**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**

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

<table>
<thead>
<tr>
<th>S. No</th>
<th>Course Code</th>
<th>Structural Framework</th>
<th>Course Title</th>
<th>L  T  P</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>21CMJ511</td>
<td>ElectiveBroadcast</td>
<td>1. Technological Approaches to Television Journalism</td>
<td>1 1 4</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>21CMJ512</td>
<td>Bundle 1A:</td>
<td>2. Basic Photography and Videography</td>
<td>1 1 4</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>21CMJ513</td>
<td></td>
<td>3. Film Studies: Theory and Analysis</td>
<td>1 1 4</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>21CMJ514</td>
<td>ElectiveIMC</td>
<td>1. Integrated Marketing Communications</td>
<td>1 1 4</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>21CMJ515</td>
<td>Bundle 1B:</td>
<td>2. Digital Marketing Communication Basics</td>
<td>1 1 4</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>21CMJ516</td>
<td></td>
<td>3. Branding Media and Entertainment</td>
<td>1 1 4</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>21CMJ517</td>
<td>ElectivePrint</td>
<td>1. Reporting, for Print Media</td>
<td>0 1 6</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>21CMJ518</td>
<td>Bundle 1C:</td>
<td>2. Editing for Print Media I</td>
<td>0 1 6</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>21CMJ519</td>
<td></td>
<td>3. Fake News and Disinformation- Issues and Challenges</td>
<td>0 1 6</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>21CMJ520</td>
<td>ElectiveNew</td>
<td>1. Techniques of Graphic Communication and Visual Design</td>
<td>1 1 4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media and Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>21CMJ521</td>
<td>Bundle 1D:</td>
<td>2. Social Media Metrics and Evaluation</td>
<td>1 1 4</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>21CMJ522</td>
<td></td>
<td>3. Social Media Optimization for Brands</td>
<td>1 1 4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total = 16 credits for Mandatory Specialization (4 x 3 = 12) and Elective (4 x 1=4) 16**

| 13.   | 21CMJ590 | Research Project Review 2 | 0 0 2 | 1 |
| 14.   | 21AVP501 | *Seminar | 0 1 2 | 2 |

**Total** 20

*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.
**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.

**ARTICULATION MATRIX**

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
UNIT 1

UNIT 2

UNIT 3

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
REFERENCES:
**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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**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

UNIT 3

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

REFERENCES

WEB REFERENCES
1. http://presscouncil.nic.in/
21CMJ503  APPLIED MEDIA RESEARCH  3 0 2 4

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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNIT 1

UNIT 2

UNIT 3
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
   McGraw-Hill.
   Qualitative and Quantitative Research Methods, London: Routledge.
   SAGE.
    Thomson Wadsworth.
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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

REFERENCES
1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times,
5. Magazines: - Outlook, India Today, Sportstar, TIME
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 into the Industrialized Economies and Environmental Movements across the Continent.

ARTICULATION MATRIX

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

REFERENCES:
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

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
**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**

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**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
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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
SEMESTER II

SPECIALIZATION_BUNDLE_1

1A - BROADCAST SPECIALIZATION

-------------------------------------------------------------
21CMJ511 TECHNOLOGICAL APPROACHES TO TELEVISION JOURNALISM 1 1 4 4
-------------------------------------------------------------

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

<table>
<thead>
<tr>
<th>CO.</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

UNIT 1
What’s ‘news’ and what’s not in Broadcast media - Bi-media reporting, Multi-media reporting
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 newsspersons facing real time broadcasting. Production and Editing of News Features and News Reports. Writing, presentation for recorded and editing modules.

UNIT 4

UNIT 5
Post-production and visual effects. Scenic design. Elements of Broadcast Television: Image source, sound source, transmitter, receiver, display device.

REFERENCES:
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

<table>
<thead>
<tr>
<th></th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

UNIT 1

UNIT 2
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
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

UNIT 1

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

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
I B - IMC SPECIALIZATION

21CMJ514 INTEGRATED MARKETING COMMUNICATIONS 114

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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

UNIT 3

UNIT 4

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

WEB REFERENCES
1. www.afaqs.com
2. www.campaignidia.com

NEWSPAPER REFERENCES
1. Economic times- Brand Equity
2. Business line: Catalyst
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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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, each 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


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


21CMJ516  BRANDING MEDIA AND ENTERTAINMENT  1 1 4  4

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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

UNIT 1

UNIT 2
UNIT 3

UNIT 4

UNIT 5

REFERENCES
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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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
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

<table>
<thead>
<tr>
<th>C0</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td></td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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
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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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


I D - NEW MEDIA AND DESIGN SPECIALIZATION

---------------------------------------------------------------------------------------------------

21CMJ520 TECHNIQUES OF GRAPHIC COMMUNICATION AND VISUAL DESIGN  1 1 4  4

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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

UNIT 1
UNIT 2

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

UNIT 5
User Experience and User Interface Design for Web and Mobile apps.

REFERENCES
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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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
4. Social Media Data Collection and Network Analysis https://docs.google.com/document/d/1_EH30ycPj2r6t0vH1QSSBjKI209qq7-nwz2zAJno8Mk/pub?embedded=true
https://www.socialbakers.com/blog/a-marketers-guide
**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**

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**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
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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CO</th>
<th>PEO1</th>
<th>PEO2</th>
<th>PEO3</th>
<th>PEO4</th>
<th>PEO5</th>
<th>PSO1</th>
<th>PSO2</th>
<th>PSO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>