

**AMRITA VISHWA VIDYAPEETHAM**

**DEPARTMENT OF MASS COMMUNICATION**



**POST GRADUATE DIPLOMA IN JOURNALISM (PGDJ)**

**CURRICULUM AND SYLLABUS 2021 ADMISSIONS**

**AMRITA VISHWA VIDYAPEETHAM  
ETTIMADAI, COIMBATORE**

### **Programme Educational Objectives (PEOs)**

The students graduating from the PGDJ program will be able to:

PEO1 [Critical and integrative Thinking] - Develop a critical and epistemological thinking in national and international politics, economy, ethics, culture, religion, and social institutions.

PEO2 [Effective verbal and non-verbal communication] - Clearly and coherently use spoken and written words and visuals for narrative, descriptive and analytical methods in informational, persuasive and creative purposes.

PEO3 [Societal and Environmental Awareness] - Understand the responsibility as a journalist and media student to improve the environment in which they operate and to engage in strategies and practices that promote sustainability.

PEO4 [Ethical Reasoning] - Understand and apply ethical communication, principles and practices in academic, journalistic, personal, vocational and civic situations.

PEO5 [Leadership] – Be an entrepreneur and serve media industry interests as a means toward the greater goal of serving the public, and to also directly promote media literacy and apply social interactions in socio-political economy, cultural, and developmental diaspora from the grassroots level to the new media to embrace difference.

### **Programme Specific Outcomes (PSOs)**

The students of the Communication program will be able to:

PSO1: Create a strong research-oriented theoretical foundation in consonance with recent advances in the discipline of Mass Communication.

PSO 2: Take a creative, empirical, ethical, and sustainable approach to the program that combines conceptual and theoretical media repertoires, including print, broadcast, IMC, and multimedia.

PSO 3: Provide an opportunity to extend the knowledge base to the world of practice with a view to promoting a healthy interface between academia and society.

## POST GRADUATION DIPLOMA IN JOURNALISM

### CURRICULUM

#### SEMESTER I

| S. No.       | Course Code | Structural Framework | Course Title  | L-T-P | Credits   |
|--------------|-------------|----------------------|---|-------|-----------|
| 1.           | 21CMJ501    | Core Module          | Critical Approach to Communication Theories                                       | 2 0 2 | 4         |
| 2.           | 21CMJ502    | Core Module          | Media Laws and Ethics: Issues and Debates   | 2 0 2 | 4         |
| 3.           | 21CMJ503    | Core Module          | Applied Media Research (to include research project and Review 1-guide allocated) | 3 0 2 | 4         |
| 4.           | 21CMJ504    | Core Module          | Contemporary Issues   | 1 0 0 | 1         |
| 5.           | 21CMJ505    | Core Module          | Environment and Social Issues: Global Media Perspectives                          | 3 0 0 | 3         |
| 6.           | 21CMJ581    | Core Module          | Quantitative Data Analysis for Social Science Research                            | 0 1 2 | 2         |
| 7.           | 21CMJ582    | Core Module          | Qualitative Data Analysis for Social Science Research                             | 0 1 2 | 2         |
| 8.           | 21CMJ583    |                      | *Seminar  | 0 1 2 | 2         |
| 9.           | 21CUL501    |                      | Cultural Education  | 2 0 0 | P/F       |
| <b>Total</b> |             |                      |   |       | <b>22</b> |

**SEMESTER II**

**\*THREE MANDATORY SPECIALIZATION courses from ANY ONE Bundle (1A to 1D) and ONE ELECTIVE course from any of the other Bundles in the semester**

| S. No  | Course Code | Structural Framework                             | Course Title  | L T P | Credits   |
|--|-------------|--|---|-------|-----------|
| 1.   | 21CMJ511    | ElectiveBroad<br>cast<br>Bundle 1A:              | 1.Technological Approaches to Television Journalism     | 1 1 4 | 4         |
| 2.   | 21CMJ512    |  | 2.Basic Photography and Videography                     | 1 1 4 | 4         |
| 3.   | 21CMJ513    |  | 3. Film Studies: Theory and Analysis                    | 1 1 4 | 4         |
| 4.   | 21CMJ514    | ElectiveIMC<br>Bundle 1B:                        | 1. Integrated Marketing Communications                  | 1 1 4 | 4         |
| 5.   | 21CMJ515    |  | 2. Digital Marketing Communication Basics               | 1 1 4 | 4         |
| 6.   | 21CMJ516    |  | 3. Branding Media and Entertainment                     | 1 1 4 | 4         |
| 7.   | 21CMJ517    | ElectivePrint<br>Bundle 1C:                      | 1.Reporting, for Print Media                            | 0 1 6 | 4         |
| 8.   | 21CMJ518    |  | 2. Editing for Print Media I                            | 0 1 6 | 4         |
| 9.   | 21CMJ519    |  | 3.Fake News and Disinformation- Issues and Challenges   | 0 1 6 | 4         |
| 10.  | 21CMJ520    | ElectiveNew<br>Media and<br>Design<br>Bundle 1D: | 1.Techniques of Graphic Communication and Visual Design | 1 1 4 | 4         |
| 11.  | 21CMJ521    |  | 2. Social Media Metrics and Evaluation                  | 1 1 4 | 4         |
| 12.  | 21CMJ522    |  | 3.Social Media Optimization for Brands                  | 1 1 4 | 4         |
| <b>Total = 16 credits for Mandatory Specialization (4 x 3 = 12) and Elective (4 x 1=4)</b> |             |  |   |       | <b>16</b> |
|  | 21CMJ590    |  | Research Project Review 2                               | 0 0 2 | 1         |
| 13.  | 21CMJ584    |  | *Seminar  | 0 1 2 | 2         |
| 14.  | 21AVP501    |  | Amrita Value Programme                                  | 1 0 0 | 1         |
| <b>Total</b>   |             |  |   |       | <b>20</b> |

**\*Seminars-** Introduction of the Seminar Component (2 credits), Students individually present a seminar on a current topic for 10 minutes followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking

## SEMESTER 1

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21CMJ501 CRITICAL APPROACH TO COMMUNICATION THEORIES

2 0 2 4

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**Course Objective:** To provide the students an in-depth understanding of the fundamental principles and theories of media and communication. It seeks to develop students' analytical and critical thinking and application of the theories in the day to day context.

**Course Outcomes:** By the end of the course the students will be able to:

1. Gain an understanding of the perspectives on media, society and the ability to develop critical thinking of the various paradigms
  2. Have ability to differentiate the various strands in social and cultural theory and the arguments put forth by the theorists and schools
  3. Identify social and political dimensions within contemporary media artefacts.
  4. Recognize dimensions of development & underdevelopment across a range of national contexts
  5. Assess the strengths and weaknesses of each media system as a support for democracy. and recognize that media systems are shaped by the wider context of political history and culture.
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### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
|    |      |      |      |      |      |      |      |      |
| 1  | 3    | 2    | 2    | 2    | 1    | 3    | 2    | 2    |
| 2  | 1    | 1    | 2    | 2    | 1    | 3    | 3    | 3    |
| 3  | 3    | 2    | 2    | 2    | 1    | 3    | 3    | 2    |
| 4  | 3    | 2    | 3    | 2    | 1    | 3    | 3    | 1    |
| 5  | 3    | 2    | 3    | 2    | 1    | 2    | 2    | 2    |

## **UNIT 1**

The rise of media industries and mass society theory in the age of propaganda. The Chicago School: social change, electronic media and democracy. Mead. Dewey. Cooley. Normative theories. Press as the fourth estate, functionalism and pluralism. Lasswell. Media effects tradition. Early perspectives on media and society: dominant and critical paradigm. Rise of cultural theories in Europe. Post-World War II

## **UNIT 2**

The Frankfurt School: Emergence of critical and cultural theories. Influence of Marxism and Neo Marxism and its various versions of conflict. Gramsci and Althusser's Hegemony. Ideology and resistance. Adorno, Horkheimer, Bourdieu, Marcuse and Lowenthal. The Toronto School: Introduction to history and theory of digital media. Philosophies of McLuhan, Manovich, Shapin, Jenkins, Castells and Lesig. Birmingham School: Hoggart and Stuart Hall. Feminist media studies. Post-modernism. Identity, Culture and Community, Digital identity, Youth culture, Gaming. Digitization of race, class, gender and the hegemonic process.

## **UNIT 3**

The Annenberg school: Audience theories. Use and gratification. Cultivation analysis. Catharsis. Pluralism and the public sphere. Social theory: dominant positions. Social to media theory. Foucault. Actor Network theory (ANT). Social Learning Theories. Digital Public Sphere and Opinion: Modern day threats to democracy – Manufacturing consent. Chomsky. Freedom of expression and media in transition. Civic media. The roles of media in democracies and authoritarian regimes, media as a political actor. Ethics, responsibilities and trends. Media systems and political systems. Gunther and Mugham 2000. Media imperialism. Thussu, 2000. Digital media, power and society. Restrictions on media freedom. Surveillance and privacy. Neoliberalism and social movements. Collective action.

## **UNIT 4**

Development perspectives: Trends in development communication theory- dominant paradigm (modernisation), the opposing paradigm (dependency), and the emerging paradigm (participation) Approaches - Diffusion/extension approach,. Mass Media approach, Development support communication approach,. Institutional approach,. Integrated approach,. Localised approach to development communication,. Planned strategy to development communication. Global hegemony and development theories. Deconstruction of the West. Theorizing world development. Alternative development. Human development.

## **UNIT 5**

Alternatives to the western model. Asian Perspectives: The three models of media and politics by Hallin and Manicini 2004. The sadharanikaran model of communication. Development pluralism. NGO's. ICT4D. Cyber utopia. Social capital and digital capital. Digital Knowledge economies and Social production of Knowledge. Digital media economies (Deuze, Shirky). Online reputation economies.

