



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION



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SCHOOL OF JOURNALISM

&

MASS COMMUNICATION

Masters of Arts (Journalism and Mass Communication)

2025-27

Programme Code: 967

S.no.	Content	Page No.
1	Introduction	
2	About School	
3	Programs offered by School	
3.1	Department of Journalism & Mass Communication	
3.1.1	Masters of Journalism & Mass Communication	
4	Program Duration	
5	Class Timings	
6	Syllabi	
6.1	Syllabus of Masters of Arts Journalism & Mass Communication (MA(JMC))	



1. Introduction

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, management, journalism and media study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

K. R. Mangalam University is unique because of its

- i. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.
- ii. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

Objectives

- i. To impart undergraduate, post-graduate and Doctoral education in identified areas of higher education.
- ii. To undertake research programmes with industrial interface.
- iii. To integrate its growth with the global needs and expectations of the major stake holders through teaching, research, exchange & collaborative programmes with foreign, Indian Universities/Institutions and MNCs.
- iv. To act as a nodal centre for transfer of technology to the industry.
- v. To provide job oriented professional education to the student community with particular focus on Haryana.

2. About School

School of Journalism and Mass Communication (SJMC) which started its journey in 2015, has now earned the distinction of being one of the top Media Schools in NCR. Our team comprises of experienced and qualified faculty members with tens of years of combined industry experience. Our students are centre of our learning pedagogy and they get every opportunity to shape the learning spaces for new ways of learning. Students share their ideas; learn from the unlimited resources and critical thinking to express diverse perspectives of issues discussed in media. They have numerous opportunities to explore their talents in advertising, film making, TV and Radio anchoring, designing, digital marketing, social media writing, event management and many more. The key words at SJMC are hard work and innovation. We send students on field to experience real world to write and record about real people in real situations. By this, we produce professional media persons who can hit the ground as soon as they get into the job market. We ensure that learners must develop their own impressive



K.R. MANGALAM UNIVERSITY

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portfolio of still photos, films bulletins video clips and different print media stories that they can showcase to prospective employers and hence gain an added advantage compared to their peers.

School Vision

School of Journalism and Mass Communication aspires to become an internationally recognized Media School through excellence in interdisciplinary project-based student-centric media education. We aim to develop socially responsible life-long learners who contribute to nation building through research and innovation.

School Mission

- To provide excellence in education by focusing on futuristic curriculum, progressive, outcome based hands-on education.
- Foster employability and entrepreneurship through industry interface and live projects.
- Instil notion of lifelong learning through stimulating problem-solving skills, critical thinking, research and innovation.
- Integrate global needs and expectations through collaborative programs with premier universities, research centres, industries and professional bodies.
- Enhance leadership qualities among the youth having understanding of ethical values and environmental realities

3. Programmes offered by the School

School offers undergraduate and post graduate courses

3.1 Department of Journalism & Mass Communication

3.2 Master of Arts (Journalism and Mass Communication)

M.A (Journalism & Mass Communication) degree programme is designed to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. It has also been structured to prepare the postgraduates to achieve skills for digital and cyber media world of the present and future era.

Eligibility Criteria: - The student should have passed Bachelors' Degree from UGC recognized university/institution in any discipline equivalent examination with an overall aggregate of 50% or more.

Course Outline: - Communication Theories and Models/ The Craft of Media Writing/Current Affairs and Perspective/Public Relations: Theory and Practice, Film Appreciation/ Advertising Today/Exploring Frames/Reporting and Editing/Creative Visualisation Techniques/ Research Techniques/ Broadcast News Production/ New Media and Web Content/ Media, Law and Society/Data Journalism/ Mobile Journalism

Specialization:

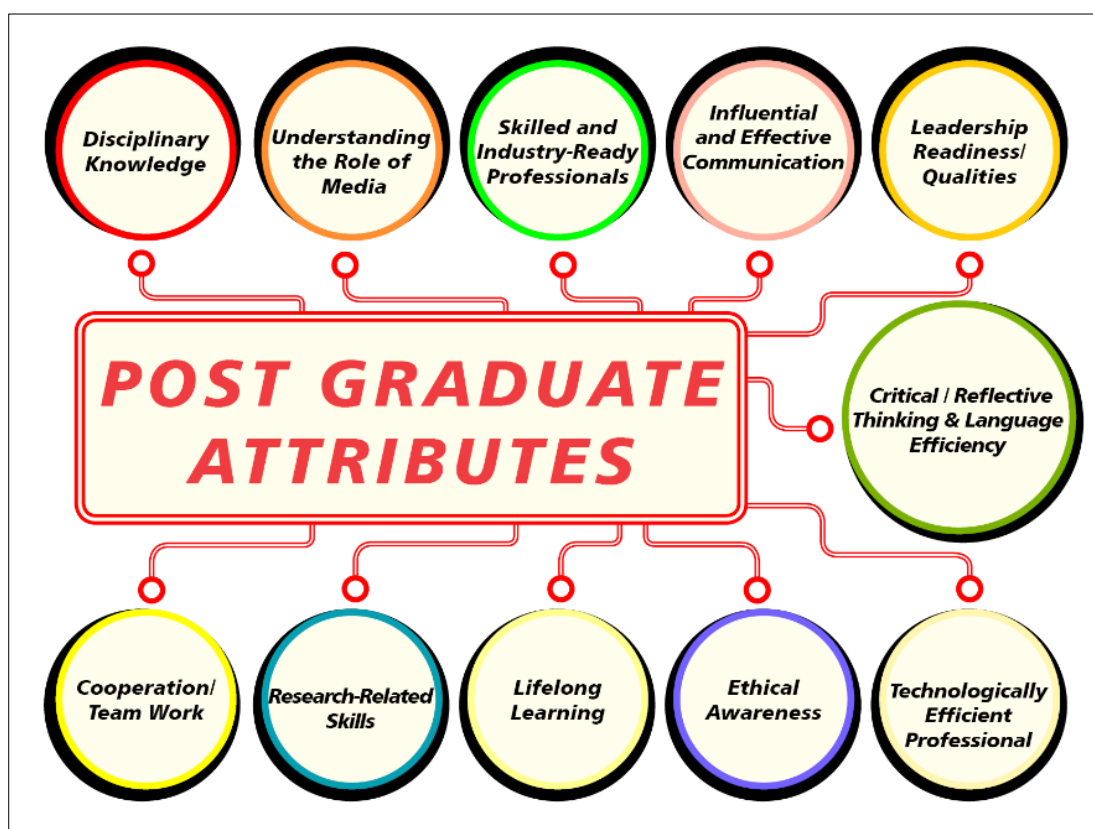
Print Journalism: Advance Reporting and Editing/Business & Political Coverage/Sports Journalism



Broadcast Journalism: Audio Programming/Storytelling for Screen/Power of Images: TV and Films

IMC: Integrated Marketing Communication/Creativity and Campaign Planning/Brand Communication

Career Options: - Opportunities for the Journalism and Mass communication graduates are in the field of Journalism, TV and Print Media, Advertising, Public Relations, Corporate Communication, Media Management, Television Production, Video Editing, Film Production, Fashion/Wildlife Photography, Radio Jockeying, Video Jockeying, Photo Journalism, Publishing, Event Planning, Digital Media, Research and Academics.



Programme Outcomes :

1. **Disciplinary Knowledge:** Knowledge of mass communication concept and theories. Acquiring knowledge of different dimensions of mass communication, historical perspectives, present practices and other related areas of studies.
2. **Understanding the Role of Media:** The media in democratic society, importance of freedom of press and impact of media in general.
3. **Skilled and Industry-ready Professionals:** Strengthening the abilities of a learner by skills, gaining knowledge of the present scenario of Media & Entertainment industry



including advertising, public relations, corporate communication, digital communication, media management.

4. **Influential and effective communication:** Influential and effective communication ability to share thoughts, ideas and applied skills of communication in its various perspectives like written communication, oral communication and public communication etc .
5. **Leadership readiness/ Qualities:** To make learners fluent in multiple facets of leadership. Creating the ability & enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners, to be visionary leaders who can inspire the team to greatness.
6. **Critical/ Reflective thinking & language efficiency:** Critical/ Reflective thinking ability to employ critical and reflective thinking along with the ability to solve real life problems so that learner may create the sense of awareness of one self and society.
7. **Technologically Efficient Professional:** Capability to use various communication technologies and ability to use various software for content creation, content editing and designing for various forms of publishing platforms.
8. **Ethical Awareness:** As a communication learner, one has to understand the importance of ethical values and its application in personal and professional life.
9. **Lifelong Learning:** Every graduate to be converted into lifelong learner and consistently update himself or herself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.
10. **Research-related Skills:** A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.
11. **Cooperation/ Team work:** Building a team, motivating and inspiring the team members to work up with cooperation to their utmost efficiency.

Program Educational Objectives (PEOs): Over the long term, the graduates of this program will:

1. Become professionals and experts in careers related to Journalism, Mass Communication and allied fields, showcasing expertise and adaptability to evolving media trends.
2. Lead and innovate as strategic leaders, entrepreneurs, and media managers, shaping the future of journalism and mass communication with a forward-thinking mindset and a global perspective.
3. Research and add to the existing domain of academic knowledge available in the field of media and communication.
4. Uphold high ethical standards in their professional conduct, making sound and responsible decisions that enhance the credibility, transparency, and accountability of the media industry.



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5. Promote sustainability and social responsibility through environmentally conscious media practices, contributing to the development of responsible communication initiatives that benefit society and the planet.
6. Contribute as thought leaders and socially responsible citizens, demonstrating high human and professional values while actively engaging in interdisciplinary collaborations and contributing to societal transformation.

Programme Specific Objectives (PSO)

At the end of the program the students will be:

1. Understanding advanced concepts, theories, and frameworks in journalism and mass communication, and critically assessing their relevance and application to contemporary media practices and global communication trends.
2. Applying advanced research methodologies along with tools, techniques, and media production skills to create informed, evidence-based content for various platforms, contributing to the development of impactful media projects.
3. Analysing global media trends, public discourse, and communication policies to interpret their social, political, and cultural implications.
4. Evaluating complex media challenges through ethical, technical, legal, and cultural lenses, making responsible and informed decisions in producing media content that aligns with social justice, inclusivity, sustainability principles and socially conscious content.
5. Creating original, innovative, and research-driven media projects or communication strategies that push the boundaries of academic inquiry and industry standards, while demonstrating leadership, creativity, and an entrepreneurial mindset.
6. Observing technical, ethical, and cultural cues in the global media landscape, and critically reflecting on their impact in shaping media practices and audience behaviours.
7. Imitating and practicing the professional standards and ethical norms of the media industry, developing a deep expertise through hands-on experience and continuous reflection, leading to mastery in media production and communication.

Programme scheme: - For programme scheme see **Annexure B**.

4. PROGRAM DURATION: - 2 Years (4 Semesters)

5. CLASS TIMINGS



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The classes will be held from Monday to Friday from 09.10 am to 04.00 pm.

6. SYLLABI

The syllabi of all courses for first year for all the programmes offered by SJMC are given in the following pages. These are arranged as: (a) common course (b) degree specific numeric order of the last three digits of the course code.

For each course, the first line contains; Course Code and per week Lecture hours (L)-Tutorial hours (T)-Practical hours (P)-and Credits (C) of the course. This is followed by the course objectives, syllabus, Suggested Readings.

6.1 Syllabus of Masters of Journalism & Mass Communication (MA(JMC



SCHOOL OF JOURNALISM AND MASS COMMUNICATION (SJMC)

Course Structure - MA(J&MC) - Proposed for AY 2025-27

YEAR 1

Semester-I							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-I	SJMJCT101	Communication Theories & Models	3	1	0	4
2	Major-II	SJMJCU102	Current affairs and Global Media	3	1	0	4
3	Major-III	SJMJFC103	Fact-Checking & Media Literacy	1	0	2	2
4	Major-IV	SJMJMU104	Multimedia Journalism	1	1	4	4
5	Major - V	SJMJPH105	Photography & Image Editing	1	1	4	4
6	Major-VI	SJMJGR106	Graphic Design and AI Tools	1	1	4	4
Total				10	5	14	22
Semester-II							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-VII	SJMJME201	Media Laws & Ethics	3	1	0	4
2	Major-VIII	SJMJAD202	Advertising and Brand Communication	2	1	2	4
3	Major-IX	SJMJTV203	Television & Video Journalism	1	0	4	3
4	Major-X	SJMJRA204	Radio & Podcasting	1	0	4	3
5	Major-XI	SJMJAU205	Audio & Video Editing	0	0	4	2
6	Major-XII	SJMJDI206	Digital Content Production & Distribution	1	1	4	4
Total				8	3	18	20
Summer Internship-I - Internship of 4 credits to be covered within 8 weeks during the summer vacation of the first year							



YEAR 2

Semester-III							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-XIII	SJMJCO301	Communication Research	3	1	0	4
2	Major-XIV	SJMJTH302	Theatre & Performing Arts	0	0	4	2
3	Major-XV	SJMJCR303	Creator Economy & Community Engagement	1	0	6	4
4	Major-XVI	SJMJIN304	Integrated Marketing Communication	1	0	6	4
5	Major-XVII	SJMJFI305	Film & OTT Production	1	0	6	4
6	Major-XVIII		Evaluation of Summer Internship I	0	0	0	4
Total				6	1	22	22
Semester-IV							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-XIX	SJMJDA401	Data Journalism & Visualisation	2	1	2	4
2	Major-XX	SJMJDM402	Digital Marketing	2	1	2	4
3	Major-XXI	SJMJMO403	Mobile Journalism	0	0	4	2
4	Major-XXII	SJMJDE404	Development Communication	2	1	0	3
5	Major-XXIII	SJMJDI405	Digital Media Entrepreneurship (Project/Skill Based)	0	0	4	2
6	Major-XXIV	SJMJDI406	Dissertation / Capstone Project	0	2	0	6
7	MOOC		MOOC Certification	0	2	0	2
Total				6	7	12	23



Total Credits: 87

Semester	Courses	Lecture Hours	Tutorial Hours	Practical Hours	Total Hours	Credits
1	6	10	5	14	29	22
2	6	8	3	18	29	20
3	6	6	1	22	29	22
4	7	6	7	12	25	23
Grand Total	25	30	16	66	112	87

Evaluation Scheme				No of Courses
T	Theory	30:20:50	CA:MTE:ETE	5
P	Practical	50:50	CA:ETE	15
S	Skill	100	Project/Flexible	5
Total				25



Semester-I							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-I	SJMJCT101	Communication Theories & Models	3	1	0	4
2	Major-II	SJMJCU102	Current affairs and Global Media	3	1	0	4
3	Major-III	SJMJFC103	Fact-Checking & Media Literacy	1	0	2	2
4	Major-IV	SJMJMU104	Multimedia Journalism	1	1	4	4
5	Major - V	SJMJPH105	Photography & Image Editing	1	1	4	4
6	Major-VI	SJMJGR106	Graphic Design and AI Tools	1	1	4	4
Total				10	5	14	22

SJMJCT101	Communication Theories and Models	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

COURSE PERSPECTIVE

This course offers an in-depth exploration of the foundational and contemporary theories and models that have shaped the field of mass communication. Designed to provide students with both a historical and analytical framework, the course examines how communication functions across various mass media platforms, including print, broadcast, and digital media. Through critical engagement with key theories—ranging from the Hypodermic Needle Model and Two-Step Flow Theory to Uses and Gratifications, Agenda-Setting, and Cultivation Theory—students gain insight into how media messages are created, disseminated, interpreted, and influence society.

The course emphasizes the importance of theory as a lens for understanding the complex interplay between media institutions, technologies, audiences, and cultural contexts. It also explores how emerging communication environments challenge traditional models and



demand new theoretical perspectives. By analysing real-world case studies and engaging in critical discussions, students will be equipped to assess the relevance and limitations of various models in today's fast-evolving media landscape.

It fosters critical thinking and analytical skills, enabling students to become more informed media consumers, creators, and scholars. Whether pursuing careers in journalism, public relations, advertising, digital media, or academia, students will find the theoretical foundation laid by this course indispensable for understanding and navigating the dynamics of mass communication.

COURSE OUTCOMES (CO)

On completion of the course the student will be:

- CO1: Understand the evolution and significance of major communication theories and models in the context of mass communication.
- CO2: Explain the key components, assumptions, and relevance of classical and contemporary communication models.
- CO3: Analyze the impact of communication theories on media practices and audience behaviour across different platforms.
- CO4: Evaluate the applicability of various communication models in current media environments including digital and social media.
- CO5: Apply theoretical frameworks to assess real-world media content, campaigns, and audience interaction.
- CO6: Critically examine the role of communication theories in shaping media policies, public opinion, and cultural discourse.
- CO7: Develop research-based insights by integrating communication theories into academic writing, presentations, or media analysis projects.

COURSE CONTENT

Unit I: 12 lectures

Basics of Communication

Communication and its process, Meaning and functions of communication, Process of communication, Feedback and change agents, Barriers of communication, Trans Communication, Dyadic, group, organizational, Verbal, visual, Semiotics in Communication (Paralinguistic, kinesics, proxemics, chronemics), Extension of audio and visual communication, Mass Communication: meaning, nature, channel and function, Indian traditions and approaches to communication from the Vedic era to the 21st century. Western



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

and Eastern philosophical, ethical and aesthetic perceptions of communication - Aristotle and Plato, Hinduism, Christianity, Buddhist and Islamic traditions.

Unit II: 10 lectures

Models of Communication

Models of Communication: Classical, Intermediary, Interactive, Transactional Models
Aristotle's definition of Rhetoric, Lasswell's Model, Berlo's SMCR Model, Charles Osgood Model • Shannon-Weaver Mathematical Model, Westley and MacLean's Conceptual Model • Newcomb's Model of Communication, George Gerbner's Model • Wilbur Schramm's Interactive Model • Dance's Helical Spiral Model and Ecological Models, Sadarnikaran Model of Communication

Unit III – 15 lectures

Theories and Ideologies of Mass Communication

Media Effects: Hypodermic Needle, Two-Step/Multi Step, Flow Theory, Gatekeeping • Psychological Theories: Individual Difference Theory, Selective Exposure, Selective Perception, Selective Retention and Cognitive Dissonance • Sociological Communication Theories: Cultivation Theory, Agenda Setting Theory and Needs and Gratification Theory • Powerful Effects of Media: Dominant Paradigm, Diffusion of Innovations, Spiral of Silence Normative Theories of Press • Critical and Cultural Theories: Hegemony, Political Economy & Frankfurt School (Adorno, Horkheimer & Habermas and Fiske), Birmingham School (Richard Hoggart, Stuart Hall, Raymond Henry Williams) • Social Learning Theories and Social Change • Public Sphere and Opinion: Manufacturing Consent/ Propaganda model (Chomsky) • Indian Communication Theories: Concept and Process (Sahridaya and Sadharanikaran, Natya Shastra), Mass society theory, Critical, Pluralism, Functionalism, Structuralism and Post Structuralism, Feminism, Nature of media

Unit IV- 10 Lectures

Development Communication and Theories

Development theories and indicators, Meaning and process of development, Theories and paradigms of development, Indicators of development, Development communication: various



approaches, Concept of development communication, Participatory communication approach, Development support communication – extension, Role of media in development, Use of traditional media for development, Cinema and development, Development issues, Tribal development, Rural and urban development, Economic Development and Social Justice, Media and Gender, Media Marginalization, Information gaps in Indian society at village, city, district and state level, Information poverty in less developed and developing countries, Digital divide in the world, Information control by developed countries, Digital divide between developed and developing countries

Unit V- 15 lectures

Information and Communication world

International Communication Theories: Propaganda, New World order and post-Cold War Development, New World Information and Communication Order, Globalization, Telecommunication and Development, Soft Power, process school, , content, Information cooperation and exchange, New World Information and Communication Order (NWICO), UNESCO declaration on mass media Bilateral, multilateral and regional information cooperation, Non-Aligned News Agency Pool- information exchange under NAM, SAARC Audio-Visual Exchange (SAVE)- information exchange under SAARC, Contemporary Power Blocs and organizations, NATO, BRICS, G7, G20 and others.

Learning Experience: - Practical Assignments for the Course

1. Non-Verbal Communication Performance

- Task: Students create and perform a short skit using only non-verbal elements (kinesics, proxemics, chronemics, paralinguistics).
- Learning Outcome: Experience semiotic analysis and the power of body language.
- Deliverable: Performance + reflection journal.

2. Comparative Communication Traditions Poster

- Task: Create an infographic comparing Western (e.g., Aristotle, Plato) and Eastern (e.g., Natya Shastra, Sadharanikaran) philosophies of communication.



- **Learning Outcome:** Identify similarities and differences in ethical, aesthetic, and philosophical traditions.

3. Assignment: Media Effects Journal

Task: Maintain a media diary for 7 days, then analyse it using media theories (e.g., Agenda Setting, Cultivation, Selective Perception).

Learning Outcome: Self-reflection on how media influences behaviour and perception.

Deliverable: Journal + analytical essay.

4. Critical Theory Podcast

Task: Create a podcast episode discussing media ownership and ideological bias using Frankfurt School, Political Economy, or Cultural Studies theories.

Learning Outcome: Apply critical theory to analyse media systems.

Deliverable: 5–10-minute podcast + script.

5. Development Communication Campaign

Task: Design a participatory communication campaign for a local development issue (e.g., water conservation, women's education).

Learning Outcome: Understand participatory and development support communication.

Deliverable: Campaign brief + posters, audio/visual sample.

Suggested Books and Readings

- Adhikari, N. (2014). Theory and Practice of communication-Bharata Muni, Makhanlal Chaturvedi Rashtriya Patrakarita Avam Sanchar Vishwavidyalaya.
- Baran, S. J. & Davis, D. K. (2012). Introduction to Mass Communication Theory: Foundations, Ferment and Future, 5th Indian Edition, Cengage Learning.
- Berger, A. A. (2000). Media and Communication Research Methods: An introduction to qualitative and quantitative approaches, Sage Publications and Thousand Oaks, California.
- Chawla, A. (2021). Introduction to Mass Communication. Pearson.
- Fiske, J. (1982). Introduction to Communication Studies, Routledge, London.
- Hansen, A., Cottle, S., & Machin, D. (2013). Media and Communication Research Methods: A Introduction, Palgrave Macmillan. Suggested readings
- Hargie, O., & Dickson, D. (2003). Skilled Interpersonal Communication: Research, Theory, and Practice. Routledge. <https://doi.org/10.1604/9780415227193>



- Harris, C. R. & Lester, P. M. (2002). Visual Journalism: A Guide for new media professionals, Allyn and Bacon.
- Hayhoe G. F., Hughes M. A., Hayhoe, G. F. (2018). A Research Primer for Technical Communication: Methods, Exemplars, and Analyses, Routledge.
- Jackson, S.L. (2011). Research Methods: A modular approach, Cengage Learning.
- Kothari, C. R. (1990). Research Methodology: Methods and Techniques, Vishwabharati Prakashan.
- Kumar, J. K. (2020). Mass Communication in India, Jayco Publications.
- Lasswell, H. 1995. "The Structure and Function of Communication in Society." In Approaches to Media: A Reader Edited by Oliver Boyd Barrett and Chris Newbold, London.
- Lester, P. M. (2006). Visual Communication: image and messages, Thomson Wordsworth.
- Littlejohn, S.W., Foss K. A. (2008). Theories of Human Communication, LynUhl.
- McQuail, D. (2000) (fourth Edition) Mass Communication Theory, London, Sage
- Narula, U. (2006). Handbook of Communication: Models, Perspectives and Strategies Atlantic Publications.
- Schramm, W. and Roberts D. F. (ed) (1971). The Process and Effects of Communication, University of Illinois Press.
- Vivian, J. (2011). The Media of Mass Communication, Prentice Hall.
- Williams, K. (2003). Understanding Media Theory, Bloomsbury Publishing (US).
- Wimmer, R. D. and Dominick, J. R. (2005). Mass Media Research, Wadsworth Publishing: London.

