading research reports
<b>SLO-12</b>	Practical session: Choosing appropriate research tools	Practical session: Finalizing research design	Conducting and documenting statistical tests	Practical session: Coding qualitative data	Practical session: Preparing for research presentation
<b>SLO-13</b>	Assessing social science research impact	Creating a project timeline and budget	Interpreting quantitative data with charts and graphs	Practical session: Analyzing case studies	Presenting research findings to an audience
<b>SLO-14</b>	Developing research questions in social science	Importance of pilot studies	Common pitfalls in quantitative research	Issues in qualitative data analysis	Practical session: Presenting research findings
<b>SLO-15</b>	Practical session: Refining research questions	Writing proposals and obtaining approval	Reporting results from quantitative research	Common challenges in qualitative research	Practical session: Peer review and feedback

Resources					
1	Acharyya, Rajat,. and Bhattacharya, Nandan <i>Research Methodology for Social Sciences</i> (Routledge Taylor and Francis, 2020)	3	J.C. Dixon, R.A. Singleton & B.C. Straits. <i>The Process of Social Research</i> (Oxford University Press, 2016)		
2	Guthrie, Gerard,. <i>Basic Research Methods: An Entry to Social Science Research</i> (Sage Publication, 2010)	4	Perti Alasuutari, Leonard Bickman, Julia Brannen <i>The SAGE Handbook of Social Research Methods</i> , (Sage Publication, 2008)		

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D15T	Course Name	Digital Story Telling				Course Category	D	Discipline Core/ Elective Courses	L	T	P	C
									4	0	0	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	To develop skills fundamental to addressing an audience with moving images and sounds	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity, Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Leadership Qualities, Professionalism, Autonomy, Digital Technology Skills	Value Incubation, Multicultural Industries, Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation				
CLR-2	To learn how to synthesize words, images and sound to create and produce stories for the digital landscape that address different audiences																	
CLR-3	To emphasize on writing, producing and other creative skills appropriate for digital platforms																	
CLR-4	Development of production storytelling techniques																	
<b>CLO At the end of this course, learners will be able to:</b>																		
CLO-1	Formulate an effective strategy for design and creation of digital stories	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1
CLO-2	Demonstrate developed knowledge of the principles and concepts of framing, sound, composition, visual storytelling, digital storytelling, and culture	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Develop critical skills to explore digital media	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Integrate different media into a seamless online environment.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
<b>SLO-1</b>	Storytelling: Evolution of storytelling along with mankind	Introduction of comic books in India (Tinkle, Chandhamama and other Indian comics)	Storytelling in the Digital age	Transmedia Storytelling	Communication with text, sound, images, moving images
<b>SLO-2</b>	Evolution of storytelling along with mankind	Introduction of comic books in India (Tinkle, Chandhamama and other Indian comics)	Storytelling in the Digital age	Transmedia Storytelling	info graphics, inter actives,
<b>SLO-3</b>	What's the Story? Shaping the Story	Storytelling via Print: Comics in Newspapers	Introduction to digital comics	Treatment and Interpretation	animation and other types of visual means.
<b>SLO-4</b>	How stories are created	Storytelling via Print: Comic Books	Natural Worlds/Digital Worlds: Virtuality and Eco criticism	Treatment and Interpretation	animation and other types of visual means.

