

Department of Media Studies

B.A. (Hons.) Media Studies Curriculum and Syllabus

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



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

Department Vision

To be a leading department in media research and education, fostering innovation and addressing global challenges. We aim to create an inclusive environment that empowers students to become ethical leaders and drive positive change through strategic partnerships and knowledge advancement.

Department Mission

1. To advance critical research and thought leadership in media, addressing global challenges and shaping the future of communication.
2. To provide a transformative, inclusive education that empowers students to become ethical leaders in media and agents of positive societal change.
3. To foster strategic collaborations with industry, government, and communities that enhance learning, innovation, and contribute to the greater good.

Program Educational Objectives (PEO)

1. Successful careers in media and communication are developed, addressing global challenges and driving innovation.
2. Continuous learning and development are embraced, with a commitment to ethical practices in media and fostering positive societal change.
3. Active contributions to industry, government, and community partnerships advance media innovation and promote social good.

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

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

Program Specific Outcomes (PSO)

1. Graduates will be able to critically analyse and evaluate media content, communication strategies, and societal impacts, applying their knowledge to real-world media challenges.
2. Graduates will demonstrate strong communication, storytelling, and advocacy skills, effectively conveying informed perspectives on media, culture, and social issues.
3. Graduates will possess the skills necessary for successful careers in media production, journalism, digital communication, and related fields, contributing to innovation and societal impact.

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

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

Category Wise Credit Distribution (B.A. Hons.)			
Course Sub-Category	Sub-Category Credits	Category Credits	Learning Hours
Ability Enhancement Courses (AEC)		8	240
University AEC	4		
School AEC	4		
Value Added Courses (VAC)		8	240
University VAC	8		
School VAC	0		
Skill Enhancement Courses (SEC)		15	450
School SEC	9		
Department SEC	0		
SEC Elective	6		
Foundation / Interdisciplinary Courses - FIC		22	660
School FIC	22		
Department FIC	0		
Core + Core Elective including Specialization (CC)		100	3000
Core	100		
Core Elective (Inc Specialization)	0		
Minor (MC) + Open Elective (OE)		15	450
Research / Design / Internship/ Project (RDIP)		26	780
Internship / Design Project / Startup / NGO	6		
Internship / Research / Thesis	20		
Total		194	5820

Category Wise Credit Distribution(B.A. Hons. with Research)			
Course Sub-Category	Sub-Category Credits	Category Credits	Learning Hours
Ability Enhancement Courses (AEC)		8	240
University AEC	4		
School AEC	4		
Value Added Courses (VAC)		8	240
University VAC	8		
School VAC	0		
Skill Enhancement Courses (SEC)		15	450
School SEC	9		
Department SEC	0		
SEC Elective	6		
Foundation / Interdisciplinary Courses - FIC		22	660
School FIC	22		
Department FIC	0		
Core + Core Elective including Specialization (CC)		76	2280
Core	76		
Core Elective (Inc Specialization)	0		
Minor (MC) + Open Elective (OE)	15	15	450
Research / Design / Internship/ Project (RDIP)		28	840
Internship / Design Project / Startup / NGO	14		
Internship / Research / Thesis	14		
Total		172	5100

Semester wise Course Credit Distribution Under Various Categories (B.A. Hons.)										
Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	2	2	2	2	0	0	0	0	8	5
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	5
Skill Enhancement Courses - SEC	2	3	2	2	3	3	0	0	15	8
Foundation / Interdisciplinary Courses - FIC	14	8	0	0	0	0	0	0	22	13
CC / SE / CE / TE / DE / HSS	0	4	16	16	16	16	16	8	92	53
Minor / Open Elective - OE	0	3	3	3	3	3	0	0	15	9
(Research / Design / Industrial Practice / Project / Thesis / Internship) - RDIP	0	0	2	0	4	0	0	6	12	7
Grand Total	20	22	25	23	26	26	16	14	172	100

Semester wise Course Credit Distribution Under Various Categories (B.A. Hons. with Research)										
Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	2	2	2	2	0	0	0	0	8	5
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	5
Skill Enhancement Courses - SEC	2	3	2	2	3	3	0	0	15	8
Foundation / Interdisciplinary Courses - FIC	14	8	0	0	0	0	0	0	22	13
CC / SE / CE / TE / DE / HSS	0	4	16	16	16	16	8	0	76	44
Minor / Open Elective - OE	0	3	3	3	3	3	0	0	15	9
(Research / Design / Industrial Practice / Project / Thesis / Internship) - RDIP	0	0	2	0	4	0	8	14	28	16
Grand Total	20	22	25	23	26	26	16	14	172	100

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

- Learning Hours : 30 learning hours are equal to 1 credit.
- Lecture/Tutorial : 15 contact hours (60 minutes each) per semester are equal to 1 credit.
- Discussion : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- Practical : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- Project : 30 project hours (60 minutes each) per semester are equal to 1 credit.

SEMESTER - I								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 101	Art of Listening, Speaking and Reading	1	0	1	2
2	VAC	U VAC	VAC 101	Environmental Science	2	0	0	2
3	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
4	FIC	S FIC	FIC 123	Understanding Indian Society(ies): Myths and Realities	3	1	0	4
5	FIC	S FIC	FIC 122	Understanding the Indian Constitution	3	1	0	4
6	FIC	S FIC	FIC 121	Understanding Human Minds	3	1	0	4
7	FIC	S FIC	FIC 101	Emerging Technologies	2	0	0	2
Semester Total					15	4	1	20

SEMESTER - II								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 107	Effective Writing and Presentation skills	1	1	0	2
2	VAC	U VAC	VAC 102	Universal Human Values and Ethics	2	0	0	2
3	SEC	S SEC	SEC 114	Analytical Reasoning and Aptitude Skills - Basics	1	1	1	3
4	FIC	S FIC	FIC 115	Economics in Everyday Life	4	0	0	4
5	FIC	S FIC	FIC 116	Data Analytics for Social Sciences	4	0	0	4
6	Core	CC	MDS 101	Introduction to Media Studies	3	1	0	4
7	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					18	3	1	22

SEMESTER - III								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	S AEC	AEC 104	Creativity and Critical thinking Skills	1	0	1	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	2	0	0	2*
4	SEC	S SEC	SEC 103	Entrepreneurial Mindset	2	0	0	2
5	Core	CC	MDS 201	Audio-Visual Production	3	1	0	4
6	Core	CC	MDS 202	Advertisements and Public Relations	3	1	0	4
7	Core	CC	MDS 203	Theories of Media and Communication	3	1	0	4
8	Core	CC	MDS 204	Writing for the media	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
10	RDIP	RDIP	MDS 209	Summer Immersion	0	0	2	2
Semester Total					18	4	3	25

SEMESTER - IV								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	S AEC	AEC 102	Leadership and Teamwork	1	0	1	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	2	0	0	2*
4	SEC	S SEC	SEC 108	Social Entrepreneurship	1	1	0	2
5	Core	CC	MDS 205	Reels in Motion: Documentary Film Making	3	1	0	4
6	Core	CC	MDS 206	Understanding Film theory	3	1	0	4
7	Core	CC	MDS 207	Introduction to Research Methods	3	1	0	4
8	Core	CC	MDS 208	Photography and Lens Making	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					17	5	1	23

SEMESTER - V								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	2	0	0	2*
3	SEC	E SEC		Career Skills - I	3	0	0	3
4	Core	CC	MDS 301	Television News Production	3	1	0	4
5	Core	CC	MDS 302	Cinemas of India	3	1	0	4
6	Core	CC	MDS 303	Media, Culture & Society	3	1	0	4
7	Core	CC	MDS 304	Media and Posthumanism	3	1	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
9	RDIP	RDIP	MDS 305	Internship	0	0	4	4
Semester Total					18	4	4	26

SEMESTER - VI								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	2	0	0	2
3	SEC	E SEC		Career Skills - II	3	0	0	3
4	Core	CC	MDS 306	Research Seminar	3	1	0	4
5	Core	CC	MDS 307	Heritage, Art and Media	3	1	0	4
6	Core	CC	MDS 308	Marginalities in the Mediatic Worlds: Caste, Gender and Disability	3	1	0	4
7	Core	CC	MDS 309	Dynamics of Community Radio in India	3	1	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					20	4	2	26

SEMESTER – VII (BA Hons)								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	MDS 401	Advanced Research Methods	3	1	0	4
2	Core	CC	MDS 402	Media and Nationalism	3	1	0	4
3	Core	CC	MDS 403	Development Communication	3	1	0	4
4	Core	CC	MDS 404	Media and Border Studies	3	1	0	4
Semester Total					12	4	0	16

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

SEMESTER – VIII (BA Hons)								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	MDS 406	Media and Advertising: Evolution and Ethics	3	1	0	4
2	Core	CC	MDS 407	Media and Audience	3	1	0	4
3	RDIP	RDIP	MDS 408	Research Project I	0	0	6	6
Semester Total					6	2	6	14

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

Open Electives								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	OE	OE	MDS 241	AI and New Media	3	0	0	3
2	OE	OE	MDS 242	Media and Psychoanalysis	3	0	0	3
3	OE	OE	MDS 243	Media and Popular Culture	3	0	0	3
4	OE	OE	MDS 244	Media and Sound System	3	0	0	3
5	OE	OE	MDS 245	Media, Surveillance and Privacy	3	0	0	3



The Art of Listening, Speaking and Reading Skills

Course Code	AEC 101	Course Category					L	T	P	C
							1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Literature and Languages	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To develop and enhance students' proficiency in listening, speaking, and reading skills,
- To help the participants understand the purpose and differentiate various types of audience.
- To prepare the students to produce Language in various contexts be it Oral or Written form.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop advanced listening skills, to comprehend and respond to a wide range of spoken language varieties, accents, and contexts with increased accuracy and fluency.	2	90%	90%
Outcome 2	Articulate ideas and thoughts clearly and effectively in both informal and formal settings, utilizing appropriate vocabulary, grammar, and speech delivery techniques.	3	90%	90%
Outcome 3	Enhance their reading comprehension and critical analysis abilities, enabling them to understand complex texts, extract key information, and critically evaluate the content within various genres and subjects.	3	70%	70%
Outcome 4	Engage in effective and meaningful conversations, demonstrating improved listening skills, oral communication abilities, and comprehension of written texts, thereby enhancing their overall language proficiency and communication competence	2	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Augmenting Listening skills	9		
	Course introduction and objectives: Importance of LSRW	1	1	1 a
	Listening - Barriers to active listening and steps to Overcome	2	1	1 b
	Listening Comprehension How to take/ make notes (different ways)	2	1	1b, 2a, 2c
	Listening practice: Identifying main ideas, supporting details, and inferences and summarizing key points	2	1	1b, 2a, 2c
	Practice sessions: memory games, Chinese whisper	2	1	NA
Unit 2	Developing Speaking Skills	9		
	Strategies for good speech, Basics of grammatically correct speech	1	2	1a, 2 a, b, c
	Basics of phonetics and intonation	2	2	1a
	Oral presentations: do's and don'ts	1	2	1a
	Speaking Practice: Just a minute/ Impromptu, Story-telling/ Story starters Group discussions,	5	2	NA
Unit 3	Communication and Persuasion	9		
	Verbal Communication and Nonverbal Communication	2	2, 3	1a
	The art of persuasive communication (Ethos, pathos, Logos)	2	2, 3	1a
	Practice sessions (Convince the other Role plays, Self-introduction, Pitching, extempore, public speaking)	5	2, 3	NA
Unit 4	Reading	9		
	Reading strategies (Skimming and scanning, extensive and intensive)	2	2	1c
	Reading and analyzing various texts, including articles, essays, and academic papers	3	2	1c
	Reading Comprehension Practice	4	2	1c, 2a
Unit 5	Integrated Skills and Real-World Application	9		
	Engaging in discussions and debates on current issues	2	3	NA
	Real-world application of language skills (e.g., job interviews, social interactions)	2	3	NA
	Pitching Presentation	5	3	NA
	Total contact hours	45		
	Notional hours	15		
	Total Learning Hours	60		

Learning Assessment

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

Recommended Resources

1a. Shoba, L. (2017). Communicative English: A Workbook. U.K: CambridgeUniversity Press.

1b. Leonardo, N. (2020) Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills. Rockridge Press

1c. Williams, A.J. (2014) Reading Comprehension: How To Drastically Improve Your Reading Comprehension and Speed Reading Fast! (Reading Skills, Speed Reading)

2a. <https://learnenglishteens.britishcouncil.org/>

2b. <https://www.bbc.co.uk/learningenglish/>

2c. <https://www.ted.com/?geo=hi>

Other Resources

1. -

Course Designers

1. -

Environmental Science

Course Code	VAC 101	Course Category	Value Added Course		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Environmental Science and Engineering	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To describe the environmental concepts from ecology and earth science to address real-world problems.
- To interpret the complex interactions within and between environmental systems and to evaluate evolving environmental problems

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Comprehend the environmental challenges that need attention.	1	80%	70%
Outcome 2	Summarize the types of environmental pollutions and possible effects to society	2	80%	70%
Outcome 3	Classify the natural environmental resources, present state, rate of depletion and future perspectives	2	80%	70%
Outcome 4	Articulate a project-based learning on existing local to global environmental issues	2	80%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	-	1	1	-	1	1	1	2	1	-	1	-	-	-
Outcome 2	1	-	1	1	-	1	2	1	2	1	-	1	-	-	-
Outcome 3	1	-	1	2	1	1	3	2	2	1	-	1	-	-	-
Outcome 4	1	-	1	2	2	1	3	3	2	2	1	1	-	-	-
Average	1	-	1	1.5	1.5	1	2.25	1.75	2	1.25	1	1	-	-	-

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Human, Environmental Issues, and Climate Change	6	1	1,2,3
	The man-environment interaction	1	1	1,2,3
	Environmental issues and scales	1	1	1,2,3
	Land use and Land cover change	2	1	1,2,3
	Ozone layer depletion	1	1	1,2,3
	Understanding climate change and adaptation	1	1	1,2,3
Unit 2	Environmental Pollution and Health	7	2	1,2,3
	Understanding pollution; Definitions, sources, impacts on human health and ecosystem	2	2	1,2,3
	Air pollution	1	2	1,2,3
	Water pollution	1.5	2	1,2,3
	Soil pollution	1	2	1,2,3
	Solid waste	1.5	2	1,2,3
Unit 3	Ecosystems, Biodiversity Conservation, and Sustainable Development	9	3	1,2,3
	Ecosystems and ecosystem services	1	3	1,2,3
	Biodiversity and its distribution	1	3	1,2,3
	Threats to biodiversity and ecosystems	1	3	1,2,3
	Overview of natural resources	1	3	1,2,3
	Biotic resources	1	3	1,2,3
	Water resources; Soil and Energy resources	2	3	1,2,3
	Introduction to Sustainable Development Goals (SDGs)- targets and indicators	2	3	1,2,3
Unit 4	Environmental Management, Treaties and Legislation	8	4	1,2,3
	Introduction to environmental laws and regulation	2	4	1,2,3
	Environmental management system	2	4	1,2,3
	Pollution control and management	2	4	1,2,3
	Major International Environmental Agreements; Major Indian Environmental Legislations	2	4	1,2,3
Total Contact Hours		30		

Learning Assessment

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

Recommended Resources

1. Rajagopalan, R. (2016) Environmental Studies (3rd edition), Oxford University Press.
2. Sharma, P. D. (2018) Ecology and environment. Rastogi Publications.
3. Anil K. Dey. (2016). Environmental Chemistry. New Age Publisher International Pvt Ltd. ISBN: 9789385923890, 9385923897