Open Educational Resources (OER) (Clickable links)-

- <https://www.vedantu.com/commerce/communication>
- <https://ebooks.inflibnet.ac.in/mgmt05/chapter/communication-process-types-barriers/>
- <https://courses.lumenlearning.com/suny-esc-communicationforprofessionals/chapter/communication-process-overview/>
- https://econtent.in/pacc.in/admin/contents/27_2020121101583042.pdf
- <https://courses.lumenlearning.com/suny-introductiontocommunication/chapter/grounding-theories-of-mass-communication/>
- <https://www.slideshare.net/slideshow/theories-41619377/41619377>
- <https://egyankosh.ac.in/bitstream/123456789/85970/1/Unit-6.pdf>
- <https://bpb-us-w2.wpmucdn.com/u.osu.edu/dist/a/82593/files/2021/10/Thussu-Chapter-2.pdf>

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination



Examination Scheme

K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50



SJMJCU102	Current Affairs and Global Media	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

COURSE PERSPECTIVE

In the contemporary digital age, the dynamics of current affairs and the global media landscape are evolving rapidly, driven by technological innovations, political realignments, economic shifts, and sociocultural transformations. This course is designed to equip postgraduate students with the analytical tools and critical understanding necessary to navigate and interpret the interconnected worlds of current events and global media systems.

The media plays a pivotal role in shaping public discourse, framing political debates, and influencing policy decisions across borders. With the rise of 24/7 news cycles, global news networks, social media platforms, and transnational content flows, journalists and media professionals must be able to decode complex geopolitical developments and understand the role of media in global diplomacy, conflict, trade, and cultural exchange.

This course takes a multidisciplinary approach by integrating political science, international relations, communication theory, and media studies to examine how current events are constructed, represented, and consumed across various regions of the world. Students will explore media systems in democratic and authoritarian regimes, analyse the power of global news agencies, and critique the role of propaganda, disinformation, and soft power in international communication.

From understanding regional conflicts, global summits, and international treaties to evaluating media coverage of crises, climate change, migration, and human rights issues, this course challenges students to think critically and globally. It also addresses the challenges posed by fake news, cyber warfare, surveillance capitalism, and the erosion of press freedom.

By fostering an informed and ethical global perspective, this course prepares students for careers in journalism, policy analysis, media research, international communication, and strategic communication, enabling them to become responsible media professionals in a highly interdependent world.



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

COURSE OUTCOMES (CO)

On completion of the course the student will be:

Course Outcomes

On completion of this course, the students will be able to:

CO1: Analyse and interpret current national and international events by understanding their socio-political, economic, and cultural contexts and implications on media narratives.

CO2: Evaluate the functioning, ownership, and influence of global media systems and international news agencies in shaping public opinion and geopolitical discourse.

CO3: Critically assess the role of media in international relations, diplomacy, and conflict resolution, with particular attention to propaganda, soft power, and global communication strategies.

CO4: Identify and critique the challenges of misinformation, disinformation, censorship, and press freedom in various media systems and political regimes across the world.

CO5: Demonstrate an informed, ethical, and culturally sensitive approach to reporting and analysing global events, enabling responsible media practice in a globalized environment.

COURSE CONTENT

Unit I: Decoding Current Affairs – Understanding Global Events and Narratives

(15 Lectures)

- Definition, scope, and importance of current affairs in Media discourse
- Indian Political, Social, economic, cultural, Governance dynamics and intersection in Global narratives
- Tools and methods of analysing current affairs: Timeline analysis, event mapping, and media framing
- Coverage of key contemporary issues: Elections, conflicts, pandemics, Trade wars, and climate summits
- Role of media in agenda setting and public opinion formation



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

- Reading global news critically: Differentiating fact, spin, bias, and propaganda
- Case Studies: Russia-Ukraine war, Israel-Palestine conflict, India's G20 presidency, US-China relations, Indo Pak Relations, COP climate negotiations and others conflicts across Globe.
- Real-time news analysis exercises using newspapers, international news portals, and digital platforms

Unit II: Global Media Systems – Agencies, Power Structures, and News Flows

(15 Lectures)

- Global media networks and their geopolitical alignments, Dominance, North South Debate, Changing dynamics, McBride commission and its impact,
- Ownership patterns and cross-border media conglomerates: Effects on content and objectivity
- Role of international news agencies (Reuters, AFP, AP, Xinhua, TASS, etc) in shaping narratives
- Imbalances in global information flows: The core-periphery model
- Regional news collaborations and media diplomacy: SAARC, BRICS, NAM, Arab League, EU
- NWICO debates and UNESCO's role in information equity
- Comparative media systems: US, UK, India, China, Russia, Qatar (Al Jazeera), TRT and others.

Unit III: Media and International Politics – Soft Power, Propaganda, and Global

Agendas

(15 Lectures)

- Soft power and strategic communication: Media's role in global diplomacy (e.g., BBC World Service, CGTN, Voice of America)
- Media during war and crises: Embedded journalism, peace journalism, and ethical dilemmas
- Current Affairs Case Studies: Media narratives around Gaza, Indo- Pak, China- Taiwan Strait, BRICS expansion, Global South identity, NATO and other alliances around the world.



- Disinformation, fake news, and state-sponsored propaganda in international politics
- Role of AI and digital platforms in amplifying or distorting current affairs
- Social media as an arena of global political influence (Twitter diplomacy, digital activism)
- Media trials, moral panics, and their international repercussions

Unit IV: Critical Trends and Contemporary Challenges in Reporting Current Affairs

(15 Lectures)

- Climate change reporting: Global vs local perspectives (e.g., COP summits, IPCC reports, UN SDGs)
- Human rights and humanitarian issues: Media coverage of refugee crises, racial violence, gender issues, Marginalization, anti-semitism, Islamophobia, Religious Nationalism and Global Media discourse, Faith based diplomacy, Media and clash of Civilization, Ethnocentrism, Civilizational Narratives, and Media Framing
- Press freedom and journalist safety in conflict and authoritarian regimes (with global rankings)
- Role of alternative, independent, and citizen journalism in breaking mainstream narratives
- Digital surveillance, cyberattacks on media, and erosion of journalistic autonomy
- Cross-border journalism and international collaborations (ICIJ, Forbidden Stories, OCCRP)
- Ethical reporting of current affairs: Cultural sensitivity, accuracy, and accountability

Suggested Readings & Resources

- Herman, E. S., & Chomsky, N. (2002). *Manufacturing consent: The political economy of the mass media*. Pantheon Books.
- McQuail, D. (2010). *McQuail's mass communication theory* (6th ed.). Sage Publications.
- Thussu, D. K. (2007). *News as entertainment: The rise of global infotainment*. Sage Publications.
- Thussu, D. K. (2006). *International communication: Continuity and change* (2nd ed.). Hodder Arnold.



- Allan, S. (2010). *News culture* (3rd ed.). McGraw-Hill Education.
- Boyd-Barrett, O., & Rantanen, T. (2004). *The globalization of news*. Sage Publications.
- Sparks, C. (2007). *Globalization, development and the mass media*. Sage Publications.
- Curran, J., & Park, M. J. (Eds.). (2000). *De-westernizing media studies*. Routledge.
- UNESCO. (1980). *Many voices, one world: Towards a new, more just and more efficient world information and communication order*. UNESCO.
- Reporters Without Borders. (2024). *World press freedom index 2024*. Retrieved from <https://rsf.org/en/index>
- International Consortium of Investigative Journalists (ICIJ). (n.d.). *Investigative projects and reports*. Retrieved from <https://www.icij.org>

Foreign Policy. (n.d.). *Global current affairs and international analysis*. Retrieved from <https://foreignpolicy.com>

Learning Experience: - Practical Assignments for the Course

Open Educational Resources (OER) (Clickable links)-

- <https://www.sciencedirect.com/topics/social-sciences/current-affairs>
- <https://www.slideshare.net/slideshow/new-media-and-current-affairs/5429392>
- <https://www.sciencedirect.com/topics/computer-science/timeline-analysis>
- <https://www.slideshare.net/slideshow/media-conglomerates-industries-and-ownership/267664685>
- https://en.wikipedia.org/wiki/Comparing_Media_Systems
- <https://library.fiveable.me/introduction-international-relations/unit-4/public-diplomacy-soft-power/study-guide/VAMUAWODa9L0eHYS>
- https://www.researchgate.net/publication/387086008_THE_ROLE_OF_AI_IN_COMBATTING_MISINFORMATION_AND_FAKE_CONTENT
- <https://www.ipcc.ch/site/assets/uploads/2018/02/ar4-wg2-chapter20-1.pdf>
- <https://unesdoc.unesco.org/ark:/48223/pf0000156773>

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:



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Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	15	20	15	50



SJMJFC103	Fact-Checking & Media Literacy	L	T	P	C
Version 1.0	1	1	0	2	2
Pre-requisites/Exposure					
Co-requisites	--				

COURSE PERSPECTIVE

This course addresses the growing challenge of misinformation in the digital age by combining theoretical insights with practical fact-checking skills. It equips postgraduate journalism students with critical media literacy, verification tools, and ethical frameworks necessary for responsible journalism. Emphasizing both global and Indian contexts, the course fosters analytical thinking and prepares students to combat information disorder in professional and civic life.

COURSE OUTCOMES (CO)

On completion of the course the student will be:

1. **CO1** – Understanding the key concepts of misinformation, disinformation, and media bias.
2. **CO2** – Applying verification tools and fact-checking strategies in practical scenarios.
3. **CO3** – Applying media content to detect manipulation, bias, and propaganda.
4. **CO4** – Evaluating the credibility of sources and claims in different media formats.
5. **CO5** – Creating fact-check reports and educational content to promote media literacy.

COURSE CONTENT

This unit builds a strong conceptual and analytical foundation for understanding the dynamics of misinformation and the role of media literacy in modern journalism.

Unit 1: 20 hours

Critical Media Literacy and the Misinformation Ecosystem

- **Media Literacy: Concepts and Frameworks**
 - Definitions and types: media, news, and digital literacy
 - Historical evolution and relevance in democratic societies
 - Key theories: agenda-setting, framing, cultivation, and reception theory



- **Understanding Misinformation Ecosystems**
 - Definitions: misinformation, disinformation, misinformation (First Draft framework)
 - Information disorder: actors, platforms, and intent
 - The role of social media algorithms, echo chambers, and filter bubbles
- **Psychology of Misinformation**
 - Cognitive biases and emotional appeal in misinformation
 - The psychology of sharing: why people believe and spread false information
 - Critical thinking and the role of scepticism in news consumption
- **Sociopolitical and Ethical Implications**
 - Fake news and political polarization
 - Propaganda, hate speech, and freedom of expression
 - Regulatory responses and policy debates (India and global perspectives)
- **Media Literacy Interventions**
 - Global and Indian case studies of media literacy education
 - Role of journalism, civil society, and educational institutions
 - Evaluating the impact of media literacy initiatives

Unit II: 25 hours

Practical Tools and Techniques for Fact-Checking and Verification

This unit focuses on hands-on skill development in verifying digital content and applying fact-checking processes in journalistic practice.

Topics Covered:

- **Fact-Checking Process and Workflow**
 - Identifying and framing claims
 - Researching and sourcing credible information
 - Writing fact-check reports with transparency and clarity
- **Platform Algorithms**
 - In terms of media literacy, examine how YouTube, TikTok, and Instagram feed algorithms influence virality and the spread of misinformation.
- **Influencer Literacy**
 - How to critically analyse influencer content — sponsored vs organic, disclosure practices.
- **AI Deepfakes:**
 - Detecting AI-generated content—text, image, or video (e.g., with tools like Hive, Deepware Scanner).
- **Verification of Multimedia Content**
 - Image verification: reverse image search, metadata analysis (TinEye, Google Lens)
 - Video verification: using InVID, frame analysis, geolocation



○ **Text verification:** quote sourcing, content comparison, cross-referencing

- **Digital Tools and Platforms**

- Google Fact Check Explorer, Snopes
- OSINT (Open-Source Intelligence) tools for journalists
- Social media monitoring and misinformation detection techniques
- How YouTube, TikTok, and Instagram feed algorithms influence virality and misinformation.

- **Multilingual and Regional Contexts**

- Challenges in verifying content in Indian languages
- Regional case studies and collaborative verification practices

- **Ethical Practices in Verification Journalism**

- Accuracy vs. speed in breaking news
- Transparency, corrections, and accountability
- Legal and safety concerns in fact-checking sensitive topics

- **Experiential Assignment**

- Create-A-Fake Challenge: Students design and disseminate simulated misinformation (text, image, or video), followed by peer-led fact-checking using appropriate verification tools and techniques

LEARNING EXPERIENCE

Inside the Classroom

1. Hands-on Lab with fact-checking tools like Google Fact Check Explorer, InVID, TinEye, etc.
2. Case Studies of major misinformation incidents and media manipulation tactics.
3. Guest Lectures from media professionals and fact-checking organizations.
4. Group Projects to create multimedia fact-check reports.
5. Debate and Discussion sessions on ethics and freedom of expression.

Outside the Classroom

1. Social Media Monitoring assignment for spotting viral misinformation.
2. Field Reporting with real-world interviews and verification challenges.
3. Collaborations with fact-checking NGOs or newsrooms.
4. Independent Research on media bias in regional or national reporting.
5. Participation in online hackathons or competitions on digital literacy.



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Textbook

- Wardle, Claire, and Hossein Derakhshan. *Information Disorder: Toward an Interdisciplinary Framework for Research and Policymaking*. Council of Europe, 2017.

Reference Books

- Silverman, Craig. *Verification Handbook: A Definitive Guide to Verifying Digital Content for Emergency Coverage*.
- McIntyre, Karen. *Media Ethics and Accountability Systems*.
- Marwick, Alice & Lewis, Rebecca. *Media Manipulation and Disinformation Online*.

Advanced Readings

- Benkler, Yochai, Faris, Robert, and Roberts, Hal. *Network Propaganda: Manipulation, Disinformation, and Radicalization in American Politics*.
- Wardle, Claire. "The Age of Information Disorder." Brown University, Shorenstein Center Paper Series.
- Tandoc Jr., Edson C. et al. "Defining 'Fake News'." Digital Journalism, 2018.

Open Educational Resources (OER)

- [First Draft Training Resources](#)
- [Google News Initiative: Fact Check Tools \(newsinitiative.withgoogle.com\)](#)
- [MediaWise – Poynter \(poynter.org\)](#)
- [BBC Reality Check](#)
- [International Fact-Checking Network – Poynter \(poynter.org\)](#)

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	15	20	15	50



SJMJMU104	Multimedia Journalism	L	T	P	C
Version 1.0		2	0	4	4
Pre-requisites/Exposure	MA(JMC) 1				
Co-requisites	--				

COURSE PERSPECTIVE

The "Multimedia Journalism" course is designed to equip students with the knowledge and practical skills required for storytelling in today's convergent media environment. It explores the evolution and scope of multimedia journalism, emphasizing the integration of text, visuals, video, audio, and interactive elements. Students will learn storytelling techniques suited for various digital platforms like social media, blogs, and podcasts, while understanding ethical and legal considerations. Through hands-on training in photography, video editing, sound design, and layout, the course fosters production skills across digital mediums. Emphasis is placed on mobile journalism and content creation using contemporary tools and apps. By studying real-world multimedia journalism case studies and producing complete multimedia news packages, students gain industry-relevant experience. The course prepares aspiring journalists to navigate the demands of digital-first newsrooms, making them versatile content creators capable of engaging diverse audiences through dynamic and interactive storytelling formats.

COURSE OUTCOMES (CO)

After completion of the course student will be able to

CO1- Understanding the evolution, scope, and key components of multimedia journalism, including the ethical and legal considerations relevant to digital platforms.

CO2- Applying multimedia storytelling techniques across various formats such as text, audio, video, and infographics tailored for online and social media platforms.

CO3- Analyzing the differences between traditional and multimedia journalism, and assess the challenges and opportunities posed by convergence in digital newsrooms.

CO4- Evaluating the effectiveness of multimedia journalism practices through case studies of renowned digital media organizations and social media storytelling strategies.

CO5- Creating comprehensive multimedia news packages by integrating mobile journalism tools, visuals, audio/video, and interactive content for diverse digital platforms.

COURSE CONTENT

Unit I – 15 Hours



Introduction to Multimedia Journalism

- Definition, scope, and evolution of multimedia journalism
- Elements of multimedia stories: text, photo, video, audio, graphics and animation
- Convergence in media and digital- newsrooms
- Key differences: traditional vs multimedia journalism
- Ethics, credibility, and legal considerations in digital journalism
- Role of multimedia journalists in modern newsrooms
- Challenges to Multimedia Journalism

Unit 2: 20 Hours

Multimedia Storytelling Techniques

- Basics of Visuals: Elements, Composition and Principles
- Story idea development and updates
- Basics of online story writing
- Writing for Twitter, Facebook and Blog etc. & tips, tools, and best practices of storytelling.
- Introduction to Audio Storytelling and Podcasting: Formats, Planning, Scripts etc
- Interactive Storytelling: Data Visualization and Infographics
- Introduction to Mobile Journalism, Workflow & Skills Required, Tools & Apps for Mobile Journalism
- Case studies of impactful multimedia journalism (BBC, NYT, Scroll, Vox)

Unit 3- 20 Hours

Production Techniques and Methods

- Introduction to Photography, Composition, Rule of Thirds, etc.
- Video Production: Pre-production, production, post production
- Sound basics and techniques and software
- Video Editing - Adobe Premiere Pro
- Layout Design (Typography & Graphics Design, Principles of Layout & design)
- Print Production
- Photo Editing: Photoshop



- Editing : Concept, processes and techniques, Basics of SEO, Editing for different platforms, Editing and uploading content on the web

Unit 4- 35 Hours

Practical Multimedia Production

- Storytelling through photographs
- Writing for print and the Web (Newspapers, News websites, blogs, etc.)
- Producing a complete multimedia news package (text + visuals + audio/video)
- Infographic Creation- To visualize data and information effectively.
- Audio News Bulletin / Podcast- to develop audio production and voice skills.
- Content Creation for Social Media
- Mobile Journalism (MoJo) Video Package- Create a professional-quality news video using a smartphone (Record a video package (1.5–2.5 minutes) with live shots, voiceover, and interview.)

LEARNING EXPERIENCE

Inside classroom:

- Students will attend lectures on the basics of multimedia journalism.
- They will participate in classroom discussions on ethical issues in digital reporting.
- Students will practice writing online stories and social media posts.
- They will learn video and photo editing using Adobe Premiere Pro and Photoshop.
- Students will create infographics and layout designs in the computer lab.

Outside the Classroom

- Students will record a mobile journalism video using their smartphones.
- They will visit a digital newsroom to observe multimedia workflows.
- Students will conduct interviews for podcasts or news packages.
- They will analyze multimedia content from platforms like BBC or Vox.
- Students will publish a multimedia story on a personal blog or YouTube channel



Text Book

Briggs, Mark, JournalismNext: a practical guide to digital reporting and publishing, CQ Press, Washington, DC, 2010. (JournalismNext can be found in online bookstores such as Amazon.com and BarnesandNoble.com or at CQ Press publishing house Web site).

Suggested Text Books

- Briggs, Mark, Journalism2.0: How to Survive and Thrive, J-Lab and the Knight Citizen News Network, Washington, DC, 2007. E-book in PDF downloadable from: <http://knightcenter.utexas.edu/journalism20.php>.
- Foust, James, Online Journalism - Principles and Practices of News for the Web, Holcomb Hathaway Publishers, Scottsdale, AZ, 2008.
- Kovach, Bill, and Rosenstiel, Tom, The Elements of Journalism: what newspeople should know and the public should expect. Crown Publishers, New York, 2001. Multimedia Journalism J334-J395 Syllabus Spring 2011 4
- McAdams, Mindy, Reporter's Guide to Multimedia Proficiency, e-book downloadable from <http://www.jou.ufl.edu/faculty/mmcadams/PDFs/RGMPbook.pdf>, 2009.
- Quinn, Stephen, Convergent Journalism: The Fundamentals of Multimedia Reporting, Peter Lang Publishing, New York, NY, 2005.
- Quinn, Stephen, Mojo – Mobile Journalism in the Asia Region, Konrad Adenauer Stiftung, Singapore, 2009 – e-book downloadable from http://www.kas.de/wf/doc/kas_18599-544-2-30.pdf
- Shirky, Clay, Here Comes Everybody: the power of organizing without organizations, Penguin Press, New York, 2008.
- The Associated Press Stylebook & Libel Manual, current edition.

Advanced Reading

- Adornato, A. (2017). Mobile and social media journalism: A practical guide. CQ Press.
- Burum, I., & Quinn, S. (2015). MOJO: The mobile journalism handbook: How to make broadcast videos with an iPhone or iPad. Routledge.
- Dancyger, K. (2018). The technique of film and video editing: history, theory, and practice. Routledge.
- Quinn, S. (2011). MoJo-Mobile JournalisM in the asian region. KAS. □ Ward, M. (2013). Journalism online. Routledge.
- Yadav, Anubhuti (2022) New Media Journalism: Emerging Media and New Practices in Journalism, Sterling.



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

- AL Jazeera. Mobile Journalism
<https://institute.aljazeera.net/sites/default/files/2018/mobile%20journalism%20english.pdf>
- Twitter: Digital Media and Society Series (2013) by Dhiraj Murthy published by Atlantic Publishers & Distributors.