## REFERENCES:

1. Baran, S.J. and Davis, D.K. (2000). Mass communication theory: Foundations, ferment and future. Canada: Wadsworth Thomson Learning.
2. Dennis, M.(2005). McQuail's mass communication theory. 5<sup>th</sup> edition. London: Sage.
3. Dissanayake, W. (Ed.). (1988). *Communication theory: The Asian perspective*. Singapore: Asia Mass Communication Research and Information Centre.
4. Hallin, D.C. and Mancini, P. (2011). *Comparing media systems: Beyond the western world..* Cambridge: Cambridge University Press.
5. Melkote, S.R. and Steeves, L.H. (2001). *Communication for Development in the Third World: Theory and Practice for empowerment*. New Delhi: Sage.
6. Pieterse, J.N. (2010). *Development theory: Deconstruction/ reconstructions*. 2<sup>nd</sup> edition. Singapore: Sage.
7. Yin, J (2008): *Beyond the four theories of the press: A new model for the Asian and the World press*. AEJMC.
8. Curran, J(2002). *Media and Power*. Routledge, Taylor and Francis
9. Andrew C. (2013) *The Hybrid Media System: Politics and Power*, Oxford University Press
10. Castells, M. (2005) *The Rise of the Network Society: The Information Age* ,Vol 1, Wiley
11. Henry J. (2008) *Convergence Culture: Where Old and New Media Collide*, NYU Press
12. Iyengar, S., Beckett, C. and Ball, J. (2013) *WikiLeaks: News in the Networked Era*, John Wiley & Sons
13. Matthew H. (2009) *The Myth of Digital Democracy*, Princeton University Press
14. Miller, V (2011) *Understanding Digital Culture*, Sage
15. Mizuko I., Heather A. H., Matteo B. and Boyd, D. (2009) *Living and Learning with New Media: Summary of Findings from the Digital Youth Media*, MIT Press
16. Nancy. K. B. (2013) *Personal Connections in the Digital Age. Digital Media and Society Series* , John Wiley & Sons
17. Yochai B. (2006) *The Wealth of Networks; How Social Production Transforms Markets and Freedom*, Yale University Press

**Course Objective:** The course will advance education in and around the principles of ethical journalism. It will deal with myriad range of ethical and legal issues pertinent to various aspects of the media, which will help them to encounter in their professional lives with moral problems and dilemmas if they have any. This course will question and critique the nature of ethical, legal and moral discourse pertaining to professional communication.

**Course Outcomes:** By the end of the course the students will be able to:

1. Understand how Indian media laws and regulations compare with those of other nations
2. Understand how media policies and regulations enable or constrain effective media environments
3. Understand the obligations and rights of media practitioners in the execution of their duties
4. Develop skills in critical thinking and case analysis
5. Appreciate the relevance and complexity of issues associated with media regulation
6. Understand changing media landscapes and explain their possible legal implications and ethical approaches

| <b>CO</b> | <b>PEO1</b> | <b>PEO2</b> | <b>PEO3</b> | <b>PEO4</b> | <b>PEO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>1</b>  | 2           |             |             |             | 1           | 3           |             | 3           |
| <b>2</b>  | 2           |             | 3           | 3           | 1           | 3           |             | 3           |
| <b>3</b>  | 2           |             | 2           | 3           | 1           |             | 3           | 3           |
| <b>4</b>  | 3           | 3           |             | 3           |             | 3           |             |             |
| <b>5</b>  | 2           | 2           |             | 3           |             |             | 3           |             |
| <b>6</b>  | 2           |             | 2           | 3           |             |             | 3           | 3           |

### **UNIT 1**

Media laws Focus: Journalism, Constitutional provisions and guarantees in various countries. Media ethics Focus: Philosophy of ethics, Theoretical background for ethics – deontological theories vs. teleological theories. Moral development and journalism. Moral Justification for journalism.



## **UNIT 2**

Media Law Focus: Freedom of Expression -National Security - comparing laws in US and UK. Indian Emergency. Provisions for restricting content providers (News of the week and Twitter, Facebook and Government of India). Provisions for getting free access to important information (Indian RTI act). Media Ethics Focus: War Reporting , Censorship. Fairness and Balance. Truth and Objectivity.

## **UNIT 3**

Media Law Focus: Rights and duties, Human rights, minority rights, women's rights - legal provisions and constitutional guarantees in different countries. Defamation - libel, slander. Criminal and civil contempt. Shield Laws for Journalists. Privacy, Plagiarism and Copyright violations. Intellectual Property Rights. Media Ethics Focus: Plagiarism, Whistle blowing. Source Protection. Confidentiality. Conflict of Interest.

## **UNIT 4**

Media Ethics Focus: Reporting Diversity, Ethics for - investigative journalism, covering communal disputes, natural calamities, ethnic conflict and reporting gender. Sexuality, age and disability, Media Laws: A discussion on evolving laws related to LGBT

## **UNIT 5**

Media Ethics Focus: Evolving code of ethics, Code of ethics for different organizations. Broadcasting Content Complaints Council. Advertising Standards Council of India, Editors Guild. Public broadcasting vs private channels, The changing roles of journalism and journalists - Wikileaks, whistleblowers, citizen journalism and multimedia storytelling. Cross-cultural global perspectives on ethics–feminist, post-modern, communitarian and post-colonial. Media Laws: Emerging cyber laws and broadcast regulations in India.

## **REFERENCES**

1. Alia,V. (2004). *Media Ethics and Social Change*. New York: Routledge.
2. Dodd, M. and Hanna,M. (2014). *McNae's Essential law for Journalists*. Oxford: Oxford University Press
3. Jacquette, D. (2007). *Journalism Ethics: Moral Responsibility in the Media*. Pearson Education.
4. Klein, N. (2009). *No Logo*. Picador.
5. Meyers, C. (Ed.). (2010). *Journalism Ethics: A philosophical approach*. Oxford University Press.
6. Pavlik,J. (2008). *Media in the digital age* . New York: Columbia University Press.
7. Plaisance, P.L. (2009). *Media Ethics: Key principles for responsible practice*, New Delhi: Sage.
8. Price, M.E., Verhulst, S.G. and Morgan, L. (Ed.) (2013). *Routledge handbook of media law*.New York: Routledge.
9. Rosenstiel,T. and Mitchell.A. (Eds.) (2003). *Thinking clearly: Cases in Journalistic Decision Making*. New York: Columbia University Press.
10. Sanders, K. (2003). *Ethics and Journalism* . New Delhi: Sage.

11. Ward, S (ed.) (2021). Handbook of Global Media Ethics, Springer International Publishing, Switzerland
12. Wilkins, L and Chritians, C. G (2020). The Routledge Handbook of Mass Media Ethics, Routledge, Taylor and Francis Group

**WEB REFERENCES**

1. <http://presscouncil.nic.in/>
2. <http://mib.nic.in/Codes%20Guidelines%20%20%20Policies.aspx>
3. [http://www.nbanewdelhi.com/pdf/final/NBA\\_code-of-ethics\\_english.pdf](http://www.nbanewdelhi.com/pdf/final/NBA_code-of-ethics_english.pdf)
4. <http://www.ibfindia.com/>

**Course Objective:** To prepare the students with the basic knowledge of applying media research methods as an academic and media industry researcher. The course is of theoretical and application value. The students will work on their media research proposal which will be reviewed, at the completion of the course, by a faculty team

**Course Outcomes:** *By the end of the course the students will be able to:*

1. Demonstrate knowledge of research literacy in terms of ontology, epistemology, and methodology.
2. Demonstrate a working knowledge of the theories and frameworks through which media are analyzed and understood
3. Demonstrate an understanding of the significant risk and ethical issues raised by the conduct of media research
4. Apply aspects of media research in print, broadcast, Integrated marketing communications or new media industry
5. Prepare a media research proposal for any one of the media industries

#### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 3    | 2    |      |      | 2    | 3    | 2    | 2    |
| 2  | 3    | 2    | 2    |      |      | 3    | 2    | 3    |
| 3  | 3    | 2    |      | 3    |      | 3    | 3    | 3    |
| 4  | 3    | 2    | 3    | 3    | 3    | 3    | 3    | 3    |
| 5  | 3    | 3    |      | 3    |      | 3    | 3    | 3    |

#### UNIT 1

Introduction and Overview: Meaning, concept, nature, types and characteristics of research. Scientific Inquiry. Philosophical and Sociological foundations of research. Interdisciplinary approach and its implications. Critical analysis and writing of mass media research articles.

#### UNIT 2

Research proposal and its elements: Concepts, constructs, variables. Measurement: Levels and of measurement. Identification of research problem. Literature survey and review; The research question, Setting the objectives, framing of hypotheses.

#### UNIT 3

The Research Design: Qualitative, quantitative and mixed approaches. Concept of sampling sample size; sampling error; Probability and non-probability samples, their characteristics and implications Tools of data collections. Research approaches: Quantitative – Survey- Survey accuracy -Cross-sectional surveys Repeated cross-sectional surveys –Pretesting.

#### **UNIT 4**

The qualitative tradition in social science inquiry- Positivist and constructivist. Interpretivist or critical. Etic and emic. Discourse analysis, Ethnography - Grounded theory Phenomenology Data-collection methods and coding concept formation in qualitative studies

#### **UNIT 5**

Ethics in research -Transformative perspective- non-maleficence, beneficence, respect, self-determinism and justice. Informed consent. Research protocol. confidentiality and anonymity of informants. Report Writing: The structure of a good research report- writing the research report, data analysis and presenting the findings. Plagiarism: Flipside, Avoiding Plagiarism, Using anti plagiarism software.

#### **REFERENCES**

1. Anderson, J. (1987). Communication research: Issues and methods. New York: McGraw-Hill.
2. Balnaves, M., & Caputi, P. (2001). Introduction to quantitative research methods: An investigative approach. London: Sage Publications.
3. Berger, A. (2000). Media and communication research methods an introduction to qualitative and quantitative approaches. Thousand Oaks, Calif.: Sage Publications.
4. Black, T. (2005). Doing Quantitative Research in the Social Sciences: An Integrated approach to
5. Research Design, Measurement and Statistics. New Delhi: Sage Publication.
6. Field, A. (2005). Discovering statistics using SPSS (2nd ed.). London: SAGE.
7. Francozi, R (2008). Content Analysis Volume1 -4, London: Sage Publications.
8. Jensen, Klaus, B (2002). Hand book of Media and Communication Research – Qualitative and Quantitative Research Methods, London: Routledge.
9. Krippendorff, K. (2013). Content Analysis - 3rd Edition: An Introduction to Its Methodology. Thousand Oaks: SAGE Publications.
10. McQuail, D. (2005). Communication theory & research an ECJ anthology. London: SAGE.
11. Priest, S. (2010). Doing media research: An introduction (2nd ed.). Los Angeles: Sage.
12. Wimmer, R., & Dominick, J. (2007). Mass media research: An introduction. USA: Thomson Wadsworth.
- 13.