<b>SLO-5</b>	What are the basic elements of a story?	Storytelling via Print: Comic Books	Natural Worlds/Digital Worlds: Virtuality and Eco criticism	Ideas and point of view	Understanding digital images (bitmap, color depth, color mode, resolution)
<b>SLO-6</b>	What are the basic elements of a story?	mythology of comics and storytelling	Natural Worlds/Digital Worlds: Virtuality and Eco criticism	Story and narrative structure for digital environments	Understanding digital images (bitmap, color depth, color mode, resolution)
<b>SLO-7</b>	Story telling as an educational vehicle	mythology of comics and storytelling	Introducing Digital Storytelling Cookbook; Storytelling Paradigms	Story and narrative structure for digital environments	The process of balancing, retouching and manipulating digital images
<b>SLO-8</b>	Story telling as an educational vehicle	Seven Steps of Digital Storytelling	Introducing Digital Storytelling Cookbook; Storytelling Paradigms	Visual storytelling	Optimizing photographic images: contrast, hue, saturation and other qualities
<b>SLO-9</b>	sequence of events and storytelling	Approaches to Scriptwriting; Storyboarding	Researching Tools; Finding the Story	Visual storytelling	Word Press for online journal – Other tools to create digital repository
<b>SLO-10</b>	sequence of events and storytelling	Approaches to Scriptwriting; Storyboarding	Researching Tools; Finding the Story	Digital Story Mapping: Knightlab Storymaps and Interactive Timeline	Domain and hosting purchase
<b>SLO-11</b>	Death of comics?	Pitching; Story Cycle; Listening; Art of Organizing: Scanning, Visuals, Editing	Characteristics of digital media (Interactive, participatory, non-linear)	Digital Story Mapping: Knightlab Storymaps and Interactive Timeline	Case Studies on Interactive Journalism (Rebuilding Haiti, Voices from Middle East)
<b>SLO-12</b>	Death of comics?	Pitching; Story Cycle; Listening; Art of Organizing: Scanning, Visuals, Editing	Characteristics of digital media (Interactive, participatory, non-linear)	Digital Story Mapping: Knightlab Storymaps and Interactive Timeline	Case Studies on Interactive Journalism (Rebuilding Haiti, Voices from Middle East)

Resources					
1	Joe Lambert. Digital Storytelling Cookbook. 2018. Digital Diner Press	3	Miller, Carolyn Handler. 2014. Digital Storytelling: A Creator's Guide to Interactive Entertainment. Routledge.		
2	Lambert, Joe. 2018. Digital Storytelling: Capturing Lives, Creating Community. Routledge	4	Telling the Story: The Convergence of Print, Broadcast and Online Media (3rd Ed.),” The Missouri Group, 2007 Bedford/St. Martin’s		

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

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓ Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓ Quality Education ✓
Learning Management System		Hands-on Practice	✓ Gender Equality ✓
		Debate	✓
		Interactive Lecture	✓

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D16T	Course Title	Digital Humanities				Category	D	Discipline Core/ Elective Course	L	T	P	C
									4	0	0	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Introduces students to the intersection of digital technology and the humanities																		
CLR-2	Gain essential digital skills and learn to apply them critically to analyze and interpret media, and humanistic content in digital contexts																		
CLR-3	Focus on the ethical dimensions of digital content creation and data handling, students will explore issues such as data privacy, accessibility, and inclusivity																		
CLR-4	Enhance their ability to communicate complex ideas through digital means, an essential skill for modern media professionals and journalists.																		
CLR-5	Interpret and present complex data in accessible formats relevant to storytelling, journalism, and communication.																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Research, Critical Thinking, Problem Solving, Autonomy, Academic, Quantitative, Research Skills	Digital Technology Skills	Value Incultation, Multicultural Inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Media Literacy and Ethical Practice	Adaptability and Innovation		
CLO-1	Explain how digital tools transform traditional humanities fields such as literature and media studies	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	Demonstrate proficiency in digital humanities methods such as text analysis, digital mapping, and data visualization	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Evaluate the reliability, accessibility, and ethical implications of digital content and datasets used in humanities research and journalism	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Use digital storytelling techniques, including multimedia and interactive content, to present humanistic research in innovative formats that engage modern audiences.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Develop collaborative skills, learning to work in interdisciplinary teams to create projects that address real-world issues through a digital humanities lens.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO1	Defining Digital Humanities	Overview of Digital Tools	Introduction to Data Analysis in Humanities	Basics of Digital Storytelling	Ethics in Digital Humanities Research
SLO 2	History and Evolution	Text Analysis Tools	Text Mining in Humanities	Choosing Effective Storytelling Mediums	Issues of Privacy and Consent
SLO 3	Core Concepts and Approaches	Data Analysis Software	Statistical Methods in Text Analysis	Basics of Data Visualization	Inclusivity and Accessibility
SLO 4	Interdisciplinary Applications	Digital Mapping Techniques	Introduction to Sentiment Analysis	Designing Infographics	Responsible Digital Curation