Open Educational Resources (OER) (Clickable links)-

<https://egyankosh.ac.in/bitstream/123456789/105310/1/Unit-10.pdf>

<https://www.learningwaves.ie/media/contents/files/Mojo%20Manual.pdf>

<https://keralamediaacademy.org/wp-content/uploads/2015/02/The-mobile-journalist.pdf>

<https://egyankosh.ac.in/bitstream/123456789/86131/1/Block-3.pdf>

https://www.dnpa.co.in/files/dnpa/media/files/2024/12/12/digital-news-publishing_interactive.pdf

<https://www.scribd.com/document/585696833/News-package-1>

<https://www.egyankosh.ac.in/bitstream/123456789/105283/1/Unit-12.pdf>

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/presentation/extempore/Project/Written

Examination Scheme:

Components	Assignment	Mid Term Evaluation	End Term Evaluation
Weightage (%)	30	20	50



Photography & Image Editing

SJMJP105	Photography & Image Editing	L	T	P	H	C
Version: 1.0		1	1	4	6	4
Eligibility/Exposure	General interest in photography, a basic understanding of photography. Exposure to online resources.					
Co-requisites	Basic Media Literacy and Critical Thinking, Basic Understanding of ICT and computer usage, Access to Equipment.					

Course Perspective:

In a media environment saturated with visuals, the ability to craft and manipulate compelling images is no longer optional, it's essential. This course immerses MA (Journalism & Mass Communication) students in the full spectrum of photographic practice, from the mechanics of camera operation and the subtleties of light to the storytelling power of composition and ethical considerations in editing. By blending rigorous theory with intensive hands-on workshops, learners refine their critical eye, develop technical mastery of both traditional gear and AI-enhanced software, and cultivate creative confidence across genres, from intimate portraits to breaking news photojournalism.

As students build polished portfolios and produce a narrative-driven photo essay, they strengthen core academic attributes such as analytical reasoning, collaborative critique, and innovative problem-solving. Graduates emerge not only able to tell complex stories visually, but also equipped to adapt rapidly to new tools, lead multimedia projects, and make thoughtful, responsible contributions in any professional media setting.

Course Outcomes (COs):

The students will be

CO No	Course Outcome (COs)
CO1	Demonstrating an understanding of the fundamental principles of photography, including its history, key concepts, camera functions, lighting techniques, and compositional strategies. Students will also be able to explain the role of photography in both communication and art.
CO2	Applying advanced photographic techniques and editing skills to produce high-quality images across various genres such as portrait, product, street, and commercial photography, incorporating the use of AI tools and computational techniques for enhancing the creative process.
CO3	Critically analyzing and evaluating photographic works, identifying and discussing the technical, aesthetic, and narrative elements that contribute to their



	effectiveness, including light manipulation, composition, and post-processing techniques.
CO4	Evaluating and refining the photography projects by integrating theoretical knowledge with practical skills, showcasing the ability to assess artistic choices, critique compositions, and apply professional editing standards to enhance their photographic output.
CO5	Creating a professional portfolio of original photographs, demonstrating personal style, technical expertise, and an understanding of digital photo-editing tools, while adhering to ethical standards and preparing students for industry opportunities in both traditional and digital photography fields.

Detailed Syllabus:

Unit I – Introduction to Photography (20 Contact Hours)

- **History of Photography:** Evolution of photography, key innovators, transition from analogue to digital photography.
- **Principles of Photography:** Understanding light, exposure triangle (Aperture, Shutter Speed, ISO), depth of field, and colour theory.
- **Types of Cameras and Lenses:** Overview of various camera types (DSLR, mirrorless, smartphones) and lenses (wide-angle, telephoto, prime).
- **Composition:** Rule of thirds, leading lines, symmetry, framing, and the importance of visual storytelling.
- **Camera Settings and Functions:** Basic functions of cameras, understanding manual mode, and how to use different settings for creative control.
- **Practical Sessions:** Hands-on exercises with cameras to explore basic techniques of exposure, composition, and lighting.
- **Introduction to Future Technologies in Photography:** Computational photography and AI's role in improving image capture and manipulation.

Unit II – Photography Genres and Specializations (25 Contact Hours)

- **Genres of Photography:** Photojournalism, Portrait, Fashion, Product, Nature & Landscape, Food, Architecture, Street, and Event photography.
- **Lighting Techniques:** Natural vs. Artificial light, understanding the direction and angle of light, one, two, and three-point lighting setups.
- **Advanced Lighting:** Use of modifiers, reflectors, diffusers, and how to control lighting for different photography styles.



- **Shooting in Various Conditions:** Managing exposure in low-light, night, and dynamic lighting conditions.
- **Photographic Equipment:** Understanding tripods, remote shutters, flashes, and accessories like filters and lens hoods.
- **Practical Sessions:** Genre-specific photo shoots (e.g., portrait and street photography) with feedback from instructors on technical and artistic choices.
- **Client Work Simulation:** Basic exercises in professional settings to simulate client-based work and projects.

Unit III – Digital Image Editing and AI Integration (25 Contact Hours)

- **Introduction to Photo Editing Software:** Adobe Suite, Smartphone Image Editors, Online Image Editing Platforms, and AI-powered tools (like Luminar AI and Skylum).
- **Basic Editing Techniques:** Importing, organizing, and editing photos. Basic photo corrections (exposure, colour balance, cropping).
- **Advanced Photoshop Techniques:** Layers, masks, selection tools, adjustment layers, retouching, and creating composite images.
- **AI-Based Editing Tools:** Automated photo enhancement, background removal, etc.
- **Colour Grading and Corrections:** Using Photoshop and AI tools to adjust colour balance, exposure, shadows, and highlights.
- **Retouching and Restoration:** Techniques for retouching skin, repairing damaged photos, and enhancing details using frequency separation and other advanced methods.
- **Practical Sessions:** Hands-on editing exercises to practice techniques learned in class. Students will edit their own images and receive peer and instructor feedback.
- **Ethical and Legal Considerations in Editing:** Understanding ethical boundaries, the impact of photo manipulation on public perception, and copyright laws.
- **Feedback and Iteration:** Continuous refinement of projects based on peer and instructor reviews.

Unit IV – Photography as a Career (20 Contact Hours)

- **Monetization Strategies in Photography:** Exploring various revenue models for photographers (freelancing, stock photography, exhibitions, and selling prints).
- **Building a Personal Brand:** How to create a unique photographic style, branding oneself as a photographer, and creating an online presence.
- **Photography in Digital and Social-Media:** Using platforms like Instagram, Pinterest, and personal websites to showcase work and attract clients.



- **Client Management and Communication:** How to manage client expectations, contracts, and pricing for photography services.
- **Portfolio Development:** Techniques for selecting the best work, arranging a cohesive portfolio that demonstrates technical skill and personal style.
- **Final Presentation:** Students will present their project and portfolio, explaining their creative process and technical decisions.

Learning Experience

Inside the Classroom:

- Lectures with focused demonstrations of camera mechanics, exposure, composition, lighting setups, and editing workflows
- Live camera and software demos
- Peer critique rounds and group reviews of images and edits
- In-class quizzes and quick knowledge checks
- Student presentations of genre-specific projects and lighting diagrams
- Workshops of retouching and AI-tool techniques

Outside the Classroom:

- Weekly themed shoots (e.g., portrait, street, product, photojournalism) for mini-project submissions
- Photo-essay and portfolio development through self-directed assignments
- Contributions to university media outlets (magazine, website, social channels)
- Field trips and photo-walks in local environments for real-world genre practice
- Collaborative client-simulation projects with peer roles (photographer, art director, editor)
- Self-directed exploration of OERs, video tutorials, and AI-editing webinars
- End-of-term portfolio showcase or virtual exhibition with invited feedback panel

Assessment Strategy / Examination Scheme:

Components	Presentation	Test	Assignment	Participation / Records	Project File	Mid Term Exam	End Term Exam
Weightage (%)	5	10	10	10	15	-	50



Course Outcomes	Continuous Internal Assessment (Any 5 components to be covered at least)					Mid Term Exam	End Term Exam
	Presentation	Test	Assignment	Participation / Records	Project File		
CO1	ü	ü					ü
CO2			ü		ü		ü
CO3		ü		ü			ü
CO4	ü		ü	ü	ü		ü
CO5	ü				ü		ü

Correlation Matrix (Correlation between COs with POs/PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	1	1	2	2	2	3
CO2	1	3	2	3	3	2	3
CO3	1	2	3	3	2	3	3
CO4	2	3	2	3	3	2	3
CO5	2	3	2	3	3	2	3

1= strength of co-relation between CO and PSO is Weak/low,

2= strength of co-relation between CO and PSO is Moderate/Medium,

3= strength of co-relation is Strong/High

References: *Textbooks/Web* resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

Text book: (ONE)

1. Kelby, S. (2018). *The digital photography book: The step-by-step secrets for how to make your photos look like the pros'!* (Vol. 1). New Riders.

Reference Material

- i. Peterson, B. (2016). *Understanding exposure: How to shoot great photographs with any camera* (4th ed.). Amphoto Books.



- ii. Evening, M. (2017). *Adobe Photoshop for photographers* (14th ed.). Focal Press.
- iii. Freeman, M. (2007). *The photographer's eye: Composition and design for better digital photos*. Focal Press.
- iv. Evening, M. (2017). *Adobe Photoshop for photographers* (14th ed.). Focal Press.
- v. Hunter, F., Fuqua, P., & Biver, S. (2015). *Light: Science and magic: An introduction to photographic lighting* (5th ed.). Focal Press.
- vi. Weisgrau, R. (2009). *The business of photography: A practical guide to professional photography*. Watson-Guptill.
- vii. Rivera, N. (2020). *Photographer's market 2021: The most trusted guide to getting published*. F+W Media.
- viii. Green, D. (2014). *Photography ethics and law*. Routledge.
- ix. Langford, M., Smith, R. S., & Fox, A. (2015). *Langford's basic photography: The guide for serious photographers*. Focal Press.
- x. Folts, J. A., Lovell, R. P., & Zwahlen, F. C. (2006). *Handbook of photography*. Thomsan Learning.

Open Educational Resources (OER): Weblink/ eContent Etc.

- <https://www.cambridgeincolour.com/>
- <https://visualeducation.com/free-photography-course/>
- <https://fstoppers.com/composite/art-digital-imaging-564512>
- <https://www.all-things-photography.com/digital-photography-explained/>
- <https://www.khanacademy.org/humanities/art-history/art-history-1010>
- <https://www.coursera.org/specializations/photography>
- <http://www.openculture.com/>
- <https://ocw.mit.edu/courses/comparative-media-studies-writing/cms-652-photojournalism-spring-2015/>
- <https://www.adorama.com/alc/category/photography>
- <https://www.adobe.com/learn/photoshop>



Graphic Design and AI Tools

SJMJGR106	Graphic Design and AI Tools	L	T	P	H	C
Version:	1.0	1	1	4	6	4
Eligibility/Exposure	B.A in any Stream					
Co-requisites						

Course Perspective:

In the contemporary media environment, visual storytelling has become essential for impactful journalism. The course “Graphic Design and AI Tools” is designed to provide Journalism and Mass Communication students with a comprehensive understanding of visual communication, blending core design principles with the use of modern digital and AI tools. The course begins with the fundamentals of design—covering elements, principles, typography, colour theory, and layout techniques—enabling students to understand how visuals enhance journalistic messages. Practical training with industry-standard software like Adobe Illustrator and InDesign equips them with the skills to create professional media layouts, logos, and publication designs.

A key focus of the course is the integration of emerging AI-powered tools such as Adobe Firefly, DALL·E, and Canva AI. Students explore prompt-based image generation, automated design assistance, and ethical considerations of using AI in content creation. This prepares them for the fast-paced demands of digital journalism and media design. The final segment emphasizes project-based learning, where students develop visual media campaigns, infographics, and portfolio-ready content. By the end of the course, students will be skilled in using both traditional and AI-driven tools to create compelling, responsible, and platform-appropriate visual content for the media industry.

Course Objectives:

1. To develop an understanding of core graphic design principles such as typography, colour theory, layout, and composition within the context of media and journalistic communication.



2. To train students in using industry-standard design software including Adobe
3. Illustrator and Adobe InDesign for creating professional media content across print and digital platforms.
4. To introduce students to AI-integrated design tools like Adobe Firefly, Canva AI, and DALL·E, and to explore their application in visual storytelling and content creation.
5. To enable students to apply visual communication strategies in the development of news layouts, infographics, and branding materials tailored to various media formats.
6. To encourage critical thinking and ethical awareness about the use of AI in media design, including issues of originality, authorship, and visual credibility.
7. To foster practical and project-based learning by guiding students in the creation of portfolio-ready design projects that combine traditional and AI-assisted methods.
8. To prepare students for industry roles in digital journalism, editorial design, multimedia content creation, and social media communication through a design-driven approach.

Course Outcomes (COs): The students will be-

CO No	Course Outcome (COs)
CO1	Understanding the fundamental principles of graphic design—such as typography, layout, and colour theory—and their application in media and journalistic contexts..
CO2	Applying industry-standard software tools (e.g., Adobe Illustrator, InDesign) to create professional print and digital designs for journalistic communication.
CO3	Demonstrate the use of AI-based design platforms (e.g., Adobe Firefly, DALL·E, Canva AI) for visual content creation and analyze their relevance in modern newsrooms.
CO4	Evaluating the ethical implications and creative boundaries of using AI-generated visuals in journalism, including originality, credibility, and authorship concerns.
CO5	Creating a professional portfolio that showcases the use of both traditional and AI-assisted tools for media campaigns..



Detailed Syllabus:

Unit-I (15 Contact Hours)

Fundamentals of Graphic Design

Elements and Principles of Design, Typography: Types, Hierarchy, Usage in Media, Colour Theory: Psychology and Communication, Layout Design for Print & Digital, Visual Communication in Journalism **Practical:** Create print-based designs: posters, brochures, social awareness ads, Typography posters for news/magazine use

Unit-II (15 Contact Hours)

Design Tools – Adobe Illustrator & InDesign

Adobe Illustrator: Logo, Icon & Vector Design, Adobe InDesign: Layouts for newsletters, magazines, brochures, Grids, Guides, and Master Pages, Visual consistency and branding in journalism

Practical: Design a newspaper front page layout, Magazine cover + 4-page layout project, Vector logo for a digital news platform

Unit-III (15 Contact Hours)

AI-Integrated Design Tools

Introduction to AI in Design (e.g., Canva AI, Adobe Firefly, DALL·E), Prompt-based image generation, AI for Layout, Templates, and Info graphics, Ethical use of AI and copyright considerations

Practical: Create 3 visuals using AI prompts (poster, banner, infographic), Compare human vs. AI-generated design, Use Canva AI or Firefly to rebrand a news outlet's visual identity



Unit-IV

Design Projects & Visual Storytelling

Visual storytelling techniques, Designing for different platforms: print, web, mobile, Data Visualization & Info graphics for Newsrooms, Portfolio Development

Practical: Create a campaign: News awareness/social media series using AI + design tools, Design a media kit (digital + print), Final submission: Portfolio of minimum 5 design works (mixed tools)

1. Assessment Strategy

Course Outcomes	Quizzes	Tests	Assignment	Project	Mid Term / 1 st & 2 nd sessional (20)	Term Project	End Term Exam (50)
CO 1	✓	✓	✓		✓		✓
CO 2	✓	✓	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓		✓	✓
CO 4	✓		✓	✓		✓	✓
CO 5	✓		✓	✓		✓	✓

2. Correlation Matrix (Correlation between COs with POs/PSOs)

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7
CO1																
CO2																
CO3																
CO4																
CO5																

1 indicates the strength of co-relation between CO and PSO is Weak/low,



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2= strength of co-relation between CO and PSO is Moderate/Medium,

3= strength of co-relation is Strong/High

References: Textbooks/Web resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

Text Book

1. N. N. Sarkar, Art and Production, Sagar Publishers, New Delhi, 2001

Suggested readings:

1. Sarkar N. N. (1998). Designing Print Communication. New Delhi: Sagar Publishers.
2. Kelby, S. (2011). The Adobe Photoshop CS5 book for digital photographers. Berkeley, Calif.: New Riders.
3. Coburn, Foster D. Corel Draw, Tata Mcgraw Hill Publishing Co Ltd, 2007
4. The Graphic Design Reference & Specification Book Everything Graphic Designers Need to Know Every Day (PDFDrive.com).pdf,
5. The-fundamentals-of-graphic-design14387.pdf, Graphic Design School: The Principles and Practice of Graphic Design (PDFDrive).pdf,
6. The Language of Graphic Design: An Illustrated Handbook for Understanding Fundamental Design Principles (PDFDrive)_compressed.pdf

Open Educational Resources (OER) (Clickable links)-

- [Adobe InDesign Tutorials](#)
- [Color Matters - Color Psychology](#)
- [Desktop Publishing Basics](#)
- [Lynda.com - Graphic Design Courses](#)
- [Issuu Blog](#)
- [Coursera Graphic Design Specialization](#)
- [Adobe Education Exchange](#)

Additional readings of content beyond syllabus

1. <https://www.interaction-design.org/literature/topics/graphic-design?srsltid=AfmBOoqRCYP3yXWDTFDTK1uqjMDM90HsBlmFoD3vNb8S5--90hfWU88U>
2. <https://webflow.com/blog/what-is-graphic-design>
3. <https://99designs.com/blog/tips/types-of-graphic-design/>
4. <https://www.behance.net/galleries/graphic-design>
5. <https://www.geeksforgeeks.org/what-is-graphic-design/>



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Semester-II							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-VII	SJMJME201	Media Laws & Ethics	3	1	0	4
2	Major-VIII	SJMJAD202	Advertising and Brand Communication	2	1	2	4
3	Major-IX	SJMJTV203	Television & Video Journalism	1	0	4	3
4	Major-X	SJMJRA204	Radio & Podcasting	1	0	4	3
5	Major-XI	SJMJAU205	Audio & Video Editing	0	0	4	2
6	Major-XII	SJMJDI206	Digital Content Production & Distribution	1	1	4	4
Total				8	3	18	20
Summer Internship-I - Internship of 4 credits to be covered within 8 weeks during the summer vacation of the first year							

Media Laws and Ethics (SJMJME201)

SJMJME201	Media Laws and Ethics	L	T	P	H	C
Version: 1.0		3	1	0	4	4
Total Contact Hours	60					
Eligibility	Graduation/BA(J&MC)					
Co-requisites	This course provides essential grounding in constitutional values, rights, and structures which form the legal foundation for media law. It Complements legal knowledge with ethical standards, helping students distinguish between what is legally permissible and ethically responsible					

Course Perspective:

This course is designed to equip media students with an in-depth understanding of the legal and ethical frameworks governing the media industry in India. Students will learn about critical legal terminologies, constitutional articles, and acts relevant to the press, including the Freedom of Speech and Expression under Article 19. The course also explores the historical contributions of committees and commissions to shaping media regulations. By studying case laws and real-world applications of acts like the Right to Information Act, students will develop



practical skills to navigate the legal landscape of journalism. This knowledge is essential for a career in journalism, where legal acumen is as important as storytelling and reporting. This course contours the framework related to the knowledge of laws related to journalism, public relations, broadcast, and digital media as well as the issues of privacy and cyber security. This course will educate students how to report information without violating defamation law and invasion of privacy, how to gather information to avoid legal and/or ethical trouble and how to deal with subpoenas. The students will also be acquainted with Media laws and Ethics like truth, accuracy, balance, decency, human rights etc. In this course, they will examine the ever evolving fast and competitive digital space by exploring the temptations of sloppy and unethical practices, and the consequences of giving into those temptations. The course will help students examine the impact of the internet on the practice of journalism and other creative fields of mass communication.

Course Outcomes (COs):

The students will be

CO No	Course Outcome (COs)
CO1	Understanding the legal foundation and freedom of the press in India and other democratic countries.
CO2	Apply the issues of professional conduct, standards of content and ethics in their professional lives.
CO3	Analyse Media laws and the ethical issues in today's global scenario.
CO4	Evaluating the ethical and legal considerations, strategic and value of media laws and Ethics.
CO5	Creating ethical journalism practices by applying codes of ethics from various media regulatory bodies like the Press Council of India and NBA in the context of modern media.



Detailed Syllabus:

Unit I – Legal Foundations & Freedom of Expression
(15 contact hours)

Article 19(1)(a) and 19(2): Right to freedom of speech and expression, Reasonable restrictions on the freedom of the press- Art 19(2), Contemporary debates on sedition, hate speech, and online expression, Validity of pre-censorship in cinema and OTT platforms, Role and relevance of CBFC (Censor Board) vs. OTT content self-regulation bodies (e.g., Intermediary Guidelines and Digital Media Ethics Code Rules, 2021 by MIB), Parliamentary privileges and freedom of the press in India and elsewhere, Right to Information Act 2005, Press and Registration of Books (PRB) Act, its importance, Working Journalist Act: wage boards and fixation of wages, present practices, Press Council of India (PCI) and its code of conduct, Global Codes of Ethics: IFJ, SPJ (US), Ofcom (UK), UNESCO

Unit II – Constitutional, Regulatory & Self-Governance Mechanisms

(15 contact hours)

Legal provisions on obscenity, vulgarity, indecency (IPC, IT Act, POCSO, Indecent Representation of Women Act), Social responsibility of the press, self-regulation, Social audit, ombudsman, All India Radio and Doordarshan Codes; Election Commission's media guidelines, Prasar Bharti Act: relevance of corporation, control on content quality, Broadcast Regulation Bill and regulation of broadcast media, Code of conduct proposed for private radio and TV channels, Fight for TRP and its fallout on ethical standard of TV channels, Role of I&B ministry in enforcing ethics, Cable Act, TRAI's role, need of a regulatory body for broadcast media

Unit III – Media Regulations and Acts

(15 contact hours)

Information Technology Act (2000) & 2021 Rules: Overview and impact on news platforms and intermediaries, Cyber laws in India and abroad: Comparative perspectives (e.g., GDPR, Digital Services Act), Cybercrimes: fake news, identity theft, phishing, trolling, revenge porn, Cyber security & cyber forensics in media investigations, Content



regulation on digital platforms: blogging, influencers, social media intermediaries, Platform accountability: X (Twitter), Meta, YouTube, Post A2Z and Indian regulatory expectations, Ethical and legal challenges of AI, bots, and generative media tools, Ethical rules by professional bodies at national – international level

Unit IV – Associations and Emerging Concerns **(15 contact hours)**

Integrated marketing communication, laws and ethics, Social marketing, laws and ethics, Govt. information system – guidelines for government publicity, Regulation of advertising in India, Advertising- ethical rules framed by Advertising Standard Council of India (ASCI), Advertising Agencies Association of India, Indian Newspaper Society (INS), American Association of Ad Agency (4 A), Federal Trade Commission (FTC), Public relations- ethical rules framed by Public Relations Society of India (PRSI), International Public Relations Association (IPRA), Emerging Concerns in Debate: Astroturfing and fake grassroots campaigns, Greenwashing in brand communication, Paid news and native advertising without disclosure, Algorithmic manipulation of public opinion via PR-tech tools

Learning Experience

- Engage in simulations of media self-regulation boards or ombudsman hearings.
- Examine real-time controversies involving TRPs, media sensationalism, and election coverage.
- Interactive media audits of advertising and PR content
- Panel discussions with professionals from advertising agencies and PR firms
- Role-play exercises simulating PR crisis management and ethical decision-making
- Hands-on content analysis of government campaigns and influencer collaborations

Inside the Classroom:

- Interactive lectures & demos



- **Case Study Method:** Analysis of landmark legal cases (e.g., *Romesh Thappar v. State of Madras*, OTT platform disputes, defamation trials, etc.) to understand the evolution and application of media laws.
- **Debates & Role-Plays:** Students simulate courtroom trials, press council hearings, and editorial board discussions on ethical breaches or regulatory issues.
- **Panel Discussions & Guest Lectures:** Inviting legal experts, journalists, policy advocates, and media practitioners to provide real-world insights.
- **Document Analysis:** Close reading and interpretation of laws such as the **RTI Act, IT Rules, Broadcast Bill, Press Council norms, Election Commission Guidelines**, etc.