**Course Objective:** To give the students the political landscape of the country and the media effect on it, what are the challenges in the way of media houses. Looking through Regional stories - National issues at a glance – Brief summary of International Issue - Understanding Indian Politics: the hypes and hoopla - The World of Sports: Events, people and issues - Money matters: Understanding Financial and Economic news - Environmental issues: The space around us - In-depth analysis of relevant National issues - Analyzing the India connect in International stories - Editorials and Op-Eds Government Agencies and Public broadcasting- DAVP, DFP, Prasar Bharti, Private Channels.

**Course Outcomes:** By the end of the course the students will be able to:

1. Understand what news is and how to evaluate and analyze it.
2. Understand the political landscape of the country and the media effect on it.
3. Identify and understand how the world is looking at us by analyzing international media coverage on Indian news
4. Understand the influence of advertisers on disseminating news.
5. Identify the emerging trends in sensationalizing the news.

### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 2    | 2    | 2    | 2    | 1    | 2    |      | 2    |
| 2  | 3    | 1    | 1    | 2    | 1    | 2    | 2    | 3    |
| 3  | 1    | 1    | 1    | 2    | 1    | 2    | 2    | 3    |
| 4  | 2    | 0    | 1    | 2    | 1    | 2    | 2    | 2    |
| 5  | 3    | 0    | 1    | 2    | 1    | 2    | 2    | 2    |

### REFERENCES

1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times,
2. The Guardian, The New York Times, The Wall Street Journal, The Independent
3. News Websites: [www.bbc.com](http://www.bbc.com), [www.livemint.com](http://www.livemint.com), abcnews.go.com, [www.huffingtonpost.co.uk](http://www.huffingtonpost.co.uk), [www.thehoot.org](http://www.thehoot.org).
4. News Agencies: – Reuters, AFP, AP, PTI, IANS
5. Magazines: - Outlook, India Today, Sportstar, TIME
6. Radio News: AIR News, BBC World Service
7. Television News: CNN-IBN, NDTV 24 x7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

**Course Objective:** To understand as a media person the development and environmental concerns faced globally, and as a responsible journalist measures to be taken for sustainable journalism.

**Course Outcomes:** By the end of the course the students will be able to:

1. Understand media coverage of the importance of factors affecting the Climate Change on the Global Environmental Issues, Principles and Milestones for Sustainable Development.
2. Analyze media coverage of the Environmental Factors Facing the International Community with respect to Global Changes and their Impact on the Domestic Scenario.
3. Understand and analyze media coverage of the impact of Economic Growth on the Environment thereby providing an understanding of the Development and Environmental Concerns in relation with other Countries.
4. Comprehend media coverage of the Different Environmental Movements in India and thereby providing an insight in to the Industrialized Economies and Environmental Movements across the Continent.
5. Analyze media coverage of Social and Environmental Issues with respect to Health, Waste Management, Energy, Migration and Environmental Problems Faced in our Country.

#### **ARTICULATION MATRIX**

| <b>CO</b> | <b>PEO1</b> | <b>PEO2</b> | <b>PEO3</b> | <b>PEO4</b> | <b>PEO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>1</b>  | 3           | 3           | 2           | 3           | 2           | 3           | 3           | 3           |
| <b>2</b>  | 3           | 3           | 1           | 3           | 3           | 3           | 3           | 3           |
| <b>3</b>  | 3           | 3           | 1           | 3           | 1           | 3           | 3           | 3           |
| <b>4</b>  | 3           | 3           | 3           | 3           | 2           | 3           | 3           | 3           |
| <b>5</b>  | 3           | 3           | 2           | 3           | 2           | 3           | 3           | 3           |

#### **UNIT 1**

Media Perspectives on global environmental issues: Climate change. Global dimming.

#### **UNIT 2**

Environmental concerns in the international and domestic scene- Media coverage. Public opinion.

### **UNIT 3**

The impact of economic growth on the environment-: Economic liberalization and environmental journalism. Development issues in the media

### **UNIT 4**

Environmental movements in India and the world. ,Analyze what groups are most affected by global environmental challenges

### **UNIT 5**

Social issues and environment: Environmentalism. Reporting on risks and hazards in environment. Case studies and discussion.

### **REFERENCES:**

1. Acharya, K. and Noronha,F, (Eds.) (2010). The Green Pen: Environmental Journalism in India and South Asia. New Delhi: Sage.
2. Cerny, A. (2016). Global Issues, Global Perspectives Workbook(First Edition), Cognella Incorporated
3. Doyle, T (2004). Environmental Movement in Majority and Minority Worlds: A Global Perspective. London: Rutgers University Press.
4. Guha, R. (2013). The past & present of Indian environmentalism. The Hindu. March 27, 2013.
5. Nepal, P. (2009). Environmental Movements in India: Politics of Dynamism and transformations. Authorpress.
6. Paola, P., Prado, R.E. and Gutsche J. (2019). Climate Change, Media & Culture- Critical Issues in Global Environmental Communication, [Emerald Publishing Limited](#)
7. Rai, S. and Sgarma, A. (2018). Environmental Awareness and the Role of Social Media, IGI Global
8. [Wapner, P.](#) (2010). Living through the end of Nature, MIT Press.

**Course Objective:** To equip the students with the working knowledge of statistical terms and its application in SPSS software.

**Course Outcomes:** By the end of the course the students will be able to:

1. Grasp the importance of being data literate in a data rich world.
2. Learn the procedure to compute statistical measures using a quantitative statistical software tool
3. Acquire the skills to present data analysis in simple, understandable terms
4. Showcase the data analyzed visually, so as to communicate the essence of the findings in a simple manner
5. Analyze the data relationship and measure the probability of events that could be incrementally used to advance the study of issues of local and national importance

#### **ARTICULATION MATRIX**

| <b>CO</b> | <b>PEO1</b> | <b>PEO2</b> | <b>PEO3</b> | <b>PEO4</b> | <b>PEO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>1</b>  | 3           |             | 3           | 3           |             | 3           |             |             |
| <b>2</b>  |             |             |             | 3           |             |             |             |             |
| <b>3</b>  | 3           | 3           |             | 3           | 2           |             | 3           |             |
| <b>4</b>  |             | 3           |             | 3           |             |             | 3           | 2           |
| <b>5</b>  | 3           |             | 2           | 3           | 2           | 2           | 3           | 3           |

#### **UNIT 1**

Introduction and Overview. Starting SPSS, Entering Data, Defining Variables

#### **UNIT 2**

Examining Output Files, Modifying /Transformation of Data

#### **UNIT 3**

Frequency Distributions, Measures of Central Tendency and Measures of Dispersion. Graphing Basics. Reliability (Inter item correlation)



#### **UNIT 4**

Parametric and non-parametric tests- Pearson Correlation Coefficient, Cronbach's alpha, Chi square, t Test, ANOVA , Mann-Whitney U Test, Kruskal-Wallis H Test

#### **UNIT 5**

Exploratory factor analysis, Simple and multiple Linear Regression, Path analysis, Structural Equation Modelling

#### **REFERENCES**

1. Field, A. (2005). *Discovering statistics using SPSS* (2nd ed.). London: SAGE.
2. SPSS for Dummies – available at [http://www.biometrica.tomsr.ru/lib/spss\\_dumm.pdf](http://www.biometrica.tomsr.ru/lib/spss_dumm.pdf)

**Course Objective:** To impart knowledge for enabling students to develop better understanding on qualitative data analytical skills and meaningful interpretation of data from text in the form of videos, user generated contents from social media or online sites, set so as to solve the research problem.

**Course Outcomes:** By the end of the course the students will be able to:

1. Demonstrate an understanding of steps of data entry and analysis using qualitative data analysis (QDA) software
2. Demonstrate a working knowledge of coding plans and data sets
3. Interpret and triangulate the data and build the relationship among the variables in a better way.
4. Bring an organised and structured approach to analysis.

#### **ARTICULATION MATRIX**

| <b>CO</b> | <b>PEO1</b> | <b>PEO2</b> | <b>PEO3</b> | <b>PEO4</b> | <b>PEO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>1</b>  | 2           | 2           | 0           | 3           | 1           | 2           | 2           | 2           |
| <b>2</b>  | 3           | 2           | 0           | 3           | 1           | 2           | 2           | 2           |
| <b>3</b>  | 3           | 2           | 0           | 3           | 1           | 2           | 2           | 2           |
| <b>4</b>  | 2           | 2           | 0           | 3           | 1           | 2           | 2           | 2           |

#### **UNIT 1**

Introduction and Overview: Getting Familiar with qualitative data analysis (QDA) software Interface. Learning to Import and Organize Data in QDA. Loading and Saving Data Files, Entering Data, Defining Variables

#### **UNIT 2**

Doing Transcription in QDA software. performing on screen text coding. Code and annotate text segments and images using features that provide greater flexibility and ease of use to connect various pieces of qualitative evidence by creating links to other coded segments, cases, documents, files, or websites.

### **UNIT 3**

Coding and retrieval: Basics of Coding in QDA-Use flexible coding retrieval tools for extracting coded segments associated with specific codes or code patterns and identifying coding co-occurrences, coding sequences, and assessing relationships between coding and numerical or categorical properties.

### **UNIT 4**

Working in teams: Work in multiuser settings, a coding merge feature, annotations, conduct an inter-rater agreement for assessing coding reliability. Organize your data in groups, link relevant quotes to each other, and share and compare work with your team members.