Other Resources

1. -

Course Designers

Digital Literacy

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	Introduction - Digital Literacy	2	1	1,2,3
	About Digital Literacy	0.5	1	1,2,3
	Importance of digital literacy	0.5	1	1,2,3
	Overview of Computing Systems and Platforms	0.5	1	1,2,3
	Digital Proficiency for Career prospects and Everyday living	0.5	1	1,2,3
Unit No. 2	Know your computer	3	1	1,2,3
	Types of computing	0.5	1	1,2,3
	Accessories & peripherals	0.5	1	1,2,3
	System upkeep & maintenance	0.5	1	1,2,3
	Basic Troubleshooting	0.5	1	1,2,3
	Operating Systems	1	1	1,2,3
Unit No. 3	Microsoft Office Automation software	5	4	1,2,3
	Word Processing	1	4	1,2,3
	Excel - Data Analysis	1	4	1,2,3
	PowerPoint Presentations	1	4	1,2,3
	Digital software tools	1	4	1,2,3
	Best practices	1	4	1,2,3
Unit No. 4	Google Automation Software	3.5	4	1,2,3
	Word Processing	1	4	1,2,3
	Spreadsheet	1	4	1,2,3
	Presentations	1	4	1,2,3
	Best practices	0.5	4	1,2,3
Unit 5	Digital Communication tools	4	2	1,2,3
	Emails Systems - Gmail, MS Outlook, Zimbra, etc	0.5	2	1,2,3
	Calendar Functionality	0.5	2	1,2,3
	Drive - Access Permissions - Best practices	1	2	1,2,3
	Chat functionality and Use	1	2	1,2,3
	Zoom, MS Teams, Google meet, Jiomeet,	1	2	1,2,3
Unit No. 6	Network and Internet	3	1	1,2,3
	Basics of Network	1	1	1,2,3
	Types of browsers, Safety measures, bookmarks	1	1	1,2,3
	Search engines	1	1	1,2,3
Unit No. 7	Digital Identity for Professional Connect activities	5	3	1,2,3
	Social media	1	3	1,2,3
	Dos and Don'ts handling Social Media Accounts	2	3	1,2,3
	Digital Profile	3	3	1,2,3
Unit No. 8	Cybersecurity	1.5	1	1,2,3
	Introduction to Cybersecurity	0.5	1	1,2,3
	Strategies to protect the personal and professional data	0.5	1	1,2,3
	Awareness on various Cyber Attacks	0.5	1	1,2,3
	Security measures for Email, Personal computing systems		1	1,2,3
Unit No. 9	Information and Data Literacy	4	5	1,2,3
	Information & Data Mining Strategies	1	5	1,2,3
	Online resources	2	5	1,2,3
	Understanding on Plagiarism	1	5	1,2,3
Total Contact Hours		30		

Learning Assessment

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

Recommended Resources

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

Other Resources

Course Designers

Understanding Indian Society (ies): Myths and Realities

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

Course Objectives / Course Learning Rationales (CLRs)

1. To introduce students to the study of India as a colonial exercise(s) and its critique
2. To orient the students towards deconstructing the myth of the Indian village as a homogeneous, unchanging unit and its relationship with the Urban.
3. To introduce the students to the building blocks of society in India
4. To introduce the idea of centrality of politics in constituting Indian social.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe and critique colonial study of India	2	70%	80%
Outcome 2	Illustrate a critical understanding of changing Indian villages	2	70%	70%
Outcome 3	Define the nature of stratification in India	2	70%	80%
Outcome 4	Define and analyse the inter relationship between caste, class, gender and tribe in India	2	70%	70%
Outcome 5	Describe and Critical post-colonial Indian Social	2	70%	80%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction	12	1	
	History, Anthropology and Colonialism			5,10
	Critics of Colonial Constriction of Indian Society and Culture			4,5
Unit 2	Villages Studies and Urban studies in India	12	2	
	Understanding of Indian Villages: Anthropologists and Sociologists			6
	Revisiting Indian village Studies			21, 22
	Key Concepts: Urban, Urbanism and the City			7,14, 19
	Gender and the City			
Unit 3	Social Stratification in India- Caste and Class	14	3	
	Social Stratification			6,7
	The Book View and The Field View of Caste			6,7
	Understanding Class with special reference to the Middle Class in India			6,7,9
Unit 4	Tribes and Nomads	12	4	
	Tribal Cultures			2
	Nomadic and Semi-Nomadic Communities in India			3
	Developmental Policies for Tribes, Nomadic and Semi-Nomadic Communities			2
Unit 5	Indian State and Society	10	5	
	Colonial State and Indian Social			10
	Postcolonial Indian Social			11
	Total contact Hours	60		

Learning Assessment

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

Recommended Resources

1. Alm, Bjorn. (2010). Creating Followers, Gaining Popularity: leadership Strategies in a Tamil Nadu Village, in Pamela Price and A R Rudd (eds) Power and Influence in India: Bosses, Lords and Captains. Delhi: Routledge: 1-20.
2. Betteille, A. (1991). Society and Politics in India: Essays in a Comparative Perspective: London: The Athlone Press. (Chapter 3, The Concept of Tribes with special reference to India). (pp. 57-78).
3. Bokil, M (2002). De-Notified and Nomadic Tribes: A Perspective. Economic and Political Weekly, 37(2), pp.148–154.
4. Cohn. B.S. (1996). Notes On the History of The Study of Indian Society and Culture. In Structure and Changes in Indian Society (Milton Singer and Bernard S. Cohn eds). Jaipur: Rawat Publication. (pp.1-27).
5. Cohn. B.S. (1996). Colonialism and Its Forms of Knowledge: The British India, New Jersey: Princeton University Press. (Introduction. pp.1-15).
6. Crompton, R. (1998). Class and Stratification: An Introduction to Current Debates. Cambridge: Polity Press, 2nd Edition 5
7. Das, V. Ed. (2003). The Oxford India Companion to Sociology and Social Anthropology, Vol.I and II. Delhi: Oxford University Press (Sections 3 and 9 respectively).6
8. Deshpande, S. (2003). Contemporary India: A Sociological understanding. New Delhi: Penguin Books.7
9. Fernandes, L. (2006). India's New Middle Class: Democratic politics in an Era of Economic Reform. Minnesota: University of Minnesota Press.
10. Fuller C. J. (1977). British India or Traditional India? An Anthropological Problem, Ethnos, 42:3-4, pp.95-12.
11. Gottdiener, M. & Budd, L. (2005). Key Concepts in Urban Studies. London: Sage Publication.
12. Gupta, D. (Ed.) (1991). Social Stratification. Delhi: Oxford University Press
13. Hansen, T. (2017). On Law, Violence, and Jouissance in India, in Cultural Anthropology, 1 Nov.<https://culanth.org/fieldsights/on-law-violence-and-jouissance-in-india>
14. Harvey, D. (2010). 'The Right to the City: From Capital surplus to Accumulation by Dispossession' in Swapna Banerjee-Guha (ed.): Accumulation by Dispossession: Transformative Cities in the New Global Order (17-32). New Delhi: Sage
15. Jauregui, B. (2014). Provisional Agency in India: Jugaad and Legitimation in India, in American Ethnologist, Vol 41, No 1: 76-91
16. Mani, L. (1989). Contentious Traditions: Debate on Sati in Colonial India, in Sudesh V. & Kumkum, S. (ed) Recasting Women. Delhi: Kali for Women.
17. Metcalf, T. (1995). Ideologies of the Raj (chap 1). New York: Cambridge University Press.
18. Michelutti, L. (2014) Kingship without King in Northern India, In Patronage as Politics in South Asia, Anastasia Piliavsky (Ed) Cambridge University Press: 283-302
19. Patel, S. (2006). 'Introduction' in Sujata Patel and Kushal Deb (eds.): Urban Studies (1-38). New Delhi: Oxford University Press
20. Phadke, S, Khan, S and Ranade, S. (2011). Why Loiter? Women and Risk on Mumbai Streets, New Delhi: Penguin Books
21. Simpson, and Tilche, A and Sbriccoli, T and Jeffery, P and Otten, T (2018) A Brief History of Incivility in Rural Postcolonial India: Caste, Religion and Anthropology. Comparative Studies in Society and History, (60) 1, pp 58-89.
22. Srinivas M. N. (1987). The Indian Village: Myth and Reality. In Dominant Caste and Other Essays. Delhi: Oxford University Press. (pp.1-59).
23. Xaxa. V (1999). Transformation of Tribes in India: Terms of Discourse. Economic and Political Weekly, 34(24), pp.1519–1524.
24. Witsoe, J. (2012). Everyday Corruption and the Political Mediation of the Indian State, in EPW, Feb 11, Vol. XLVII, No. 6: 47-54

Course Designers

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

Understanding the Indian Constitution

Course Code	FIC 122	Course Category	FIC		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	History	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the need of having a constitution.	2	80%	70%
Outcome 2	Define the concept of liberty and non-discrimination.	1	90%	80%
Outcome 3	Review key institutions of Indian democracy.	2	80%	70%
Outcome 4	Examine the tradition of consensus and discontent in Indian democracy.	4	70%	60%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	2	1	2	1	-	2	2	2	2	2	2	2	2
Outcome 2	2	1	2	1	1	1	-	3	2	2	2	2	3	2	3
Outcome 3	2	2	2	1	2	1	-	2	2	2	2	3	2	2	2
Outcome 4	2	2	3	2	3	1	-	3	2	2	2	3	3	2	3
Average	2	1.5	2.25	1.25	2	1	-	2.5	2	2	2	2.5	2.5	2	2.5

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Making of the Indian Constitution	14	1,2	
	Why do we need a constitution?	2		1,2
	Beginning of constitutionalism in India: Colonial and Anti-colonial legacies	2		2,7
	Locating constituent Assembly debate: Consensus and Discontent.	3		2,3
	Reading the preamble of the Indian constitution.	2		2,6
Unit No. 2	Fundamental Rights and Directive Principles-Ideas of Equality, Justice and Liberty	13	2,3	
	Right to Equality	2		1,7
	Six Freedoms	2		1,5,7
	Religious Freedom	3		4,7
	Minority Rights	2		3,4
	Directive Principles: Goals to establish a social and economic Democracy	2		4,5
	The primacy of Rights over Directive Principles	2		4,7
Unit No. 3	Asymmetrical Federalism: Centre-State Relations	13	3,4	
	What is federalism?	1		3,6
	Constitutional provisions related to federalism	2		3,7
	Relationship between State and Centre	3		3,7
	Deliberative Ambiguities of Indian Federalism	2		1,7
	Special Provisions for Jammu and Kashmir, Himachal Pradesh, Northeastern states, and tribal areas.	3		3,7
	AFSPA and suspension of Indian democracy	2		3,7
Unit No. 4	Foundation of Governance	11	3	
	Division of Power: Legislative, Executive, and Judiciary	3		3,7
	Parliamentary form of government in India	2		3,7
	Government of the Union and Government of the State	3		1,6
	Role of Supreme Court and Judicial Activism in India	3		1,2
Unit No. 5	Constitution as a living document	9	1,4	
	Constitution as a dialogue	2		3,4
	Constitutional Amendments and the basic structure of the Indian Constitution	3		1,3,7
	Insertion of the 9 th schedule in the constitution	2		1,5
	The role of the judiciary and citizens in defending, negotiating and interpreting the constitution	2		3,7

Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (__ %)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	30%		20%				40%		20%	
	Understand	70%		80%				60%		60%	
Level 2	Apply										
	Analyse						100%			20%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Austin, G. (1996). The Indian Constitution: Cornerstone of a Nation, Oxford: OUP.
2. Bhargava, R. (ed) (2008), Ethics and Politics of the Indian Constitution, New Delhi: OUP.
3. Choudhry, S. et al. (2017). The Oxford Handbook of the Indian Constitution, New Delhi: OUP
4. Hassan, Z., Sridharan, E. & Sudarshan, R. (eds). (2002). India's Living Constitution: Ideas Practices, Controversies. New Delhi: Permanent Black.
5. Kannabiran, K. (2012). Tools of Justice: Non- Non-discrimination and the Indian Constitution, Routledge,
6. Kashyap, C.S. (2011). Our Constitution, New Delhi: National Book Trust.
7. Thiruvengadam, K.A. (2017). The Constitution of India: A Contextual Analysis, India: Hart Publishing

Recommended Online Resources

1. Armed Forces (Special Powers) Acts 1958
(https://www.mha.gov.in/sites/default/files/armed_forces_special_powers_act1958.pdf)
2. Dr. Ambedkar's Last Speech in the Constituent Assembly on Adoption of the Constitution (November)
(<https://main.sci.gov.in/AMB/pdf/Closing%20speech%2025%20Nov%201949.pdf>)

Course Designers

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

Understanding Human Minds

Course Code	FIC 121	Course Category	FIC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To understand the different approaches to the study of psychology
2. To understand the fundamental processes underlying human behaviour
3. To make applications of various psychological concepts

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain various perspectives in psychology	2	80%	70%
Outcome 2	Understand the fundamental psychological processes	2	70%	65%
Outcome 3	Apply the understanding in different settings and contexts	4	75%	60%
Outcome 4	Understand and differentiate the basic theories in Psychology and its applications	5	70%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	Nature of Psychology		1 & 2	2
	Definition and goals of psychology	3		
	Nature of Psychology: Art or science	3		
	Traditional schools of thought in psychology	6		
Unit 2	Sensation and Perception		1, 3 & 4	1 & 3
	Sensation and its types	3		
	Absolute and differential threshold; Signal detection theory	3		
	Perception: Understanding perception, Gestalt laws of organization	3		
	Perceptual constancy, depth perception, perception of movement	3		
Unit 3	Motivation		1 & 3	1 & 3
	Definition and types (Intrinsic and Extrinsic motivation)	3		
	Psychological aspects of various forms of motivation (Physiogenic motives, Psychogenic motives, Sociogenic motives)	3		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory, Maslow's hierarchy of needs	6		
Unit 4	Emotion		2 & 3	1 & 2
	Definition and types of emotions	3		
	Autonomic Nervous System (ANS) and Emotions	3		
	Expression of emotions	3		
	Correlates of emotions: cognition and culture	3		
Unit 5	Intelligence		1 & 2	1 & 2
	Definitions and nature of intelligence	3		
	Theories of intelligence: Cattell's theory of intelligence, Spearman's two-factor theory, Thurstone's mental ability , Sternberg's triarchic theory, Gardner's theory of multiple intelligences	6		
	Measuring intelligence and tests of intelligence	3		

Learning Assessment

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

Recommended Resources

1. Baron, R. A. (2001). Psychology. 5th Ed. New Delhi: Pearson Education India.
2. Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014). Atkinson & Hilgard's Introduction to Psychology. 16th Ed. United Kingdom: Cengage Learning.