<b>SLO 5</b>	The Role of Technology in Humanities	Introduction to Geospatial Data	Introduction to Topic Modeling	Basics of Interactive Storytelling	Digital Preservation Principles
<b>SLO 6</b>	Key Projects and Trends	Working with Public Datasets	Using Text Corpus for Analysis	Tools for Narrative Building	Impact on Society and Culture
<b>SLO 7</b>	Career Paths in Digital Humanities	Introduction to APIs in Digital Humanities	Visualization Techniques for Text Data	Audience Engagement in Digital Platforms	Cultural Impact of Digital Projects
<b>SLO 8</b>	Preparing for Digital Research	Integrating Tools in Research Workflow	Case Studies in Data Analysis	Creating Visual Content for Stories	Assessing Project Impact
<b>SLO 9</b>	Workshop: Setting Up a Research Project	Workshop: Using Text Analysis Software	Practical: Text Mining Exercise	Hands-On: Creating a Storyboard	Case Study Analysis on Ethical Issues
<b>SLO 10</b>	Exploring Key Digital Humanities Resources	Data Cleaning and Preparation	Sentiment Analysis on Historical Texts	Visualizing Data for Stories	Group Exercise on Inclusivity in Projects
<b>SLO 11</b>	Hands-On: Reviewing Digital Projects	Hands-On: Using GIS Software for Mapping	Workshop: Topic Modelling Practice	Interactive Visual Design Workshop	Workshop: Ethical Evaluation of Digital Projects
<b>SLO 12</b>	Collaborating on Digital Humanities Project Ideas	Integrating Multiple Tools	Analysing Text Data	Building a Digital Story	Group Presentation on Project Impact Assessment

Resources					
1	Berry, David M. Understanding Digital Humanities, 2012. Palgrave Macmillan.	4	Drucker, Johanna. Graphesis: Visual Forms of Knowledge Production, 2014. Harvard University Press.		
2	Gold, Matthew K., and Klein, Lauren F. Debates in the Digital Humanities, 2016. University of Minnesota Press.	5	Terras, Melissa, Nyhan, Julianne, and Vanhoutte, Edward. Defining Digital Humanities: A Reader, 2013. Routledge.		
3	Schreibman, Susan, Siemens, Ray, and Unsworth, John. A Companion to Digital Humanities, 2004. Blackwell Publishing.	6	Ramsay, Stephen. Reading Machines: Toward an Algorithmic Criticism, 2011. University of Illinois Press.		

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

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2	Ms. Muskaan Ahmed, Feature Writer, Times of India		2 Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
			3 Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
			4. Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

**Semester VIII**

Course Code	UJM24D17L	Course Title	Podcast Production				Category	D	Discipline Core/ Elective Course	L	T	P	C
									0	0	8	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	offer students an immersive, hands-on experience in producing digital audio content																		
CLR-2	Equip students with the skills to create content for a rapidly expanding and highly accessible platform.																		
CLR-3	Encourage students to experiment with narrative styles, sound design, and the spoken word, enhancing their multimedia journalism competence.																		
CLR-4	Teach students the techniques required to engage audiences by understanding listener dynamics, and leveraging digital distribution platforms.																		
CLR-5	Familiarise students with cross-platform content creation, preparing them for diverse roles in the media industry.																		