### **UNIT 5**

Visualization of Data in QDA : Explore data, and identify patterns and trends using integrated statistical and visualization tools such as word cloud, clustering, multidimensional analysis, or quotation matrix. Analysis results and present in tables, graphs, notes, and quotes.

### ***REFERENCES***

1. Harding, J. (2013). *Qualitative Data Analysis from Start to Finish*. SAGE Publications
2. Flick, U. (2006). *An introduction to qualitative research*. London: Sage Publications
3. Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA, US: Sage Publications, Inc.
4. Saldaña, J. (2013). *The coding manual for qualitative researchers*. Los Angeles: SAGE Publications.
5. Bernard, H. R., & Ryan, G. W. (2010). *Analyzing qualitative data: Systematic approaches*. Los Angeles, Sage Publications.
6. Spiggle, S. (1994). "Analysis and Interpretation of Qualitative Data in Consumer Research". *Journal of Consumer Research* (vol.21, December issue).
7. Fielding, N. G., & Lee, R. M. (1998). *New technologies for social research. Computer analysis and qualitative research*. Thousand Oaks, CA, US: Sage Publications, Inc.

**Course Objective:** Seminars are intended to allow students to learn and integrate knowledge and information across disciplines such as arts, humanities, and social sciences, through independent study. Students individually present a seminar on a current topic followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

**Course Outcomes:** At the end of the course students will be able to:

1. Identify and understand current, real-world issues.
2. Explore real-world issues through transformational experiences and industry (governmental/non-governmental/private) interaction that foster an understanding of self, relationships, and diverse global perspectives.
3. Acquire, articulate, create and convey intended meaning using verbal and non-verbal method of communication that demonstrates respect and understanding in a complex society.
4. Apply a multidisciplinary strategy to address differing forms of knowledge and academic disciplinary approaches with their own academic discipline (e.g., in agriculture, architecture, art, business, economics, education, natural resources, etc.)
5. Apply principles of ethics and respect in interaction with others.

#### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 3    |      | 3    | 2    |      | 2    |      | 3    |
| 2  |      | 3    | 3    | 2    | 2    | 3    | 3    | 3    |
| 3  | 2    | 3    |      | 2    | 2    | 3    |      |      |
| 4  | 3    | 3    | 2    | 2    | 2    | 3    | 3    | 3    |
| 5  |      |      |      | 3    |      |      |      | 1    |

## SEMESTER II

### SPECIALIZATION BUNDLE 1

#### 1A - BROADCAST SPECIALIZATION

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21CMJ511 TECHNOLOGICAL APPROACHES TO TELEVISION JOURNALISM 1 1 4 4  
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**Course Objective:** This course aims to prepare students for understanding the various processes involved in news gathering, field production and packaging.

**Course Outcome:** By the end of the course the students will be able to:

1. Understand what news is and what makes news.
2. Demonstrate ability to properly use and operate the studio and field cameras.
3. Handle the challenges in the area of TV News gathering
4. Capture digital audio and video and edit with standard editing software.
5. Understand the challenges and techniques involved in electronic news gathering and electronic field production

#### ARTICULATION MATRIX

| CO. | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|-----|------|------|------|------|------|------|------|------|
| 1   | 2    | 3    |      | 3    | 2    | 3    | 3    | 3    |
| 2   | 1    | 0    | 2    | 2    | 3    | 1    | 1    | 3    |
| 3   | 3    | 2    | 2    | 2    | 3    | 2    | 2    | 3    |
| 4   |      |      | 1    | 2    | 3    |      |      | 2    |
| 5   | 3    | 3    | 1    | 1    | 2    | 2    | 2    | 3    |

#### UNIT 1

What's 'news' and what's not in Broadcast media - Bi-media reporting, Multi-media reporting - Inside the newsroom: Who's who and what's what - On the road: gathering raw material for radio and television. Asking questions. News selection. Interviewing for Television – Before, during and after interview – Post-Interview summary. Interview preparation. Exercises for 2 min and 10 min interviews. Handling the difficult interviewee. Camera Setting for television interview

## **UNIT 2**

Location video: Tips and techniques, working with a TV crew, working as a video journalist, Filming techniques, getting the story back.

## **UNIT 3**

Challenges in the area of TV news gathering and production. Demands – professional and technological – on television newsmen facing real time broadcasting. Production and Editing of News Features and News Reports. Writing, presentation for recorded and editing modules.

## **UNIT 4**

News and Features production, news presentation using single and multi-cameras. Studio and Studio personnel. Working of the camera. Lenses. Microphones. Lighting conditions. Audio Pickup and Sound control. Switching.

## **UNIT 5**

Post-production and visual effects. Scenic design. Elements of Broadcast Television: Image source, sound source, transmitter, receiver, display device.

## **REFERENCES:**

1. Boyd, A (1996). *Broadcast Journalism Techniques*. New York: Focal Press.
2. Boyd, A. (2000). *Broadcast Journalism (5<sup>th</sup> Eds)*. New York: Focal Press
3. Goodwin, A (1997). *Understanding Television*. London: Routledge.
4. Mayeux, P (1985). *Writing for the Broadcast Media*. Boston: Allyn and Bacon.
5. Zettl. (2000). *Television production*. New York; Wadsworth
6. Hudson., & Rowlands, S. (2007). *The Broadcast Journalism Handbook*. London: PearsonLongman
7. Chapman, J., & Kinsey, M. (2008). *Broadcast Journalism: A Critical Introduction*, Routledge.

**Course Objective:** Photography is essentially a combination of techniques and visual observation. The course will open with a broad look at photography & videography and provide students with the opportunity to express their thoughts through visuals. And develop their ability to produce good photographs and videos.

**Course Outcome:** By the end of the course the students will be able to:

1. Get the know-how of operating a camera.
2. Understand why and how photographic images are constructed.
3. Apply the principles of lighting and the mechanics of exposure to produce quality photography
4. Understand the ethics and techniques of photojournalism.
5. Edit photographs for print/web viewing

#### ARTICULATION MATRIX

| CO. | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|-----|------|------|------|------|------|------|------|------|
| 1   | 1    |      | 2    | 1    | 2    | 1    | 2    | 1    |
| 2   | 2    |      | 3    | 3    | 3    | 3    | 3    | 2    |
| 3   | 2    | 2    | 2    | 2    | 3    | 2    | 3    | 3    |
| 4   | 2    | 2    | 3    | 3    | 3    | 2    | 3    | 3    |
| 5   | 1    | 2    | 2    | 3    | 2    | 1    | 3    | 3    |

#### UNIT 1

Photography – Facets of photography, How photography works today? Picture structuring, the roles photography play, Changing attitudes towards photography, Personal styles and approaches, Measuring success. Latest trends. Pros and cons of digital photography.

Videography – Why video media? Shots, camera angles, camera movements, 30 and 180 degree rule, camera supports. Audio: Microphone Types.

#### UNIT 2

Controlling the image –Lens, Aperture and f-number, Depth of field, Depth of focus. Composition – Simplicity, Finding your center, Visual orientation, Rule of thirds, Linear thinking, Balance, Framing, Fusion/Separation. Sound and Images.

### **UNIT 3**

Lighting Principles and equipment – Basic characteristics of lighting, Types of lighting, Lighting equipment's, Practical lighting problems. Studio lighting, Emerging approaches to lighting.

### **UNIT 4**

Photo-story – choosing a subject, capturing a story, creating a story, Editing a story. Photojournalism, Ethics and Law, Digital manipulation

### **UNIT 5**

Image Enhancement – Image capture, cropping, tonal adjustments, color adjustments, cleaning, sharpening and saving.

### **REFERENCES**

1. Langford. (2000). *Basic Photography*, London: Focal Press.
2. Millerson, G. (1998). *Basic Lighting Techniques*, New Delhi: Focal Press.
3. Sheppar. (2008). *Digital Photography simplified*, Canada: Wiley.
4. Galer, M. (2007). *Photography foundations for art & design – the creative photography handbook (4<sup>th</sup> Eds)*, London: Focal Press.
5. Edwards, S. (2006). *Photography: A Very Short Introduction*, Newyork: Oxford University Press
6. Cubitt, S. (1996), *Videography: Video Media as Art and Culture*, ew York: Macmillan Education
7. Schroepel, T., & DeLaney, C., (2015). *The Bare Bones Camera Courses for Film and Video (4<sup>th</sup> Eds)*. Allworth Press
8. Musburger, R. B. (2010). *Single-Camera Video Production (5<sup>th</sup> Eds)*. New York: Focal Press
9. Hughes, M. (2012). *Digital Filmmaking for Beginners: A Practical Guide to Video Production*, McGraw-Hill



**Course Objective:** The course will provide an overview of the language of the film, forms, analytical, theoretical approaches and help students develop the skills to understand and analyze movies.

**Course Outcomes:** By the end of the course the students will be able to:

1. Understand the idea of film as an art form and the essentials of film style and know the basics of the language of film in order to discuss and write meaningfully about movies.
2. Demonstrate a familiarity with the collaborative processes through which movies are constructed.
3. Understand the history and breadth of narrative theory in film studies
4. Apply the theories in practical analyses of films.
5. Formulate critical arguments with sound reason and logic

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 2    | 3    | 3    | 2    | 2    | 2    | 1    | 2    |
| 2  | 3    | 3    | 2    | 2    | 2    | 3    | 2    | 1    |
| 3  | 2    | 2    | 2    | 2    | 2    | 3    | 2    | 1    |
| 4  | 2    | 3    | 2    | 2    | 2    | 3    | 3    | 3    |
| 5  | 3    | 2    | 2    | 2    | 2    | 3    | 3    | 3    |

### UNIT 1

Understanding Cinema: The language of film – Mise en Scene, Cinematography, Editing, Sound, Formalism and Realism, Film Techniques and Film Form. Early Cinema, Mainstream and Alternative Film Forms. Exp – Distribution and Exhibition of Cinema.