Other Resources

1. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

Course Designers

Emerging Technologies

Course Code	FIC 101	Course Category	FIC	L	2	T	0	P	0	C	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)							
Course Offering Department	ECE	Professional / Licensing Standards									

Course Objectives / Course Learning Rationales (CLRs)

1. Foster a comprehensive grasp of diverse emerging technologies and their transformative impacts on society and industries.
2. Cultivate critical thinking skills to analyze challenges, opportunities, and applications within each technological domain.
3. Develop practical skills through hands-on experiences and assignments, translating theoretical concepts into real-world applications.
4. Raise awareness of ethical considerations, particularly in the context of Artificial Intelligence, and Machine Learning, IoT, Electric Vehicles, and Semiconductor Technology.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Exhibit a thorough understanding of quantum computing principles, including superposition, entanglement, and interference.	1	80%	90%
Outcome 2	Illustrate understanding by explaining the history, synthesis, and applications of nanomaterial and green hydrogen.	1	80%	90%
Outcome 3	Understand and classify 3D printing technologies.	2	75%	85%
Outcome 4	Demonstrate understanding of the evolution, classification, and applications of UAVs.	2	75%	85%
Outcome 5	Apply knowledge of Artificial Intelligence and Machine Learning, IoT, Electric Vehicles, and Semiconductor Technology.	2	75%	85%

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

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

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Quantum Computer and early ideas, classical and quantum computing approaches, superposition, entanglement, and interference in quantum computing.	1	1	1
	QUBITS and their types; representation of data in quantum mechanics.	1	1	1
	Shor's Algorithm, Grover's search algorithm.	1	1	1
	Quantum programming languages; Obstacles in building quantum computers.	1	1	1
	Applications of quantum computers; Opportunities in the field of quantum computing.	1	1	1
	Introduction of quantum communication pillars, quantum network, Heisenberg's uncertainty principle and QKD.	1	1	1
	Challenges in QKD, National Quantum Mission, Future perspectives.	1	1	1
Unit No. 2	Introduction to the nanometer scale. history of nanomaterials	1	2	2
	Synthesis of nanomaterials: Bottom-up and Top-down approach	1	2	2
	Tools & techniques to characterize nanomaterials. Applications of nanomaterials.	1	2	2
	Green Technology: Definition, types of Green Technologies, Green Hydrogen production.	1	2	2
	Challenges involved in the storage of Green Hydrogen produced from PEM based electrolysis.	1	2	2
	Applications of Green Hydrogen.	1	2	2
Unit No. 3	Introduction to 3D printing and additive manufacturing	1	3	3
	Capabilities of 3D printing	1	3	3
	Applications of 3D printing	1	3	3
	Classification based on ASTM	1	3	3
	Working principles of 3D printing technologies	1	3	3
Unit No. 4	Introduction to the evolution of drones	1	4	4
	Classification of drones	1	4	4
	Basic components of drones	1	4	4
	Principles of flight	1	4	4
	Applications of drones	1	4	4
	Drones rules in India, Challenges and future scope.	1	4	4
Unit No. 5	Introduction to Artificial Intelligence, Machine Learning, and Deep learning; applications	1	5	5
	Introduction to the Internet of Things (IoT)	1	5	6
	Applications of IoT	1	5	6
	Basic architecture of the Electric Vehicles (EVs)	1	5	7
	Trends and challenges in EVs	1	5	7
	Introduction to semiconductor mission and chip fabrication	1	5	8

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)				
		CLA-1 20%	CLA-2 20%	CLA-3 20%	CLA-4 20%	CLA-5 20%
Level 1	Remember	90 %	90 %	80 %	75 %	85 %
	Understand					
Level 2	Apply	10 %	10 %	20 %	25 %	15 %
	Analyse					
Level 3	Evaluate	0%	0%	0%	0%	0%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Quantum Computation and Quantum Information by Michael A. Nielsen, Isaac L. Chuang, 2010.
2. Nanotechnologies: Principles, Applications, Implications and Hands-on Activities – A compendium for educators by Luisa Filippini and Duncan Sutherland, European Commission Research and Innovation, 2013.
3. Additive manufacturing: Principles, Technologies and applications by C.P. Paul and A.N. Jinoop, 2021.
4. Make: Getting Started with Drones - Build And Customize Your Own Quadcopter by Terry Kilby and Belinda Kilby, 2016.
5. Artificial Intelligence: A Modern Approach by Stuart Russell and Peter Norvig, 2010.
6. Fundamentals of Internet of Things: For Students and Professionals by F. John Dian, 2022.
7. Electric Vehicle Engineering by Per Enge, Nick Enge, and Stephen Zoepf, 2021.
8. Fundamentals of Semiconductor Manufacturing and Process Control by Gary S. May and Costas J. Spanos, 2006.

Course Designers

1. Dr. Sunil Chinnadurai, Associate Professor, ECE Department.
2. Dr. Pardha Saradhi Maram, Associate Professor, Chemistry Department.
3. Dr. Sangjukta Devi, Assistant Professor, Mechanical Engineering Department.
4. Dr. Harish Puppala, Assistant Professor, Civil Engineering Department.
5. Dr. Pranav RT Peddinti, Assistant Professor, Civil Engineering Department.
6. Dr. Ravi Kumar, Assistant Professor, Physics Department.
7. Dr. Sujith Kalluri, Associate Professor, ECE Department.

Effective Writing and Presentation Skills

Course Code	AEC 107	Course Category				L	T	P	C
						1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Literature and Languages	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop coherent and well-structured written communication by generating clear and concise written content with logical organization, appropriate grammar	2	90%	90%
Outcome 2	Recognize and analyse the expectations of specific target audiences by adjusting tone, language and style to suit the intended purpose of the audience of written communication and tailoring written content to various formats such as reports, essays, emails, and professional correspondence.	3	90%	90%
Outcome 3	Demonstrate confident Public Speaking with the ability to deliver structured, well-organized, and persuasive presentations by employing visual and interactive aids, storytelling techniques.	3	70%	70%
Outcome 4	Develop strong critical thinking and research skills, enabling them to evaluate information critically, synthesize sources effectively, and provide well-reasoned arguments in their written work and presentations.	2	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Basics of Grammatically correct writing	9	1	
	SVO	1	1	1a, 2a,b
	Punctuation	3	1	1a, 2a,b
	Articles and Preposition	2	1	1a, 2a, b
	Tense and Apostrophe	1	1	1a, 2a, b
	Subject-Verb-Agreement	2	1	1a, 2a, b
Unit 2	Categories of Writing	9		
	Emails – different types (Official mails : Requesting Leave/ Enquiring vacancy/ Resigning from job/ requesting internship etc.)	3	1, 2	1b, c
	Notice and Agenda,	2	1, 2	1b, c
	Minutes of Meeting	2	1, 2	1b, c
	Paragraph writing	2	1, 2	1b, c
Unit 3	Advanced Writing	9		
	Writing Cover Letters	3	1, 2	1e
	Resume writing	2	1, 2	1d
	SOP, Abstract	2	1, 2	1g
	Project Report Writing	2	1, 2	2, d
Unit 4	Effective Presentation Techniques	9		
	Understanding the elements of successful presentations – Non-verbal communication in presentaions	3	2,3, 4	1f, 2c
	Creating engaging PPTs	2	2,3, 4	1f, 2c
	Structuring presentations for clarity and impact - Logical flow of topics and connected writing in line with storyboard	2	2, 3, 4	1f, 2c
	Handling Questions and Answers	2	2, 3, 4	1f, 2c
Unit 5	Project Based Learning	15		
	Community Based Project	15	1, 2, 3, 4	NA
	Total Learning Hours	60		

Learning Assessment

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

Recommended Resources

- 1a) Swan, M. (2005). Practical English usage (Vol. 688). Oxford: Oxford university press.
- 1b) Fenning, C. (2023). Effective Emails: The secret to straightforward communication at work: 1 (Business CommunicationSkills): Sanage Publishing University Press.
- 1c) Talbot, F. (2009). How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, Emails and More, for Today's Business Needs. Kogan Page Publishers
- 1d) Yate, M. (2016). Knock'em Dead Resumes: A Killer Resume Gets More Job Interviews! Simon and Schuster.
- 1e) Yate, M. J. (2018). Ultimate Cover Letters: Master the Art of Writing the Perfect Cover Letter to Boost Your Employability (Vol. 5). Kogan Page Publishers.
- 1f) Carnegie, D. (2013). The Art of Public Speaking. Wyatt North Publishing, LLC.
- 2a. <https://learnenglishteens.britishcouncil.org/>
- 2b. <https://www.bbc.co.uk/learningenglish/>
- 2c. <https://www.ted.com/?geo=hi>
- 2d. https://www.tifr.res.in/~cccf/data/InternDocs/How_to_write_a_structured_Project_Report.pdf

Other Resources

Course Designers

Universal Human Values and Ethics

Course Code	VAC 102	Course Category	VAC		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Psychology Department	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

- To cultivate deep understanding of human values by teaching students the core principles of universal human values and their significance.
- To promote ethical decision-making skills by equipping the students with the ability to make ethical choices in life, work, and society.
- To foster a diverse and inclusive ethical perspective by sensitizing the students to diversity, equity, inclusion, gender, and cultural differences.
- To highlight the relevance of ethics in society and professions by showcasing the practical importance of ethics in personal, societal, and professional contexts.
- To address common challenges by preparing the students to overcome obstacles to ethical behaviour, fostering a commitment to universal values.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	1	70%	80%
Outcome 2	Students will foster diverse and inclusive perspectives, contributing to more equitable and harmonious communities and workplaces	2	70%	70%
Outcome 3	Students will be able to apply ethical principles effectively in their personal and professional lives, leading to improved relationships and ethical practices in society	3	60%	70%

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

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

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Fundamentals of Human Values and Ethics	7	1	1, 2, 3, 4, 5
	Introduction to human values and ethics.	1		
	Theory of wellbeing	2		
	Purpose and relevance of human values	4		
Unit 2	Culture and Ethical Principles	5	2	1, 2, 3, 4, 5
	Culture and ethics.	2		
	Ethics in the community and society	3		
Unit 3	Ethics and Inclusivity	6	2	1, 2, 3, 4, 5
	Ethics and diversity & inclusion	3		
	Equity, equality, and addressing violence	3		
Unit 4	Ethics in various life spheres	6	3	1, 2, 3, 4, 5
	Ethics in family, society, and workplace	4		
	Ethics in IPR and plagiarism	2		
Unit 5	Overcoming ethical challenges	6	3	1, 2, 3, 4, 5
	Identifying common challenges	3		
	Strategies to overcome challenges	3		

Learning Assessment

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

Recommended Resources

1. Landau, RS. (2019). Living Ethics. New York: Oxford University Press.
2. Nagarajan, R.S. (2022). A Text book on Professional Ethics and Human Values. New Delhi: New Age International Publisher.
3. Rachels, J., & Rachels, S. (2012). The elements of moral philosophy 7e. McGraw Hill.
4. Singer, P. (1986). Applied Ethics. Oxford: Oxford University Press.
5. Gensler, H., Spurgin, E., & Swindal, J. (2004). Ethics: contemporary readings. Routledge.

Course Designers

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

Analytical Reasoning and Aptitude Skills - Basics

Course Code	SEC 114	Course Category	SEC	L	T	P	C
				0	2	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Mathematics	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

1. To categorize, apply and use thought process to distinguish between concepts of quantitative methods.
2. To prepare and explain the fundamentals related to various possibilities.
3. To critically evaluate numerous possibilities related to puzzles.
4. Explore and apply key concepts in logical thinking to business problems.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Use logical thinking and analytical abilities to solve quantitative aptitude questions from company specific and other competitive tests.	1	70%	60%
Outcome 2	Solve questions related to Time and Distance and Time and work from company specific and other competitive tests.	3	65%	70%
Outcome 3	Understand and solve puzzle questions from specific and other competitive tests	1	60%	60%
Outcome 4	Make sound arguments based on mathematical reasoning and careful analysis of data.	1	65%	70%

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

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

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No.1	Speed Maths and Simplification	1	1,2	1,2
	Basics of Number system – Different types of numbers and their properties, Problems on finding unit digit, finding number of divisors and their application, LCM and HCF and their applications	6	1,2	1,2
	Basics of Linear equations	2	1,2	1,2
Unit No.2	Basics of Percentage calculations, Profit and Loss, Simple interest and Compound interest, True Discount	6	1,4	1,2
	Basics of Ratio and Proportion, Average, Alligation and Mixtures	4	1,2	1,2
Unit No.3	Basics of Time and Work, Pipes and Cisterns, Problems on Chain Rule	4	1,4	1,2
	Basics of Time, Speed and Distance, Problems on Trains, Boats and Streams, Problems on Races and Games and Escalators.	6	1,4	1,2
Unit No.4	Basics of counting techniques, Permutations and Combinations, Probability	5	1,2,4	1,2
	Basic introduction of Progressions, Quadratic Equations, Inequalities	4	1,2	1,2
Unit No.5	Number Series, Alphabet series, odd man out, Finding the Wrong Number, Non-Verbal Series.	4	1,2	3,4
	Analogies, Coding and decoding	3	1,3	3,4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (%)								End Semester Exam (_50%)	
		CLA-1 (_10%)		CLA-2 (_15%)		CLA-3 (_10%)		Mid Term (_15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	20%		25%		20%		25%		25%	
	Understand	20%		25%		20%		25%		25%	
Level 2	Apply	30%		25%		30%		25%		25%	
	Analyse	30%		25%		30%		25%		25%	
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Arun Sharma – How to prepare for CAT Quantitative Aptitude, Tata McGraw Hill.
2. CAT Quantitative Aptitude – Nishit K. Sinha
3. R.S. Agarwal – Reasoning. Reasoning for competitive exams – Agarwal.
4. Logical Reasoning and Data Interpretation for CAT, By Nishit K. Sinha

Other Resources

1. Geeks for Geeks
2. Indiabix.
3. M4maths.com

Course Designers

1. Mr. Naresh Adapa – Quantitative Aptitude Trainer, Department of CR&CS SRM University AP.
2. Mr. Shaik Mohammed Musa Kaleemullah, Verbal Ability Trainer, Department of CR&CS, SRM University AP.
3. Dr. Fouzul Atik – Assistant Professor, Department of Mathematics, SRM University AP.