Outside the Classroom:

- Courtroom Visit (District/High Court or Supreme Court)
- Visit to Regulatory Bodies (Virtual or Physical)
- Session with Media Law Practitioners & Legal Correspondents
- Advertising & PR Ethics in Practice

4. Assessment Strategy

Course Outcomes	Quizzes	Tests	Assignment	Project	Mid Term / 1 st & 2 nd sessional (20)	Term Project	End Term Exam (50)
CO 1	ü	ü	ü		ü		ü
CO 2	ü	ü	ü	ü	ü	ü	ü
CO 3	ü	ü	ü	ü		ü	ü
CO 4	ü		ü	ü		ü	ü
CO 5	ü		ü	ü		ü	ü



Correlation Matrix (Correlation between COs with POs/PSOs)

Co urse Out com e	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P S O 7
CO1	3	3	3	1	1	2	2	2	2	1	1	1	2	2	3	3
CO2	3	3	3	1	2	1	1	1	2	1	1	2	1	2	3	3
CO3	3	3	3	1	2	2	1	2	2	2	1	2	1	1	3	3
CO4	3	3	3	3	2	3	2	1	2	3	2	2	2	2	3	3
CO5	3	3	3	3	1	3	2	1	3	2	2	2	2	2	3	3

1= strength of co-relation between CO and PSO is Weak/low,

2= strength of co-relation between CO and PSO is Moderate/Medium,

3= strength of co-relation is Strong/High

References: *Textbooks/Web* resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

Reference Material

1. Usharani, B. (2021) – *Media Laws and Ethics* (Oxford University Press)
2. Durga Das Basu (2021) – *Introduction to the Constitution of India* (LexisNexis)
3. M. Neelamalar (2018) – *Media Law and Ethics* (PHI Learning)
4. Parsons, Patricia (2022) – *Ethics in Public Relations: A Guide to Best Practice*

5. Bharat Bhushan (Ed.) (2020) – *Media Ethics and Laws in India* (Routledge India)
6. Kashyap, S. C. (2005). *Our constitution: An introduction to India's constitution and constitutional law*. National Book Trust.
7. Saxena, A. (2004). *Freedom of Press and Right to Information in India*. Kanishka Publication, New Delhi.
8. Venkateshwaran, K. S. (1993). *Mass Media Laws and Regulations in India*. Asian Mass Communication Research and Information Centre.
9. Neelamalar, M. (2010). *Media law and ethics*. PHI Learning Pvt.
10. Prasad, K. (2008). *Media law and ethics: Readings in communication regulation*. B R Publishing. Delhi
11. Ravindranath, P. K. (2004). *Press laws and ethics of journalism*. Authors press.
12. Wadia, A. (2006). *Global Resource Book on Right to Information*. Kanishka Publication.

Open Educational Resources (OER): Weblink/ eContent Etc.

Web Resources & MOOCs

1. <https://blog.ipleaders.in/challenges-faced-indian-media-respect-media-laws-ethics/>
2. <https://blog.ipleaders.in/importance-media-regulatory-framework/>
3. <https://www.dakshindia.org/common-legal-terms/>
4. <https://rti.gov.in/>
5. <https://ipindia.gov.in/>
6. <http://www.nbanewdelhi.com/>
7. <https://www.presscouncil.nic.in/>
8. <https://www.trai.gov.in/>
9. <https://www.ibfindia.com/who-we-are>



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10. <https://prasarbharati.gov.in/>

11. <https://mib.gov.in/>

Magazines & Journals

1. **MediaNama**

Commentary on digital media policies, privacy laws, and regulatory updates in India.

2. **NewsLaundry**

Investigative and opinion pieces on ethics, journalism, and media accountability in India.

3. **Caravan Magazine**

Long-form journalism, sometimes covering legal battles involving press freedom and ethics.

4. **Press Council of India – Reports & Guidelines**

Source of codes of ethics and media regulation in India.

5. **The Hoot – Archive on Media Law & Ethics**

(Now archived, but valuable for Indian case studies on media ethics and press freedom.)

6. **Legal Service India – Articles on Media Law**

Browse "Media Law" category for Indian perspectives and case laws.

Videos & YouTube

1. NPTEL – National Programme on Technology Enhanced Learning

- **Channel:** [NPTEL Humanities and Social Sciences](#)
- **Example Playlist:** [Media Laws and Ethics by Prof. B. Pattnaik \(IIT Roorkee\)](#)
Covers press freedom, ethics, censorship, defamation, and media regulation in India.

2. SWAYAM Prabha – MOOC Content for Journalism Courses

- **Channel:** [CEC UGC YouTube](#)



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- Search for "Media Law" or "Journalism Ethics"


3. [Media Laws in India – StudyIQ](#)
4. [Freedom of Press & Media Ethics – BYJU'S](#)
5. [Media Law Lecture – Unacademy](#)

Podcasts

1. **Link:** [Media Democracy Pod on Apple Podcasts](#)
2. **Link:** [Media Democracy Pod on Apple Podcasts](#)
3. **Link:** [BBC Media Show](#)
4. **Link:** [The Big Story – Spotify](#)
5. **Link:** [All Things Policy on Spotify](#)

Others

1. <https://www.egyankosh.ac.in/bitstream/123456789/91972/1/Unit-5.pdf>
2. <https://www.igntu.ac.in/eContent/MJMC-02Sem-ProfManukonda-Media%20Law%20and%20Ethics.pdf>
3. <https://pressbooks.pub/introjournalism/chapter/chapter-1/>
4. <https://sfc.ac.in/pdf/mass-communication/ma-mass-communication/sem2/Media-Laws-and-Ethics-T.pdf>
5. https://www.indiacode.nic.in/bitstream/123456789/15330/1/press_and_registration_of_books_act%2C_1867.pdf
6. <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=2010874>
7. <https://indiankanoon.org/doc/257434/>
8. <https://prasarbharati.gov.in/mission-objectives/>

SJMAD202	 Advertising and Brand Communication	K.R. MANGALAM UNIVERSITY	L	T	P	C
Version 1.0		THE COMPLETE WORLD OF EDUCATION	3	0	2	4
Pre-requisites/Exposure	MA(JMC) II					
Co-requisites	--					

COURSE PERSPECTIVE

The course Advertising and Brand Communication offers a comprehensive exploration of the principles, practices, and emerging trends in the dynamic fields of advertising and branding. It introduces students to foundational concepts, types, and models of advertising while examining the structure and functions of advertising agencies. The course delves into brand communication strategies, highlighting the evolution of brand management, the significance of brand identity, and the impact of purposeful branding. Students will analyze real-world brand positioning and storytelling techniques, and study key theoretical models such as AIDA, Brand Prism, and Brand Equity frameworks. With a strong emphasis on current digital trends—like influencer marketing, AI-driven campaigns, and immersive media—the course equips students to navigate and respond to shifts in consumer behaviour and media usage. A practical component fosters creative thinking through ad design projects, campaign analysis, and media planning, preparing students for strategic roles in advertising, branding, and communication industries.

COURSE OUTCOMES (CO)

After completion of the course student will be able to

CO1: Understanding the fundamental concepts, types, theories, and organizational structure of advertising and brand communication.

CO2: Applying key advertising and branding models to real-world campaigns to interpret brand identity, personality, and positioning strategies.

CO3: Analyzing the evolution, purpose, and trends in digital and immersive advertising, including the role of influencers, SEO/SEM, and storytelling.



CO4: Evaluating the effectiveness of various advertising appeals and communication strategies through case studies and ad critique.

CO5: Creating integrated advertising and branding content across media platforms using creative tools, storytelling techniques, and brand communication principles.

COURSE CONTENT

Unit 1 – 15 Hours

Introduction to Advertising

Advertising: concepts, definitions, needs and Importance, Types of Advertising (consumers, geography, space and purpose) and Appeals.

Theories and Models- AIDA, DAGMAR, Hierarchy of Effects, FCB Grid, Stern's model of Advertising.

Advertising Agency- Organization structure, pattern and types. Function of different departments of ad agencies, Services rendered by modern ad agency, Agency compensation

Unit 2 – 15 Hours

Introduction to Brand Communication

Branding vs marketing vs advertising, Understanding and Evolution of Brand Management, Branding with purpose: Green and sustainable branding, Storytelling in Branding

Elements of a Brand - Brand identity (Logo, colour, typography, voice), Brand personality and brand archetypes, Brand equity, loyalty, and trust, Brand Extensions- Advantages & Pitfalls Brand Architecture.

Brand Positioning, Brand Benefits, Consumer Benefits, Brand Matrix and Media Matrix,

Theories & Models: Brand Prism Model, Brand Equity Model, Brand Resonance Model,

Perceptual Mapping, Brand Purchasing under Dissonance Reduction, Brand Name Spectrum,



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Unit 3- 10 Hours

Emerging Trends in Advertising and Brand Communication

Evolution of digital advertising, Digital and Social Media Advertising- Influencer marketing and user-generated content & SEO and SEM strategies for advertisers.

Content strategies for Advertising and branding : Reels, stories, influencer collaborations

AI in advertising, AR/VR and immersive advertising, Advertising research, Advertising ethics and laws.

Unit 4 – 20 Hours

Creative Lab

1. Classify and analyse different types of advertisements
2. Evolution Timeline of Indian Advertising- Research major milestones in Indian advertising (agencies, campaigns, media) and create a visual timeline
3. Ad designing for print, TV, Radio, Outdoor & social media
4. Language of Advertisements

LEARNING EXPERIENCE

Inside classroom:

- Discuss key advertising and branding theories through interactive lectures.
- Analyse landmark ad campaigns using case study methods.
- Create a visual timeline tracing the history of Indian advertising.
- Present group work on the structure and functions of ad agencies.
- Participate in workshops on ad appeals, ethics, and legal frameworks.

Outside the Classroom

- Collect real-life ads from newspapers, TV, and digital platforms to classify and analyse their types and appeals.
- Visit a media library or archive to research milestones in Indian advertising history for a visual timeline.



- Observe and document ad formats used in public spaces like hoardings, transit ads, and digital billboards.
- Record radio or TV ads from local channels to study scripting and audio-visual design techniques
- Take part in advertising and media-related college competitions

Text Book

- Jethwaney, J., & Jain, S. (2012). *Advertising management* (2nd ed.). Oxford University Press.
- Sullivan, L., & Boches, E. (2016). *Hey, Whipple, squeeze this: The classic guide to creating great ads* (5th ed.). Wiley.
- Moriarty, S., Mitchell, N., & Wells, W. (2022). *Advertising & IMC: Principles and practice* (11th ed.). Pearson.
- Keller, K. E., Kerr, G., & Patti, C. H. (2020). *Strategic brand communication campaigns* (4th ed.). Routledge.
- O'Guinn, T. C., Allen, C. T., & Semenik, R. J. (2018). *Advertising and integrated brand promotion* (8th ed.). Cengage Learning.

Suggested Text Books

- Aaker, D. A., & Mayers, J. G. (1992). *Advertising Management*. Prentice Hall of India.
- Batra, M., & Aaker. (1992). *Advertising Management*. New Delhi: Prentice Hall of India
- Jefkins, F. (1991). *Advertising*. New Delhi: Tata Mcgraw Hill.
- Jethwaney, J., & Jain, S. (2006). *Advertising Management*. Oxford University Press.
- O'Guinn, A., & Semenik. (2016). *Advertising and Integrated Brand Promotion*. New Delhi: Vikas Publication House.
- Vilanilam, V. K., & Verghese, A. K. (2004). *Advertising Basics*. New Delhi: Response Books.
- Wilmshurst, J., & Mackay, A. (1999). *The Fundamentals of Advertising*. Routledge.
- . *Branding works only on cattle*. Grand Central Publishing.
- Clifton , R., & Simmons, J. (2011). *Brands and Branding*. London: Profile Books Ltd.
- Davis, M. (2009). *The fundamentals of branding* . AVA Pub.
- Lepla, J. F. (2002). *Integrated Branding* . London : Kogan Page.



Advanced Reading

- Burtenshaw, K. (2006). *The fundamentals of creative advertising*. Switzerland: AVA Publishing.
- Drewniany, B. L. (2011). *Creative strategy in advertising*. WordsworthCengage.
- Felton, G. (1994). *Advertising: Concept and Copy*. New Jersey: Printice Hall.
- Lois, G. (1993). *What's the big idea?* Plume.

Open Educational Resources (OER) (Clickable links)-

- <https://egyankosh.ac.in/bitstream/123456789/72011/1/Unit-1.pdf>
- https://archive.mu.ac.in/myweb_test/sybcom-avtg-eng.pdf
- <https://www.worldradiohistory.com/BOOKSHELF-ARH/Business/The-Advertising-Handbook-Hall-1921.pdf>
- <https://hostnezt.com/cssfiles/businessadmin/Advertising%20Handbook%20By%20Sean%20Brierley.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/108017/1/Unit-9.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/108005/1/Unit-1.pdf>
- https://e-sarthi.lpcps.org.in/uploads/Notes/10/51/346/Unit%20III/Selling_and_Advertising_-_UNIT_-3.pdf
- <https://egyankosh.ac.in/bitstream/123456789/72011/1/Unit-1.pdf>

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/presentation/extempore/Project/Written

Examination Scheme:

Components	Assignment	Mid Term Evaluation	End Term Evaluation
Weightage (%)	30	20	50



SJMJTV203	Television & Video Journalism	L	T	P	C	H
Version: 1.0		1	0	4	3	5
Eligibility/Exposure	Graduation					
Co-requisites	Good command over language					

Course Perspective:

In today's fast-paced and image-driven media landscape, television and video journalism remain powerful tools for shaping public opinion, delivering news, and engaging audiences. This course equips MA (Journalism & Mass Communication) students with the essential skills and nuanced understanding required to excel in broadcast journalism. Through a structured blend of theoretical knowledge and practical application, students explore the full workflow of television news—from on-field reporting and anchoring to newsroom operations and post-production.

Learners delve into the fundamentals of TV reporting, mastering techniques like live reporting, walkthroughs, and PTCs across various beats such as politics, business, crime, and entertainment. They develop a professional on-screen presence through anchoring sessions that emphasize body language, voice modulation, and teleprompter proficiency. With focused training in conducting interviews and moderating panel discussions, students sharpen their research, articulation, and audience engagement skills.

As the course progresses, students gain firsthand experience in the operational dynamics of a TV newsroom, learning the roles of input/output desks, rundown creation, and ticker management. Emphasis is placed on writing effectively for television—crafting scripts that seamlessly merge visuals with words and adapting narratives to suit the medium's unique demands. Practical workshops in shooting, voiceovers, and video editing ensure students build a strong foundation in technical production.

By the end of the course, students produce complete news packages and demonstrate proficiency in multiple aspects of television journalism. The course not only nurtures confident visual storytellers but also cultivates critical thinking, editorial judgment, and production leadership—qualities essential for thriving in a convergent media environment.

Course Outcomes :

After completion of the course student will be able to:

CO1: Define the concept and nature of TV journalism and its practical application in reporting.

CO2: Illustrate knowledge of TV reporting and anchoring techniques, adapting to various on-air scenarios.



CO3: Apply the features of TV news production in collaborative work inside a TV newsroom and studio environment.

CO4: Write effective copy for diverse TV news programs, including creating detailed package scripts.

CO5: Develop and create complete TV news bulletins, encompassing reporting, scripting, voiceovers, and video editing, preparing them as industry-ready professionals.

Detailed Syllabus:

Unit I 20 hours

- Fundamentals of TV reporting – Reporting skills,
- LIVE reporting
- Walkthrough: Definition and Purpose, Visual Storytelling through Movement, Planning and Execution
- PTC (Piece to Camera): Meaning & Types of PTC, Scripting and Memorization/Ad-libbing:
- Different beats of reporting: Political, Business, Crime, Entertainment

Unit II 20 hours

- Anchoring : Skills required for an anchor, Body Language and Non-Verbal Cues, Voice Modulation, Attire and Makeup of an Anchor
- Teleprompter Usage: Techniques for reading teleprompter smoothly and naturally, maintaining eye contact with the camera.

Unit III 15 hours

- Interview : Types of TV interview, art of conducting a good interview
- Panel Discussion: Moderation skills, Topic Research and Structuring, Time Management

Unit IV 20 hours

- Structure of a TV Newsroom and its Operations: Roles and Responsibilities, Input Desk Operations, Output Desk Operations, Rundown, Ticker.
- Writing for TV: Principles of Writing for television. How it is different from other mediums.
- Package script writing: Art of combining visuals & words
- News Production: Reporting, Scripting, Voiceover, Video Editing



- Basic shots and camera movement

Practical Assignments:

1. **Field Reporting Exercise:** Students will undertake a field reporting assignment, capturing live events or developing news stories from a designated location.
2. **Piece-to-Camera (PTC) Production:** Create a professional Piece-to-Camera segment, demonstrating effective scripting, delivery, and camera presence.
3. **Vox Pop:** Conduct and compile a "voice of the people" segment, showcasing skills in public interviewing and editing diverse opinions.
4. **News Package Scripting:** Develop a comprehensive script for a television news package, integrating visual cues, sound elements, and narrative flow.
5. **News Package Production:** Produce a complete television news package, from reporting and scripting to voiceover recording and video editing.
6. **Panel Discussion Moderation: (Group Assignment)** Organize and moderate a simulated panel discussion, focusing on topic research, time management, and facilitating engaging dialogue.
7. **Interview Techniques Practicum:** Conduct a structured television interview, demonstrating effective questioning, listening, and on-camera interaction.
8. **Camera Fundamentals Showcase:** Produce a short video illustrating a mastery of basic camera movements (pan, tilt, zoom) and essential shots (e.g., wide, medium, close-up).
9. **"Superfast News" Anchoring Drill:** Practice Superfast news anchoring, focusing on quick delivery, teleprompter proficiency, and maintaining composure under time constraints.
10. **Advanced Comprehensive News Bulletin:** Produce a full-length news bulletin, integrating all content produced throughout the semester, including live anchoring segments and comprehensive video editing.

Learning Experience

Inside the Classroom:

- Lectures with focused demonstrations on live reporting, anchoring, teleprompter reading, and newsroom scripting
- Live simulations of PTCs, anchor segments, and walkthroughs with peer and instructor feedback
- Group analysis of news clips and panel discussions to study technique, framing, and body language



- Role-based newsroom exercises simulating input desk, output desk, rundown preparation, and production decisions
- In-class scripting sessions for voiceovers, packages, and interview introductions
- Practice-based workshops on teleprompter handling, vocal delivery, and body posture
- Student-led mock interviews and moderated panel discussions for skill-building and critique
- Quick quizzes and knowledge checks to reinforce terminology and workflow understanding

Outside the Classroom:

- Field assignments for beat-specific reporting (political, crime, entertainment, etc.) with real-time deadlines
- Anchoring and interview practice sessions recorded in studio or field settings for self-review
- Video package development using real-world scenarios, from scripting and voiceover to editing
- Contributions to campus TV/news bulletin or digital content platforms
- Industry exposure through guest lectures, newsroom visits, or virtual newsroom tours
- Collaborative mini-newsroom simulations with assigned production roles (reporter, anchor, editor)
- Self-paced learning using OERs, video lectures, and editing software tutorials
- End-of-term news bulletin production and screening with faculty and peer evaluation panel

Assessment Strategy / Examination Scheme:

Components	Presentation	Test	Assignments/ Projects	Participation / Records	Project	Mid Term Exam	End Term Exam
Weightage (%)	5	10	25	10	15	-	50%

Course Outcomes	Continuous Internal Assessment (Any 5 components to be covered at least)					Mid Term Exam	End Term Exam
	Presentation	Test	Assignment	Participation / Records	Project		
CO1	✓	✓					✓
CO2			✓		✓		✓
CO3		✓		✓			✓
CO4	✓		✓	✓	✓		✓
CO5	✓				✓		✓

Correlation Matrix (Correlation between COs with POs/PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	1	1	2	2	2	3



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THE COMPLETE WORLD OF EDUCATION

CO2	1	3	2	3	3	2	3
CO3	1	2	3	3	2	3	3
CO4	2	3	2	3	3	2	3
CO5	2	3	2	3	3	2	3

1= strength of co-relation between CO and PSO is Weak/low,

2= strength of co-relation between CO and PSO is Moderate/Medium,

3= strength of co-relation is Strong/High

References: *Textbooks/Web* resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

Text book:

Fay, J. A., Hakemulder, J. R., & Singh, P. (2010). *Broadcast Journalism*. AnmolPublication.

Reference Material:

Mandav, P. (2005). *Visual Media Communication*. Delhi: Authors Press.

Mills, J. (2004). *The Broadcast Voice*. New Delhi: Focal Press.

Sengupta, A. (2006). *Electronic Journalism - Principles and Practices*. Delhi: Authors Press.

Thompson, R. (2005). *Writing for Broadcast Journalists*. London: Routledge.

Trewin, J. (2003). *Presenting on TV and Radio*. New Delhi: Focal Press.

White, T. (2007). *Broadcast News*. New Delhi: Focal Press.

Open Educational Resources (OER): Weblink/ eContent Etc.

- https://nios.ac.in/media/documents/srsec335new/335_Mass_Communication_Eng/335_Mass_Communication_Eng_L16.pdf
- <https://www.thkjaincollege.ac.in/onlineStudy/journalism/4th%20Sem-CC8-204-TV-JOURNALISM-backup.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/91966/1/Block-3.pdf>
- <https://www.youtube.com/watch?v=4ivfVt6wyPA>
- <https://youtu.be/rYafZeiIFwA?feature=shared>



SJMIRA204		L	T	P	C
Version 1.0		1	0	4	3
Pre-requisites/Exposure	MA(JMC) II				
Co-requisites	--				

COURSE PERSPECTIVE

This course provides a foundational understanding of radio production and podcasting through a blend of theoretical knowledge and practical application. Students will explore the evolution of radio and the rise of podcasting, examining key formats, functions, and audience engagement strategies. The course emphasizes hands-on learning in scripting, voice training, audio recording, editing, and sound design using industry-standard tools. Students will also gain experience in podcast publishing, metadata tagging, and platform distribution. By the end of the course, learners will be equipped to create, produce, and distribute original radio and podcast content tailored to diverse audiences and platforms.