### UNIT 2

Critical Approaches to Film: Authorship – Reflections on Authorship, Post-structuralism and Recent Developments. Genre – Film Genre and Narrative, Film genre, society and history, Contemporary Film Genres and Postmodernism. Stars – The Real Person, Economic capital/commodity, Role character and Performance, Image, Representation and Meaning. Meaning and Spectatorship - The evolution and rise of Film Movements - Experimental Film.

### **UNIT 3**

Film Narratology: The semiotics of narrative, Film as a narrative art, Contemporary models of formal structure, Plot and sub-plot analysis, Semantic and syntactic approaches, The problem of point-of-view, Focalization and filtration, Narration in film, Types of filmic narrator, character narration, Gender in voice-over narration, Unreliability, The cinematic narrator, Enunciation and cinematic narration, Cognitive approaches to narration, Recent theories of the cinematic narrator and Tense.

### **UNIT 4**

Film Theories: Structuralism and semiotics - the foundations of contemporary film theory. Structuralism and Psychoanalysis. Apparatus theory - Jean-Louis Baudry and Christian Metz, Screen theory: Colin MacCabe and Stephen Heath. Auteur Theory. Feminism and film - Visual pleasure and identificatory practices. Cinema of the other - Postcolonialism, race and queer theory. Philosophers and film - Gilles Deleuze and Stanley Cavell. Film as art - History poetics and neo-formalism. The cognitive turn - Narrative comprehension and character identification.

### **UNIT 5**

Film Analysis and Appreciation – Choice of shots, camera movement, angle, design and expression – Technical film review and analysis – Approaches to Research in Film Studies.

### **REFERENCES**

1. Abrams, Bell and Udris (2001). *Studying Film*, London: Arnold.
2. Boggs M. Joseph and Petrie W. Dennis (2008), *The Art of Watching Films*, Boston: McGraw- Hill.
3. Monaco, J. (1977). *How to read a film?* Oxford University Press.
4. Mulhall (2001). *On Film*, 2<sup>nd</sup> Edition. New York: Routledge.
5. Nemes (1996) *Introduction to film studies*. Fifth Edition, London: Routledge.
6. Nichols, B. (Ed.) (1985). *Movies and Methods: An Anthology*, Volume 2. USA: University of California Press.
7. Proferes T. Nicholas (2005). *Film Directing Fundamentals: See your film Before Shooting*. New York: Focal Press, 2005.
8. Rabiger and Hurbis-Cherrier (2008), *Directing Film Techniques and Aesthetics*, Burlington: Focal Press.
9. Rushton and Bettinson (2010). *What is Film Theory? An Introduction to Contemporary Debates*. UK: McGraw Hill.
10. Stam, Burgoyne and Flitterman-Lewis. (2009). *New vocabularies in film Semiotic: Structuralism Post-Structuralism and Beyond*. London: Routledge.

## I B - IMC SPECIALIZATION

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### 21CMJ514 INTEGRATED MARKETING COMMUNICATIONS 114 4

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**Course Objective:** To develop students' understanding on the principles and practices of marketing communications. The course will teach students to create and manage these promotional tools to successfully execute a business' strategic plan.

**Course Outcomes:** By the end of the course the students will be able to:

1. Demonstrate an understanding of Integrated Marketing Communications concepts, theories and terminology.
2. Gain an appreciation of how different media platforms orient and impact the communication process to build brand identity, relationship and equity.
3. Demonstrate a capacity to use the knowledge of intercultural dimensions and models to ideate on transnational campaigns
4. Prepare a detailed situation analysis on a brand.
5. Apply IMC concepts in developing a promotional campaign that includes target market selection, message development and media selection for a product or service.

#### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 2    |      | 2    |      |      | 3    |      |      |
| 2  |      | 2    | 2    | 2    |      | 3    |      |      |
| 3  | 3    | 3    | 2    | 3    | 1    |      | 2    | 2    |
| 4  | 3    | 3    |      | 2    | 1    |      | 2    | 3    |
| 5  | 3    | 3    |      | 3    | 1    |      | 2    | 3    |

#### UNIT 1

Course Overview - What is Integrated Marketing Communications? One voice communication V/s IMC. Introduction to IMC tools – Advertising, sales promotion, publicity, public relations, and event sponsorship; The role of advertising agencies and other marketing organizations providing marketing services and perspective on consumer behavior. Recent Trends Understanding the Marketing Process, Decisions Required for an Effective Communications Campaign, The need for global brands to transcend borders and adapt to national cultures, .Building Customer Based Brand Equity, Brand Loyalty, Brand Identity and image. (Brand identity prism, Kapferer's model).

## **UNIT 2**

The Consumer: Identifying target segments. Demographic, geographic, psychographic, values and lifestyles., Consumer Needs, Wants, and Consumer Insights (Motivations, perception and influences, Usage patterns and loyalty), Consumer buying process - Source, Message and channel factors, Communication response hierarchy- AIDA model, Hierarchy of effect model, Innovation adoption model, information processing model, Consumer involvement- The Elaboration Likelihood (ELM) model, The Foote, Cone and Belding (FCB) Model, New Product Development and Product Life Cycle (PLC) Design Thinking

## **UNIT 3**

Perceptual mapping. Communication strategies during positioning and repositioning: Brand extensions: maintaining communication consistency. Category related and image related extensions. Unrelated extensions. Sub-brands. - Tauber's framework Message strategies (cognitive, Affective & Conative) and advertising appeals (Emotional, Fear, Humor, Rationality, Sex, Scarcity, Animation, Slice of Life, Dramatization, Informative, Testimonial, Authoritative, Demonstration, Fantasy). The Creative Brief - Main Steps of the Creative Process.

## **UNIT 4**

Marketing Communication Mix- Public Relations, Sponsorships & Cause Related Marketing, Alternative Marketing, Crisis Management, Digital Marketing & Social Media - Latest Trends-affiliation, frequency, reach and stickiness. Media Strategy: Media objectives. Competitor analysis. Target audience analysis. Media habits. Media selection rationale

## **UNIT 5**

Steps in creating the IMC Campaign: Situation Analysis. Setting Objectives, Fashioning an effective positioning statement. Budgeting for IMC. Creative Execution – harnessing foundational stories to solidify brand identification and create a favourable impression of a brand, creating an effective trailer: concept, storytelling and pitching. Developing / presenting and selling the creative aspect (poster, commercial and copy)

## **REFERENCES**

1. Altstiel, T. & Grow, J. (2006). *Advertising Strategy*. California: Sage.
2. Ang, L. (2020). *Principles of Integrated Marketing Communications, An Evidence-based Approach*, Cambridge University Press
3. [Felix van de Sand](#), [Anna-Katharina Frison](#), [Pamela Zotz](#), [Andreas Riener](#), [Katharina Holl \(2019\)](#). *User Experience Is Brand Experience, The Psychology Behind Successful Digital Products and Services*, [Springer International Publishing](#)
4. Hackley, Chris: *Advertising & Promotion Communicating Brands*, London, Sage Publications, 2005.
5. [Luck](#), E., Barker, N. [Sassenberg](#), A.M., [Chitty](#), B.,[Shimp](#), T.A., [Andrews, C. \(2019\)](#) *Integrated Marketing Communications*, [Cengage Learning Australia](#),

6. Mooij, de, M (2005). *Global Marketing & Advertising*. UK: Sage.
7. Odih, P. (2007). *Advertising in Modern & Post Modern Times*, London: Sage.
8. Shah, K. & D'Souza. (2009). *Advertising & Promotions – An IMC Perspective*, New Delhi:Tata McGraw Hill.
9. Semenik, Chris, O'Guin and Kaufmann. (2012). *Advertising & Promotions: An integrated branded approach*. 6<sup>th</sup> edition. New Delhi: Cengage Learning.
10. Sissors, J. Z. and Baran, R.B . (2010). *Advertising Media Planning*.7<sup>th</sup> edition. New Delhi: Tata McGraw -Hill.

#### **WEB REFERENCES**

1. [www.afaqs.com](http://www.afaqs.com)
2. [www.campaignidia.com](http://www.campaignidia.com)

#### **NEWSPAPER REFERENCES**

1. Economic times- Brand Equity
2. Business line: Catalyst
3. Financial Express: Brand Wagon.

**Course Objective:** To develop student understanding of the difference between traditional and digital marketing strategies, and identification of in-demand metrics to effectively measure and optimize ROI. This course will help students plan and execute transformational digital marketing strategies and best practices

**Course Outcomes:** At the end of the course, students will be able to:

1. Understand key trends in the digital marketing landscape that can be used to optimize marketing
2. Understand how to reach a wider target audience through digital marketing channels
3. Keep customers engaged through effective communication strategies
4. Analyze digital marketing strategies of brands through Key Performance Indicators
5. Apply concepts learnt to launching an effective digital marketing campaign and post-campaign analysis

**ARTICULATION MATRIX**

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 3    |      |      | 2    |      | 3    |      |      |
| 2  | 3    |      |      | 2    | 1    | 3    | 2    | 2    |
| 3  | 3    | 3    |      | 2    | 2    | 3    | 2    | 3    |
| 4  | 3    | 2    | 2    | 2    | 2    | 3    | 2    | 2    |
| 5  | 3    | 3    | 2    | 2    | 2    | 3    | 2    | 3    |

**UNIT 1**

Marketing in the Digital World, Emerging Technologies for Digital Marketing (impact of IoT and artificial intelligence on the future of marketing and consumer behavior), Digital Marketing and traditional marketing relationship and its benefits over traditional marketing  
 The positioning challenge and marketing crisis, How the 4Ps of marketing are transformed in the digital space, Utilizing digital opportunities to create value. The "long-tail" effect

**UNIT 2**

Customer behavior in the digital domain. The role of peer influence in the consumption process, using a customer-network approach to complement conventional marketing, Personas for digital marketing segmentation Digital Marketing Funnel: PEO model (paid, owned, earned media), integrating offline with online channels and its importance

### **UNIT 3**

Organic traffic vs Paid Traffic, SEO, Keywords, Strategies for Pay Per Click (PPC) Campaigns, choosing the right campaign type, PPC vs SEO, PPC or Google Ad words?, Email, mobile and social media marketing strategies, Search Engine Marketing (SEM) and Social Media Monitoring (SMM), social monitoring and social listening, Analyzing digital marketing strategies of a few brands