Economics for Everyday Life

Course Code	FIC 115	Course Category	FIC			L	T	P	C
						4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Economics	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Distinguish between different economic systems as they relate to contemporary social, and political contexts.	2	70%	65%
Outcome 2	Apply simple mathematical methods to illustrate basic relationships between fundamental economic measures and variables.	3	70%	65%
Outcome 3	Demonstrate awareness of the market system and the role of government policy in different contexts.	3	70%	65%
Outcome 4	Apply various microeconomic and macroeconomic concepts to real-life situations	3	70%	65%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Learning hours	CLOs Addressed	References Used
Unit I	Introduction	10		
	What is Economics?	3	1	1
	Basic Concepts of Economics	3	1	1
	Ten Principles of Economics	2	1	1
Unit II	Microeconomic Concepts	23		
	Demand Function	4	2	1
	Supply Function	4	2	1
	Market Equilibrium	3	2	1
	Elasticity	4	2	1
	Determinants of Elasticity	4	2	1
	Competition and Types of Markets	4	2	1
Unit III	Macroeconomic Concepts	20		
	National Income	4	3	2
	Unemployment	4	3	2
	Inflation	4	3	2
	AD-AS Curve	4	3	2
	Introduction to Fiscal and Monetary Policies	4	3	2
Unit IV	Application of Microeconomic and Macroeconomic concepts	7		
	Applications of Supply and Demand curves	4	4	3
	Application of AD-AS curve	3	4	2
Total Learning hours		60		

Learning Assessment

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

Recommended Resources

1. Mankiw, N. G. Principles of Microeconomics, (2007).
2. Mankiw, N. G. (2013). Macroeconomics fifth edition.
3. <https://open.umn.edu/opentextbooks/textbooks/32>

Other Resources

Course Designers

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

Data Analytics for Social Science

Course Code	FIC 116	Course Category	FIC	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Economics	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate statistical measures to fit a model to a data.	2	75%	70%
Outcome 2	Apply data science algorithms such as Linear Regression, k-Nearest Neighbours (k-NN), k-means, and Naive Bayes to solve the given problems.	5	75%	70%
Outcome 3	Apply Feature Selection algorithms such as Filters, Wrappers, Decision Trees and Random Forests to solve a given problem	3	70%	60%
Outcome 4	Compute Recommendation Systems using Visualization tools based on the acquired data	4	70%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Learning hours	CLOs Addressed	References Used
Unit 1		9		
	Introduction: What is Data Science? - Big Data and Data Science hype – and getting past the hype - Why now?	2	1	1,2,3,6,8
	Datafication- Current landscape of perspectives	1	1	1,2,3,5,9,10
	Skill sets needed	1	1	1,2
	Statistical Inference - Populations and samples	1	1	1,2,6,9
	Statistical modelling,	1	1	1,2,6,9
	probability distributions,	1	1	1,2,6,9
	fitting a model	1	1	1,2,6,9
	Introduction to R	1	1	1,2,8
Unit 2		9		
	Exploratory Data Analysis and the Data Science Process	2	1	1,2,3
	Philosophy of EDA - The Data Science Process	2	1	1,2,3
	The Data Science Process	1	1	1,2,6
	Three Basic Machine Learning Algorithms – Introduction	1	1, 2	1,10
	Linear Regression	1	1, 2	5,7
	K-Nearest Neighbours (K-NN)	1	1, 2	5,7
	K-means	1	1, 2	5,7
Unit 3		9		
	One More Machine Learning Algorithm and Usage in Applications	1	2	5,7
	Motivating application: Filtering Spam - Why Linear Regression and k-NN are poor choices for Filtering Spam	1	1, 2	5,7,9,10
	Naive Bayes and why it works for Filtering Spam	1	1, 2	5,7
	Data Wrangling: APIs and other tools for scrapping the Web	1	1, 2	4,10
	Feature Generation and Feature Selection (Extracting Meaning from Data)	1	3	4,10
	Motivating application: user (customer) retention	1	3	4,10
	Feature Generation (brainstorming, role of domain expertise, and place for imagination) -	1	3	4,10
	Feature Selection algorithms	1	3	4,10
	Filters; Wrappers; Decision Trees; Random Forests	1	3	4,10
Unit 4		9		
	Recommendation Systems: Building a User-Facing Data Product	2	4	1,2,8
	Algorithmic ingredients of a Recommendation Engine	1	4	1,2,8
	Dimensionality Reduction	2	4	8,9
	Singular Value Decomposition - Principal Component Analysis -	1	4	8,9
	Mining Social-Network Graphs	1	4	8,9
	Clustering of graphs - Direct discovery of communities in graphs	1	4	8,9
	Partitioning of graphs - Neighbourhood properties in graphs	1	4	8,9
Unit 5		9		
	Data Visualization	1	4	1,2,3,6
	Basic principles, ideas, and tools for data visualization	2	4	1,2,3,6
	Examples of inspiring (industry) projects -	2	4	1,2,3,6

	Data Science and Ethical Issues	1	4	1,2,3,6
	Discussions on privacy, security, ethics	1	4	1,2,3,6
	A look back at Data Science	1	4	1,2,3,6
	Next-generation data scientists	1	4	1,2,3,6
Total Learning hours		45		

Learning Assessment

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

Recommended Resources

1. Joel Grus, Data Science from Scratch: First Principles with Python, Second Edition O'Reilly, Paperback – 5 May 2019
2. Jake VanderPlas, Python Data Science Handbook: Essential Tools for Working with Data Paperback – 2016
3. Cathy O'Neil and Rachel Schutt. Doing Data Science, Straight Talk from The Frontline. O'Reilly. 2014.
4. Jure Leskovek, Anand Rajaraman and Jeffrey Ullman. Mining of Massive Datasets. v2.1, Cambridge University Press. 2014. (free online)
5. Kevin P. Murphy. Machine Learning: A Probabilistic Perspective. ISBN 0262018020. 2013.
6. Foster Provost and Tom Fawcett. Data Science for Business: What You Need to Know about Data Mining and Data-analytic Thinking. ISBN 1449361323. 2013.
7. Trevor Hastie, Robert Tibshirani and Jerome Friedman. Elements of Statistical Learning, Second Edition. ISBN 0387952845. 2009. (free online)
8. Avrim Blum, John Hopcroft and Ravindran Kannan. Foundations of Data Science. (Note: this is a book currently being written by the three authors. The authors have made the first draft of their notes for the book available online. The material is intended for a modern theoretical course in computer science.)
9. Mohammed J. Zaki and Wagner Miera Jr. Data Mining and Analysis: Fundamental Concepts and Algorithms. Cambridge University Press. 2014.
10. Jiawei Han, Micheline Kamber and Jian Pei. Data Mining: Concepts and Techniques, Third Edition. ISBN 0123814790. 2011.

Other Resources

Course Designers

1. Dr Rajiv Senapati, Assistant Professor, Computer Science Engineering, SRM University – AP.

Introduction to Media Studies

Course Code	MDS 101	Course Category	Core	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Media Studies	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

1. To expose students to different approaches to the study of mass media.
2. To make students understand the history of press and civil liberties in India.
3. To orient students towards various developments/phenomenon that have influenced the functioning of media in India.
4. To develop a critical understanding of communication technologies and the opportunities and issues arising from them.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Apply various approaches to study the media.	1	70%	80%
Outcome 2	Analyse the historical processes in which press in India has emerged.	2	70%	70%
Outcome 3	Illustrate the factors that have influenced the media in Post-independent India.	3	60%	70%
Outcome 4	Analyse the socio-political context within with new media emerged and exists.	5	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Approaches to Media Studies	12	1	1,2
	The idea of “mass society” and the post-positivist approach.	3	1	1,2
	Cultural Theory of mass media.	3		1,2
	Critical Theory.	3		1,2
	Normative Media theories.	3	1	1,2
Unit 2	Press during colonial period.	12	2	3,4
	Rise of Bengal Gazette in colonial Bengal.	3	2	3,4
	Newspapers and Freedom Struggle.	3		3,4
	Press and the Civil Liberties.	3		3,4
	Colonial rule and the emergence of media policies in India: Wellesley regulations 1799, Licensing Regulations Act 1823, Gagging Act 1857, Press and Registration of Books Act 1867.	3	2	3,4
Unit 3	Media discourse in post-colonial India	12	3	6
	Press in Democracy and the idea of nation building.	3	3	6
	The questions of Journalistic objectivity.	3		5
	Political churning and its impact on press.	3		6
	The internal emergency of 1975	3	3	6
Unit 4	Communication Technologies	12	4	6,7,8
	Emergence of print in India.	3	4	6,7,8
	History of Radio: All India Radio.	3		6,7,8
	History of Cinema and censorship.	3		6,7,8
	Rise of Television in India.	3		10
Unit 5	New Media and its impact	12	5	9
	Emergence of Internet and social media.	4	5	9
	New Media, Democracy and representation.	4		9
	New Media: empowerment and marginalisation.	4		9
	Total	60		

Learning Assessment

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

Recommended Resources

1. Davis, K. D. (2013). *Mass communication theory: Foundations, ferment, and future* (7th ed.). Wadsworth Publishing Co.
2. Hall, S. (1982). The rediscovery of 'ideology': Return of the repressed in media studies. In M. Gurevitch, T. Bennett, J. Curran, & J. Woollacott (Eds.), *Culture, society and the media* (pp. 56-90). Routledge.
3. Desai, A. R. (2016). *Social background of Indian nationalism* (reprint). Sage Publications.
4. Chandra, B. (2016). *India's struggle for independence: 1857-1947* (reprint). Penguin Random House.
5. Streckfuss, R. (1990). Objectivity in journalism: A search and a reassessment. *Journalism Quarterly*, 67(4), 973-983.
6. Jeffrey, R. (2016). *Media and modernity: Communications, women, and the state in India*. Orient Blackswan.
7. Bhowmik, S. (2003). Coercion to power relations: Film censorship in post-colonial India. *Economic and Political Weekly*, 38(30), 3165-3171.
8. Kanta, D. (2000). "Beyond the reach of monkeys and men"? O'Shaughnessy and the telegraph in India c. 1836-56. *The Indian Economic & Social History Review*, 37(3), 331-359.
9. Lister, Martin (Et al.) (2003). *New Media: a critical introduction*. London and New York. Routledge. 2nd Edition.
10. Mehta, N. (2008). *India on television: How satellite news channels have changed the way we think and act*. HarperCollins.

Course Designers

1. Dr. Ugen Bhutia. Assistant Professor, Department of Liberal Arts, SRMAP.

Creativity and Critical Thinking Skills

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Course Code	SEC 103	Course Category	SEC				
			L	T	P	C	
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA		
Course Offering Department	Management	Professional / Licensing Standards	NA				

- To develop the Entrepreneurial Mindset of Students
- To provide tools and techniques for navigating the uncertain path of entrepreneurship

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recall the key entrepreneurship and innovation concepts	1	80	80
Outcome 2	Identify Entrepreneurial Opportunity and ideate solutions	2	80	70
Outcome 3	Develop innovative business plans with sound entrepreneurial concepts.	3	70	70
Outcome 4	Recall concepts of Startup Funding and Pitching	4	80	80

[illegible]

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
UNIT-1	Introduction to Entrepreneurship	2		
	What and Why of Entrepreneurship		1	1,2
	Need of Entrepreneurship		1	1,2
	Entrepreneurship at SRM-AP		1	1,2
UNIT-2	Entrepreneurial Orientation	4		
	Characteristics of successful entrepreneurs		1,2	1,2
	Mindset shifts: from an employee to an entrepreneur		1,2	1,2
	Overcoming challenges and dealing with failures		1,2	1,2
UNIT-3	Entrepreneurial Skills	4		
	Skillsets of an Entrepreneur		1,2	1,2
	Design Thinking, Growth Mindset		1,2	1,2
	Design Thinking		1,2	1,2
UNIT-4	Entrepreneurial Opportunity & Ideation	2		
	Difference between idea and opportunity		1,2	1,2
	Opportunities in Vibrant Indian Entrepreneurial Ecosystem		1,2	1,2
	Opportunity Recognition (Sources of Opportunity)		1,2	1,2
	Idea Generation		1,2	1,2
UNIT-5	Business Model Canvas	2		
	Why BMC		3	1,2
	Value Proposition		3	1,2
	Customer Discovery		3	1,2
	Customer Relationship		3	1,2
	Channels		3	1,2
	Key Partners		3	1,2
	Key Activities		3	1,2
	Key Resources		3	1,2
	Revenue Structure		3	1,2
	Cost Structure		3	1,2
UNIT-6	Startup Financing & Pitching	2		
	Stages of Fundraising		4	1,2
	Mode of Investment		4	1,2
	Startup Valuation		4	1,2
	From Pitch to Hitch (Pitch Deck)		4	1,2
UNIT-7	Growth Mindset and Sales Ability	2		
	Importance of Sales skill for Entrepreneur		3	1,2
	Sales Techniques		3	1,2
	Developing Growth Mindset		3	1,2
UNIT-8	Developing the Business Plan	12	3,4	1,2
	Total Hours	30		

Learning Assessment

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

Recommended Resources

1. Bruce R. Barringer, R. Duane Ireland. Entrepreneurship Successfully Launching New Ventures, Pearson; 2020
2. Robert D. Hasrich, Dean A. Shepherd, Michael P. Peters, Entrepreneurship, McGraw Hill, 2021

Course Designers

1. Mr Aftab Alam, Assistant Professor, Paari School of Business, SRM University-AP
2. Mr Udayan Bakshi, Associate Director, Directorate of Entrepreneurship, SRM University-AP
3. Mr Sidharth Tripathi, Director, Directorate of Entrepreneurship, SRM University-AP

Audio-Visual Production

Course Code	MDS 201	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Media Studies	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. To introduce learners to audio-visual production technology: camera, sound, lighting and so on
2. To familiarize learners with ways of mapping content requirements with form and aesthetics as required by a format
3. To develop a critical understanding among the learners regarding production as a stage of work between pre-production and post-production
4. To introduce the learners to the different genres of audio-visual texts: vlogging, documentary, podcasting, feature filmmaking, and so on.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify technical concepts such as sound capture, composition and lighting	1	75%	75%
Outcome 2	Adapt theoretical understanding of technical concepts to practical assignments in audio and visual production	5	75%	75%
Outcome 3	Apply concepts learned about audio-visual production in practical work or assignments	6	75%	75%
Outcome 4	Justify technical and aesthetic choices made in the work/portfolio developed throughout the course	5	75%	75%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction	12		1,2
	Video/Motion: Definition	2	1	
	Motion: History and Development of the Medium	2	1	
	Continuity with Pre-production: Script writing, storyboarding, pre-production Establishing Continuity with Post-production: Video Editing and After Effects	8		
Unit 2	Technical Concepts	16		1,2
	Working with Cinema Cameras and New Age Mirrorless cameras, Action Cameras, Insta 360 Cameras Parts of the camera and their functions: Aperture, Shutter, ISO, Lens & Film Camera Accessories: Video Tripods, Slider, Gimbal Different kinds of light: LEDs, HMI Camera Movements: Dolly, Pan, Tracking, Trucking and so on Different kinds of Lenses: Zoom, Prime, and Anamorphic	4	2,3	
	Focus: Definition & Type – AF/MF (auto focus and manual focus) Types of Focal Length: Short, Long & Variable Focal Length (corresponding to types of lenses) Depth of Field: Definition & Concept Components of Depth of Field Resolution: 1080, 2K, 4K Video FPS Focus pulling Framing/Shots: master shot, over the shoulder, close up, extreme close up	4	2,3	
	Filter: Usage and Characteristics Types of Filters: Variable ND (neutral density); Pro-mist for cinematic shots	4	2,3	
	Digital Storage: Need and Usage Digital Storage Media: CF Express cards, SSD Drives	4		
	Lighting	12		1,2
	Light: Definition & Concept Sources of Light: Natural & Artificial light	2	2,3	
Unit 3	Different Lighting Techniques: Split, Rembrandt, Short and long, High key and low key	2	2,3	
	Light Modifiers: Softbox, Beauty Dish, RGB Sky LED Panel, Light Modifier, Lantern Dome	2	2,3	
	Lighting Accessories: Light C stands and grips	2	2,3	
	Sound	8		1,2
Unit 4	Sound Equipment: Lapel Mic, Boom Mic, Sound Recorders, Sound Mixer Sound engineering Voice over artistry	8	1	
Unit 5	Aesthetics and Genres	12		1,2
	Aesthetics in Audio-Visual Production	2	2-4	
	Composition: Definition & Concept Rules of Composition: Rule of Third, Frame within Frame, Golden Ratio, Rule of Space, Leading Lines, Repetition/Pattern	4	2-4	
	Genres in Video: Run and Gun, Documentary, Feature Film, Podcasting, Broadcast Genres in Audio: Podcasting – interview, podcasting – single speaker, sound bytes, music, news	4	2-4	

Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (60%)								Project (50%)	
		CLA-1 (15%)		CLA-2 (15%)		CLA-3 (15%)		CLA-4 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	30%		30%		30%		30%		30%	
	Understand										
Level 2	Apply										
	Analyse										
Level 3	Evaluate	70%		70%		70%		70%		70%	
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Andersson, B; Geyen, JL. 2011. The DSLR Filmmaker's Handbook. John Wiley & Sons.
2. Belavadi, V. 2013. Video Production. OUP India.