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO										
									1	2	3	4	5	6	7	8	9	10	
CLO-1	record, edit, and produce high-quality podcasts, applying technical skills in sound engineering and software like Audacity or Adobe Audition.	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	ideate, script, and format a podcast episode, ensuring it aligns with journalistic standards and audience expectation	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	demonstrate effective interviewing skills and storytelling methods, creating compelling audio narratives that engage listeners.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	publish podcasts across various platforms and develop strategies to promote their content to specific audiences.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	apply ethical practices and legal considerations, including copyright, privacy issues, and journalistic integrity, while producing podcasts.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	24	24	24	24	24
<b>SLO1-3</b>	Analyze a Popular Podcast	Develop Episode Outlines	Introduction to Audio Equipment	Mock Interview Workshop	Publishing Your Podcast
<b>SLO 4- 6</b>	Explore Podcast Platforms	Collaborative Scriptwriting	Recording Techniques	Conducting an In-Studio Interview	Podcast SEO and Discoverability
<b>SLO 7 - 9</b>	Hands-On Exploration of Equipment	Peer Review of Scripts	Sample Recording Session for Episode 1	Field Recording Techniques	Social Media Promotion
<b>SLO 10-12</b>	Group Activity – Podcast Genre Identification	Recording a Scripted Segment	Introduction to Editing Software	Field Recording Exercise	Final Podcast Episode Recording
<b>SLO 13-15</b>	Plan Your First Podcast Episode	Creating Cohesive Episode Series	Basic Audio Editing	Editing Field Interviews	Editing and Final Touches
<b>SLO 16 -18</b>	Pitch Podcast Ideas	Storyboarding Podcasts	Adding Music and Sound Effects	Group Fieldwork Project	Creating Promotional Materials
<b>SLO 19-21</b>	Practical Podcasting Setup	Peer Review of Storyboards	Advanced Editing Techniques	Live Interview Recording	Monetizing Your Podcast
<b>SLO 22-24</b>	Record a Short Podcast Intro	Finalizing Scripts for Recording	Group Review of Edited Audio	Editing and Mixing Fieldwork	Presenting Final Podcast Projects

Resources			
1	Abel, Jessica. <i>Out on the Wire: The Storytelling Secrets of the New Masters of Radio</i> . 2015, Broadway Books.	4	Morris, Tee, and Chuck Tomasi. <i>Podcasting for Dummies</i> . 2020, For Dummies.
2	Mayo, Amanda. <i>Podcasting: How to Start a Podcast and Create a Profitable Podcasting Business</i> . 2020, Amanda Mayo Publishing.	5	Kaempfer, Rick, and John Swanson. <i>The Radio Producer's Handbook</i> . 2004, Allworth Press.
3	Nuzum, Eric. <i>Make Noise: A Creator's Guide to Podcasting and Great Audio Storytelling</i> . 2019, Workman Publishing.		

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D18L	Course Title	Blogging and Podcast				Category	D	Discipline Core/ Elective Course	L	T	P	C
									0	0	8	4	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10		
CLR-1	Equip students with essential skills required to craft engaging narratives through blogging and podcasting																			
CLR-2	Ensures that students gain proficiency in using various tools for content creation, editing, and publishing																			
CLR-3	Ensures that students learn to tailor content for different demographics, resonate with targeted audience.																			
CLR-4	Allow students to experiment with their voice, style, and tone while producing original content.																			
CLR-5	Teach students to understand and build promotional techniques and the basics of monetization																			

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO											
CLO-1	Create, structure, and publish high-quality blog posts and podcast episodes.	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	1	
CLO-2	Use a range of multimedia tools for writing, recording, editing, and publishing both blogs and podcasts	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	1	
CLO-3	create basic promotion strategies for their blogs and podcasts, utilizing SEO, social media, and other digital marketing techniques	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	2	
CLO-4	explore and implement methods of monetizing their content through advertisements, sponsorships, or affiliate marketing	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	3	
CLO-5	critically evaluate their content, incorporating feedback and self-assessment to improve on their future endeavors	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	3	

Sessions	CLO -1	CLO – 2	CLO - 3	CLO - 4	CLO – 5
	24	24	24	24	24
SLO1-3	Blog Creation Setup	Developing Blog Post Series	Blog Comment Management	Affiliate Marketing for Blogs	Blog Post Series Completion
SLO 4- 6	Exploring Blog Themes and Layouts	Writing and Editing Blog Series Post 1	Analyzing Blog Metrics	Writing Sponsored Blog Content	Podcast Episode Series Completion
SLO 7 - 9	Writing the First Blog Post	Creating Engaging Blog Headlines	Writing a Blog Response Post	Setting Up Podcast Ads	Content Portfolio Development
SLO 10-12	Introduction to Podcast Equipment	Podcast Episode Planning	Podcast Listener Engagement	Creating a Podcast Trailer	Peer Review of Final Projects
SLO 13-15	Podcast Hosting Platforms Exploration	Podcast Scriptwriting Introduction	Interviewing Skills for Podcasts	Cross-Promotion Partnerships	Creating a Professional Blog or Podcast Resume
SLO 16 -18	Recording the First Podcast	Recording a Scripted Podcast	Recording and Editing an Interview Podcast	Monetizing Through Subscriptions	Writing/Recording a Reflective Blog Post/Podcast
SLO 19-21	Editing Basics for Blogs	Editing and Adding Sound Effects	Audience Polls and Surveys	Promoting Content with SEO Tools	Promoting Final Blog Series and Podcast
SLO 22-24	Basic Podcast Editing	Blog Content Enhancement	Engaging with Social Media for Blogs and Podcasts	Writing Newsletters for Blogs and Podcasts	Mock Interview for Blogging and Podcasting Careers