COURSE OUTCOMES (CO)

After completion of the course student will be able to

CO1: Understanding of radio as a medium of mass communication and rise of podcasting, including its historical evolution in India and the various types of radio stations and transmission technologies.

CO2: Applying knowledge of the audio production process by creating diverse radio and podcast formats such as news bulletins, interviews, radio ads, and dramas, utilizing appropriate techniques and equipment for effective communication.

CO3: Analysing different elements of radio programming and podcasting and their impact on audience engagement, evaluating the effectiveness of various radio formats in conveying messages and fostering community connection.

CO4: Evaluating the organizational structure and function of radio stations, assessing how both government and private entities operate and contribute to the broadcasting landscape, and applying measurement techniques to assess program success.



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CO5: Creating original audio content, including advertisements and segments, demonstrating proficiency in editing, mixing, and incorporating sound effects, while troubleshooting common production challenges in both studio and outdoor settings.

COURSE CONTENT

Unit I: 15 Hours

Foundations of Radio & Podcasting

Evolution of Radio as a Mass Medium: Colonial to Digital Age in India, Comparative Media Systems: Public, Commercial & Community Radio, Transmission Technologies: AM, SW, FM, Digital Radio, Webcast, Organizational Structure, Governance, Policy & Regulation (TRAI, World Radio Standards), Evolution of Public Service Broadcasting in the Digital Age, Podcasting in Media Ecology: Definitions, Platforms & Monetization Models, Audience Theories & Convergence Culture in Audio Media.

Unit II: 15 Hours

Formats & Presentation Techniques

In depth of Radio program formats- Radio Announcement and Links, Radio Talk, Radio Interview and Discussion, Radio News bulletin, Radio Feature and Documentary, Radio Commentary, Radio Play/Drama, Radio Ads (Social and Commercial), Radio Jingle, Phone-in and Radio Bridge.

Podcast Genres & Hybrid Formats: Narrative Investigative, Fictional Audio Drama, Edutainment. Micro Formats (podcast reels or "audiograms").

Voice Modulation, Linguistic Style & Cultural Sensitivity in Anchoring

Unit III: 22 Hours

Audio Production –I

Introduction to Radio Production Process, Equipment used in Radio Production, Recording, Broadcasting and Troubleshooting a. Indoor: Studio, Acoustics and Perspective b. Outdoor: Ambience and Noise, Sound Design: Foley, SFX Libraries, Music Bed Integration. AI in audio



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THE COMPLETE WORLD OF EDUCATION

Scripting for Radio formats - Radio News bulletin (15 Mins.), Radio Talk (15 mins.), Radio Drama (30 mins), Radio Advertisements (30-60 seconds),

Scripting for Podcast formats- Interview (15 mins), Storytelling (15-20 mins)

Unit IV: 23 Hours

Audio Production –II

Introduction to Editing and Mixing, Adding Sound Effects and Music, Audio Filters: Types, Need and Importance, Editing of recorded formats (Mentioned above), Evaluation: Process and Measurement Techniques , Future Trends: AI-Driven Voice Technologies, Interactive Audio

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

Chantler, P., & Stewart, P. (2003). *Basic Radio Journalism*. Taylor & Francis.



Suggested Text Books

1. Chatterji, P. C. (1987). *Broadcasting in India*. Sage Publications Pvt.
2. Luthra, H. (1986). *Indian Broadcasting*. Publications Division Ministry of Information & Broadcasting.
3. McLeish, R., & Link, J. (2015). *Radio Production*. CRC Press.

Advanced Reading

1. Shrivastava, & M, K. (1989). *Broadcast Journalism*. Sterling Publishers Pvt.
2. Saxena, A. (2011). *Radio in new avatar AM to FM*. Kanishka Publishers.
3. Ravindran, R. (2005). *Handbook of Radio, T.V. and Broadcast Journalism*. Anmol Publications Pvt. Ltd.

Open Educational Resources (OER) (Clickable links)-

<https://www.bbc.co.uk/academy/en/articles>

<https://www.bbc.co.uk/academy/en/articles>

<https://www.communitymedia.se/en/radio-resources>

<https://kb.wisc.edu/helpdesk/page.php?id=80378>

<https://creativecommons.org/about/programme-areas/arts-culture/arts-culture-resources/legalmusicforvideos/>

<https://kb.wisc.edu/helpdesk/page.php?id=80378>

<https://training.prx.org/>

<https://hilo.hawaii.edu/oct/itus/documents/Podcasting.pdf>

<https://www.quillpodcasting.com/blog-posts/podcast-format>

<https://www.castmagic.io/post/different-podcast-formats>

<https://radioworkshop.org/wp-content/uploads/2023/08/Introduction-to-podcasting-updated.pdf>



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THE COMPLETE WORLD OF EDUCATION

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/presentation/extempore/Project/Written

Examination Scheme:

Components	Mid Term Evaluation	End Term Evaluation
Weightage (%)	50	50

**K.R. MANGALAM UNIVERSITY****THE COMPLETE WORLD OF EDUCATION****Course Name: Audio & Video Editing**

SJMJAU205	Audio & Video Editing	L	T	P	H	C
Version: 1.0		0	0	4	4	2
Eligibility/Exposure	B.A in any Stream					
Co-requisites						

Course Perspective:

In the contemporary media environment, visual storytelling has become essential for impactful journalism. The course “Graphic Design and AI Tools” is designed to provide Journalism and Mass Communication students with a comprehensive understanding of visual communication, blending core design principles with the use of modern digital and AI tools. The course begins with the fundamentals of design—covering elements, principles, typography, colour theory, and layout techniques—enabling students to understand how visuals enhance journalistic messages. Practical training with industry-standard software like Adobe Illustrator and InDesign equips them with the skills to create professional media layouts, logos, and publication designs.

A key focus of the course is the integration of emerging AI-powered tools such as Adobe Firefly, DALL·E, and Canva AI. Students explore prompt-based image generation, automated design assistance, and ethical considerations of using AI in content creation. This prepares them for the fast-paced demands of digital journalism and media design. The final segment emphasizes project-based learning, where students develop visual media campaigns, infographics, and portfolio-ready content. By the end of the course, students will be skilled in using both traditional and AI-driven tools to create compelling, responsible, and platform-appropriate visual content for the media industry.



Course Objectives:

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THE COMPLETE WORLD OF EDUCATION

1. To impart a comprehensive understanding of audio and video editing principles in the context of journalism, enabling students to enhance storytelling through technical precision.
2. To train students in the use of professional non-linear editing software such as Adobe Premiere Pro and Adobe Audition for crafting engaging media content.
3. To develop the ability to edit and synchronize video and audio tracks, ensuring clarity, coherence, and narrative flow in multimedia productions.
4. To introduce advanced editing techniques such as multi-camera editing, title insertion, transitions, and basic color correction relevant for journalistic formats.
5. To enable students to integrate visual and audio elements effectively, producing content suitable for television, digital platforms, and social media.
6. To build editorial judgment and postproduction planning skills, preparing students for professional roles in newsrooms, media houses, and digital production environments.
- 7.

Course Outcomes (COs): The students will be-

CO No	Course Outcome (COs)
CO1	Understanding the core principles of audio and video editing, including continuity, pacing, and narrative structure, within the context of journalistic storytelling.
CO2	Applying techniques for audio enhancement, including noise reduction, equalization, syncing, and mixing, to improve the quality of media productions.
CO3	Demonstrate proficiency in using non-linear editing software (Adobe Premiere Pro and Adobe Audition) to edit video and audio content for news and digital media.
CO4	Analyzing multimedia stories by integrating visuals, sound, titles, and transitions that meet the aesthetic and technical standards of journalistic platforms.
CO5	Creating final media products in appropriate formats for various platforms such as television broadcast, web streaming, and social media distribution.



Detailed Syllabus:

Unit-I (10 Contact Hours)

Video Editing Principles & Non-linear Editing

Introduction to video editing: Purpose and types (linear vs non-linear), Continuity editing, montage, narrative pacing, Understanding the NLE environment: timelines, bins, sequences, Importance of shot selection and editorial judgment in journalism

Practical: Hands-on with Adobe Premiere Pro: interface, tools, media management, Basic cuts, trims, transitions, ripple edit, rolling edit, Edit a news report with B-roll and anchor visuals

Unit-II (10 Contact Hours)

Audio Editing & Synchronization

Sound in media: ambience, voiceover, SFX, and music, Basics of sound design and layering, Audio continuity and timing, Role of audio in enhancing news narratives

Practical: Adobe Audition: noise reduction, equalization, level balancing, Syncing audio with video, ducking, and fade effects, Sound edit for a 90-second news segment or podcast clip

Unit-III (10 Contact Hours)

Advanced Editing Techniques & Final Output

Multi-camera editing and split-screen techniques, Titles, lower-thirds, and graphics integration, Color correction basics and visual consistency



Practical: Multi-camera editing project, Adding text, transitions, and sound layers for a complete segment, Edit and finalize a 2-minute news package (video + audio)

Export using different codecs and aspect ratios *Assessment Strategy*

Course Outcomes	Quizzes	Tests	Assignment	Project	Mid Term / 1 st & 2 nd sessional (20)	Term Project	End Term Exam (50)
CO 1	✓	✓	✓		✓		✓
CO 2	✓	✓	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓		✓	✓
CO 4	✓		✓	✓		✓	✓
CO 5	✓		✓	✓		✓	✓

3. Correlation Matrix (Correlation between COs with POs/PSOs)

Cours e Outco me	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7
CO1																
CO2																
CO3																
CO4																
CO5																

1 indicates the strength of co-relation between CO and PSO is Weak/low,
2= strength of co-relation between CO and PSO is Moderate/Medium,
3= strength of co-relation is Strong/High

References: Textbooks/Web resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

Text Book

The Sound Effects Bible: How to Create and Record Hollywood Style Sound Effects. Author: Ric Viers (Michael Wiese Productions).

Suggested readings:

1 Film Editing: Great Cuts Every Filmmaker and Movie Lover Must. Know Author: Gael

2. Adobe Premiere Pro CS6 Classroom in a Book (Author: Adobe Creative Team) Adobe press.



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Open Educational Resources (OER) (Clickable links)-

<https://www.youtube.com/watch?v=qQdcYdFM17k&list=PLTukPelH6ee67bP78MB1rTs-6pk2BFvfZ>

<https://www.youtube.com/watch?v=hAMkGN-zdaY>

<https://www.youtube.com/watch?v=2vyNc3arZyw>

Additional readings of content beyond syllabus

- https://helpx.adobe.com/pdf/priemiere_pro_reference.pdf



THE COMPLETE WORLD OF EDUCATION		L	T	P	C
Digital Content Production & Distribution					
Version 1.0		1	1	4	4
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

COURSE PERSPECTIVE

In today's fast-paced, platform-driven media environment, the ability to create, package, and distribute digital content effectively is a foundational skill for any media professional. From streaming platforms to social media and OTT networks, content consumption has become fragmented, algorithmic, and audience-driven. This course equips media students with both the creative and technical competencies required to produce engaging digital content—be it video, audio, text, or multimedia and to distribute it strategically across digital channels. Students will learn the tools, workflows, and best practices for scripting, shooting, editing, optimizing, and publishing content tailored to platform norms and audience behaviour. It emphasizes an understanding of distribution mechanics, including SEO, content syndication, metadata optimization, and content lifecycle management skills vital for visibility and engagement in the crowded digital landscape. By mastering digital content production and distribution, students gain the ability to become effective storytellers, creators, and strategists in the evolving digital media industry.

COURSE OUTCOMES (CO)

On completion of the course the student will be:

CO1 – Understanding the fundamental principles, formats and workflow involved in digital content production and the distribution landscape across various platforms.

CO2 – Applying production techniques such as scripting, shooting, editing and platform-specific formatting to create digital media content.

CO3 – Analyzing audience, platform algorithms and content performance to determine effective content strategies.

CO4 – Evaluating the effectiveness of different content distribution methods and publishing strategies based on reach, engagement and platform objectives.

CO5 – Creating and deploy a complete digital content package, including multimedia assets, and distribution plan, tailored to a specific audience and platform.



Unit 1: 10 Lectures

Foundations of Digital Content Production

- Key principles of digital storytelling
- Types and formats of digital content (video, audio, text, interactive)
- Overview of production workflows: pre-production, production, post-production
- Understanding distribution platforms: social media, YouTube, OTT, podcasts, blogs
- Trends in digital media consumption

Practical Component:

- Case studies of successful content creators and brands
- Platform analysis exercise (compare formats, audiences and features)

Unit 2: 10 Lectures

Content Creation Tools & Techniques

- Scripting techniques for digital platforms
- Video shooting: framing, lighting, sound basics
- Editing for digital media (basic software: Adobe Premiere, CapCut, Canva, etc.)
- Format optimization for platforms (reels, shorts, carousels, podcasts, etc.)

Practical Component:

- Create a short-form and a long-form content piece
- Edit and export content optimized for different platforms

Unit 3: 10 Lectures

Strategy Through Data – Audience & Platform Analytics

- Platform algorithms: YouTube, Instagram, TikTok, etc.
- Identifying target audience and behaviour
- Using analytics tools (YouTube Studio, Meta Creator Studio, etc.)
- Interpreting engagement, reach, and watch-time data

Practical Component:

- Simulate or use real analytics to evaluate content performance
- Group presentation: propose platform-specific strategy based on data

Unit 4: 10 Lectures



Content Distribution & Campaign Deployment

- Distribution strategies: organic, paid, influencer tie-ins
- Scheduling, syndication, and content calendars
- Metadata, SEO for content visibility
- Final project development: campaign planning and execution

Practical Component:

- Plan and execute a content distribution campaign
- Submit a digital content package including:
Content assets (video, post, article, etc.)

Distribution timeline/ calendar

Performance projection/ measurement

Practicals: 20 sessions

Capstone project: Students complete a capstone campaign involving planning, production, distribution and performance evaluation, simulating industry workflows.

LEARNING EXPERIENCE

Inside Classroom

Lectures & Interactive Discussions: Students explore the principles of digital storytelling, media formats, platform dynamics, and audience behaviour through conceptual lectures, case studies, and peer discussions.

Small Workshops: Regular guided sessions introduce students to tools for scripting, shooting, editing and formatting content tailored for distribution on digital platforms such as Spotify, YouTube, Instagram, etc.

Tool Demonstrations & Tutorials: Instructors demonstrate industry-standard software and platforms (e.g., Adobe Audition, Adobe Premiere, etc) for content creation.

Analytics & Strategy: Students engage in exercises using simulated or real performance data to understand content metrics and inform strategic decision-making.



Outside Classroom

Content Creation Projects: Students independently or in groups produce short-form and long-form content tailored to specific audiences and platforms, applying classroom learning in real-world contexts.

Audience Engagement & Platform Interaction: Learners test, publish and monitor their content on selected platforms to observe how algorithms and user behaviour affect visibility and engagement.

Performance Review & Peer Feedback: Students track engagement metrics, reflect on outcomes, and exchange feedback with peers and mentors to refine their approach.

Text Book

1. Content Production for Digital Media: An Introduction by Jay Daniel Thompson, John Weldon

Suggested readings:

2. The Elements of Style by William Strunk Jr.
3. Epic Content Marketing by Joe Pulizzi
4. Content Rules by Ann Handley and C.C. Handley

Open Educational Resources (OER) (Clickable links)

[Emerging Trends in Digital Content Creation and Distribution](#)

[How to Use Content Distribution to Increase Online Engagement](#)

[What Is Digital Content: Types and Distribution](#)

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	15	20	15	50



SJMICO301	Communication Research	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

COURSE PERSPECTIVE

In an era marked by rapid technological transformation, fragmented audiences, and data-driven storytelling, the ability to critically investigate and interpret communication phenomena is more vital than ever. This course on *Communication and Media Research* offers students a robust foundation in both the theoretical principles and practical methodologies of research in the media and communication domain.

It begins by equipping learners with the fundamentals of research design, including hypothesis formulation, literature review, and methodological frameworks. The course then progresses into applied methods such as content analysis, surveys, interviews, and digital analytics—empowering students to undertake both qualitative and quantitative research with academic rigor and ethical responsibility.

A distinctive aspect of the course is its contemporary orientation. Students will be exposed to emerging trends in media research, such as social media listening, digital ethnography, AI-assisted analysis, misinformation tracking, and media effects in real-time contexts. The course also encourages critical inquiry into media systems using interdisciplinary lenses, such as feminist, postcolonial, and cultural studies perspectives.

By the end of the course, students will be able to independently conceptualize, design, and conduct a communication research project. The skills acquired will be applicable in journalism, advertising, public relations, corporate communication, media policymaking, academic research, and digital marketing—making students not just consumers of media, but informed analysts and ethical contributors to the media research ecosystem.

COURSE OUTCOMES (CO)

On completion of the course the student will be:

Course Outcomes



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THE COMPLETE WORLD OF EDUCATION

CO1: Demonstrate a clear understanding of the fundamental principles, objectives, and ethical considerations of communication and media research.

CO2: Identify and formulate research problems, hypotheses, and research questions relevant to contemporary issues in media and communication.

CO3: Apply appropriate qualitative and quantitative research methods—such as content analysis, surveys, interviews, and ethnography—to media-related topics.

CO4: Collect, analyze, and interpret data using traditional and digital tools (e.g., SPSS, NVivo, Google Forms), and present findings in a structured academic format.

CO5: Critically evaluate contemporary trends in communication research, including digital media analytics, social media research, misinformation studies, and algorithmic bias.

CO6: Integrate interdisciplinary approaches—such as cultural studies, feminist theory, and postcolonial frameworks—into the design and critique of media research.

CO7: Design and execute independent research projects that reflect methodological rigor, ethical awareness, and relevance to media industry needs or academic inquiry.

COURSE CONTENT

Unit I: Fundamentals of Research in Communication

(15 Lectures)

Meaning, nature, scope, and objectives of communication research, Epistemology of Research-Positivism, Critical realism, Interpretivism

Types of research: Basic, applied, qualitative, quantitative, exploratory, descriptive, analytical

Research problem formulation: Topic selection, hypothesis, and research questions

Scientific method, validity, reliability, objectivity

Ethics in communication research: plagiarism, informed consent, bias

Review of Literature: Purpose, Types, sources and organization

Unit II: Research Methods and Tools in Media Studies

(15 Lectures)

Content analysis (quantitative and qualitative)

Survey method: design, sampling, questionnaire construction

In-depth interviews and focus group discussions (FGDs)

Ethnography and participant observation



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Case study method and longitudinal studies

Experimental design and field experiments in media

Use of software tools: SPSS, NVivo, Google Forms, data visualization basics

Unit III: Data Collection, Analysis, and Interpretation

(15 Lectures)

Primary vs secondary data in media studies

Sampling techniques and sample size determination

Techniques of data collection: Online vs offline

Quantitative data analysis: Frequency, correlation, regression basics

Qualitative data analysis: Thematic coding, discourse analysis, semiotic analysis

Interpreting findings and drawing conclusions

Structuring and writing research reports, referencing styles (APA/MLA)

Unit IV: Contemporary Trends in Communication and Media Research

(15 Lectures)

Digital media research: Social media analytics, algorithms, big data

Audience research in the digital age: Engagement metrics, sentiment analysis

Artificial intelligence and automated content analysis

Mobile communication and digital ethnography

Visual and visual culture research: Memes, videos, infographics

Research in Advertising and Public Relation, Market Research, Journalism Research, Film Studies and others

Participatory, feminist, and postcolonial approaches in media research

Case Studies: Fact-checking ecosystems, political campaigns on social media, influencer culture, misinformation and fake news research

Suggested Readings & Resources

- Berger, A. A. (2018). *Media and communication research methods: An introduction to qualitative and quantitative approaches* (5th ed.). Sage.



- Wimmer, R. D., & Dominick, J. R. (2014). *Mass media research: An introduction* (10th ed.). Cengage Learning.
- Jensen, K. B. (Ed.). (2013). *A handbook of media and communication research: Qualitative and quantitative methodologies* (2nd ed.). Routledge.
- Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
- Silverman, D. (2016). *Qualitative research* (4th ed.). Sage.
- Chakravartty, P., & Sarikakis, K. (2006). *Media policy and globalization*. Edinburgh University Press.

Practical Assignments & Projects

- Prepare a research proposal on a trending topic in media (e.g., AI in journalism, digital censorship)
- Conduct a short content analysis of a YouTube news channel or Instagram influencer
- Design a media survey using Google Forms and analyse basic findings
- Group project: Analyse Twitter trends during a political event
- Interview a journalist/researcher on media ethics and publish a research blog

Open Educational Resources (OER) (Clickable links)-

https://econtent.in/pacc.in/admin/contents/27_BVC54_2020121312480940.pdf

<http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf>

<https://egyankosh.ac.in/bitstream/123456789/25621/1/Unit-2.pdf>

<https://study.sagepub.com/sites/default/files/Eriksson%20and%20Kovalainen.pdf>

<https://journalism.university/communication-research-methods/primary-vs-secondary-data-research/>

<https://egyankosh.ac.in/bitstream/123456789/53663/1/Block-4.pdf>

<https://ieg.worldbankgroup.org/evaluations/advanced-content-analysis-can-artificial-intelligence-accelerate-theory-driven-5>

<https://libguides.lib.cwu.edu/c.php?g=625394&p=4391900>



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THE COMPLETE WORLD OF EDUCATION

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	15	20	15	50



SJMJTH302	Theatre & Performing Arts	L	T	P	C
Version 1.0		0	0	4	2
Pre-requisites/Exposure	MA(JMC) III				
Co-requisites	--				

COURSE PERSPECTIVE

This practice-based course introduces students to the expressive world of theatre and performing arts as tools of storytelling, cultural expression, and social engagement. It focuses on experiential learning through voice training, movement, character-building, improvisation, and ensemble work. Emphasizing collaborative creation, this course helps students explore performance as a medium of communication and public discourse. Students will also engage with folk and contemporary forms, stagecraft, and community performance practices.

COURSE OUTCOMES (CO)

On completion of the course the student will be:

6. **CO1** – Understanding the core elements and cultural significance of theatre and performance.
7. **CO2** – Applying acting techniques, voice modulation, body movement, and spatial awareness.
8. **CO3** – Analysing different performance traditions, roles, and contexts (folk, political, street, etc.).
9. **CO4** – Evaluating performance strategies, themes, and impact through peer feedback and reflection.
10. **CO5** – Creating and perform original or adapted short plays or scenes with social, political, or cultural relevance.