Course Designers

1. Soumik Kar, Photographer and Corporate Film Maker, Mumbai
2. Soni Wadhwa, Assistant Professor, Department of Media Studies, SRM University-AP

Advertising and Public Relations

Course Code	MDS 202	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Media Studies	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. To understand various concepts, trends and principles of advertising and Public Relations.
2. To explore the potential tools according to audience's choices and needs.
3. To develop a comprehensive understanding of brand building process.
4. To explore the opportunities provided by the online media for advertising and PR.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define and explain various concepts, trends and principles of advertisements and Public Relations.	1	70%	80%
Outcome 2	Present the best suitable advertisements tools based on their study of audiences.	2	70%	70%
Outcome 3	Design an online advertisement campaign.	1	60%	70%
Outcome 4	Develop a comprehensive advertising and PR campaign through the application of strategies that they learnt in the course.	2	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Advertising - Concept, Principles and Functions	12	1	
	Advertising: Concepts and Functions, Evolution and Classifications.	3	1	
	Major Theories of Advertising and Consumer Behaviour.	3		
	Ad Agency: Concept, Types and Functions.	3		
	Impact of advertisement on society.	3	1	
Unit 2	Marketing tools and audience.	12	2	
	Product life cycle & SWOT analysis; marketing mix- product, price, package & promotion.	3	2	
	Product- consumer goods, consumer durables & consumer services; consumer- concept & types of consumers;	3		
	Understanding consumers; buying behavior of the consumer;	3		
	Target audience- a geographic area, segmentation, demographic & psychographic.	3	2	
Unit 3	Branding management	12	3	
	Brand image, brand personality, brand awareness, brand extension & brand equity	3	3	
	Brand positioning strategies; Unique selling proposition (USP); media strategy; developing media strategy; media mix;	3		
	Advertising research- purpose & objectives of advertising research.	3		
	Advertising campaign- translation of ideas into campaigns & from conception to execution.	3	3	
Unit 4	PR-Concepts, Principles and Trends	12	4	
	Public Relations: Principles, Concepts & History,	3	4	
	Emerging Trends in Public Relation	3		
	PR Management: integrated Marketing Communication	3		
	PR Tools, PR Writing Tactics, PR Campaigns & Research.	3		
Unit 5	Online advertising and Public Relations	12	5	
	Objectives and significance of online advertising and PR campaigns	4	5	
	Types of online advertising:	4		
	Case studies	4		
	Total	60		

Learning Assessment

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

Recommended Resources

1. Sandage, H/ Charles (Et al.) (1989). Advertising Theory and Practice. Addison-Wesley Longman Ltd.
2. Sahai, B. (1980). Public relations: A scientific approach. New Delhi: Scope.
3. Mehta, D. S. (1979). Handbook of public relations in India. New Delhi: Allied Publishers.
4. Sheehan, M., & Xavier, R. (2014). Public relations campaigns. Melbourne: Oxford University Press.
5. Dutta, K. (2012). Brand management: Principles and practices. New Delhi: Oxford University Press.
6. Hendershot, A., Loewen, L., Marsh, C., Guth, D. W., & Short, B. P. (2020). Strategic writing: Multimedia writing for public relations, advertising and more. New York: Routledge.

Course Designers

1. Dr. Ugen Bhutia. Assistant Professor, Department of Liberal Arts, SRMAP.

Theory of Media and Communication

Course Code	MDS 203	Course Category	CC				L	T	P	C
							3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Media Studies	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

1. To explore various schools of communication theories.
2. To develop understanding of media effects.
3. To understand theoretical concepts of various media scholars.
4. To understand the effects of culture on media.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Present the definition of the term 'theory'.	1	70%	80%
Outcome 2	Define various models of communication.	2	70%	70%
Outcome 3	Explain various theories of communication.	1	60%	70%
Outcome 4	Explain the impact of culture on media and vice versa	2	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Theory.			
	Introduction to Theory. What is a Theory? What is a Model?	4	1	1
	Importance of Communication Theories and Models. Basic Models of Communication	4		1
	Linear and Circular Models of Communication	4		1,2,3
Unit 2	Mass Communication and its effects.			
	Mass Communication concepts, definitions, two schools- process and semiotics, models (linear models vs. dialogical and discursive), cultivation theory, Empiricism, Organism, Division of Labour, Functionalism, Scientism.	4	2	5
	Effects Studies :Process and models of media effects, Socio cultural effects, News public opinion and Political Communication, knowledge-gap hypothesis;	4		5
	Historical eras- Powerful effects, limited effects and cumulative traditions; cognitive consistency theories.	4		2
Unit 3	Audiences.			
	Understanding Audiences: Theories: The hypodermic needle theory	4	3,4	7
	Two step flow theory, Uses and gratification, Reception theory	4		7
	Obstinate audience theory, Hypermedia Seduction theory.	4		
Unit 4	Agenda and Persuasion.			
	Theories of persuasion, Agenda Setting, Normative theory of media and society	4	5	
	New Media, Theoretical foundation:	4		
	Cybernetic & Information Society.	4		
Unit 5	Culture and Media			
	Understanding the meaning of culture and Communication: A cultural approach to communication.	3	5	1
	Cultural practices and power	3		1
	Understanding popular culture and Mass culture,	3		1
	Frankfurt school, Birmingham School	3		1
	Total	60		

Learning Assessment

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

Recommended Resources

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

Course Designers

Writing for the Media

Course Code	MDS 204	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Media Studies	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To introduce students with the various forms of media.
2. To orient the students towards the various forms of writings in the media.
3. To orient students with different skills needed for writing in the media.
4. To introduce students to writings for television and web.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Outline proper grammar for their writings	1	70%	80%
Outcome 2	Describe various elements of news	2	70%	70%
Outcome 3	Use news writing techniques for producing news reports	2	60%	70%
Outcome 4	Describe the important elements in television news production and writing for the web.	3	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Fundamentals of Writing: Writing as an essential communication skill. Vocabulary, usages, grammar, spellings, punctuation and syntax	4	1	1,2
	Sentence construction and structure: Clarity, emphasis, rhythm and length.	4		1,2
	The Process of Writing: Composition, Comprehension, Precise writing.	4		1,2
Unit 2	Understanding News. Ingredients of news. News: Meaning,	4	2	3,4,5,6,7
	Definition and Nature. Hard news vs. Soft news.	4		3,4,5,6,7
	Attribution. Embargo, Verification, Balance and Fairness, Brevity, Dateline, Credit line, Byline	4		3,4,5,6,7
Unit 3	Basics of writing for Print: Structuring a news report- 5 W's and H, Intro/ Lead,	4	3	3,4,5,6,7
	Inverted Pyramid and other news structures, Dateline	4		3,4,5,6,7
	Feature writing, book reviews. Opinion and editorial writing.	4		3,4,5,6,7
Unit 4	Basic of writing for Television: Structure of TV news	4	4	8
	Structure of TV report, PTC, Bytes and writing for other visual inputs.	4		8
	TV production scripts: features, Soap operas, documentaries and commercials.	4		8
Unit 5	Basics of writing for Web: structure and content	4	5	9
	Writing stories for internet, editing and rewriting	4		9
	Digital journalism: Headlines, Copywriting, Copyediting, Linking, Blogging.	4		9
Total		60		

Learning Assessment

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

Recommended Resources

- Murphy, R. (2012). English grammar in use: A self-study reference and practice book for intermediate learners of English (4th ed.). Cambridge University Press.
- Steven, S., & Diana. (2015). Communication: Principles for a lifetime (6th ed.). Pearson.
- Itule, D. B., & Anderson, A. D. (2000). News writing and reporting for today's media (6th ed.). McGraw-Hill Education.
- Krishnaswamy, K. V. (2015). Writing and editing news. Orient Blackswan.
- Stein, M. L., Paterno, S., & Burnett, R. C. (2006). News writer's handbook: An introduction to journalism. Blackwell Publishing.
- Keeble, R. (2006). The newspaper's handbook. Routledge.
- White, B. E., & Strunk, W. (1999). The elements of style (4th ed.). Pearson.
- Zettle, H. (2007). Television production handbook. Cengage Learning.
- Wolk. De. Roland (2000). Introduction to Online Journalism: Publishing News and Information. India: Pearson.

Course Designers

Summer Immersion: Liberal Arts

Course Code	MDS 209	Course Category	RDIP		L	T	P	C
					0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)	Summer Internship			
Course Offering Department	Sociology and Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To provide students with real-world experience in understanding the challenges faced by communities working towards social development.
2. To help students analyze the efforts of organizations driving inclusive development in rural and urban areas.
3. To enhance students' practical skills in problem-solving and community engagement for social impact.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify social and developmental issues encountered by communities in both rural and urban settings.	1,2	70	80
Outcome 2	Explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.	2	70	80
Outcome 3	Apply critical thinking skills to develop solutions for the challenges observed during their field immersion.	3	70	80
Outcome 4	Examine the functioning of civil society and development related organisations.	4	70	80

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

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

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

Learning Assessment

Bloom's Level of Cognitive Task		Progress Report (Daily reflection Journal) (30%)	Internship Report/Video Documentary (40%)	Viva (Presentation) (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
Total		100%	100%	100%

Course Designers

1. Dr Vandana Swami, Associate Dean and Professor, Eswari School of Liberal Arts, SRM University AP
2. Dr. Vineeth Thomas, Assistant Professor and Head, Department of Political Science, SRM University AP

Asian Cities

Course Code	AEC 111	Course Category					L	T	P	C
							2	1	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	ESLA	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

1. Discuss the geography of the contemporary urban Asia
2. Discuss the political economy of the urban Asia
3. Summarize the major intellectual influences of different disciplines on urban Asia
4. Analyse the urban experience of different groups

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the main theories of urban development in Asia	1	70%	80%
Outcome 2	Discuss the policies that shaped urban development in Asia	1	70%	70/%
Outcome 3	Summarize the main challenges faced by mega cities of Asia	1	70%	80%
Outcome 4	Analyse the water scarcity, climate change and migration challenges India	2	80%	90%

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

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and CT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	2	2		2	2	2	2	3		3	2		
Outcome 2	2	2	2	2		2	2	2	2	3		3		2	
Outcome 3	2	2				2	2	2	2	3		3	2		3
Average	2	2	2	2		2	2	2	2	3		3	2	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Changing Demographics of Urbanization in Asia	7	1	1,2,
Unit 2	Models, Frameworks and Metaphors in Asian Urbanization:	10	2	3,4,5
	The Contributions of Geertz, Friedmann, Lewis, McGee and their role in our knowledge and understanding of the Asian urban context			
Unit 3	Contemporary Indian Urbanization: Major Patterns, Conundrums and Policy Challenges.	10	3	6,7,8
Unit 4	Rural-Urban Migration: Migrants in India and China	7	4	9,10,11
Unit 5	The Water crisis in historical perspective	11	5	12,13,14,15,16

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 100%				End Semester Exam 0%
		CLA-1 25%	CLA 2 25%	CLA-3 25%	CLA-4 25%	
Level 1	Remember	60%	60%	50%	40%	
	Understand					
Level 2	Apply	40%	40%	50%	60%	
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	

Recommended Resources

1. Patricia McCarney and Richard Stren (2016) Urbanization as a transformative force. Chapter 2 in World Cities Report. Pg. 27-45.
2. S Jaishankar (2024). Chapters (2,5,7) on Quercus.
3. The Lewis model explained: <https://www.youtube.com/watch?v=1cgvYrGBW6w>
4. Financial Times: China Migration at a turning point. <http://www.ft.com/cms/s/2/767495a0-e99b-11e4-b863-00144feab7de.html#axzz4JmWVQoJO>
5. The Economist: The largest migration in history. <https://www.youtube.com/watch?v=KNXg-kYk->
6. Asian experience and alternative approaches. Oxford, England, Pergamon, 1978. 163-92
7. Om Mathur et al 2022. Symposium on the State of the Cities: India Report. Urban Affairs Forum. March 15, 2022.
8. The Economist 2023. How to fix India's decrepit cities. August 14th
9. Ananya Roy 2009. Why India cannot plan its cities. Informality, Insurgence and the Idiom of Urbanization. Planning Theory. Volume: 8; Issue: 1; Page: 76-87 (available online)
10. Om Mathur 2017 How urban is India. Financial Express, November 1st.
11. Liza Weinstein: Demolition and Dispossession, 2013 "Toward an Understanding of State Violence in Millennial Mumbai". Studies in Comparative International Development. 48: 285-307 (to be made available online, also available via the Robarts library website)
12. Chan, Kam Wing, 2015. "Five Decades of the Chinese Hukou System," in Robyn R. Iredale and Fei Guo (eds.), Handbook On Chinese Migration, Identity and Wellbeing, Edward Elgar Publishing Ltd, Cheltenham, UK, pp.23-47 (to be made available online the U of T portal, also available via the Robarts library website).
13. Tirthankar Roy, 2022. Monsoon Economies: India's History in a Changing Climate: MIT Press.Chapters 1,3 and 5.
14. Harini Nagendra and Seema Mundoli 2023. Shades of Blue: Connecting the drops in India's Cities. Chapters 1,2,3.
15. Harini Nagendra and Seema Mundoli 2023. Shades of Blue: Connecting the drops in India's Cities. Chapters 5 & 17

Other Resources

Course Designers

1. Prof. Bharat Punjabi, University of Toronto
2. Co-ordinated by Idris Bhat, Political Science, SRM University.

Social Entrepreneurship

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Other Resources

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

Course Designers

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

Reels in Motion: Documentary Film Making

Course Code	MDS 205	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Media Studies	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. The course aims to offer a broader knowledge of storytelling in documentary and factual filmmaking.
2. Familiarize students with a deeper understanding of story structure.
3. Teach students about how to create a budget (crew size, camera format, sound set-up, length of shoot, and postproduction) and how to balance practical and artistic considerations.
4. Demonstrate to students a variety of approaches to documentary filmmaking by employing a range of research methods in generating insights and formulating positions.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Utilize the medium of audio/visual as tools of enquiry.	1,2	70%	80%
Outcome 2	Integrate the camerawork, and editing, and key artistic and technical skills to produce the documentary films.	1,2	70%	70%
Outcome 3	Apply the pitching and writing techniques for promoting their documentary projects.	2, 3, 4	60%	70%
Outcome 4	Analyze and experiment with technique, form, and material.	2,3,4,6	60%	60%
Outcome 5	Create independent, community-based documentary films.	3, 6	60%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	2		2	3		1				3			
Outcome 2	3	2	2		2	3		1				3			
Outcome 3	3	3	3		3	3		3				3			
Outcome 4	3	3	3		3	3		3	3			3			
Outcome 5	3	3	3	3	3	3		2	3	3	3	3			
Average	3	2.4	2.6	3	2.6	3		2	1.2	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed
Unit 1	Introduction: Nonfiction Filmmaking	20	1, 2, 3
	Essence	8	
	Language	6	
	The Cause	6	
Unit 2	Developing Documentary	20	1, 2, 3
	Scripting	6	
	Shooting	8	
	Editing	6	
Unit 3	Enquiry and Ethics	20	1, 2, 3, 4, 5
	Approaching the 'Other'	8	
	Subjectivity vs Objectivity	6	
	Responsibility and Storytelling	6	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	25%
	Understand					
Level 2	Apply	70%	60%	70%	60%	25%
	Analyse					
Level 3	Evaluate					50%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Barry Hampe (2007). Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries, Second Edition, Holt Paperback, New York.
2. Betsy Chasse (2019). Documentary Filmmaking Master Class: Tell Your Story from Concept to Distribution, First Edition, Allworth Press, New York
3. Rustin Thompson (2019). Get Close: Lean Team Documentary Filmmaking, Illustrated Edition, Oxford University Press, New York.