### **UNIT 4**

Digital Marketing metrics, Google Insights, YouTube Analytics, LinkedIn ads, HubSpot Marketing Hub, SemRush, Key Performance Indicators (KPIs), measuring marketing ROI, A/B testing and split testing applied to social media (Post text, Post style: Use of emoji, use of image/video, Tone of voice: casual versus formal, passive versus active etc). Customer Acquisition Cost, (CAC) Customer Lifetime Value (CLV) measures in ROI analysis

### **UNIT 5**

Identifying and profiling competitors based on different attributes, Content production and distribution through earned, owned, and paid media, Launching an effective digital marketing campaign and post-campaign analysis, Examples of successful strategy planning and execution from India and global markets

### **REFERENCES**

Agarwal, S. (2020) The Absolute Blueprint for Digital Marketing

Bhatia (2017). Fundamentals Of Digital Marketing, 2<sup>nd</sup> edition. Pearson Education India

Deiss, R. and Henneberry, R. (2020). Digital Marketing For Dummies, Wiley

Dodson, I. (2016). The Art of Digital Marketing, The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns, Wiley

Johnson, S. (2019). Facebook Advertising - The Best Guide to learn how to earn with Facebook Advertising.....Step by Step Guide for Beginners

Miller, R (2019). Social Media Marketing 2019, How to Become an Influencer Of Millions On Facebook, Twitter, Youtube & Instagram While Advertising & Building Your Personal Brand

Rabazinski, C. (2015). Google AdWords for Beginners- A Do-It-Yourself Guide to PPC Advertising, CreateSpace Independent Publishing Platform; 1st edition

Visser, M., [Sikkenga](#), B. and Berry, M. (2019) Digital Marketing Fundamentals-v From Strategy to ROI, Taylor & Francis

**Course Objective:** To provide the students an in-depth understanding of the current phenomenon in the media branding Industry. It seeks to develop students’ critical thinking and application of the strategies in the day to day context.

**Course Outcomes:** By the end of the course the students will be able to:

1. Identify how media industry can be a brand.
2. Understand current practices, strategies and trends in media branding.
3. Critically evaluate how various organizations are using media branding.
4. Apply branding strategies for media and entertainment for a proposed client

### ARTICULATION MATRIX

| <b>CO</b> | <b>PEO1</b> | <b>PEO2</b> | <b>PEO3</b> | <b>PEO4</b> | <b>PEO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>1</b>  | 2           | 2           | 2           | 0           | 1           | 2           | 3           | 3           |
| <b>2</b>  | 3           | 2           | 2           | 2           | 1           | 3           | 3           | 3           |
| <b>3</b>  | 3           | 3           | 1           | 3           | 1           | 3           | 3           | 3           |
| <b>4</b>  | 3           | 3           | 2           | 3           | 3           | 3           | 3           | 3           |

#### **UNIT 1**

Media Branding: Locating an Emerging Research Areas- Media Branding 3.0. History of Media brands and branding. Media Branding Challenges and Opportunities. Brand Equity and Brand Positioning

#### **UNIT 2**

Media Brands as Management Task: Brands in International and Multi-Platform Expansion Strategies: Economic and Management Issues . Media Branding from an Organizational and Management-Cantered Perspective . International Media Branding . Media Brands and the Advertising Market- Exploring the Potential of Branding in Media Organizations’ B2B Relationships . .



### **UNIT 3**

Media Brands as Branded Content: Emerging Industry Issues and Trends Influencing the Branding of Media Content. Branding Media Content- From Storytelling to Distribution . Native Advertising, or How to Stretch Editorial to Sponsored Content Within a Transmedia Branding Era. City Branding and New Media. Innovating and Trading TV Formats Through Brand Management Practices . Branding of Political Activism. Case study: Nostalgia as the Future for Branding Entertainment Media? The Consumption of Personal and Historical Nostalgic Films and Its Effects

### **UNIT 4**

Media Brands as Marketing Communication Co-creation and Audience Construct: Media Brand Cultures- How Consumers Engage in the Social Construction of Media Brands. Marketing Communication of Media Brand. Case study: News Magazines' Social Media Communication and Their Effect on User Engagement. Content strategies and relationship marketing. Audience Construct: The Groucho Marx Dilemma in Media Branding: Audience as Part and Signal of Media Brands. An Audience-Centered Perspective on Media Brands. Media Brands in Children's Everyday Lives. Media Brand Loyalty Through Online Audience Integration?

### **UNIT 5**

Media Brands Between Societal Expectations, Quality and Profit: Media Branding and Media Marketing: Conflicts with Journalistic Norms, Risks of Trial and Error. Market Driven Media Brands. An Economic Theory of Media Brands

### **REFERENCES**

1. Aaker, D. (2014). Aaker on Branding: 20 principles that drive success. New York: Morgan James Publishing.
2. Gabriele Siegert, Kati Förster, Sylvia M. Chan-Olmsted, Mart Ots (eds.) (2015). Handbook of Media Branding. Springer International Publishing.
3. Keller, K.L. (2013). Strategic brand management: Building, measuring and managing brand equity. Pearson Education Limited
4. McDowell, W. (2006). Issues in marketing and branding. In A. Albarran, S. M. Chan-Olmsted, & M.-O. Wirth (Eds.), Handbook of media management and economics (pp. 229–249). New York: Routledge.
5. McQuail, D. (1992). Media performance: Mass communication and the public interest. London: Sage.
6. Picard, R. G. (2004). Commercialism and newspaper quality. Newspaper Research Journal, 25(1), 54–65.

## I C - PRINT SPECIALIZATION

21CMJ517

REPORTING FOR PRINT MEDIA

0 1 6 4

**Course Objective:** The course will equip students with the skills of writing news reports and help develop a “nose for news,” or sniff out news. They will understand the vital importance of cross and double-checking facts and figures while reporting to check circulation of fake news, rumours and hearsay.

**Course Outcomes:** By the end of the course the students will be able to:

1. Understand the concept of news and how to write it in a manner that interests the reader.
2. Understand that news reports are based on facts, only facts, and rumours and hearsay have no place in them, it is proper attribution that gives credence and authenticity to such news reports.
3. Develop the art of interacting with the high-ups in the government, society and the man on the street with equal ease to develop contacts, sources and use them to gather or cross-check information.
4. Become well-versed in the use of Internet, news reports, studies and surveys for background research of the issues/topics they are covering.
5. Develop skills in writing various types of reports – spot news, follow-ups, interviews etc.

### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 3    | 3    |      | 3    |      | 3    |      | 3    |
| 2  | 3    |      | 3    | 3    |      | 2    | 2    | 3    |
| 3  | 3    | 3    |      | 3    | 3    |      |      | 2    |
| 4  | 3    | 2    |      | 3    | 2    | 3    | 3    | 3    |
| 5  | 2    | 3    |      | 3    | 3    | 2    | 3    | 3    |

#### UNIT 1

News: Accuracy, Objectivity and Fairness, Writing the lead, News story structure, Hard and Soft news.

#### UNIT 2

Nose for news, story ideas, covering events and speeches. Converting news articles into long features.

#### UNIT 3

Interview techniques – Q & A, profile interviews, getting the most out of interviews – preparing for interviews.

#### **UNIT 4**

Features – Writing human interest stories, location visits, descriptive

#### **UNIT 5**

Business reporting – budgets, stock markets, currency movements

#### **REFERENCES**

1. Brady, John Joseph (2004) *The Interviewer's Handbook: A Guerilla Guide( Techniques& Tactics for Reporters & Writers)*. Waukesha, WI: Kalmach.
2. Hayes, Keith (2014) *Business Journalism - How to Report on Business and Economics* Springer Verlag.
3. Mencher, M (2003) *News Reporting and Writing*, Boston: McGraw Hill, 2003.
4. Pape, S (2006) *Feature WritingA Practical Introduction* UK: Sage Publication.
5. Rich, C (2010) *Writing and Reporting News* Wadsworth series in Mass communication and Journalism: Wadsworth.
6. Rosenauer, K. (2004). *Storycrafting: A process approach to writing news*.New Delhi: Surjeet Publications.
7. Stein, M.L, Paterno, S and Burnett, R.C (2006) *News Writer's Handbook: An Introduction to Journalism*, Oxford, U.K: Blackwell Publishing.

**Course Objective:** Equip students to edit news dispatches, press releases, speeches into news reports that are grammatically correct and of interest to the readers.

**Course Outcomes:** By the end of the course the students will be able to:

1. Edit news reports of different genres – spot news, features, interviews, in-depth stories – without grammatical and syntax errors and in an engaging style.
2. Ensure that news reports are structured in the classic Inverted Pyramid style and carry headlines that are specific to grab the readers’ eyes.
3. Develop an inherent nature to double-check facts and figures so that mistakes do not creep into the publications and readers get correct information.
4. Understand the importance of proper attribution for authenticity and credibility of a report and drawing a reporter’s/correspondent’s attention when such attribution is lacking.
5. Understand that news reports have to be fair and balanced and edit them in such a manner to ensure they are so.
6. Understand the laws of libel and ensure that defamatory and one-sided reports do not find space in a publication.
7. Understand the importance of meeting deadlines and at the same realising speed cannot be at the cost of accuracy.

#### ARTICULATION MATRIX

| C0 | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 3    | 3    | 1    | 3    |      | 3    | 2    | 2    |
| 2  | 3    | 3    | 1    | 3    |      | 3    | 3    | 2    |
| 3  | 3    | 3    | 3    | 3    |      | 2    | 3    | 2    |
| 4  | 3    | 3    | 1    | 3    |      | 1    | 3    | 3    |
| 5  | 3    | 3    | 1    | 3    |      | 1    | 2    | 3    |
| 6  | 3    | 3    | 1    | 3    |      | 2    | 2    | 3    |
| 7  | 3    |      | 1    | 3    | 3    | 1    | 2    | 3    |

#### UNIT 1

The role a sub-editor at a news desk. The importance of being up to date with news developments across the world.