Topics Covered:

Unit I: 30 lectures

Fundamentals of Theatre and Performance Practice

- ☐ Warm-up exercises: voice, breathing, body coordination
- ☐ Elements of performance: space, time, character, conflict
- ☐ Introduction to dramatic texts and devised performance
- ☐ Improvisation and theatre games
- ☐ Monologue and dialogue delivery techniques
- ☐ Classical and folk performance styles (Indian and global traditions)

Unit II: 30 lectures

Production, Collaboration & Performance

- ☐ Script reading, adaptation, and development
- ☐ Stagecraft: basic set design, costume, and props
- ☐ Group work: blocking, timing, and cues
- ☐ Rehearsals: collaborative direction and scene work
- ☐ Final showcase: public performance or recorded production
- ☐ Reflection: peer evaluation, audience feedback, and performance analysis

LEARNING EXPERIENCE

Inside the Classroom:

1. Ensemble rehearsals and stage blocking exercises
2. Voice and body workshops with performance professionals
3. Character development labs using case-based scripts
4. Theatre games to develop improvisational skills
5. Scene work and peer review sessions



Outside the Classroom:

1. Attending live plays or street theatre events
2. Field visits to local theatre groups or folk performers
3. Shadowing performers during community workshops
4. Performing in public/community spaces
5. Collaborative street/awareness theatre projects

Textbook

- **"Acting: The First Six Lessons"** – Richard Boleslavsky

Reference Books

- **"Theatre: Brief Version"** – Robert Cohen
- **"An Actor Prepares"** – Constantin Stanislavski
- **"The Empty Space"** – Peter Brook
- **"Indian Folk Theatres"** – N. Manu Chakravorthy

Advanced Readings

- **"Performance Studies: An Introduction"** – Richard Schechner
- **"Theatre of the Oppressed"** – Augusto Boal
- **"Rasa: Performing the Divine in India"** – Susan L. Schwartz
- Articles from **TDR (The Drama Review)** and **Indian Theatre Journal**

Open Educational Resources (OER)

- <https://www.youtube.com/watch?v=bMGyX559lts>
- <https://www.igntu.ac.in/eContent/BVoc-Media-06Sem-VinodVerma-%20Theatre%20and%20Stage%20Crafting.pdf>
- [Digital Theatre+](#)
- [YouTube Channel – NINASAM and Natyashastra-based content](#)
- [UNESCO's Performing Arts Portal](#)



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THE COMPLETE WORLD OF EDUCATION

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	15	20	15	50



SJMJC R303 THE COMPLETE WORLD OF EDUCATION Creator Economy & Community Engagement		L	T	P	C
Version 1.0		1	0	6	4
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

COURSE PERSPECTIVE

The rise of digital platforms has revolutionized how content is created, consumed, and monetized—giving birth to the creator economy, where individuals can build careers as independent creators, influencers, or community leaders. For media students, understanding this shift is not just optional, it's essential. This course equips students with the knowledge and skills to navigate the creator landscape, where storytelling meets entrepreneurship. It explores how creators build personal brands, monetize content through platforms. In an age where audiences value connection and transparency, successful creators are those who foster loyal, active communities. Media students will learn how to design strategies for long-term engagement, manage digital identities, and participate meaningfully in platform-based economies. Studying the creator economy prepares students to become not just media professionals, but media entrepreneurs ready to thrive in the decentralized, community-driven future of content.

COURSE OUTCOMES (CO)

On completion of the course the student will be:

CO1 – Understanding the structure, evolution, and key dynamics of the creator economy, including platforms, monetization models and audience-building principles.

CO2 – Applying tools and techniques to develop a personal creator profile, produce platform-appropriate content and engage with audiences.

CO3 – Analyzing audience behaviour, engagement metrics and platform algorithms to assess the growth and sustainability of creator-led communities.

CO4 – Evaluating the impact of different community management strategies, monetization choices and ethical considerations in creator-brand relationships.

CO5 – Creating and launching an original content initiative or creator-led campaign that integrates branding, content strategy and community engagement practices.



COURSE CONTENT

Unit 1: 5 Lectures

Understanding the Creator Economy

- Evolution of the creator economy
- Key platforms: YouTube, Instagram, etc.
- Types of creators and audiences
- Revenue models: AdSense, sponsorships, affiliate marketing, subscriptions
- The role of personal branding and audience trust

Practical Component:

- Case study analysis of top creators across platforms
- Research assignment on the business model of a digital creator

Unit 2: 5 Lectures

Content Creation and Audience Engagement

- Setting up a creator profile and digital presence
- Content formats, tone, and platform compatibility
- Content calendars, scheduling, and consistency
- Community-building techniques: polls, comments, Q&As, live sessions
- Managing feedback and digital reputation

Practical Component:

- Students create and maintain a personal creator page/channel/blog
- Produce 2–3 short-form or long-form content pieces with platform-appropriate design
- Engage with a real or simulated audience (e.g., peer network)

Unit 3: 10 Lectures

Community Analytics and Platform Intelligence

- Understanding platform algorithms and ranking logic
- Audience segmentation and persona development
- Key performance metrics: reach, engagement, impressions, retention
- Growth hacking techniques and A/B testing in content strategy

Practical Component:



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- Analyze ~~engagement~~ data from students' own content (or mock data if necessary)
- Create an audience insights report using tools like Instagram Insights, YouTube Studio, or third-party dashboards

Unit 4: Strategic Campaign Design & Execution

- Community monetization models: memberships, merchandise, brand deals
- Ethical issues: transparency, sponsorship disclosures, authenticity
- Collaborations, niche communities, and creator networks
- Strategic campaign planning: goal setting, brand alignment, storytelling
- Metrics for success and long-term sustainability

Practical Component:

- Develop and launch a mini creator campaign (individual or group-based)
- Final portfolio submission: creator brand identity, content series, engagement plan, campaign analytics

Practicals: 25 sessions

Capstone project: Students will build and launch a creator campaign from scratch

LEARNING EXPERIENCE

Inside Classroom

Lectures & Discussions: Students explore the evolution, structures, and economic dynamics of the creator economy through interactive lectures, multimedia presentations, and discussions.

Tool Demonstrations: Hands-on sessions on platforms like YouTube Studio, Instagram and content scheduling tools help students understand practical content workflows.

Peer Review & Feedback Loops: Regular in-class feedback on content drafts, creator profiles, and campaign ideas encourages collaboration and critical reflection.

Talks & Case Studies: Industry creators, community managers, and platform strategists provide real-world insights into digital branding, audience engagement, and monetization.



Outside Classroom

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Content Creation & Publishing: Students set up and manage their creator profiles, develop platform-specific content, and apply engagement strategies in real time.

Audience Interaction & Community Building: Learners monitor responses, conduct informal polls and build interaction with real or simulated audiences across chosen platforms.

Analytics: Using creator dashboards, students analyze campaign performance, engagement metrics and algorithmic trends to improve future content.

Text Book

1. Your Guide to Thriving in the Creator Economy Kindle Edition by Phillip Tripp

Suggested readings:

1. Understanding the Creator Economy: Making Digital Media Work for You by Bill Zimmerman
2. Pixels to Profits: A Systematic Deep Dive into the Creator Economy by Ankur Mehra

Open Educational Resources (OER) (Clickable links)

- [THE RISE OF THE CREATOR ECONOMY](#)
- [Understanding the Creator Economy](#)
- [How to Build an Online Community for Content Creators](#)

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	15	20	15	50



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Integrated Marketing Communication

SJMJIN304	Integrated Marketing Communication	L	T	P	H	C
Version: 1.0		1	0	6	7	4
Eligibility/Exposure	Bachelors in any stream					
Co-requisites						

4. Course Perspective / Description:

This course equips students with practical knowledge and hands-on experience in designing and executing Integrated Marketing Communication (IMC) campaigns. It emphasizes the use of digital tools, audience-centric strategies, and media integration to develop impactful campaigns for real-world brands and services. Students will work on live projects and simulated campaigns that align with current marketing practices.

5. Course Objectives:

- ☐ To introduce core concepts and real-time applications of Integrated Marketing Communication.
- ☐ To train students in audience targeting, message design, and content creation for various platforms.
- ☐ To provide exposure to creative ideation, budgeting, and media planning using professional tools.
- ☐ To enable campaign execution across traditional and digital media through practical projects.
- ☐ To develop evaluative and analytical skills for measuring campaign effectiveness.

6. Course Outcomes (COs):

The students will be

CO No	Course Outcome (COs)
CO1	Understanding of the IMC concepts, tools, and strategic campaign planning.
CO2	Applying the creative techniques and designing platform-specific marketing content.
CO3	Analyzing and critiquing target audiences and messaging strategies for campaign effectiveness.
CO4	Evaluating and integrating Evaluating and integrating media choices, budget, and measurement tools.
CO5	Creating and presenting end-to-end IMC campaigns using digital production tools.



7. **Detailed Syllabus:**

Unit I – Foundations of IMC & Tools

(12 contact hours)

- ☐ Introduction to IMC and its role in modern marketing
- ☐ Difference between standalone messaging vs integrated messaging
- ☐ Overview of IMC tools: Advertising, Public Relations, Sales Promotion, Events
- ☐ Paid, Owned, and Earned Media
- ☐ **Practical Tasks:**
 - Case study analysis of successful IMC campaigns
 - Tool mapping: Match tools to campaign objectives

Unit II – Targeting, Messaging & Content Design

(14 contact hours)

- ☐ Identifying audience segments and buyer personas
- ☐ Designing message strategies for different platforms
- ☐ Content appeals: rational, emotional, humour, fear
- ☐ Basics of brand storytelling and tone of voice

Practical Tasks:

- Create a simple audience profile for a brand or product (age, interests, needs)
- Match message styles (funny, emotional, informative) with different media platforms
- Write short messages (like taglines or slogans) for social media, print ads, and TV spots
- Fill out a basic content plan showing what to post, where, and when

Unit III – Campaign Planning, Budgeting & Media Strategy

(14 contact hours)

- ☐ SWOT analysis, setting campaign goals and KPIs
- ☐ IMC budget allocation and justification
- ☐ Media mix strategy and platform selection
- ☐ Overview of tools: Meta Ad Library, Google Ads Planner, Canva
- ☐ **Practical Work:**
 - Create a basic media plan for a mock product
 - Allocate budget and justify platform choices
 - Prepare creative and media briefs



- ☐ Campaign rollout timeline and execution
- ☐ Evaluation metrics: Reach, engagement, conversion, ROI
- ☐ Ethical and legal considerations in IMC
- ☐ Tools: Meta Business Suite, Google Analytics (basic)
- ☐ **Capstone Project:**
 - Students create a complete IMC campaign including:
 - Brand analysis
 - Audience targeting
 - Budgeting and channel mix
 - Sample creatives (poster/video copy/social post)
 - KPI definition and mock evaluation
 - **Presentation to peers/instructors**

8. *Assessment Strategy* / Examination Scheme:

Components	Quiz I	Presentation	Assignment	Test	Participation / Records	Mid Term Exam	End Term Exam
Weightage (%)	-	10	10	-	10	20	50

Course Outcomes	Continuous Internal Assessment (Any 5 components to be covered at least)					Mid Term Exam	End Term Exam
	Quiz	presentation	Assignment	Test	Participation / Records		
CO1		ü				ü	ü
CO2		ü	ü			ü	ü
CO3			ü				ü
CO4					ü		ü
CO5					ü		ü

9. *Correlation Matrix* (Correlation between COs with POs/PSOs)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1																
CO 2																



CO 3															
CO 4															
CO 5															

1= strength of co-relation between CO and PSO is Weak/low,
 2= strength of co-relation between CO and PSO is Moderate/Medium,
 3= strength of co-relation is Strong/High

1. References: Textbooks/Web resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

Text book: (ONE)

1. *Integrated Marketing Communications* by Kenneth E. Clow & Donald E. Baack, Pearson Education

Reference Material

- v) Advertising and Promotion: An Integrated Marketing Communications Perspective by George E. Belch & Michael A. Belch
- v) Strategic Integrated Marketing Communication by Larry Percy
- v) Advertising and Integrated Marketing Communications by Kruti Shah and Alan D'Souza (Tata McGraw Hill)
- v) Integrated Advertising, Promotion, and Marketing Communications by Kenneth E. Clow & Donald Baack (Pearson India)
- v) Marketing Communications: An Integrated Approach by P.R. Smith & Jonathan Taylor

Open Educational Resources (OER): Weblink/ eContent Etc.

- <https://www.facebook.com/business/learn> (Free e-learning by Meta covering advertising, campaign setup, targeting, budgeting, and performance analytics)
- <https://skillshop.withgoogle.com/> (Interactive modules on digital campaign management, Google Ads, and YouTube strategies.)
- <https://business.google.com/in/think/> (Market trends, consumer insights, and campaign evaluations from India and beyond.)
- <https://academy.hubspot.com/> (Free certifications and short courses on content marketing, SEO, and campaign planning)

Additional readings of content beyond syllabus

- b) Contagious: How to Build Word of Mouth in the Digital Age by Jonah Berger
- b) Articles and campaign reviews from AdAge and Campaign India



SJMJFI305	Film & OTT Production	L	T	P	C
Version 1.0		1	0	6	4
Pre-requisites/Exposure					
Co-requisites	--				

COURSE PERSPECTIVE

The global boom in digital content and the evolution of Over-The-Top (OTT) platforms have transformed the landscape of film production and distribution. This course integrates the craft of filmmaking with the unique demands of the OTT ecosystem. Students will engage in all stages of production — from ideation and scripting to shooting, editing, and OTT packaging. With an industry-oriented approach, the course blends creative storytelling, technical expertise, platform-specific strategies, and audience analytics to prepare students for content creation in a digital-first media economy.

COURSE OUTCOMES (CO)

On completion of the course the student will be:

- CO1** – Understanding the structure, genres, and production workflows in film and OTT content.
- CO2**– Applying pre-production, shooting, and post-production techniques using professional tools.
- CO3** – Analysing narrative structures, audience expectations, and platform-specific content strategies.
- CO4**–Evaluating production quality, OTT formatting, copyright norms, and content guidelines.
- CO5** – Creating original short films or series pilots tailored for digital platforms.

COURSE CONTENT

Topics Covered:

Unit I: 21 lectures

Introduction to Film & OTT Ecosystem

- ☐ History and evolution of cinema and streaming platforms
- ☐ Types of OTT content: short films, web series, documentaries
- ☐ Overview of platforms: Netflix, Amazon Prime, Hotstar, Zee5, etc.
- ☐ Changing audience behaviour and algorithmic recommendations
- ☐ Content regulations, certifications, and censorship



Unit II: 21 lectures

Pre-Production

- ☐ Concept development and pitching for OTT and film
- ☐ Writing loglines, synopsis, screenplay, and OTT show bibles
- ☐ Script formatting and structure (3-act, 5-act, webisodes)
- ☐ Casting, budgeting, location scouting, and scheduling
- ☐ Production planning tools and software (StudioBinder, Celtx)

Unit III: 21 lectures

Production Techniques

- Cinematography for web and film: camera setups, lighting, framing
- Sound recording and on-set audio management
- Direction: blocking, rehearsals, visual storytelling
- Production team roles: line producer, assistant director, DOP
- Shooting with constraints: low budget/short formats for digital

Unit IV: 21 lectures

Post-Production & OTT Packaging

- ☐ Video editing: pacing, transitions, and visual rhythm
- ☐ Audio post: dubbing, mixing, and sound design
- ☐ VFX and color correction for OTT-grade quality
- ☐ Subtitling, closed captions, and localization
- ☐ Creating trailers, thumbnails, teasers for digital distribution

Unit V: 21 lectures

Distribution, Monetization & Analytics

- ☐ Film festival circuits vs. OTT release strategies
- ☐ OTT platform pitching and content acquisition models
- ☐ YouTube monetization, freemium vs. SVOD/AVOD models
- ☐ Data-driven content creation: understanding viewer analytics
- ☐ Copyright, intellectual property, and platform compliance

LEARNING EXPERIENCE

Inside the Classroom:

1. Script workshops and storyboarding sessions
2. Hands-on camera and editing labs
3. Peer critiques and scene analysis
4. OTT platform content mapping exercises
5. Masterclasses with industry professionals



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Outside the Classroom:

1. Field shoots for short films and micro-series
2. Visits to OTT content production houses or post studios
3. Film festival or OTT showcase participation
4. Interviews with producers or platform curators
5. Capstone project screening before public/critics

Textbook

- **"The Visual Story: Creating the Visual Structure of Film, TV and Digital Media"** – Bruce Block

Reference Books

- **"Directing: Film Techniques and Aesthetics"** – Michael Rabiger
- **"Writing for the Screen"** – Craig Batty
- **"The Filmmaker's Handbook"** – Steven Ascher & Edward Pincus
- **"OTT Platforms and New Media Narratives"** – N. Neelamalar (Ed.)

Advanced Readings

- **"Reinventing Hollywood: How 1940s Filmmakers Changed Movie Storytelling"** – David Bordwell
- **"Streaming Culture"** – David Arditi
- Research papers from *Journal of Cinema and Media Studies*, *Convergence*, *Journal of Digital Media & Policy*

Open Educational Resources (OER)

- [YouTube Creator Academy](#)
- [Netflix Technology Blog](#)
- [Film Riot – YouTube Channel](#)
- [LinkedIn Learning – Film Production](#)

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	15	20	15	50



	Summer Internship I	L	T	P	H	C
		0	0	2	0	4
Eligibility/Exposure						
Co-requisites						

Course Perspectives

The summer internship marks a crucial milestone in the MAJMC journey, offering students a real-world testing ground for the theories, tools, and techniques they have explored in the classroom. This course is designed to transform academic understanding into actionable experience by immersing learners in the everyday operations of media, communication, or digital content organizations. Whether placed in newsrooms, advertising agencies, production houses, public relations firms, or social media companies, students gain firsthand exposure to the professional environment, working deadlines, and collaborative dynamics of the industry.

Through structured observation, active participation, and task execution, students begin to navigate professional expectations while honing their editorial judgment, storytelling capabilities, strategic thinking, and communication skills. The course encourages reflection and critical analysis, prompting learners to assess their roles, identify strengths and gaps, and connect their practical experiences with academic frameworks.

Evaluation of Summer Internship I is not just about documenting what was done—it's about understanding how learning happened. The internship report, supported by real work samples and a reflective learning outcome narrative, encourages students to articulate their growth, define their emerging professional identities, and envision future career trajectories. In essence, this course acts as a bridge between campus and career, preparing students to transition from learners to practitioners with confidence, clarity, and purpose.

Course Outcomes

By the end of this internship, the student will be able to:

1. Demonstrate understanding of the operations and structures of the host organization.
 2. Reflect on their role and responsibilities within the organization.
 3. Critically assess their contribution to assigned projects or tasks.
 4. Identify and articulate the skills and competencies gained.
 5. Relate internship experience to academic knowledge and career goals.
-



Evaluation Components

Students are required to submit a comprehensive Internship Report that will be evaluated on the following components:

Assessment Strategy / Examination Scheme:

Components	Presentation	Test	Assignment	Participation / Records	Project File	Mid Term Exam	End Term Exam (VIVA)
Weightage (%) 100	-	-	-	20	30	-	50

Internship Report Guidelines

The report must be **typed, spiral bound**, and include the following sections:

1. **Cover Page** with title, student name, enrollment number, course, university, and internship period.
2. **Certificate of Internship Completion** from the host organization.
3. **Acknowledgement**
4. **Table of Contents**
5. **Chapter 1: Introduction**
 - Background of the organization
 - Objectives of the internship
 - Department/Team allocated
6. **Chapter 2: Internship Experience**
 - Detailed description of tasks and responsibilities
 - Nature of training received
 - Key projects handled or supported
7. **Chapter 3: Learning Outcomes**
 - Skills acquired (technical, communication, organizational)
 - Real-world application of academic concepts
 - Challenges faced and how they were handled
8. **Chapter 4: Critical Reflection**
 - Self-assessment of performance
 - Professional growth and future goals



- Feedback and suggestions for the internship program

9. Annexures

- Experience letter
- Work samples (published articles, screenshots, campaign materials, reports, etc.)
- Attendance/logbook (if maintained)
- Any other relevant documents

Viva-Voce/Presentation

Students will present their internship learnings in a 10-minute presentation followed by Q&A from the evaluation panel. They should:

- Summarize the key aspects of their internship experience.
- Share insights, skills acquired, and challenges.
- Reflect on how this internship aligns with their academic learning and career goals.

Submission Timeline

- **Report Submission Deadline:** Within the first two weeks of Semester III
- **Viva-Voce Dates:** To be notified by the department



Semester-IV							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-XIX	SJMJDA401	Data Journalism & Visualisation	3	0	2	4
2	Major-XX	SJMJDM402	Digital Marketing	3	0	2	4
3	Major-XXI	SJMJMO403	Mobile Journalism	0	0	4	2
4	Major-XXII	SJMJDE404	Development Communication	3	0	0	3
5	Major-XXIII	SJMJDI405	Digital Media Entrepreneurship (Project/Skill Based)	0	0	4	2
6	Major-XXIV	SJMJDI406	Dissertation / Capstone Project	0	2	0	6
7	MOOC		MOOC Certification	0	2	0	2
Total				6	7	12	23

SJMJDA401	Data Journalism & Visualisation	L	T	P	C
Version 1		3	0	4	4
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

COURSE PERSPECTIVE

In today's digital age, the ability to interpret, analyze and present data has become a critical skill for media professionals. As the world becomes increasingly data-driven, media persons and journalists must go beyond traditional storytelling to uncover deeper insights and communicate them effectively. Data Journalism & Visualisation empowers media students to harness the power of data to tell compelling, credible, and impactful stories. Through this course, students learn to gather, verify and analyze data, transforming complex information into accessible narratives using visual tools. This course is especially relevant in an era of misinformation and information overload, where clarity, transparency, and accuracy are essential. It equips future media professionals, journalists and content creators with the tools to enhance storytelling with evidence, making news more engaging, informative and trustworthy. By mastering data and visual storytelling, media students gain a competitive edge in modern journalism and digital content creation.

**COURSE OUTCOMES (CO)**

On completion of the course the student will be:

CO1 – Understanding the principles, processes and ethical considerations of data journalism and its role in contemporary media.

CO2 – Applying the methods to collect, clean, analyze and organize datasets from credible sources for use in storytelling.

CO3 – Analyzing data to identify patterns, trends, and insights relevant to news and media narratives.

CO4 – Evaluating the accuracy, reliability and visual effectiveness of data-driven stories and infographics.

CO5 – Creating and produce data-driven journalistic content using visualization tools.