Resources		
1	Abel, Jessica. Out on the Wire: The Storytelling Secrets of the New Masters of Radio. 2015, Broadway Books.	4
2	Mayo, Amanda. Podcasting: How to Start a Podcast and Create a Profitable Podcasting Business. 2020, Amanda Mayo Publishing.	5
3	Nuzum, Eric. Make Noise: A Creator's Guide to Podcasting and Great Audio Storytelling. 2019, Workman Publishing.	6

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
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				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D19J	Course Title	UI and UX Design				Category	D	Discipline Core/ Elective Course	L	T	P	C
										2	0	4	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	instill a deep understanding of user-centered design principles, emphasizing the importance of aligning design processes with user needs and behaviors.																		
CLR-2	gain a comprehensive understanding of how UI and UX disciplines interact and complement each other, resulting in effective design solutions.																		
CLR-3	provides practical experience with industry-standard design tools and software, enabling students to apply theoretical concepts in real-world scenarios.																		
CLR-4	develop critical thinking and problem-solving skills essential for identifying user challenges and creating innovative design solutions.																		
CLR-5	prepares students for the evolving landscape of UI and UX design, enhancing their employability in the field.																		

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Attainment			PLO									
							1	2	3	1	2	3	1	2	3	4	5	6	7
CLO-1	Demonstrate proficiency in using key design tools for creating wireframes, prototypes, and user interfaces.	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1	
CLO-2	Conduct user research, analyze findings, and apply insights to inform design decisions that enhance user experience.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Develop user personas based on research data, enabling them to tailor design solutions to meet specific user needs and behaviors.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Design and evaluate user interfaces through usability testing, providing recommendations for improvements based on user feedback.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Work collaboratively in teams, applying design thinking methodologies to address complex UI and UX challenges effectively.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	18	18	18	18	18
SLO-1	Overview of UI and UX Design	Basics of Interaction Design	Importance of Prototyping	Emotional Design	Collaborating in Design Teams
SLO-2	User-Centered Design Principles	Affordances and Signifiers	Types of Prototypes	Gamification in UI/UX	Practical: Team Design Projects
SLO-3	The Design Process	Designing for Different Devices	Practical: Creating Low-Fidelity Prototypes	Practical: Designing for Emotions	Case Studies in UI/UX Design
SLO-4&5	Understanding User Research	Colour Theory and Typography	User Testing Prototypes	Integrating Branding into UI/UX	Practical: Analyzing Case Studies
SLO-6	Personas and User Journeys	Practical: Colour and Typography	Practical: User Testing of Prototypes	Practical: Branding and Design Cohesion	Networking and Building Industry Contacts
SLO-7	Practical: Creating User Personas	Practical: Designing Interactive Elements	Analyzing Prototype Testing Results	UI/UX Design Trends and Future Directions	Practical: Preparing for Job Interviews

<b>SLO-8</b>	Usability Testing Overview	User Feedback and Iteration	Iterating on Prototypes	Ethical Considerations in Design	Understanding Design Roles and Careers
<b>SLO-9&amp;10</b>	Heuristic Evaluation	Practical: Conducting User Testing	Practical: Refining Prototypes	Practical: Ethical Design Scenarios	Practical: Career Planning Workshop
<b>SLO-11</b>	Practical: Conducting Heuristic Evaluations	Analyzing User Feedback	Presentation Techniques for Designs	Designing for Global Audiences	Industry Guest Speakers
<b>SLO-12</b>	Overview of Design Tools	Practical: Iterating Based on Feedback	Practical: Preparing Design Presentations	Practical: Adapting Designs for Cultures	Practical: Q&A with Guest Speakers
<b>SLO-13</b>	Practical: Tool Familiarization	Accessibility in UI Design	Peer Review of Presentations	Portfolio Development for Designers	Course Reflection and Feedback
<b>SLO-14-18</b>	Practical: Creating a Simple Wireframe	Practical: Accessibility Evaluation	Finalizing Presentation Materials	Practical: Creating a Design Portfolio	Final Project Presentations