Course Designers

Understanding Film Theory

Course Code	MDS 206	Course Category	CE			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Media Studies	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. The course aims to train students in the art of understanding and interpreting cinema.
2. Familiarize students with ideas, theories, and practices of filmmaking.
3. Teach students the ideological framework implicit within the practice of editing.
4. Demonstrate to students the ways to critically analyze film texts and create their own films.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand and remember the language and poetics of films and filmmaking	1,2	70%	80%
Outcome 2	Become familiar with the technical nuances of cinema	1,2	70%	70%
Outcome 3	Learn the methods and tropes of film adaptations	2, 3, 4	60%	70%
Outcome 4	Analyze films with various tools of interpretation and representation	2,3,4,6	60%	60%
Outcome 5	Create independent films with the knowledge of the cinematic apparatus	3, 6	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	2		2	3		1				3			
Outcome 2	3	2	2		2	3		1				3			
Outcome 3	3	3	3		3	3		3				3			
Outcome 4	3	3	3		3	3		3	3			3			
Outcome 5	3	3	3		3	3		2	3	3	3	3			
Average	3	2.4	2.6		2.6	3		2	1.2	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours
Unit 1	Introduction: Decoding the Language and Aesthetics of Cinema	12
	How to look at Images	4
	Art of Reading Narratives	4
	What is Space	4
Unit 2	The Film Construction	12
	Forming the Form	4
	Arriving at the Medium	4
	Technologies of Technique	4
Unit 3	Cinema of Adaptations	12
	What happens when Words transform into Images	4
	Culture of Adaptation and Cultures in Adaptation	4
	Cinematic Adoption and Adaptations of Shakespeare	4
Unit 4	The Art of Interpretation	12
	Long and Deep Gazes	6
	Politics of Cinema and Ideologies of Filmmaking	6
Unit 5	Depths of Representation	12
	Zooming in and out of Society	4
	Sights of Sites of Gender and Sexuality	4
	Listening to Sounds	4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	25%
	Understand					
Level 2	Apply	70%	60%	70%	60%	25%
	Analyse					
Level 3	Evaluate					50%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. J. Dudley Andrew, The Major Film Theories: An Introduction, 1976.
2. Thomas Elsaesser and Malte Hagener, Film Theory: An Introduction through the Senses, 2009.
3. Robert Stam, Film Theory: An Introduction, 2000.
4. Andre Bazin, 'The Ontology of the Photographic Image', 'The Evolution of the Language of Cinema', and 'The Virtues and Limitations of Montage', in What is Cinema? vol. 1, 2005.
5. Sergei Eisenstein, 'Methods of Montage', in Film Form: Essays in Film Theory, ed. and trans. Jay Leyda, 1977.
6. Althusser (1972), 'Ideology and Ideological State Apparatuses: Notes towards an Investigation', in Lenin and Philosophy and Other Essays, New York: Monthly Review, pp. 85-126
7. Andrew, Dudley. Concepts in Film Theory. Oxford and New York: Oxford University Press, 1984.
8. Jacques Lacan, 'The Mirror Stage' in Slavoj Zizek (ed), Mapping Ideology, 1994.
9. Trivedi, Poonam. "'Filmi' Shakespeare." Literature-Film Quarterly, vol. 35, no. 2, Apr. 2007, pp. 148.
10. Hutcheon, Linda. A Theory of Adaptation. New York: Routledge, 2006.
11. Rick Altman (ed). Sound Theory, Sound Practice, 1992.
12. Michel Chion, 'Three Modes of Listening', in Audio-Vision: Sound on Screen, 1994.
13. Richard Dyer, 'The Role of Stereotypes', in The Matter of Images: Essays on Representation, 1993
14. Laura Mulvey, 'Visual Pleasure and Narrative Cinema' and 'Afterthoughts', in Visual and Other Pleasures, 2009.
15. Gertrud Koch, 'Why Women go to the Movies', Jump Cut, no. 27, July 1982.
16. Mary Ann Doane, 'Film and the Masquerade: Theorizing the Female Spectator', Screen 1982

Course Designers

Introduction to Research Methods

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Ability to apply principles of ethics in planning a research project	1,2	70%	80%
Outcome 2	Designing a research project by identifying broad research topic, conducting systematic literature search, developing research question, conducting data collection, and analysis	2,3,4	70%	70%
Outcome 3	Ability to use one or a few research methods while conducting field work - quantitative (survey), qualitative (in-depth interviews, focus group discussions, informal conversation, observation), mixed-methods.	2.3.4	60%	70%
Outcome 4	Ability to use software for quantitative data analysis and reference management (MS excel, Jamovi, Zotero)	3.4	60%	60%

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

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

Course Designers

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

Photography and Lens Making

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

Course Objectives / Course Learning Rationales (CLRs)

1. To introduce learners to technical aspects of photography including dimensions such as framing, composition, lighting, role of lenses, and types of shots
2. To familiarize learners with history of photography as a medium
3. To develop a critical understanding among the learners regarding how to read photographs for their aesthetics and socio-historical values
4. To introduce the learners to the different genres of photography: portraiture, landscape, industrial, street, war/conflict, and so on.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify technical concepts such as composition and lighting as visible in photographs	1	75%	75%
Outcome 2	Adapt theoretical understanding of technical concepts to practical assignments in photography	5	75%	75%
Outcome 3	Apply concepts learned about composition and lighting in practical work with photography and analysis of photographs	6	75%	75%
Outcome 4	Justify technical and aesthetic choices made in the work/portfolio developed throughout the course	5	75%	75%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction	12		1-11, 14
	Photography: Definition, Concept, Nature, Scope & Functions	2	1	
	Photography: History and Development of the Medium Camera: History and Development	2	1	
	Types of Cameras: Compact, Film SLR, Digital SLR & Mirrorless	2	1	
	Parts of camera and their functions: Aperture, Shutter, Lens & Film Camera Accessories	4		
Unit 2	Technical Concepts	16		1-11, 14
	Lens: Definition & Concept; Characteristics of Lens Types of Lenses: Wide Angle, Normal & Tele/Zoom Special Lens: Fish Eye & Macro Lens, Tilt Shift	4	2,3	
	Focus: Definition & Type – AF/MF (auto focus and manual focus) Types of Focal Length: Short, Long & Variable Focal Length (corresponding to types of lenses) Depth of Field: Definition & Concept Components of Depth of Field: Aperture Priority & Shutter Priority	4	2,3	
	Filter: Usage and Characteristics Types of Filters: Variable ND (neutral density); Pro-mist for cinematic shots	4	2,3	
	Digital Storage: Need and Usage Digital Storage Media: CF Express cards, Secure Digital Card (SD), MicroSD, SSD	4		
Unit 3	Lighting	12		1-11, 14
	Light: Definition & Concept Sources of Light: Natural & Artificial light	2	2,3	
	Lighting Techniques: Split, Rembrandt, Short and long, High key and low key	2	2,3	
	Light Modifiers: Softbox, Beauty Dish, On-Camera pop up flash, RGB LED Panel, Parabolic Octa, Umbrella, Lantern Dome	2	2,3	
	Lighting Accessories: Light C stands and grips	2	2,3	
	Flash Lighting: Definition & Concept; Functions of Flash Lighting; Types of Flash Lighting; Difference between Flash & Continuous Lighting	4	2,3	
Unit 4	Editing	8		12-13
	Photo Editing: Colour Correction and Retouching using Photoshop	8	1	
Unit 5	Aesthetics and Genres	12		1-11, 14
	Aesthetics of Photography	2	2-4	
	Framing: Definition, Concept, Types	2	2-4	
	Composition: Definition & Concept Rules of Composition: Rule of Third, Frame within Frame, Golden Ratio, Rule of Space, Leading Lines, Repetition/Pattern	4	2-4	
	Genres: Photojournalism, Advertising & Commercial, Landscape, Wildlife, Fashion Photography, Industrial, Portraiture, Conflict and Documentary work, Street, Wedding	4	2-4	

Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (50%)								Project (50%)	
		CLA-1 (15%)		CLA-2 (15%)		CLA-3 (15%)		CLA-4 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	30%		30%		30%		30%		30%	
	Understand										
Level 2	Apply										
	Analyse										
Level 3	Evaluate	70%		70%		70%		70%		70%	
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Lubben, K. 2017. Magnum Contact Sheets. WW Norton.
2. Freeman, M. 2017. The Photographer's Eye: Composition and Design for Better Digital Photos. Taylor & Francis.
3. Cartier-Bresson, H. 1952. The Decisive Moment. Simon and Schuster.
4. Northrup, T. 2012. How to Create Stunning Digital Photography. Mason Press.
5. Sontag, S. 1977. On Photography. Farrar, Straus and Giroux.
6. Guy, NK. 2012. The Lens: A Practical Guide for the Creative Photographer. O'Reilly.
7. Barnbaum, B. 2017. The Art of Photography: A Personal Approach to Artistic Expression. Rocky Nook.
8. Freeman, M. 2012. The Photographer's Story: The Art of Visual Narrative. Hachette.
9. Bendavid-Val, L. 1994. National Geographic: The Photographs. National Geographic Society.
10. Hunter, F, Biver, S, & Fuqua, B. 2007. Light, Science & Magic: An Introduction to Photographic Lighting. Taylor & Francis.
11. Michael Langford. 2000. Basic Photography, First Edition, Focal Press, UK.
12. Kelby, S. 2023. The Adobe Photoshop Book for Digital Photographers. New Riders.
13. Chavez, C. 2024. Adobe Photoshop Classroom in a Book. Adobe Press.
14. Barthes, R. 1981. Camera Lucida. Hill and Wang
15. Benjamin, W. 1972. "A Short History of Photography." Screen 12 (1). pp. 5-26.
<https://pages.ucsd.edu/~bgoldfarb/cogn150s12/reading/benjamin--small-history.PDF>
16. Bataille, G. 1928. Story of the Eye. Superver. https://www.nshafer.com/darkvisualarts/bataille_story_of_eye.pdf
17. Pinney, C. (2012). Seven theses on photography. Thesis Eleven, 113(1), 141-156.
18. Pinney, Christopher (2011). Photography and Anthropology. Reaktion Books.

Course Designers

1. Soumik Kar, Photographer and Corporate Film Maker, Mumbai
2. Soni Wadhwa, Assistant Professor, Department of Media Studies, SRM University-AP

Colonialism and Tradition

Course Code	SEC 141	Course Category	SEC		L	T	P	C
					3	0	0	3
Pre-Requisite Course(s)	ESLA	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department		Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Develop understanding of the history of nationalism movement of India
- Develop understanding of the post-independent states of India, Pakistan and Bangladesh
- Recognize and practice structure of academic papers
- Summarize readings and learn to access archives.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the major causes responsible for the partition of India	1	70%	60%
Outcome 2	Explain the history of colonialism and partition to understand the present political state of India	2	80%	70%
Outcome 3	Examine partition through the access to archives.	3	70%	60%
Outcome 4	Illustrate main structure of an academic paper	4	90%	80%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	0	2	1	2	3	3	1	2	2	3	3	3	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction			
	Geography, History, Politics and Culture of South Asia	10	2,3	2,4
Unit 2	Colonial economic policies in British India: The age of extractivism and global economic divergence			
	Decolonizing the Mind	10	2,3	1,4
	Indian Business in the colonial and post-colonial India	5	2,3	1,4
Unit 3	Partition of India			
	Economic Impact	10	1,2	3,7
	Political Impact	5	1,2	3,7
	Gandhi and Savarkar	10	1,2	3,7
Total Contact Hours		45		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		CLA-1 (15%)	CL2(25%)	CLA3 (20%)	CLA 4(40%)
		Theory	Theory	Theory	Theory
Level 1	Remember	30%	20%	30%	40%
	Understand				
Level 2	Apply	40%	40%	30%	20%
	Analyse				
Level 3	Evaluate	30%	40%	40%	40%
	Create				
Total		100%	100%	100%	100%

Recommended Resources

1. Roy T. (2017) "Introduction" chapter 1 and chapter 2 "Defining the Region: Geography and History" in Roy "The Economy of South Asia". Palgrave Studies in Economic History. Palgrave Macmillan, pg 1-21 and pg 23-37
2. Aditya Mukherjee 2022 . Decolonizing the mind. British Journal of Sociology. 22nd January 2022
3. Modern South Asia: History, Culture and Political Economy. eds Sugata Bose and Ayesha Jalal. Chapters 16 and 17 (available online via U of T course reserves)
4. The Great Partition. Yasmin Khan (chapter 1)
5. The Sole Spokesman : Jinnah, the Muslim League, and the demand for Pakistan Jalal, Ayesha, Chapters 5,6 and 7
6. Janaki Bakhle 2024. Savarkar and the making of Hindutva. Princeton (chapter 2)
7. Guharpal Singh 1999. A Victim Diaspora: A case of the Sikhs. Diaspora

Course Designers

1. Dr. Idris Hasan Bhat, Assistant Professor, Department of Political Science, SRM University AP.

Television News Production

Course Code	MDS 301	Course Category	CE		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	Knowledge of Mass Communication	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Media Studies	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To provide the students the mastery in basics of Pulling the bites
2. To explain the different concepts of Recreate the live reporting story
3. To elaborate the purpose of Creating a voice over for news documentary
4. To impart the fundamentals of Create a news script for podcasting
5. To learn the process of Create a social media reel for news.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Students would learn the basics of Pulling the bites	1	60%	70%
Outcome 2	Students would know the concept of Recreate the live reporting story	1	50%	65%
Outcome 3	Students would gain knowledge about Creating a voice over for news documentary	2	50%	70%
Outcome 4	Students would learn fundamentals of Create a news script for podcasting	3	60%	75%
Outcome 5	Students would learn to process of Create a social media reel for news.	3	65%	85%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	UNIT-I: Introduction to Television News Production	12	1, 2	1,4
	Overview of Television News Production	3		
	Newsroom Structure and Roles	3		
	News Production Workflow	3		
	Ethics and Legal Issues in News Production	3		
Unit 2	UNIT-II: News Writing and Reporting	12	3, 4, 5	4, 5
	Basics of News Writing	3		
	Reporting Techniques	3		
	Field Reporting	3		
	Storytelling in News	3		
Unit 3	UNIT-III: Technical Aspects of News Production	12	3, 4, 5	
	Cameras and Lighting	3		
	Audio for News Production	3		
	Editing for News	3		
	Graphics and Visuals	3		
Unit 4	UNIT-IV: Producing and Directing News Programs	12	3, 4, 5	2,3
	The Role of the Producer	4		
	Directing Techniques	4		
	Live News Production: Post-Production Workflow	4		
Unit 5	UNIT-V: Practical Experience and Portfolio Development	12	3, 4, 5	1, 2, 5
	Internship and Field Experience	3		
	Capstone Project	3		
	Portfolio Development	3		
	Career Planning and Networking	3		
Total Contact Hours		60		

Learning Assessment

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

Recommended Resources

1. Dr. Melissa Caudle (2011). The Reality of Reality TV: Reality Show Business Plans, First Edition, The Lot Productions, USA
2. Brianna Ruelas (2020). Make Reality TV Your Reality: Crush Your Reality Singing Show Audition and Ignite Your Music Career, First Edition, Ruelas Music Group, India
3. Colin Hart (2016). Television Program Making: Everything you need to know to get started, First Edition, Routledge, India
4. Yvonne Cappé (2006). Broadcast Basics: A Beginner's Guide to Television News Reporting and Production, Illustrated edition, Marion Street Press Inc., UK
5. Emma Hemmingway (2007). Into the Newsroom: Exploring the Digital Production of Regional Television News, First Edition, Routledge, UK.