## **UNIT 2**

Introduction to News Editing: What Sub-Editors do, Style and Mechanical Mistakes, How Printer's Devil of the type-setting era has been compounded by the spell-checks and auto-corrections of the computer age.

## **UNIT 3**

Editing for Grammar and Editing for Style (Need for familiarising with the stylebook of a newspaper), Rewriting.

## **UNIT 4**

Economy with words and space constraints.

## **REFERENCES**

1. Butcher, Judith, Drake C and Leach, M (2006) *Butcher's Copy Editing: The Cambridge Handbook for Editors, Copy-Editors and Proofreaders* New York: Cambridge University Press.
2. Hakemulder, Jan R and De Jonge Fay (2002) *AC News Reporting and Editing* New Delhi: Anmol Publications
3. Rosenauer, K. (2004). *Storycrafting: A process approach to writing news*. New Delhi: Surjeet Publications.
4. Stein, M.L, Paterno, S and Burnett, R.C (2006) *News Writer's Handbook: An Introduction to Journalism*, Oxford, U.K: Blackwell Publishing

**Course Objective:** This course will train students to identify fake news in TV, radio, blogs, newspapers, and social media, and discern the difference between what is real (fact-based) and fake (false).

**Course Outcomes:** At the end of this course students will be able to:

1. Identify the different types of fake news, and the origins of modern fake news.
2. Execute fact-checks on different news stories
3. Understand why fake news is bad for our democratic way of life.
4. Read, write, and critically think about how sharing of fake news is affecting what they know and what they believe.
5. Apply concepts learnt to collecting fake news data, analyse it, and present their analysis by using appropriate tools for data verification

### **ARTICULATION MATRIX**

| <b>CO</b> | <b>PEO1</b> | <b>PEO2</b> | <b>PEO3</b> | <b>PEO4</b> | <b>PEO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>1</b>  | 3           |             | 2           | 3           | 2           |             |             |             |
| <b>2</b>  | 3           |             |             | 3           | 2           | 3           | 3           | 3           |
| <b>3</b>  | 3           |             | 3           | 3           | 1           |             | 2           | 3           |
| <b>4</b>  | 3           | 3           | 3           | 3           | 3           | 3           | 3           | 3           |
| <b>5</b>  | 3           | 3           | 2           | 3           | 3           | 3           | 3           | 3           |

### **UNIT 1**

Propaganda, hoaxes and satire as historical features of the communications ecology, News Literacy-Media Bias and accuracy. ‘Authoritative’ and ‘official’ vs. ‘reliable’ Telling the difference between news, opinion and advertising. News sources- Social, traditional, alternative, hyper local, citizen journalism

### **UNIT 2**

The 5 Pillars Of Verification, Visual Verification guide (Photos, videos), understanding the spread of misinformation

### **UNIT 3**

Introduction to verification: Photo manipulation, Video tricks, Location verification, Twisting Facts — looking out for deceptive headlines, quotes, opinions presented as facts, distortions, made-up facts and neglected details

## **UNIT 4**

Pseudo-Experts, Imagined Experts and Misrepresented Experts —checking their credentials and their statements, using the Media — watching for false claims gained by referencing mainstream media, Manipulating Data — looking at the methodology, the questions, the clients and more.

## **UNIT 5**

Verification and Digital Investigations Resources- Essential Browser Plugins, Website Analysis, Social Media accounts, Finding people, Advertising analysis, Web traffic analysis, Corporate business tools

## **REFERENCES**

1. Amarasingam A. (2011). *The Stewart/Colbert Effect: Essays on Real Impacts of Fake News*, McFarland & Company, North Carolina.
2. Bartholomew, R.E, Radford, B. (2012). *The Martians Have Landed!: A History of Media Driven Panics and Hoaxes*, McFarland & Company, North Carolina.
3. Denisova, A. (2017), How propaganda from the Russian Revolution brought about today's 'troll factories', *The Independent*. Accessed 29/03/18:  
<http://www.independent.co.uk/voices/russian-trolls-us-election-brexit-roots-in-revolution-a8060711.htm>
4. Greifeneder, R., Jaffe, M., Newman, E., Schwarz, N. (eds.) (2021) *The Psychology of Fake News- Accepting, Sharing, and Correcting Misinformation*, , Routledge, Taylor and Francis Group. Available for download from  
<https://www.taylorfrancis.com/books/oa-edit/10.4324/9780429295379/psychology-fake-news-rainer-greifeneder-mariela-jaff%C3%A9-ryn-newman-norbert-schwarz>
5. Urbani, S. (2019) *First Draft's Essential Guide To Verifying Online Information*. Available for download from [https://firstdraftnews.org/wp-content/uploads/2019/10/Verifying\\_Online\\_Information\\_Digital\\_AW.pdf?x88639](https://firstdraftnews.org/wp-content/uploads/2019/10/Verifying_Online_Information_Digital_AW.pdf?x88639)
6. Innocent E. Chilwa, Sergei A. Samoilenko (2019) *Handbook of Research on Deception, Fake News, and Misinformation Online*. A volume in the *Advances in Media, Entertainment, and the Arts (AMEA) Book Series*, IGI Global, Hershey PA, USA. Available for download at  
[https://www.researchgate.net/publication/338116216\\_Handbook\\_of\\_Research\\_on\\_Deception\\_Fake\\_News\\_and\\_Misinformation\\_Online](https://www.researchgate.net/publication/338116216_Handbook_of_Research_on_Deception_Fake_News_and_Misinformation_Online)
7. Kvetenova, Z.,Predmerska, K. and Svecova, M. (2020). *Debunking as a method of Uncovering Disinformation and Fake news*. Open Access Peer Reviewed Chapter, ONLINE
8. Posetti J., and Matthews, A. (2019) *A short guide to the history of 'fake news' and disinformation A Learning Module For Journalists and Journalism Educators*.

9. ,International Center for Journalists ( ICFJ). Available for download at [https://www.icfj.org/sites/default/files/2018-07/A%20Short%20Guide%20to%20History%20of%20Fake%20News%20and%20Disinformation\\_ICFJ%20Final.pdf](https://www.icfj.org/sites/default/files/2018-07/A%20Short%20Guide%20to%20History%20of%20Fake%20News%20and%20Disinformation_ICFJ%20Final.pdf)
10. Power, S. (2017). Why Foreign Propaganda Is More Dangerous Now, The New York Times. Accessed 29/03/18: <https://www.nytimes.com/2017/09/19/opinion/samantha-power-propaganda-fake-news.html>
11. Rodny-Gumede, Y. (2017). Fake news: the internet has turned an age-old problem into a new threat, The Conversation. Accessed 29/03/18 <https://theconversation.com/fake-newsthe-internet-has-turned-an-age-old-problem-into-a-new-threat-72111>



## I D - NEW MEDIA AND DESIGN SPECIALIZATION

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**21CMJ520 TECHNIQUES OF GRAPHIC COMMUNICATION AND VISUAL DESIGN 114 4**  
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**Course Objective:** To equip the students with the art and idea of application of graphic design in the day to day. And finally the course will nurture the students and make them industry ready with the technical skills of graphic design.

**Course Outcomes:** By the end of the course the students will be able to:

1. Use graphic design for contemporary global issues
2. Assess, predict, and articulate the influence and importance of graphic design
3. Acquire and demonstrate competency in technical skills applicable to graphic design
4. Demonstrate the ability to use design thinking strategies.
5. Understand the relationship of graphic design to other disciplines and to society

### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 3    | 3    | 1    | 2    | 2    | 2    | 3    | 3    |
| 2  | 2    | 1    | 3    | 2    | 3    | 3    | 2    | 3    |
| 3  | 2    | 3    | 2    | 2    | 2    | 3    | 2    | 3    |
| 4  | 3    | 2    | 2    | 1    | 2    | 3    | 3    | 3    |
| 5  | 1    | 2    | 1    | 2    | 1    | 3    | 3    | 3    |

### UNIT 1

Introduction: Define fundamentals of design like point, line, space, shape, size and proportion, colour, tone, texture. Identification of design and graphic design. Select appropriate colour scheme for intended use. Colour: Colour theory-hue, shade, tint.

Color wheel - knowledge of various types of colour schemes-colour combination. Selection of colour, emotional appeal of colour, and response of colour.

## **UNIT 2**

Principles of graphic design: Appreciate composition in design -Effective composition in design. art work – physical characteristics of artwork. Originals: Types of originals - Line original, Continuous original. Typeface anatomy – Variables of typefaces, Styles & six family of types, Legibility and readability of types - Selection of typefaces /fonts suitable to the subject and relation between type face and product. Printing process and paper/substrate - Creation of symbol & slogan - Knowledge of logo, monogram, trademark, copy writing.

## **UNIT 3**

Layout - Purpose, importance and function of layout - types of layout, rough and finished layout - composition methods- arrangements of illustration, text matter, logo (symbol), slogan, address-Available Indian paper sizes, choosing a suitable paper: characters, paper varieties, finishes - Various imposition schemes, sheet work, half sheet work, types of folding - dummy preparation and its importance. Printing Inks – base ink formulation –specific properties-drying mechanism – ink suitability for printing

## **UNIT 4**

Offset press operations- sheet fed - web fed- roller and blanket, trouble shooting checklist. Screen printing process- concept of stencils-frame-masking –squeeze and ink- high speed presses machine. - gravure-concepts-cylinder preparations-printing process -flexography printing-concept-printing process.

## **UNIT 5**

User Experience and User Interface Design for Web and Mobile apps.  
Digital image: Types, file formats, digital inputs, digital workflow -digital press, digital color process. Bit mapped fonts, post script fonts. Illustrations and images - Editing software - software for image solutions and page layouts, printing accuracy, image assembly. Digital half tones - computer to plates. Digital proofing, Moving and storing Data.