COURSE CONTENT

Unit 1: 10 Lectures**Foundations of Data Journalism**

- Definition and evolution of data journalism
- Key principles and workflow: sourcing, analysis, storytelling
- Role of data journalism in contemporary media and public accountability
- Ethical considerations: data privacy, transparency, representation, and bias
- Case studies of impactful data-driven reporting

Unit 2: 10 Lectures**Data Collection and Preparation Techniques**

- Identifying and sourcing reliable datasets (government portals, surveys, open data platforms)
- Data cleaning and formatting using tools like Excel, Google Sheets, OpenRefine
- Organizing data for analysis: working with rows, columns, types, and errors
- Introduction to basic data analysis methods: filtering, sorting, pivot tables
- Statistical operations, analysis, charts and graphs

Unit 3: 10 Lectures**Data Analysis for Storytelling**



- Questionnaires, schedules, secondary data
- Conducting and evaluating surveys
- Interpreting data to discover stories: identifying trends, sentiments and correlations
- Contextualizing data: combining with qualitative reporting and fact-checking
- Visual analysis: understanding what makes data stories clear and compelling

Unit 4: 10 Lectures

Data Visualisation and Story Production

- Principles of visual storytelling: simplicity, clarity, and relevance
- Types of visualizations: bar graphs, pie charts, line charts, maps, heatmaps, timelines
- Tools and platforms: Datawrapper, Flourish, Canva, Word Cloud, etc.
- Integrating visualizations into journalistic content (print, web, social media)
- Writing data driven stories

Practicals: 20 sessions

Capstone project: Students will conceptualize, design, collect data and present complete data stories supported by compelling visual elements.

LEARNING EXPERIENCE

Inside Classroom:

Conceptual Lectures & Media Case Studies: Students explore the history, evolution, and ethical aspects of data journalism through interactive lectures and analysis of award-winning data stories.

Hands-on Tool Demonstrations & Labs: Instructors guide students through software such as Excel, Google Sheets, Datawrapper and Flourish, with lab sessions for practice in data cleaning, analysis, and visualization.

Group Discussions: Class discussions and peer reviews are conducted on visual data stories from global media outlets to evaluate clarity, bias, and storytelling techniques.



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

Mini Projects & In-Class Exercises: Students complete short assignments focused on sourcing data, creating visualizations and drafting data-based stories.

Outside Classroom

Field-Based Data Sourcing & Observation: Students independently collect or source real-time data.

Data Storytelling Assignments: Students develop their own data-driven narratives by researching, cleaning datasets, visualizing trends, and combining journalistic writing with data.

Industry Engagement: Students follow journalists, blogs and publications that specialize in data journalism.

Text Book

1. Lievrouw, L. (2005). *The Handbook Of New Media*. Sage.

Suggested readings:

1. The Data Journalism Handbook: How Journalists Can Use Data to Improve the News by Professor Jonathan Gray Dds, Lucy Chambers, Liliana Bounegru
2. Craig, R. (2007). *Online Journalism: Reporting, Writing, And Editing For New Media*. Thomson/Wadsworth.
3. Filak, V. F. (2020). *Convergent Journalism: An Introduction: Writing And Producing Across Media*. Routledge, Taylor Et Francis Group.

Open Educational Resources (OER) (Clickable links)

[The Data Journalism Handbook](#)



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THE COMPLETE WORLD OF EDUCATION

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Participation & Records	Quiz	Practical Assignments	Group Presentation (Mini-Campaign)	Project (Certifications)	Mid Term Exam	End Term Exam
Weightage (%)	5	10	15	10	10	-	50%



SJMJD402	Digital Marketing	L	T	P	H	C
Version: 1.0		3	0	2	5	4
Eligibility/Exposure	Successful completion of Semester 1–3 core courses, especially Advertising & Brand Communication, Integrated Marketing Communication, and Digital Content Production & Distribution.					
Co-requisites	Basic Understanding of ICT and computer usage, Access to Equipment. Basic familiarity with content writing, graphics designing, social media platforms, and web browsing.					

Course Perspective / Description:

In an age where nearly every audience interaction happens online, Digital Marketing has become a fundamental skill set for journalism and mass communication graduates. Learning this course empowers learner to move beyond reporting and content creation into strategic roles where he/she shapes narratives, target audiences, and measure real-time impact. Learners will gain a clear understanding of how the digital ecosystem operates, why certain channels work for awareness while others build loyalty and learn to architect integrated campaigns that align creative storytelling with data-backed decisions.

By working hands-on with industry tools like Google Analytics 4, Tag Manager, Mailchimp, and programmatic ad platforms, learners will sharpen their analytical reasoning & technical fluency. These capabilities turn abstract metrics into actionable insights—enabling him/her to diagnose performance bottlenecks, optimize creative assets, and justify budget allocations. Incorporating modules on SEO/SEM, email automation, social listening, e-commerce, affiliate and influencer strategies, and reputation management ensure that learners can craft multi-channel solutions that respond to real-world briefs and emerging trends.

This course's project-based labs and collaborative presentations foster critical thinking, teamwork, and ethical decision-making. By semester's end, learners won't just understand digital marketing theory but have built a portfolio of live campaigns and data-driven case studies that demonstrate your readiness to lead multimedia projects, innovate in rapidly changing markets, and deliver meaningful impact across any media platform.

Course Outcomes (COs): The students will be

CO No	Course Outcome (COs)
CO1	Describing the structure and evolution of the digital marketing ecosystem, including owned, earned, paid, and shared media, and summarize key ethical, privacy, and legal frameworks.
CO2	Implementing core digital marketing tactics such as content marketing, SEO optimization, email automation, SEM, social-media advertising, and affiliate partnerships, using industry-standard platforms and tools.
CO3	Analyzing campaign performance data and user behaviour metrics to identify trends, diagnose funnel drop-offs, and inform actionable



	optimizations.
CO4	Evaluating multi-channel marketing strategies and creative assets assessing budget allocation, channel mix, audience segmentation, and ethical considerations to recommend improvements and ensure alignment with SMART objectives.
CO5	Design and present a comprehensive, integrated digital marketing plan, including budget, channel strategy, content calendar, measurement framework, and emerging-tech initiatives, that drives measurable business outcomes and enhances customer experience.

Detailed Syllabus:

Unit I – Foundations & Strategy (15 Contact Hours)

- **Digital Ecosystem & Evolution**
 - **Traditional vs. Digital:** Characteristics, pros & cons; shift in user touchpoints
 - **Channel Taxonomy:** Owned (websites, blogs, apps), Earned (PR, social shares, user reviews), Paid (search ads, display, social ads), Shared (social platforms)
 - **Key Metrics by Channel:** Reach, engagement, impressions, click-through rates
- **Consumer Behaviour & Buyer's Journey**
 - **Customer Personas:** Demographics, psychographics, pain points
 - **Journey Mapping:** Identifying touchpoints for Awareness → Consideration → Conversion → Retention → Advocacy
- **Integrated Digital Marketing Planning**
 - **Setting SMART Objectives:** Specific, Measurable, Achievable, Relevant, Timely
 - **KPIs & Dashboards:** Traffic, leads, conversions, ROI, LTV
 - **Budget Allocation Framework:** 70:20:10 rule, performance-based channel weight
 - **Channel Mix Strategy:** Selecting channels by objective (e.g., SEO for discovery, email for retention etc.)
- **Ethics, Privacy & Legal**
 - **Data Protection Basics:** GDPR (consent, right to be forgotten), CCPA overview
 - **Cookie Policies & Consent Management**
 - **Ethical Targeting:** Avoiding discrimination, dark patterns, sensationalism
 - **Accessibility & Inclusivity:** WCAG standards for digital content
- **Introduction to E-commerce**
 - **Business Models:** B2C vs. B2B vs. C2C; subscription vs. transactional
 - **Platform Ecosystem:** Shopify, Amazon/Flipkart/Google marketplaces
 - **Key Workflow:** Catalogue setup, product page optimization, cart & checkout UX
 - **Payment & Fulfilment Basics:** Gateways, security (PCI DSS), shipping integration



Unit II – Content, SEO, Email & Monetization (15 Contact Hours)

- **Content Marketing & Storytelling**
 - **Pillar & Cluster Content:** Mapping topic hubs & keyword clusters
 - **Formats & Channels:** Blog posts, infographics, video, podcasts, webinars
 - **Content Calendar:** Planning, editorial workflows, repurposing evergreen assets
 - **Measurement:** Time on page, social shares, lead generation
- **Search Engine Optimization (SEO)**
 - **Keyword Research:** Tools (Keyword Planner, SEMrush, Ahrefs), search intent
 - **On-Page SEO:** Title tags, meta descriptions, header structure, internal linking
 - **Technical SEO:** Site speed, mobile-first, XML sitemaps, schema markup
 - **Off-Page SEO:** Backlink acquisition strategies, guest posting, digital PR
- **Email Marketing & Automation Basics**
 - **List Building:** Lead magnets, opt-in forms, double opt-in processes
 - **Segmentation & Personalization:** Behavioural triggers, demographic filters
 - **Drip Campaigns & Automation:** Welcome series, cart recovery, re-engagement
 - **Platform Demo:** Basic setup in Mailchimp or HubSpot; reporting on open, click, unsubscribe
- **Affiliate Marketing & Content Monetization**
 - **Affiliate Models:** CPA, CPL, revenue share—how they differ
 - **Networks & Tools:** Amazon Associates, ShareASale; plugin integration
 - **Sponsored Content:** Brief creation, disclosure guidelines, performance tracking
 - **Ad Placements:** Native vs. banner vs. in-text ads; yield optimization
- **Earned Media & PR**
 - **Influencer Outreach:** Tiered influencers, micro vs. macro; brief & deliverables
 - **Media Relations:** Press releases, journalist databases, HARO responses
 - **Measuring Earned Reach:** Mentions, sentiment analysis, share of voice

Unit III – Paid Media: SEM, Display, Remarketing & Automation (15 Contact Hours)

- **Search Engine Marketing (SEM)**
 - **Campaign Structure:** Accounts → Campaigns → Ad Groups → Keywords
 - **Keyword Match Types:** Broad, phrase, exact, negative keywords
 - **Ad Copy Best Practices:** Headlines, description lines, ad extensions
 - **Bidding Strategies:** Manual CPC, enhanced CPC, target CPA, ROAS targets
- **Display & Programmatic Advertising**
 - **Display Formats:** Banner, rich media, video ads
 - **Programmatic Ecosystem:** DSP, SSP, Ad Exchanges
 - **Targeting Options:** Contextual, audience segments, lookalike modelling
- **Remarketing & Retargeting**



- **Pixel Implementation:** Google Ads & Facebook pixel setup
- **Audience Segmentation:** Site visitors, cart abandoners, past purchasers
- **Dynamic Remarketing:** Feed setup for product ads
- **Cross-Device Strategies:** Cookie vs. mobile identifier approaches
- **Marketing Automation & Lead Nurturing**
 - **Multi-Channel Workflows:** Email, SMS, push notifications
 - **Lead Scoring Models:** Behavioural scoring, demographic scoring
 - **CRM Integration:** Mapping forms → CRM fields → automated assignments
 - **Use Case:** Nurture to SQL handoff
- **A/B Testing & Campaign Optimization**
 - **Test Hypotheses:** Headline, creative, CTA, landing-page elements
 - **Experiment Design:** Sample size, duration, statistical significance
 - **Tools & Heatmaps:** Google Optimize, Hotjar session recordings
 - **Iterative Improvements:** Reporting insights → Implement → Retest

Unit IV – Social Media, Influencers & Online Reputation (15 Contact Hours)

- **Platform Deep-Dive**
 - **Demographics & Use Cases:** Facebook vs. Instagram vs. LinkedIn vs. TikTok
 - **Algorithm Signals:** Engagement, recency, relevance
 - **Content Formats:** Stories, Reels, Live, Carousels, Polls
- **Community Management & Audience Engagement**
 - **Social Listening Tools:** Hootsuite, Sprout Social, BrandWatch-setup & use cases
 - **Response Protocols:** Tone of voice, escalation matrix, SLA
 - **Crisis Playbooks:** Scenario planning, holding statements, rapid response
- **Influencer Marketing**
 - **Discovery & Vetting:** Engagement rates, audience authenticity, brand fit
 - **Campaign Lifecycle:** Brief → Contract → Content review → Payment → Reporting
 - **Performance Metrics:** Reach, engagement, referral traffic, conversion lifts
- **Online Reputation & Web Listening**
 - **Brand Mention Monitoring:** Google Alerts, Mention, Talkwalker
 - **Sentiment Analysis:** Basic NLP tools for tone detection
 - **ORM Workflows:** Triage negative mentions, engage vs. escalate
- **User-Generated Content & Advocacy**
 - **UGC Campaign Design:** Hashtag challenges, photo contests, testimonial drives
 - **Legal & Ethical:** Rights clearance, model releases
 - **Advocacy Programs:** Customer ambassador frameworks, reward systems



- **Web & Campaign Analytics**
 - **GA4 Basics:** Property setup, data streams, event vs. pageview tracking
 - **Tag Manager:** Container setup, custom event tags, triggers, variables
 - **Core Reports:** Acquisition, Behaviour, Conversions
- **Attribution & Reporting**
 - **Models:** Last-click, first-click, linear, time decay, data-driven
 - **Dashboard Tools:** Google Data Studio, Power BI—connecting data sources
 - **Automated Reporting:** Scheduling, alerts, stakeholder distribution
- **Conversion Rate Optimization (CRO)**
 - **Funnel Analysis:** Identifying drop-off points in user journey
 - **Heatmap & Session Replay:** Interpreting click, scroll, and mouse movement data
 - **UX Best Practices:** Form optimization, CTA placement, trust signals
- **Emerging Channels & Technologies**
 - **Voice Search Optimization:** Long-tail queries, featured snippets
 - **AR/VR Experiences:** Virtual try-ons, 360° product demos
 - **AI-Driven Personalization:** Recommendation engines, dynamic site content
 - **Chatbots & Conversational Marketing:** Use cases, flow design, tool overview

Learning Experience

Inside the Classroom:

- Interactive lectures with live tool demonstrations
- Case-study analyses of digital campaigns
- Hands-on workshops
- Group discussions
- In-class quizzes
- Student presentations
- Peer-review sessions

Outside the Classroom:

- Weekly mini-campaign assignments (SEO optimization, social posts, email drips)
- Development of a capstone digital marketing plan with live data
- Contributions to the department's digital channels (blogs, social media, newsletters)
- Participation in certifications from various platforms like HubSpot, Google, Meta etc.
- Self-directed learning through MOOCs, tool certifications, and online tutorials



Assessment Strategy / Examination Scheme:

Components	Class Participation & Records	Quiz	Practical Assignments	Group Presentation (Mini-Campaign)	Project (Certifications)	Mid Term Exam	End Term Exam
Weightage (%)	5	10	15	10	10	-	50%

Course Outcomes	Continuous Internal Assessment (Any 5 components to be covered at least)					Mid Term Exam	End Term Exam
	Class Participation & Records	Quiz	Practical Assignments	Group Presentation (Mini-Campaign)	Project (Certifications)		
CO1	✓	✓					✓
CO2		✓	✓	✓	✓		✓
CO3	✓		✓		✓		✓
CO4	✓		✓	✓	✓		✓
CO5				✓	✓		✓

Correlation Matrix (Correlation between COs with POs/PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	1	2	3	1	2	2
CO2	2	3	1	2	2	2	3
CO3	1	2	3	2	1	2	2
CO4	2	2	2	3	2	2	3
CO5	2	3	2	2	3	2	2

1= strength of co-relation between CO and PSO is Weak/low,

2= strength of co-relation between CO and PSO is Moderate/Medium,

3= strength of co-relation is Strong/High

References: Textbooks/Web resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

Text book:



1. Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital marketing: Strategy, implementation & practice* (7th ed.). Pearson.

Reference Material

- i) Ryan, D. (2016). *Understanding digital marketing: Marketing strategies for engaging the digital generation* (4th ed.). Kogan Page.
- ii) Kingsnorth, S. (2019). *Digital marketing strategy: An integrated approach to online marketing* (2nd ed.). Kogan Page.
Kaushik, A. (2015). *Web analytics 2.0: The art of online accountability and science of customer centricity* (2nd ed.). Sybex.
- iii) Scott, D. M. (2020). *The new rules of marketing and PR: How to use social media, online video, mobile applications, blogs, news releases, & viral marketing* (7th ed.). Wiley.
- iv) Zarrella, D. (2017). *The science of marketing: When to tweet, what to post, how to blog, and other proven strategies*. Wiley.
- v) Chaffey, D., Ellis-Chadwick, F., Mayer, R., & Johnston, K. (2012). *Internet marketing: Strategy, implementation and practice* (5th ed.). Pearson.
- vi) Kaushik, A. (2019). *Supermetrics for marketers: Data-driven marketing with reporting automation*. O'Reilly Media.

Open Educational Resources (OER): Weblink/ eContent Etc.

- **Google Digital Garage** – Fundamentals of Digital Marketing (free online course)
<https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing>
- **HubSpot Academy** – Digital Marketing Certification (free)
<https://academy.hubspot.com/courses/digital-marketing>
- **Coursera** – Digital Marketing Specialization (University of Illinois)
<https://www.coursera.org/specializations/digital-marketing>
- **Facebook Blueprint** – Free courses for Facebook & Instagram advertising
<https://www.facebook.com/business/learn>
- **SEMrush Academy** – SEO Fundamentals Course (free)
<https://www.semrush.com/academy/courses/seo-fundamentals>
- **Moz Blog** – Industry-leading SEO articles and “Whiteboard Fridays” videos
<https://moz.com/blog>
- **MarketingProfs** – Articles, case studies, and newsletters on digital marketing trends
<https://www.marketingprofs.com/>
- **Journal of Interactive Marketing** – Peer-reviewed research on digital consumer behaviour and analytics
<https://www.journals.elsevier.com/journal-of-interactive-marketing>
- **Adweek** – News, analysis, and case studies on advertising and digital campaigns
<https://www.adweek.com/>
- **The GaryVee Audio Experience** – Podcast on social media marketing, branding, and



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digital entrepreneurship

<https://www.garyvaynerchuk.com/podcast/>

- **Marketing Over Coffee** – Weekly podcast on classic and new marketing tactics
<https://www.marketingovercoffee.com/>
- **Data Driven Marketing Podcast** – Interviews with experts on analytics, personalization, and martech
<https://www.adexchanger.com/data-driven-marketing-podcast/>
- **Google Analytics YouTube Channel** – Tutorials videos on GA4 and Tag Manager
<https://www.youtube.com/c/GoogleAnalytics>

Think with Google – Insights, research, and industry reports on consumer trends and digital innovation

<https://www.thinkwithgoogle.com/>



SJMJMO403A	Mobile Journalism	L	T	P	H	C
Version 1.0		0	0	2	4	2
Eligibility/Exposure	Basic Knowledge of Journalism					
Co-requisites	Basic understanding of smartphone features					

COURSE PERSPECTIVE:

Smartphones have transformed into powerful storytelling tools, giving anyone the potential to be a journalist from the palm of their hand. This course in **Mobile Journalism (MoJo)** empowers students to become agile, independent multimedia storytellers who can report, edit, and publish directly from their devices. Through a dynamic blend of theoretical foundations and intensive practical work, learners will explore the evolution of MoJo, its technological ecosystem, and its transformative role in news production and distribution.

Students will gain hands-on experience with essential apps for shooting, editing, and live broadcasting, as well as professional-grade equipment tailored for mobile reporting. The course encourages ethical and responsible journalism through modules on verification, consent, and field safety—especially relevant for emerging reporters in challenging environments. By designing mobile-first stories, short video packages, live broadcasts, and social media content, learners will build real-world portfolios while mastering cross-platform content creation.

Through immersive assignments such as creating a personal news channel, publishing weekly mobile stories, and producing live reports or documentaries, students not only sharpen their technical and editorial skills, but also nurture their entrepreneurial potential. This course is ideal for aspiring digital journalists, independent creators, and storytellers aiming to thrive in the fast-paced, mobile-first media landscape.

Course Outcomes –

After completion of the course student will be able to:

CO1- Understand the basic concepts of mobile journalism

CO2- Explain various types of content which can be produced for mobile journalism

CO3- Create content with the understanding of process, stages and methods of content production through mobile

CO4- Apply the skills to make the content sharing process more precise and relevant

CO5- Apply the theoretical and practical knowledge of mobile journalism in professional arenas



Detailed Syllabus:

Unit I- 5 Lectures
Introduction to Mobile Journalism

- Introduction to Mobile Journalism, Advantages and Limitations of Mobile Journalism, Skills required for mobile journalism. Workflow of mobile journalism
- Case Studies of Mobile Journalism (BBC, AJ+, Brut India, Quint MoJo)

Unit II- 15 Lectures
Tools, Technology & Equipment

Mobile technology for journalism:

- Smartphone features and selection (camera, storage, processor)
- Audio and video apps:
 - Photo: Snapseed, Lightroom
 - Video: Filmic Pro, Kinemaster, InShot, CapCut
 - Audio: Dolby On, Lexis Audio Editor, BandLab
 - Live Streaming: YouTube Live, Facebook Live, StreamYard, Larix
 - Transcription/Planning: Otter.ai, Trello

Equipment for Mobile Journalism:

- Tripods, gimbals, microphones, portable lights, power banks
- Importance of portability and compact field kits

Specifications and setup for solo MoJo reporters

Unit III- 20 Lectures
Storytelling, Production & Editing

Visual storytelling and mobile shooting techniques

- Framing, composition, camera angles, lighting
- Shooting for horizontal and vertical formats

Scripting and storyboarding for MoJo

Interview techniques, capturing B-roll and ambient sound

Mobile editing workflow:

- Cutting, transitions, music, voice-over
- Subtitles, lower-thirds, credits
- Exporting and optimizing for different platforms

Creating content for Reels, Shorts, carousels, and cross-platform publishing

Unit IV- 20 Lectures
Live Reporting, Ethics & Entrepreneurship

Live Mobile Broadcasting:

- Planning and executing mobile LIVE reports
- Handling audience engagement in real-time
- Dealing with technical and environmental challenges



Ethics, safety, and verification in mobile journalism:

- Fact-checking, consent, copyright, privacy
- Safety tips for field journalists

Freelancing and entrepreneurial MoJo:

- Building a personal brand and content portfolio
- Monetization: social media, ad revenue, crowdfunding
- Analytics and platform strategy for content creators

Practical/Projects/Assignments:

1. Photo Essay

Task: Use a smartphone to shoot a **photo story** (6–10 images) on a social issue or campus event.

Focus: Composition, captions, storytelling through visuals.

1. Mobile News Package

Task: Create a 90-second news report using a smartphone.

Focus: Shooting, scripting, voice-over, editing, subtitles.

2. Interview/mini podcast

Task: Record and edit a 3–5 minute audio interview or podcast episode using a smartphone.

Focus: Clear audio, transitions, ambient sound, intro/outro.

3. Instagram Reels/YouTube Shorts

Task: Create a 60-second mobile video tailored for vertical formats.

Focus: Hook, visuals, engagement.

4. LIVE Reporting Simulation

Task: Conduct a **mock LIVE mobile report** (2–5 mins) covering a campus event or news update.

Focus: Live delivery, camera framing, background noise control, interaction.

5. MoJo Vox Pop Compilation

Task: Record public opinion (vox pops) on a topical issue using mobile phone.

Requirement: Minimum 4–5 different voices, edited into one 2-minute clip.

Focus: Framing, sound, consent, editing variety.

6. Mobile Documentary Poster Design

Task: Design a poster or thumbnail for your final MoJo project using your mobile.