Resources					
1	Krug, Steve. Don't Make Me Think: A Common-Sense Approach to Web Usability. 2000, New Riders Publishing.	3	Norman, Don. The Design of Everyday Things. 2013, Basic Books.		
2	Garrett, Jesse James. The Elements of User Experience: User-Centered Design for the Web and Beyond. 2010, New Riders.	4	Saffer, Dan. Designing for Interaction: Creating Smart Applications and Clever Devices. 2006, New Riders.		

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

Strategies				
Technology	Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System		Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24D20J	Course Title	Design Thinking	Category	D	Discipline Core/ Elective Course	L	T	P	C
							2	0	4	4

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	introduce students to Design Thinking as a systematic, user-centered approach to solving complex problems through creative and innovative solutions.																	
CLR-2	students to understand the process of design thinking and apply it in real-world scenarios.																	
CLR-3	Teach students how to work in teams, brainstorm, and develop solutions that meet user needs effectively.																	
CLR-4	how to develop solutions that are human-centered and contextually relevant.																	
CLR-5	prepares students for the dynamic challenges of the media and communication industry by training them in innovative thinking																	

  

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO									
CLO-1	apply the five phases of Design Thinking (empathize, define, ideate, prototype, and test) to solve real-world problems in the media and communication sector.	✓	✓	-	-	2	85	75										
CLO-2	demonstrate the ability to conduct user research, analyze user needs, and generate insights that inform the design process	✓	✓	✓	-	2	85	75										
CLO-3	create prototypes and conduct user testing to evaluate the effectiveness of their design solutions, making iterative improvements based on feedback.	✓	✓	✓	✓	3	85	75										
CLO-4	skilled in employing various ideation techniques to generate innovative solutions that address user challenges.	✓	✓	✓	✓	3	85	75										
CLO-5	gained experience in collaborative problem-solving, working in teams to develop and present a fully realized design project from concept to execution.	✓	✓	✓	✓	3	85	75										

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	18	18	18	18	18
SLO-1	Introduction to Design Thinking	Importance of Problem Definition	High-Fidelity Prototypes	Design Thinking in Business and Media	The Role of Design Thinking in the Creative Industry
SLO-2	Key Concepts of Design Thinking	Ideation Techniques	Prototyping Tools: Digital Tools Overview	Ethical Considerations in Design Thinking	Practical: Industry-Led Workshop
SLO-3	Stages of the Design Thinking Process	Prototyping in Design Thinking	Practical: Creating a High-Fidelity Prototype	Practical: Analyzing Case Studies	Design Thinking for Startups and Innovation
SLO-4&5	The Role of Empathy in Design	Practical: Problem Framing Workshop	Usability Testing Methods	Design Thinking for Social Good	Practical: Design Sprint Workshop
SLO-6	Design Thinking Case Studies	Practical: Brainstorming Solutions	Practical: Conducting Usability Testing	Practical: Designing for Social Impact	Evaluating the Business Impact of Design Thinking
SLO-7	Practical: Empathy Mapping	Practical: Mind Mapping Session	Gathering and Analyzing User Feedback	Applying Design Thinking to Journalism	Practical: Business Design Thinking Challenge