Course Designers

1. Dr Partha Bhattacharjee, Department of Media Studies, SRM University AP

Cinemas of India

Course Code	MDS 302	Course Category	CE			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Media Studies	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. The course aims to provide a holistic understanding of the stretch and scope of Indian Cinema.
2. Familiarise students with the growth, expansion, and functioning of Indian film industries.
3. Teach students about the various artistic movements implicit in cinemas in India.
4. Elaborate on the mechanism behind the birth of film stars.
5. Demonstrate to students the ways to critically analyze socio-political issues embedded in films.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand and remember the inception of cinema in India	1,2	70%	80%
Outcome 2	Become familiar with the tropes and habits of film-viewing in India	1,2	70%	70%
Outcome 3	Learn how cinemas can divide themselves based on ideological differences	2, 3, 4	70%	70%
Outcome 4	Evaluate the role of caste, class, and gender in Indian cinema	2,3,4,6	60%	60%
Outcome 5	Analyze films with tools from theorists of Indian cinema	4, 5, 6	70%	70%

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

CLOs	Program Learning Outcomes (PLO)												PSO 1	PSO 2	PSO 3
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning			
Outcome 1	3	1	2		2	3		1				3			
Outcome 2	3	2	2		2	3		1				3			
Outcome 3	3	3	3		3	3		3				3			
Outcome 4	3	3	3		3	3		3	3			3			
Outcome 5	3	3	3		3	3		2	3	3	3	3			
Average	3	2.4	2.6		2.6	3		2	1.2	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Early Indian Cinema	12	1, 2	
	History of Indian Silent Cinema	4		
	Age of Sound	4		
	Mythological/Devotional Films	4		
Unit 2	Birth of the Indian Film Industry and its Stars	12	1, 2	
	Major Studios (Madras, Calcutta, Bombay, Pune)	4		
	Post-Independence Bombay	4		
	Mass Films and Icons	4		
Unit 3	Indian New Wave and Parallel Cinema	12	3, 4, 5	
	Bengali Cinema (Ray, Ghatak, Sen)	4		
	Malayalam Cinema (Gopalakrishnan, Aravindan, Abraham)	4		
	Hindi Cinema (Kaul, Shahani, Benegal, Nihalani)	4		
Unit 4	Indian Popular Cinema	12	3,4, 5	
	Melodrama and the Public	4		
	The Idealized Woman and Her Body	4		
	Masculinity, Heroes and Villains	4		
Unit 5	Caste and New Regional Cinema	12	3, 4, 5	
	New Tamil and Malayalam Cinema	4		
	Another kind of Violence	4		
	Return to Folk and Horror	4		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	25%
	Understand					
Level 2	Apply	70%	60%	70%	60%	25%
	Analyse					
Level 3	Evaluate					50%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Suresh Chabria (editor) - Light of Asia: Indian Silent Cinema, 1912-1934, Wiley Eastern (1994)
2. Erik Barnouw, S Krishnaswamy. Indian film, Oxford University Press (1980).
3. Rini Bhattacharya Mehta, Rajeshwari V. Pandharipande. Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora (eds.), Anthem Press (2010).
4. Ashish Rajadhyaksha, Paul Willemen. Encyclopedia of Indian Cinema, Routledge (1999).

Course Designers

1. Dr. Asijit Datta, Assistant Professor, Department of Media Studies, SRM University, AP.

Media, Culture and Society

Course Code	MDS 303	Course Category	CC				L	T	P	C
							3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Media Studies	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

1. To make students understand that the meanings are not given but are social constructs.
2. To inculcate critical understanding of the term “culture” in the minds of the students.
3. To learn the various forms of identities and their influences on individuals and groups.
4. To explore the various ways in which mass media influences culture and identities and various meaning within them.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify theories to explain any forms of meaning making processes.	1	70%	80%
Outcome 2	Explain the knowledge about the mass media's role in constructing and deconstructing the cultural meaning.	2	70%	70%
Outcome 3	Analyse how mass media affects the cultural thoughts and behaviours.	1	60%	70%
Outcome 4	Synthesize various theories on culture and identity.	2	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	On Representation	12	1	3
	Semiotics: Signifier and Signified - Ferdinand de Saussure.	4	1	1,2,3
	Meaning: Denotation and Connotation- Roland Barthes	4		1,2,3
	Representation: Stuart Hall	4		3
Unit 2	On Culture	12	1,4	3,4
	Introduction to Culture	4	1,4	3,4
	Individualism versus Collectivism	4		3,4
	Power and Domination: James Scott's concepts of Public and Hidden transcripts.	4		5
Unit 3	Media and Identity	12	2,3	4,6
	Theories of Identity, Identity Crisis, Cultural Identity and types of Identity.	4	2,3	4,6
	Immigration, Diaspora, Emigration.	4		4,6
	Ethnicity, Race,	4		4,6
Unit 4	Mass Media and Culture	12	2,3	4,5
	Media's role in the process of Assimilation, Alienation, Acculturation, Diversity.	4	2,3	4,5
	Mass Media stereotypes, xenophobia.	4		4,5
	Ethnic Conflict, Ethnic purity, Ethnic Cleansing, Hate crimes.	4		4,5
Unit 5	Mass media and the cultural thoughts and behaviours.	12	2,3,4	1,2,3,4,5,6
	The medium as the message: Marshall McLuhan	3	2,3,4	1,2,3,4,5,6
	The Bias of Communication: Harold Innis	3		1,2,3,4,5,6
	The Frankfurt School of Critical Theory: Culture Industry	3		1,2,3,4,5,6
	Birmingham school of cultural studies	3		1,2,3,4,5,6
	Total	60		

Learning Assessment

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

Recommended Resources

1. Fiske, J. (2011). Introduction to communication studies (3rd ed.). Routledge.
2. Baran, J. S., & Davis, K. D. (2015). Mass communication theory: Foundations, ferment, and future. Cengage Learning.
3. Hall, S. (2013). Representation: Cultural representations and signifying practices (2nd ed.). SAGE Publications Ltd.
4. Samovar, L. A. (Ed.). (2012). Communication between cultures (8th ed.). Cengage Learning Custom Publishing.
5. Scott, J. C. (1992). Domination & the arts of resistance: Hidden transcripts. Yale University Press. (Reprint ed.)
6. Jenkins, R. (2014). Social identity (4th ed.). Routledge.

Course Designers

1. Dr. Ugen Bhutia. Assistant Professor, Department of Liberal Arts, SRMAP.

Media and Posthumanism

Course Code	MDS 304	Course Category	CE	L	3	T	1	P	0	C	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)							
Course Offering Department	Media Studies	Professional / Licensing Standards									

Course Objectives / Course Learning Rationales (CLRs)

1. The course aims to dissolve the binaries and differences between machines, humans and non-human others.
2. Familiarize students with a deeper understanding of the philosophy of posthumanism and its ancient roots.
3. Teach students about the role of Artificial Intelligence in shaping posthuman futures and subjectivities.
4. Demonstrate to students posthuman approaches for the study of games, television, social media, journalism, and rhetoric.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand and remember the languages and vibrations of nature, machines, and living organisms	1,2	70%	80%
Outcome 2	Become familiar with the technical nuances of the emergent ideas around posthumanism	1,2	70%	70%
Outcome 3	Learn the methods and tropes of reading into the life of things and simultaneously valuing and preserving them	2, 3, 4	60%	70%
Outcome 4	Analyze and deconstruct mediatic representations and ecological occurrences with posthuman tools	2,3,4,6	60%	60%
Outcome 5	Create independent, community-based futures	3, 6	60%	70%

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

CLOs	Program Learning Outcomes (PLO)											
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning
Outcome 1	3	1	2		2	3		1				3
Outcome 2	3	2	2		2	3		1				3
Outcome 3	3	3	3		3	3		3				3
Outcome 4	3	3	3		3	3		3	3			3
Outcome 5	3	3	3	3	3	3		2	3	3	3	3
Average	3	2.4	2.6	3	2.6	3		2	1.2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction: What is Posthumanism	20	1, 2, 3	
	Man+ Machine+ Nature	8		
	Climate Crisis	6		
	Interrelationships and Solutions	6		
Unit 2	Lucid Subjectivities and Technologies	20	1, 2, 3	
	Humans and Non-human Others	8		
	Ecologies	6		
	Cyborgs	6		
Unit 3	Posthuman Media	20	2, 3, 4, 5	
	Social Media	8		
	Video Games	6		
	Speculative Futures	6		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	25%
	Understand					
Level 2	Apply	70%	60%	70%	60%	25%
	Analyse					
Level 3	Evaluate					50%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Ferrando Francesca and Rosi Braidotti. "Philosophical Posthumanism." Università degli studi di Roma Tre Bloomsbury Academic Bloomsbury Publishing 2019.
2. Braidotti Rosi. The Posthuman. Repr ed. Polity 2021.
3. Donna J. Haraway, "A Cyborg Manifesto: Science, technology, and Socialist-Feminism in the Late Twentieth Century," in Simians, Cyborgs, and Women: The Reinvention of Nature (New York: Routledge, 1991), 149-181.
4. https://www.youtube.com/@posthuman_network.
5. Manovich, L (2001) The Language of New Media, MIT Press.
6. Barron, C. (2003). A strong distinction between humans and non-humans is no longer required for research purposes: a debate between Bruno Latour and Steve Fuller. History of the Human Sciences,16 (2),77-99.

Course Designers

Summer Internship

Course Code	MDS 305	Course Category	RDIP			L	T	P	C
						0	0	4	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department		Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

- Identify the key themes and practices relevant to the industry.
- Explain the processes and workflows within the organization.
- Apply and connect theoretical knowledge to practical tasks and projects in the workplace.
- Evaluate the effectiveness of different strategies and approaches used by the organization.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognize and recall fundamental industry-specific concepts and practices.	1	70	80
Outcome 2	Interpret and describe the organizational processes and workflows	2	70	80
Outcome 3	Apply and connect theoretical knowledge in practical tasks and projects within the internship setting.	3	70	80
Outcome 4	Assess and critique the effectiveness of strategies and methodologies employed by the organization.	4	70	80

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	0	2	1	2	3	3	1	2	2	3	3	3	2	2	2

Category	Description	CLOs
Industry Orientation	Students engage in activities that help them recognize and recall fundamental industry-specific concepts and practices.	1
Process Analysis	Students interpret and describe the organizational processes and workflows observed during their internship.	2
Practical Application	Students implement theoretical knowledge by completing practical tasks and projects within the internship setting.	3
Strategy Evaluation	Students assess and critique the effectiveness of strategies and methodologies employed by the organization during their internship.	4

Learning Assessment

Bloom's Level of Cognitive Task		Progress Report (30%)	Internship Report (40%)	Viva (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
Total		100%	100%	100%

Course Designers

1. Dr Vandana Swami, Associate Dean and Professor, Eswari School of Liberal Arts, SRM University AP
2. Dr. Vineeth Thomas, Assistant Professor and Head, Department of Political Science, SRM University AP

CO-CURRICULAR ACTIVITIES

Course Code	VAC 103	Course Category	VAC		L	T	P	C
					0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	SA	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Develop essential skills, including leadership, communication, and teamwork, among students.
2. Offer opportunities for students to apply academic concepts in practical, real-world scenarios.
3. Promote self-exploration, confidence-building, and social responsibility.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate confidence in leading group activities, communicate clearly, and collaborate effectively with diverse teams.	2	80%	75%
Outcome 2	Apply theories to practical tasks by solving problems and adapting concepts to real-life situations through cocurricular activities	2	80%	70%
Outcome 3	Develop new experiences with an open approach through guided reflection to assess personal growth, skills, and learning for holistic development.	3	80%	70%

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 100%			
		CLA-1 25%	CLA-2 25%	CLA-3 25%	CLA-4 25%
Level 1	Remember				
	Understand				
Level 2	Apply	15%	15%	15%	15%
	Analyse				
Level 3	Evaluate	10%	10%	10%	10%
	Create				
Total		25%	25%	25%	25%

COMMUNITY SERVICE AND SOCIAL RESPONSIBILITY

Course Code	VAC 104	Course Category	VAC			L	T	P	C
						0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	CEL	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. Encourage initiatives that address local needs, foster self-sufficiency, and promote environmental sustainability within the community.
2. Equip participants with a deeper understanding of social issues and a sense of responsibility towards marginalized communities.
3. Inspire active participation in community service programs and foster a culture of giving back among individuals and organizations.
4. Develop and implement programs that contribute to skill development, economic empowerment, and equal opportunities for underprivileged sections of society.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop effective strategies for identifying and addressing community needs.	3	80%	80%
Outcome 2	Demonstrate empathy and cultural sensitivity when engaging with diverse community groups.	4	80%	75%
Outcome 3	Implement sustainable solutions and evaluate their impact on social well-being.	5	90%	85%
Outcome 4	Collaborate effectively within teams to design and lead community service projects.	6	90%	80%

Learning Assessment

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

Heritage, Art, Media

Course Code	MDS 307	Course Category	CE		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Media Studies	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. The course aims to introduce how art and heritage can be traced through time
2. Sensitize students to questions of state power, affective expressions, and a spectrum of sensorium
3. To articulate how sensory perceptions shape our biographies as individuals and as products of a socio-cultural history
4. Evaluate modes of being and inquiry through art, heritage, and media.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate various possibilities of heritage	1	70%	80%
Outcome 2	Illustrate the significance of memory	2	70%	70%
Outcome 3	Explore sensory mediums to think of past and present	1	60%	70%
Outcome 4	Critically engage with notion of identity, loss, and preservations	2	60%	60%
Outcome 5	Imbibe an in-person modality of making and un-making archives	4	70%	70%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Sensory Past and Present	20	1,2	1,2,3,4,5,6
	Aromatic woods and Indian Ocean maritime network	4		
	Understanding documents, records, travel accounts	4		
	Making of cultural heritage and Identity politics	4		
	Interplay between sound and sight	4		
	How is memory curated and erased?	4		
Unit 2	Unit 2: Imageries of emotions	20	3,4	7,8,9,10,11,12,13,14
	Role of emotions in curatorial practices	5		
	How do we deal with death? Can it be celebrated?	5		
	Gastro politics- social and moral propositions	5		
	Community history of Diasporic Mizos through photography and first-person oral history narratives	5		
Unit 3	Unit 3: Immersive Projects	20	4,5	15 Part I and II
	What is immersion?	7		
	Intellectual Traditions	7		
	Cultural Frameworks	6		

Learning Assessment

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

Recommended Resources

1. Chattopadhyay, A. (2022). A Study of Aromatic Woods in Seventeenth-Century India: Circulation of Aloewood and Sandalwood through Facilitating Port Cities and Trade Networks. *crossroads*, 20(1-2), 76-117.
2. De Witte, M., & Meyer, B. (2012). African heritage design: entertainment media and visual aesthetics in Ghana. *Civilisations*, 61(1), 43-64.
3. Binter, J. T. (2014). Unruly voices in the museum: Multisensory engagement with disquieting histories. *The Senses and Society*, 9(3), 342-360.
4. Ogawa, Y. (2019). *The Memory Police*. United Kingdom: Random House. Selected excerpts
5. MENON, V. (2023). Whose history?': In Telangana and Andhra Pradesh, the archives are fighting. *The Print*. URL: <https://theprint.in/feature/whose-history-in-telangana-and-andhra-pradesh-the-archives-are-fighting/1322110/>
6. Varutti, M. (2023). The affective turn in museums and the rise of affective curatorship. *Museum management and curatorship*, 38(1), 61-75.
7. Murata, S. (2022). *Life Ceremony*. United Kingdom: Granta Publications.
8. Guha-Thakurta, T. (2015). *In the name of the Goddess: the Durga Pujas of contemporary Kolkata*. India: Primus books.
9. Beth, S. (2005). Taking to the streets: Dalit mela and the public performance of Dalit cultural identity. *Contemporary South Asia*, 14(4), 397-410.