## **REFERENCES**

1. Ambrose, G., & Harris, P. (2010). Design thinking. Lausanne: AVA Academia ;.
2. Bain, E. (1970). The theory and practice of typographic design. New York: Hastings House.
3. Barnard. M. (2000), Print Production Manual, Surrey:Pira International
4. Evans, H. (1972). Editing and design; a five-volume manual of English, typography, and layout. New York: Holt, Rinehart and Winston.
5. Ryan, W., & Conover, T. (2004). Graphic Communication today (4th ed.). New York: Delmar Learning
6. Tumball, A. (1999). Graphic Communication. New York: Sage Publications.

**Course Objective:** The social media metrics and evaluation course will enable students to grasp the analytics tools to leverage social media data. The course will introduce tools such as engagement analytics, sentiment analysis, topic modeling, social network analysis, identification of influencers and evaluation of social media strategy.

**Course Outcomes:** By the end of the course the students will be able to:

1. Understand and apply important concepts in social media metrics.
2. Understand, sort out social media data and relate social media analytics tools.
3. Monitor consumers and competitors and bring together deeper consumer insights.
4. Develop social media strategy and measure social media campaign effectiveness.
5. Make better business decisions and reports by analyzing social media data.

**ARTICULATION MATRIX**

| CO       | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----------|------|------|------|------|------|------|------|------|
| <b>1</b> | 2    | 2    | 2    | 1    | 1    | 1    | 2    | 2    |
| <b>2</b> | 2    | 3    | 2    | 2    | 2    | 1    | 2    | 2    |
| <b>3</b> | 2    | 2    | 2    | 1    | 1    | 2    | 2    | 1    |
| <b>4</b> | 2    | 2    | 2    | 3    | 3    | 1    | 2    | 2    |
| <b>5</b> | 2    | 3    | 1    | 2    | 2    | 0    | 2    | 1    |

**UNIT 1**

Introduction to social media analytics: co-learning and crowdsourcing, identify primary business goals, determine social key performance indicators (KPIs) via engagement, sentiment and conversation analytics, measure and analyze social data. Tools: likealyzer, cyfe, union metrics, followerwonk, audisens and quinity.

**UNIT 2**

Monitoring Customer Engagement in Social Media: Crimson Social Media Marketing Framework, Brand health and perception, Campaign strategy and execution, Cultural and market trends, Product innovation and research, Competitive and market intelligence, Key opinion leader identification and influencer marketing, Strategic risk and M&A analysis, Collecting Data via Twitter API. Insight Tools: Facebook and Instagram, Analytics Tools: Google, Twitter, Pintrest, LinkedIn and YouTube.

### **UNIT 3**

Introduction to social network analysis and metrics: netlytic cloud-based text and social networks analyzer summarize textual data and discover communication networks from social media posts, text and network discovery, know about hashtag, all about the data: working with csv files, organizational comparative analysis. Tools: statistical analysis via Microsoft excel, netlytic and how sociable

### **UNIT 4**

Identifying influencers in social network: target audience and outreach efforts, hosting and participating in events with influencers, trending data, comparing data, sentiment analysis, topic analysis, audience analysis, critiquing data, historicizing data, visualizing data, sneak preview to social graphs. Tools: google trends.

### **UNIT 5**

Influential social media reports: extracting value from data based on various social networks, making social media report, consolidating collected data, tailored targeting, customized tracking and performance measurement, identifying trends and new opportunities, delivering added value to audiences, prove the value of your strategy, presenting to stakeholders. Tools: sample report templates from social bakers and social report.

### **REFERENCES**

1. Szabo, G., G. Polatkan, O. Boykin & A. Chalkiopoulus (2019), *Social Media Data Mining and Analytics*, Wiley, ISBN 978-1-118-82485-6
  2. Sterne, J. (2010). *Social media metrics: How to measure and optimize your marketing investment*. John Wiley & Sons.
  3. *Social Media Metrics, the Beginner's Guide*, Hootsuite, retrieved from <https://hootsuite.com/resources/getting-started-with-social-media-metrics>
  4. *Social Media Data Collection and Network Analysis*  
[https://docs.google.com/document/d/1\\_EH30ycPj2r6t0vH1QSSBjKJ209qq7-nwz2zAJno8Mk/pub?embedded=true](https://docs.google.com/document/d/1_EH30ycPj2r6t0vH1QSSBjKJ209qq7-nwz2zAJno8Mk/pub?embedded=true)
  5. <https://www.socialbakers.com/blog/social-media-analytics-the-complete-guide>  
<https://www.socialbakers.com/blog/a-marketers-guide>
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**Course Objective:** Getting the mass communication graduates to be well trained in digital marketing. This course will promote to appreciate everything about social media marketing with the basics of Facebook, YouTube, Instagram, Twitter and Instagram to build a social media strategy and use advanced features of the most popular social networks.

**Course Outcomes:** By the end of the course the students will be able to:

1. Use Social Media Platforms like Facebook, Instagram, Twitter, Instagram, YouTube and LinkedIn for the organic promotion of any business or service.
2. Identify the niche areas where you can become an influencer in social medias.
3. Identify and incorporate widely used tools for the social media activities.
4. Start as a freelancer or promote own / ancestral business organically using Social Media.
5. Become a professional through Social Media channels to support their company.

#### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 2    | 2    | 1    | 1    | 1    | 1    | 2    | 1    |
| 2  | 1    | 1    | 2    | 2    | 1    | 1    | 3    | 2    |
| 3  | 1    | 1    | 2    | 2    | 1    | 1    | 3    | 2    |
| 4  | 1    | 1    | 2    | 2    | 1    | 1    | 3    | 2    |
| 5  | 0    | 2    | 0    | 0    | 0    | 0    | 2    | 3    |

#### UNIT 1

An overview of Social Media Marketing: what is social media and their broadening scope, social media statistics, strengthen brands, understand audience, boost customer satisfaction, build compelling content to stay competitive, social media marketing strategy, impact of social media on SEO, make customizable poster designing in canva.

#### UNIT 2

Facebook: Facebook marketing strategy (organic vs paid modes), brand pages, business page types and setup, post types and its dimensions, audience insights & analytics, competitor analysis, fb groups, fb live, tracking pixel codes, targeting and budgeting FB Ads, case studies on Facebook. You Tube: You Tube overview and account, interface and settings, annotations and linking websites, upload a video, creator studio, channel creation, managing views and

boosting subscriptions, learning from reports and analytics. Google AdWords with keyword planning and control. Creating Ad campaigns and text ads and ad groups.

### **UNIT 3**

Instagram Marketing: setting up Instagram for best results, personal account versus professional Instagram account types and stories. LinkedIn marketing: benefits of LinkedIn network, create and optimize profile, profile photo and background image selection, creating an impressive headline, craft a remarkable summary, managing recommendations, LinkedIn groups, creating and managing pages, endorsements and profile completeness.

### **UNIT 4**

Microblogging via Twitter: overview of twitter, good profile attributes, advanced profile optimization, composing a tweet, using hashtags, deleting, pinning and sharing tweets, managing twitter users and followers.

### **UNIT 5**

Social Media Marketing Tools: social media automation tools, keyword research tool, tools for designing, video editing tools, image editing tools, URL shortening tools, free and paid booster with follow-up analytics. Live project for combined brand optimization via all social media.

### **REFERENCES**

1. Roland, Daniel, "Internet Marketing: Millionaires in The Making: Using Sh Engine Optimization, Social Media, And More to Create an Online Business" CT Publishing, 2015.
2. Shreves, Ric; Krasniak, Michelle, "Social media optimization for dummies", John Wiley & Sons, 2015
3. Erik Deckers, Kyle Lacy, "Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself" Que Biz-Tech, Que Publishing, 2012.
4. Davis, Robert, "Social media branding for small business: the 5-sources model: a manifesto for your branding revolution" Digital and social media marketing and advertising collection, Business Expert Press, 2015.
5. "How to Measure and Maximize Social Media ROI", Social Bakers, May 2012

**Course Objective:** To develop the basic understanding of research by developing a feasible topic, literature review and methodology and undertaking data collection.

**Course Outcomes:** By the end of the course the students will be able to:

1. Critically review literature related to proposed research topic
2. Identify theoretical and methodological framework suited for the research topic
3. Present the process of data collection and basic analysis

### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 3    | 3    | 3    | 3    | 1    | 3    | 3    | 3    |
| 2  | 3    | 3    |      | 3    |      | 3    | 3    | 3    |
| 3  | 2    | 3    |      | 3    | 1    | 3    | 3    | 3    |

The student is exposed to a theoretical quantitative and qualitative research process in the first semesters. As a follow through practical application of research, he/she ideates individually on a preferred area of research interest related to any field of Mass Communication within the traditions of social and behavioural sciences. A Research Guide is assigned to each student to help him/her through the process of preparing a Research Proposal. A two credit internal research review is undertaken at this phase, and the student is expected to have the ontology, epistemology and methodology and data collection pertaining to his/her research proposal in place. The evaluation by the review committee will be based on parameters such as feasibility of topic, literature review and identification of theoretical and methodological framework and data collection.

**Course Objective:** Seminars are intended to allow students to learn and integrate knowledge and information across disciplines such as arts, humanities, and social sciences, through independent study. Students individually present a seminar on a current topic followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

**Course Outcomes:** At the end of the course students will be able to:

1. Identify and understand current, real-world issues.
2. Explore real-world issues through transformational experiences and industry (governmental/non-governmental/private) interaction that foster an understanding of self, relationships, and diverse global perspectives.
3. Acquire, articulate, create and convey intended meaning using verbal and non-verbal method of communication that demonstrates respect and understanding in a complex society.
4. Apply a multidisciplinary strategy to address differing forms of knowledge and academic disciplinary approaches with their own academic discipline (e.g., in agriculture, architecture, art, business, economics, education, natural resources, etc.)
5. Apply principles of ethics and respect in interaction with others.

### ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1  | 3    |      | 3    | 2    |      | 2    |      | 3    |
| 2  |      | 3    | 3    | 2    | 2    | 3    | 3    | 3    |
| 3  | 2    | 3    |      | 2    | 2    | 3    |      |      |
| 4  | 3    | 3    | 2    | 2    | 2    | 3    | 3    | 3    |
| 5  |      |      |      | 3    |      |      |      | 1    |