<b>SLO-8</b>	Practical: Problem Definition Workshop	Practical: Collaborative Ideation	Practical: Analyzing Usability Test Results	Practical: Media Design Thinking Workshop	Career Paths in Design Thinking
<b>SLO-9&amp;10</b>	Practical: Ideation Session	Prototyping Tools and Methods	Iterative Design Process	Prototyping Digital Media Products	Practical: Preparing a Design Portfolio
<b>SLO-11</b>	Practical: User Research	Practical: Building Low-Fidelity Prototypes	Practical: Refining Prototypes	Practical: Digital Media Product Prototyping	Real-World Application of Design Thinking
<b>SLO-12</b>	Practical: Group Feedback Session	Practical: Testing Low-Fidelity Prototypes	Practical: Final Prototype Presentation	Evaluating Design for Journalism and Media	Practical: Design Thinking in Action Workshop
<b>SLO-13</b>	Practical: Creating Personas	Feedback and Iteration	Presentation and Storytelling for Designers	Practical: Testing and Iterating Media Prototypes	Final Reflection and Course Recap
<b>SLO-14-18</b>	Reflection and Recap	Practical: Iterating on Prototypes	Practical: Presenting the Final Prototype	Practical: Final Presentation of Media Designs	Practical: Final Project Presentation

Resources			
1	Brown, Tim. Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. 2009, Harper Business.	3	Norman, Don. The Design of Everyday Things. 2013, Basic Books.
2	Kelley, Tom, and David Kelley. Creative Confidence: Unleashing the Creative Potential Within Us All. 2013, Crown Business	4	Liedtka, Jeanne, and Tim Ogilvie. Designing for Growth: A Design Thinking Tool Kit for Managers. 2011, Columbia Business School Publishing.

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

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Clarification/Pauses	✓ Good Health & Well Being	✓
Presentation Tools	✓ Group Discussion	✓ Quality Education	✓
Learning Management System	Hands-on Practice	✓ Gender Equality	✓
	Debate	✓	
	Interactive Lecture	✓	

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Designers</b>					
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2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24P04L	Course Title	Research Project and Dissertation				Category	R	Project Work/ Internship	L	T	P	C
									0	0	24	12	

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	To understand the scope of research																		
CLR-2	To learn the theoretical frame work																		
CLR-3	To know the elements of research																		
CLR-4	To explore different forms of research																		
CLR-5	To understand the scope of research																		

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	PLO										
									1	2	3	4	5	6	7	8	9	10	
CLO-1	Various theories of research	✓	✓	-	-	2	85	75											
CLO-2	Theoretical framework of research	✓	✓	✓	-	2	85	75											
CLO-3	Understand various research elements	✓	✓	✓	✓	3	85	75											
CLO-4	Different studies in research	✓	✓	✓	✓	3	85	75											
CLO-5	Various theories of research	✓	✓	✓	✓	3	85	75											

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 (Fifty pages minimum)

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

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Dharini Balasubramaniam, Correspondent, Mirror Now	1	Dr. M.S Harikumar, Director, School of Communication and Information Science, University of Kerala	1	Dr. Shiva Shankaran K.R, Head, Dept of JMC SRM KTR
2	Ms. Muskaan Ahmed, Feature Writer, Times of India			2	Dr. Praveen Kumar P, Assistant Professor, Dept of JMC SRM KTR
				3	Dr. Divakar, Assistant Professor, Dept of JMC SRM KTR
				4.	Dr. Prabhakaran. V, Head, Media Studies, SRM Ramapuram

Course Code	UJM24P05L	Course Title	Professional Internship	Category	R	Project Work/ Internship	L	T	P	C
							0	0	24	12

Course Offering Department	Journalism and Mass Communication	Pre-requisite Courses	Nil	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	Explore journalism from a global perspective.																	
CLR-2	Embrace various storytelling formats and mediums.																	
CLR-3	Explore and apply ethical principles in journalism through their research and reporting,																	
CLR-4	An opportunity for students to develop skills																	
CLR-5	How to dig deeper, critically analyse data, interview key sources, and present their findings in a comprehensive and impactful manner.																	
CLO	At the end of this course, learners will be able to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLO-1	Conduct thorough research, gather relevant information from multiple sources	✓	✓	-	-	2	85	75	3	2	1	1	2	3	2	2	2	1
CLO-2	critical thinking skills by evaluating the credibility, bias, and accuracy of information sources	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	demonstrate effective communication skills by presenting their findings and insights in a clear, organized, and engaging manner	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	apply ethical principles and standards in their research and reporting.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	demonstrate adaptability and innovation by utilizing various journalistic formats	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

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 %

<b>Designers</b>					
Professional Experts		Higher Institution Experts		Internal Experts	
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