10. Damodaran, S., & Sitas, A. (2016). The musical journey–re-centring AfroAsia through an arc of musical sorrow. *Critical Arts*, 30(2), 252-268.
11. Appadurai, A. (1981). gastro-politics in Hindu South Asia. *American ethnologist*, 8(3), 494-511.
12. Junisha, D. K., & Donoghue, K. L. (2023). Stories from the Valley. India: Northeast India AV Archive
13. Community history of Diasporic Mizos through photography and first-person oral history narratives
14. Bhrugubanda, U. M. (2014). Devotion and horror in a women's genre: exploring subalternity in cinema. *Critical Quarterly*, 56(3).
15. 20 hours internship with one of the following

Part I: Workshop on- What is an archive? How do we form a tapestry of documents?

1. Invitees-
2. Dr. Anwesha Ghosh, Assistant Professor, NLSIU Bangalore
3. Prof. Roma Chatterji, Visiting Professor, Shiv Nadar University, Greater Noida
4. Dr. Uma Maheshwari Bhrugubanda, Associate Professor, EFLU, Hyderabad
5. D Junisha Khongwir, curator and board member at the NE India AV Archive
6. Mary Therese Kurkalang, cultural curator and social researcher, Meghalaya
7. Swastik Harish, Senior Advisor- Programs, Hyderabad Urban Lab
8. Prerana YSK, Artistic Director, Conflictorium, Ahmedabad

Part II:

1. Conflictorium (Museum of Conflicts), Ahmedabad, Gujarat
2. Hyderabad Urban Lab, Telengana
3. Museum of Christian Art, Goa
4. North East India Archive, Meghalaya, Shillong
5. Andhra Pradesh State Archives, Mangalagiri

Course Designers

1. Dr. Sebanti Chatterjee, Assistant Professor, Dept. of Media Studies, SLASS, SRM University- A

Marginalities in the Mediatic World: Caste, Gender and Disability

Course Code	MDS 308	Course Category	CE			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Media Studies	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

1. The course aims to dissolve binaries and hierarchies that are sustained in the name of caste, gender, and disability.
2. Familiarise students with a deeper understanding of the philosophy of representation and media.
3. Teach students about the media's role in shaping the futures and subjectivities of marginalized individuals and their rights.
4. Demonstrate to students various mediatic approaches that deal with emerging stories of the oppressed.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand and remember the languages and vibrations of gender, caste, and disability representations in the media	1,2	70%	80%
Outcome 2	Become familiar with the technical nuances of the emergent ideas around new media inclusions and invisibilities	1,2	70%	70%
Outcome 3	Learn the methods and tropes of constructing various mediatic identities, and simultaneously interrogating, and evaluating them	2, 3, 4	60%	70%
Outcome 4	Analyse, deconstruct, and reconstruct mediatic representations	2,3,4,6	60%	60%
Outcome 5	Create independent, community-based ethical projects	3, 6	60%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	2		2	3		1				3			
Outcome 2	3	2	2		2	3		1				3			
Outcome 3	3	3	3		3	3		3				3			
Outcome 4	3	3	3		3	3		3	3			3			
Outcome 5	3	3	3	3	3	3		2	3	3	3	3			
Average	3	2.4	2.6	3	2.6	3		2	1.2	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit1	Media and Caste	20	1, 2, 3, 4	
	Caste and Invisibility in News	6		
	Caste Victimhood in Cinema	8		
	Emergence of Caste Stories in New Media Platforms	6		
Unit2	Media and Gender	20	1, 2, 3, 4	
	Social media and gendered locations- production, representation, consumption	10		
	Gaming and the gendered body	10		
Unit3	Media and Disability	20	1, 2, 3, 4, 5	
	Representing Disability: The basics	4		
	Understanding silence toward disability	4		
	Silence and Resistance	4		
	Intersectional Social Media Initiatives in India	4		
	Visible Disability	4		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	25%
	Understand					
Level 2	Apply	70%	60%	70%	60%	25%
	Analyse					
Level 3	Evaluate					50%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Caste and Gender in Contemporary India by Banerjee Supurna and Ghosh Nandini, 2018
2. The Routledge Companion to Caste and Cinema in India, by Joshil K. Abraham, Judith Misrahi-Barak, 2022.
3. Caste, Communication and Power, by Biswajit Das and Debendra Prasad Majhi, Sage, 2021.
4. Thornham, H. (2008). "It's A Boy Thing" Gaming, gender, and geeks. Feminist Media Studies, 8(2), 127-142.
5. Gill, R., & Gill, R. C. (2007). Gender and the Media. Polity.
6. Krijnen, T., & Van Bauwel, S. (2021). Gender and media: Representing, producing, consuming. Routledge.
7. Patnaik, A. (2022). Productivity to Precarity on Instagram: Digital Feminism in India during the Covid-19 Pandemic. Journal of International Women's Studies, 24(2), 5.
8. Documentary: Writing with Fire (2021)
9. Jeffress, M. S. (2021). Disability representation in film, TV, and print media. Routledge.
10. Johanssen, J., & Garrisi, D. (Eds.). (2022). Disability, media, and representations: Other bodies. Routledge.
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12. David T. Mitchell and Sharon L. Snyder. (2000). Representation and its Discontents: The Uneasy Home of Disability in Literature and Film. In Narrative Prosthesis: Disability and the Dependencies of Discourse (pp. 15–46). MI: The University of Michigan Press.
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Course Designers

1. Dr. Asijit, Dr. Rajni, Dr. Ipsita.

Dynamics of Community Radio in India

Course Code	MDS 309	Course Category	CE		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Media Studies	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To discuss the scope and meaning of community radio in India
2. To demonstrate practical and policy implications of community radio
3. To explore the role of community radio in generating social and political awareness
4. To formulate one's own idea of a community radio.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Historically situate the phenomena of community radio in India	1	70%	80%
Outcome 2	Evaluating the presence of community radio in managing community engagement and participation	2	70%	70%
Outcome 3	Understanding how to build strategic collaborations	3	60%	70%
Outcome 4	Application of community radio to inculcate community values and ethical choices	3	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Community Radio	15	1	1,2,3,
	What is community radio?	3		
	Who is community in community radio?	5		
	Community radio in India	7		
Unit 2	Broadcasting People's Voices	15	1, 2	4,5
	Social Sector and Community Development	6		
	Spectrum Allocation and Airwaves	3		
	Technology, Society, and Community Radio	3		
	Making of a Community Radio	3		
Unit 3	Community Radio and Social Awareness	15	3	6,7,8,9
	Gender and Community Radio	5		
	Ecology and Community Radio	5		
	Governance and Community Radio	5		
Unit 4	Challenges of Community radio	15	4	10,11
	Economic Challenges	5		
	Relevance of Inclusivity	5		
	Social Approval and Acceptance	5		

Learning Assessment

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

Recommended Resources

1. Malik, K. K., & Pavarala, V. (2020). Community Radio in South Asia. London: Routledge. Chapter 1 & 2.
2. Bailur, S. (2012). Who is the community in community radio?. Economic and Political Weekly, 92-99.
3. Fraser, C., Restrepo-Estrada, S. (2001). Community Radio Handbook. Paris: UNESCO.
4. Malik, K. K., & Pavarala, V. (2020). Community Radio in South Asia. London: Routledge. Chapter 6,7, & 8.
5. Pavarala, V., Malik, K. K., & Jena, A. (2022). Community radio as development radio: A critical analysis of third-sector radio in South Asia. In The Routledge Companion to Radio and Podcast Studies (pp. 287-297). Routledge.
6. Malik, K. K., & Pavarala, V. (2020). Community Radio in South Asia. London: Routledge. Chapter 9,10 & 11.
7. Backhaus, B., & Tacchi, J. (2022). Uneasy allies: Community radio and communication for social change. In The Routledge Companion to Radio and Podcast Studies (pp. 298-307). Routledge.
8. Riaz, S., & Qureshi, I. (2017). Emergence of a new institutional logic: Shaping the institutionally complex field of community radio in India. In Emergence (Vol. 50, pp. 383-418). Emerald Publishing Limited.
9. Nirmala, Y. (2015). The role of community radio in empowering women in India. Media Asia, 42(1-2), 41-46.
10. Invited lecture by Deccan Development Society on Sangham Radio
11. Invited lecture by Prof. Vinod Pavarala, chairholder for the UNESCO Chair on Community Media at the University of Hyderabad.

Course Designers

1. Dr. Sebanti Chatterjee, Assistant Professor, Department of Media Studies, SRM University-AP.

Advanced Research Methods

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To familiarise and utilise philosophical underpinning in conducting research.	1	70%	80%
Outcome 2	Ability to use Qualitative, and mixed methods in conducting their research.	2	70%	70%
Outcome 3	Ability to use, Quantitative and mixed methods in conducting their research.	3	60%	70%
Outcome 4	Ability to use various software to analyse data	4	60%	60%

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

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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Philosophy of Research Methodology	8	1	3,7,11,12,15,16
	What is Scientific Research	2		
	Empiricism, Positivism and Interpretative Research	2		
	Epistemology of Social Sciences	2		
	Quantitative and Qualitative research	2		
Unit 2	Qualitative methods	12	2	2,3,7,8,10,12, 14,15,16 15
	Participant observation, Interviews	3		
	Focus Group Discussion (FGDs), Case Study, Genealogy	3		
	Ethnography Studies in Anthropology and other disciplines	3		
	Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA)	3		
Unit 3	Quantitative methods – Research designs,	10		
	Research design – cross-sectional, longitudinal, experimental	4	3	
	Sample size and sampling techniques	3		
	Reliability and validity	3		
Unit 4	Quantitative methods – data analysis	12	4	
	Types of probability distribution – Normal distribution, Binomial distribution, Poisson distribution	2		
	Univariate analysis – frequency tables, graphs, measures of central tendency, measures of dispersion	2		
	Bivariate analysis – correlation, regression	2		
	Statistical tests – Chi-square, T-test, ANOVA	2		
	Data analysis using Jamovi and R	2		
	Introduction to large data sets	2		
Unit-5	Research Proposal and Fieldwork	18	1,2,3,4	7,12,13,15, 16
	Development of a Proposal	4		
	Conducting fieldwork	8		
	Data Analysis and Report writing.	6		

Learning Assessment

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

Recommended Resources

Course Designers

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

Media and Nationalism

Course Code	MDS 402	Course Category				
			L	T	P	C
			3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	Media Studies	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

1. To explore various definitions of the term ‘nationalism’.
2. To analyse and understand the mass media as a public sphere.
3. To access the significance of ideology in the mass media.
4. To understand how mass media reports on marginalities.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define and contrast between different perspectives on the term ‘nationalism’.	1	50%	60%
Outcome 2	Discuss the role of mass media within the larger concept of public sphere.	2	50%	60%
Outcome 3	Define and contrast between different perspectives on the term ‘ideology’.	1	60%	60%
Outcome 4	Explain the ideological impact on the functioning of the mass media.	2	70%	70%
Outcome 5	Illustrate how media represents various marginalities like ethnicity, gender, caste and region.	4	60%	60%

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

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

Course Unitization Plan

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

Learning Assessment

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

Recommended Resources

1. Dawisha, Adeed. (2002). Nation and Nationalism Antecedents to Contemporary Debates. International Studies Review, 4 (1), 3-22
2. Anderson, Benedict. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso
3. Hobsbawm, Eric. (1983). Introduction: Invention Traditions. In Hobsbawm, Eric, Ranger, Terence (Ed.) The Invention of Tradition. UK: Cambridge University Press
4. Chatterjee, Partha. (1993). The Nation and its Fragments-Colonial and Postcolonial Histories (Princeton Studies in Culture/Power/History). Princeton: Princeton University Press
5. McQuail, D. (2009) McQuail's Mass Communication Theory, Vistar Publication: New Delhi
6. Prinsloo, Jeanne. (1999). Cheer the Beloved Country? Some Thoughts on Gendered Representations, Nationalism and the Media. Agenda: Empowering Women for Gender Equity. 40, 45-53.
7. Eccleshall, Robert. (1999). Political Ideologies: An Introduction. London: Routledge.
8. Jeffrey, R (2016). Media and Modernity, Communications, Women and the State in India. Orient Blackswan.
9. Herman, E. S., & Chomsky, N. (1988). Manufacturing consent: The political economy of the mass media. New York: Pantheon Books.
10. Kabi, K. H., Pattnaik, N. S. (2015). Media, Conflict and Peace in Northeast India. Delhi: Vij Books

Course Designers

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

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

➤ Enter Data

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				

[illegible]

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

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

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Enter Data

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

➤ Enter Data

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				

[illegible]

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

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

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Enter Data

Research Project I

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe key concepts, theories, and methodologies relevant to the research topic.	1	70	80
Outcome 2	Interpret existing literature to contextualize the research question.	2	70	80
Outcome 3	Illustrate a research project, including data collection and analysis, using appropriate methodologies.	3	70	80
Outcome 4	Examine research findings and integrate them with existing theoretical frameworks.	4	70	80

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	-	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	-	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	-	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average		2	1	2	3	3	1.5	2	2	3	3	3	2	2.8	2.5

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

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			Viva (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Viva
		Theory	Theory	Theory	
Level 1	Remember	30%	30%	20%	25%
	Understand				
Level 2	Apply	40%	30%	50%	25%
	Analyse				
Level 3	Evaluate	30%	40%	30%	50%
	Create				
Total		100%	100%	100%	100%

Course Designers

1. Dr. Ugen Bhutia, Assistant Professor, Department of Media Studies, ESLA, SRM University AP.

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

➤ Enter Data

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				

[illegible]

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

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

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Enter Data

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

➤ Enter Data

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				

[illegible]

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

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

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Enter Data

Course Code	MDS 408	Course Category				L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department		Professional / Licensing Standards							

➤ Enter Data

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				

[illegible]

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

Learning Assessment

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

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Enter Data

Dissertation

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

Course Objectives / Course Learning Rationales (CLRs)

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

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe key concepts, theories, and methodologies relevant to the research topic.	1	70	80
Outcome 2	Interpret existing literature to contextualize the research question.	2	70	80
Outcome 3	Illustrate a research project, including data collection and analysis, using appropriate methodologies.	3	70	80
Outcome 4	Examine research findings and integrate them with existing theoretical frameworks.	4	70	80

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	-	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	-	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	-	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average		2	1	2	3	3	1.5	2	2	3	3	3	2	2.8	2.5

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

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			Viva (50%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (10%)	
		Theory	Theory	Theory	Viva
Level 1	Remember	30%	30%	20%	25%
	Understand				
Level 2	Apply	40%	30%	50%	25%
	Analyse				
Level 3	Evaluate	30%	40%	30%	50%
	Create				
Total		100%	100%	100%	100%

Course Designers

1. Dr. Ugen Bhutia, Assistant Professor, Department of Media Studies, ESLA, SRM University AP.