Tools: Canva, Adobe Express, or Pixlr.

Focus: Visual branding, title, design sense, relevance.

8. Social Media News Channel Assignment

Task: Create your own news channel on a social media platform and post at least one original mobile news story every week for 6–8 weeks.

Focus: Content consistency, originality, audience engagement.



Tools: Smartphone, video/photo editing apps, social media platforms (Instagram, YouTube, etc.).

Learning Experience

Inside the Classroom:

- Lectures with live demonstrations of mobile journalism tools, apps, and compact equipment
- Instructor-led app walkthroughs (Snapseed, Filmic Pro, Otter.ai, Kinemaster, etc.) with real-time usage
- Storyboard planning and scripting exercises for news packages and Reels
- Peer review of mobile news stories, photo essays, and short-form video content
- In-class editing workshops using smartphones for cut, transition, subtitle, and voice-over practice
- Guided simulations for LIVE mobile reporting, with emphasis on framing, timing, and audience interaction
- Discussions on ethics, fact-checking, and safety with contemporary case studies (BBC MoJo, Brut India, The Quint)
- Presentation of individual or group MoJo projects and weekly content planning pitches

Outside the Classroom:

- Weekly content creation tasks: Reels, Shorts, podcasts, vox pops, or news bulletins using smartphones
- Fieldwork and campus-based mobile reporting for practical assignments and live coverage simulations
- Self-paced skill-building using video tutorials, OERs, and AI-assisted mobile tools
- Community interaction and vox pop shooting in public spaces with proper consent practices
- Running personal MoJo channels on platforms like Instagram or YouTube with regular weekly content uploads
- Poster/thumbnaill creation using mobile design apps to promote personal brand and visual storytelling
- Freelance-style reporting and entrepreneurship skill-building through audience engagement analytics
- Final virtual MoJo showcase or social media livestream presentation of best student work, with feedback from guest professionals

Assessment Strategy / Examination Scheme:

Components	Presentation	Test	Assignment	Participation / Records	Project File	Mid Term Exam	End Term Exam
Weightage (%)	5	10	10	10	15	-	50%

Course Outcomes	Continuous Internal Assessment (Any 5 components to be covered at least)	Mid Term	End Term
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	Presentation	Test	Assignment	Participation / Records	Project	Exam	Exam
CO1	✓	✓					✓
CO2			✓		✓		✓
CO3		✓		✓			✓
CO4	✓		✓	✓	✓		✓
CO5	✓				✓		✓

References: Textbooks/Web resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

Text Book:

- Foust, J. (2011). Online Journalism: Principles and Practices of News for the Web. Routledge.

Reference Material:

- Jihoon , K. (2004). Between Film, Video And The Digital. Bloomsbury.
- Ray, T. (2011). Online Journalism. Cambridge University Press.
- Rosales, R. G. (2006). The Elements of Online Journalism. Universe.

Open Educational Resources (OER): Weblink/ eContent Etc.:

[Mobile Journalism](#) (Video lectures uploaded on LMS)

<https://youtu.be/dGAXXZqtNLI?si=vNdRFVJo061Ru8bI>

<https://www.youtube.com/watch?v=Jnw7sv84DsM>



SJMJE404	Development Communication	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	BAJMC/Graduation				
Co-requisites	--				

COURSE PERSPECTIVE

Development Communication is a vital component of journalism and mass communication aimed at empowering communities and influencing public policy through strategic messaging. This course introduces students to the theories, practices, and challenges of using communication as a tool for social change. Drawing on real-world case studies and campaigns in health, education, gender equality, and environmental sustainability, students will critically explore participatory approaches and ethical considerations in development discourse. The course is interdisciplinary, combining theory with media analysis, and prepares students to work with NGOs, governmental bodies, and international organizations.

COURSE OUTCOMES (CO)

On completion of the course the student will be:

CO1 –Understanding the history, principles, and models of development communication.

1. **CO2** –Applying communication strategies in real-life developmental contexts and campaigns.
2. **CO3** –Analysing media content and its role in shaping public opinion on development issues.
3. **CO1**– Evaluating the effectiveness and ethics of communication for development interventions.
4. **CO1**– Creating messages, content plans, and campaigns tailored to specific developmental goals.

Detailed Syllabus:

Unit I: Foundations of Development Communication (15 lectures)

- Definitions and evolution of development communication
- Theoretical models: Modernization, Dependency, Participatory approaches
- Role of media in development: Traditional vs. new media
- UN SDGs and communication
- Indian development communication policies and frameworks



Unit II: Media Strategies and Development Sectors (15 lectures)

- Designing development communication campaigns
- Communication in key sectors: health, education, gender, sanitation, climate change
- Case studies: Kheda project, SITE, Pulse Polio campaign, Beti Bachao Beti Padhao
- Government schemes and IEC materials
- Use of community media, folk media, and ICTs for grassroots change

Unit III: Ethics, Evaluation, and Global Perspectives (15 lectures)

- Ethical issues: Representation, gatekeeping, and stereotyping
- Media advocacy and citizen journalism in development
- Monitoring and evaluating communication impact
- International organizations: UNICEF, WHO, FAO communication models
- Future of development communication in the digital age

LEARNING EXPERIENCE

Inside the Classroom:

1. Case study discussions on national and international campaigns
2. Group debates on ethical dilemmas in development media
3. Content analysis of government and NGO communication
4. Campaign design exercises based on SDGs
5. Guest lectures from development communication practitioners

Outside the Classroom:

1. Field visit to a local NGO or development project
2. Observing and reviewing IEC materials in communities
3. Interviews with health workers, educators, or activists
4. Participation in awareness drives or community campaigns
5. Survey project on media reach in rural/urban fringe areas

Textbook

- **"Development Communication: Contexts for the Twenty-first Century"** – Srinivas R. Melkote & H. Leslie Steeves

**Reference Books**

- **"Communication for Development in the Third World"** – Srinivas Melkote
- **"Media and Development: Issues and Challenges"** – Linje Manyozo
- **"Participatory Communication for Social Change"** – Jan Servaes
- **"Development Communication in Practice: India and the Millennium Development Goals"** – Ilavarasan and Maheshwari

Advanced Readings

- **World Bank Communication for Development (C4D) reports**
- **UNESCO reports on Communication and Sustainable Development**
- Selected papers from journals like *Media, Culture & Society*, *Journal of Development Communication*, *Communication Theory*

Open Educational Resources (OER)

- [UNICEF Communication for Development \(C4D\) – Online Course & Resources \(agora.unicef.org\)](http://agora.unicef.org)
- [World Bank C4D Resources](#)
- [MIT OCW – Media Technology and City Design and Development \(ocw.mit.edu\)](http://ocw.mit.edu)
- [BBC Media Action – Research & Reports \(lifeline.bbcmmediaaction.org\)](http://lifeline.bbcmmediaaction.org)

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	15	20	15	50



SJMJD1405	Digital Media Entrepreneurship	L	T	P	C
Version 1.0		0	0	4	2
Pre-requisites/Exposure	-				
Co-requisites	--				

COURSE PERSPECTIVE

The "Digital Media Entrepreneurship" project/skill-based course empowers students to explore the dynamic intersection of media, technology, and entrepreneurship. It encourages the development of original digital content ventures by combining creative storytelling, platform strategy, and basic business acumen. Students learn to identify niche audiences, build digital brands, and prototype viable content-based projects such as YouTube channels, podcasts, newsletters, or media services. Emphasizing hands-on learning, the course fosters innovation, critical thinking, and practical digital skills, preparing learners to navigate and capitalize on evolving digital landscapes as creators, strategists, or entrepreneurs in the media industry.

COURSE OUTCOMES (CO)

After completion of the course, student will be able to

CO1- Understanding the core concepts of digital media ecosystems, content platforms, audience behaviour, and entrepreneurial opportunities in the digital space.

CO2- Applying digital tools and platform-specific strategies to develop and manage content tailored to targeted audiences.

CO3- Analyzing the performance of digital content using engagement metrics and audience feedback to refine strategy and improve reach.

CO4- Evaluating different digital monetization models and assess their feasibility based on project goals and platform suitability.

CO5- Creating a prototype of a digital media venture (channel, podcast, newsletter, etc.) supported by a content strategy, branding, and business plan.



Course Nature

This is a project-driven, hands-on course focused on ideating, developing, and showcasing a digital media-based entrepreneurial venture like Content Creator, **Digital Media Consultant**, Social Media Entrepreneur, Podcast Producer/Owner, YouTube Channel Owner, Newsletter Publisher, Online Course Creator, Freelance Media Strategist, Digital Media Startup Founder, E-commerce Content Entrepreneur, etc. Students will work individually or in pairs to create and present a functional prototype of a content brand or service.

Project Components

1. Project Proposal

- Concept Note (idea, niche, goals)
- Target Audience Identification
- Chosen Platform(s) and Rationale

2. Content Strategy Plan

- Type and format of content
- Upload/publishing schedule
- Visual and narrative branding

3. Prototype Creation

- Minimum viable content:
 - **Content Creator / YouTuber**
 1. Create 2–3 original videos with branding elements (intro, logo, thumbnails).
 2. Upload on YouTube with descriptions, tags, and scheduled posting.
 - **Podcast Producer/Owner**
 1. Record and publish 2 podcast episodes (intro music, show notes, branding).
 2. Distribute via platforms like Spotify, Anchor, or YouTube.
 - **Newsletter Publisher**
 1. Design and send at least 2 editions of an email newsletter via Substack or Mailchimp.
 2. Include value-driven content and a subscriber call-to-action.
 - **Digital Media Consultant / Strategist**
 1. Create a sample portfolio and content strategy document for a hypothetical client or niche.
 2. Include visuals, platform plans, and engagement suggestions.
 - **Online Course Creator**
 1. Design a short course (2 video lessons + course outline).



2. Host on a platform like Teachable or Google Drive for demonstration.
 - **Social Media Entrepreneur / Influencer**
 1. Build a social media handle with consistent visual identity.
 2. Post at least 5 original content pieces (reels, carousels, shorts) targeting a specific audience.
 - **E-commerce Content Entrepreneur**
 1. Create a landing page or Instagram shop demo.
 2. Add promotional videos, product images, and call-to-action content.
4. **Engagement & Analytics**
 - Monitor platform metrics (views, likes, shares, feedback)
 - Reflective analysis report (audience response & adjustments)
5. **Business & Monetization Model**
 - Revenue options (ads, subscriptions, affiliate, etc.)
 - Feasibility assessment
6. **Final Report & Presentation**
 - Summary of idea, execution, analytics, and learning
 - 10-minute pitch presentation

LEARNING EXPERIENCE

The project-based course *Digital Media Entrepreneurship* offered a highly engaging and practical learning experience. It enabled students to blend creativity with strategy by developing real-world digital ventures like YouTube channels, podcasts, and newsletters. Through hands-on content creation, platform management, and audience analysis, students gained a deeper understanding of digital ecosystems and entrepreneurial thinking. The course fostered innovation, problem-solving, and adaptability while teaching essential skills in branding, monetization, and performance evaluation. By building and presenting a functional prototype, students not only enhanced their digital proficiency but also developed confidence to navigate the evolving media landscape as independent creators or digital entrepreneurs.

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/presentation/extempore/Project/Written

Examination Scheme:

Components	Project/Skill based Evaluation
Weightage (%)	100



	Dissertation	L	T	P	C
Version 1.0		0	2	0	6
Pre-requisites/Exposure	Research Methodology				

Course Perspective

Dissertation continues the student's research journey, focusing on the execution, analysis, and presentation of the study proposed in Dissertation I. This course guides students through data collection, statistical or qualitative analysis, interpretation, and report writing. The outcome is a comprehensive dissertation that reflects the student's capacity for independent inquiry, ethical sensitivity, and academic rigor.

Course Objectives

- To implement the approved research design ethically and effectively.
- To collect, organize, and analyze data using appropriate statistical/qualitative methods.
- To interpret results in light of research questions and hypotheses.
- To critically discuss findings with reference to existing literature.
- To develop a coherent, well-structured dissertation report.
- To defend the research in a viva voce presentation.

Course Outcomes

After successful completion of this course, students will be able to:

1. **CO1** – Understanding demonstrates understanding of research fundamentals, including literature review, problem identification, and framing research questions or project objectives.
2. **CO2** – Applying appropriate research methodologies, tools, or production techniques in alignment with the research or creative project objectives.
3. **CO3** – Analysing data or creative outcomes using theoretical frameworks, qualitative or quantitative tools, or media critique approaches.
4. **CO4**—Evaluating findings, arguments, or project outcomes, drawing conclusions that reflect academic or industry relevance.
5. **CO5** – Creating: Develop and present a coherent, original, and professionally executed dissertation or media project with supporting documentation.

Description

Dissertation builds on the work completed in the previous semester and requires the student to complete the full cycle of research. It includes data collection, analysis, discussion, and submission of a final research report. A viva voce will be conducted to assess the students' grasp over the subject and their capacity to communicate research effectively.

Dissertation Structure

1. Title Page



Title, Name, Enrolment Number, Department, University, Date of Submission

2. **Declaration & Certificate**
 - Student declaration of originality
 - Supervisor's approval
3. **Acknowledgment**
4. **Abstract** (250–300 words)
 - Summary of objectives, methodology, findings, and significance
5. **Table of Contents**
6. **Chapters**
 - **Chapter 1: Introduction** – Problem statement, research questions, objectives, rationale
 - **Chapter 2: Review of Literature** – Theoretical background, key debates
 - **Chapter 3: Research Methodology** – Design, sampling, tools, techniques
 - **Chapter 4: Data Analysis / Case Study** – Presentation and interpretation of findings
 - **Chapter 5: Discussion & Conclusion** – Implications, limitations, and scope for future work
7. **Bibliography/References**
 - APA (as advised by the department)
8. **Appendices**
 - Questionnaires, transcripts, charts, visuals, consent forms (if applicable)

4. Word Limit

- Minimum: 6,000 words
- Maximum: 10,000 words (excluding references and appendices)

5. Timeline

Stage	Recommended Timeframe
Topic Submission & Approval	Beginning of final semester
Proposal Submission	Within first 3 weeks
Mid-Term Review	Week 8
Final Draft Submission	Week 14
Viva Voce & Final Evaluation	End of semester

6. Evaluation Criteria

Component	Proposal & Research Clarity	Review of Literature	Research Methodology	Analysis & Interpretation	Originality & Critical Insight	Presentation, Style, Formatting	Viva Voce
Weightage	10	15	20	20	15	10	10

7. Supervision



- Each student will be assigned a faculty supervisor.
- Regular consultation is mandatory (minimum 4 documented meetings).

8. Ethics & Plagiarism

- Plagiarism must be below the department's acceptable threshold (typically <15%).
- Use of AI tools must be disclosed and approved by the supervisor.
- Ethical clearance is required for research involving human subjects.

9. Submission Format

- Soft-bound (spiral/hard) or PDF (as directed)
- Font: Times New Roman, 12 pt, 1.5 spacing
- Margin: 1 inch on all sides
- Numbered pages, proper citations

10. Resources for Students

- **Zotero / Mendeley** – Reference Management
- **Grammarly / Quillbot** – Language Editing (with supervisor consent)
- **Turnitin / Urkund** – Plagiarism Check (as per university norms)

Learning Experience

Students will work closely with their supervisors during the data collection and analysis phases. Software training sessions (e.g., SPSS, JASP, NVivo) will be organized for hands-on experience. Regular review meetings and draft feedback loops will guide them in improving clarity and rigor. Peer critique circles and mock viva sessions will be conducted to build confidence and improve presentation skills.

Textbook

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).

Reference Books

- Gravetter, F. J., & Wallnau, L. B. (2021). *Statistics for the Behavioural Sciences* (11th ed.). Cengage Learning.
- Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.
- Silverman, D. (2020). *Doing Qualitative Research* (5th ed.). SAGE Publications.
- Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.



	MOOC	L	T	P	C
Version 1.0		0	2	0	0
Pre-requisites/Exposure					

MOOC

About MOOC:

Massive Open Online Courses (MOOCs) are free or low-cost online programs that help students learn new skills, especially in journalism and media. These courses include video lectures, reading material, and assignments, and most offer certificates. MOOCs are flexible and can be done along with regular studies. For MA (JMC) students, MOOCs are useful to learn digital tools, AI in journalism, media ethics, content creation, and reporting. They help students stay updated with industry trends and build professional portfolios. Most courses don't require any entrance exam or qualification—only internet access and interest.

Recommended courses:

Title of the Course	About the Course	Platform & Link to Access
AI for Media and Journalism	Covers AI tools in journalism, automation, data analysis, ethics, and AI-generated content evaluation. Offers hands-on assignments and a final project.	Knight Center for Journalism in the Americas, University of Texas at Austin Click to Access
Digital Storytelling and Social Media	Teaches digital storytelling across platforms, social media strategies, mobile journalism, video/audio content, and engagement analytics. Includes weekly assignments, proctored exams, and forum participation.	SWAYAM (Government of India) Click to Access
How to Use ChatGPT and Other Generative AI Tools in Your Newsroom	Focuses on practical use of AI like ChatGPT in content generation and journalism workflows. Includes ethics, exercises, peer reviews, and portfolio work.	Knight Center for Journalism in the Americas Click to Access
Data Journalism	Offers skills in data collection, analysis, visualization, and investigative reporting using tools like Excel, Sheets, and basic programming. Strong emphasis on real datasets and portfolio creation.	Knight Center for Journalism in the Americas Click to Access
AI in the Newsroom: The Ethical Approach	Focuses on building ethical frameworks and newsroom policies for using AI responsibly in journalism. Involves developing guidelines and working through real ethical scenarios.	Thomson Foundation (JTI Campus) Click to Access



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

1. AI for Media and Journalism

Platform: Knight Center (journalismcourses.org) - University of Texas at Austin

Credits: 2 Credit equivalent

Cost: Free

Duration: 4-6 weeks

Language: Available in English, Spanish, and Portuguese

Course Objectives:

- Understand how artificial intelligence is transforming journalism and media production
- Learn practical applications of AI tools in newsroom workflows
- Explore ethical considerations in AI-powered journalism
- Master data journalism techniques using AI tools
- Develop skills in automated content generation and fact-checking

Learning Outcomes:

- Ability to integrate AI tools into editorial processes
- Understanding of machine learning applications in news gathering
- Skills in using AI for data analysis and visualization
- Knowledge of ethical frameworks for AI in journalism
- Competency in evaluating AI-generated content for accuracy

Evaluation Scheme & Process:

Assessment Components:

- **Weekly Quizzes (30%):** Multiple-choice and short-answer questions
- **Practical Assignments (40%):** Hands-on projects using AI tools
- **Peer Review Activities (20%):** Evaluating classmates' work using provided rubrics
- **Final Project (10%):** Creating an AI-enhanced news story or analysis

Grading Scale:

- 90-100%: Excellent
- 80-89%: Good
- 70-79%: Satisfactory
- 60-69%: Pass
- Below 60%: Fail

Assessment Process:

1. **Automated Quizzes:** Instant feedback with explanation of correct answers
2. **Peer Assessment:** Students evaluate 3-5 peer submissions using structured rubrics
3. **Self-Assessment:** Reflection exercises on learning progress
4. **Final Project Review:** Instructor-led evaluation with detailed feedback

Certificate Requirements: 70% overall score + completion of all mandatory assignments

Link: <https://journalismcourses.org/>



2. Digital Storytelling and Social Media - SWAYAM

Platform: SWAYAM (Government of India)

Credits: 2 Credits (UGC Recognized)

Cost: Free (Certificate fee: ₹1000)

Duration: 12 weeks

Weekly Effort: 4-6 hours

Course Objectives:

- Master digital narrative techniques across multiple platforms
- Understand social media algorithms and engagement strategies
- Learn multimedia content creation for journalism
- Develop skills in mobile journalism and live reporting
- Explore audience analytics and content optimization

Learning Outcomes:

- Proficiency in creating engaging digital content
- Understanding of platform-specific storytelling approaches
- Skills in video editing and podcast production
- Knowledge of social media ethics and law
- Ability to build and engage online communities

Evaluation Scheme & Process:

Assessment Structure:

- **Weekly Assignments (25%):** Practical exercises and case studies
- **Mid-term Examination (25%):** Proctored online exam
- **Final Examination (40%):** Comprehensive proctored exam
- **Discussion Forum Participation (10%):** Active engagement in course discussions

SWAYAM Standard Grading:

- A+: 90% and above
- A: 80-89%
- B+: 70-79%
- B: 60-69%
- C: 50-59%
- F: Below 50%

Assessment Process:

1. **Continuous Assessment:** Weekly submissions through SWAYAM portal
2. **Proctored Exams:** Conducted at registered exam centers
3. **Plagiarism Check:** All assignments checked through automated systems
4. **Peer Review:** Selected assignments undergo peer evaluation

Passing Criteria: Minimum 40% in both internal assessment AND final exam separately



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Registration: Through SWAYAM portal (swayam.gov.in)

3. How to Use ChatGPT and Other Generative AI Tools in Your Newsroom

Platform: Knight Center for Journalism in the Americas

Credits: 2 Credit equivalent

Cost: Free (Optional certificate for fee)

Duration: 4 weeks (Self-paced)

Language: English, Spanish, Portuguese

Instructors: Aimee Rinehart (Associated Press), Sil Hamilton (Hacks/Hackers)

Course Objectives:

- Understand the fundamentals of generative AI and its applications in journalism
- Explore ethical considerations of using AI tools in newsrooms
- Learn practical skills to integrate AI tools like ChatGPT into journalistic workflows

Learning Outcomes:

- Gain proficiency in using AI tools for content generation, summarization, and data analysis
- Develop strategies to implement AI technologies responsibly within journalistic practices
- Critically assess the impact of AI on news production and dissemination

Evaluation Scheme & Process:

Assessment Components:

- **Weekly Practical Exercises (35%):** Hands-on AI tool usage assignments
- **Peer Review Activities (25%):** Evaluate AI-generated content from classmates
- **Ethics Case Study Analysis (25%):** Analyze ethical scenarios in AI journalism
- **Final Project (15%):** Create AI-enhanced news story with ethical framework

Assessment Process:

1. **Weekly Labs:** Practice with ChatGPT and other AI tools using provided prompts
2. **Peer Assessment:** Review 3-4 peer submissions using structured rubrics
3. **Discussion Forums:** Engage in ethical debates about AI in journalism
4. **Portfolio Submission:** Compile work demonstrating AI integration skills

Certificate Requirements: 70% overall score + completion of all mandatory assignments

Link: <https://journalismcourses.org/>

4. Data Journalism

Platform: Knight Center for Journalism in the Americas

Credits: 2 Credits equivalent



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THE COMPLETE WORLD OF EDUCATION

Cost: Free

Duration: 5 weeks (Self-paced option available)

Course Objectives:

- Learn data collection and analysis techniques for journalism
- Master data visualization tools and techniques
- Understand statistical concepts for journalists
- Develop skills in investigative data reporting
- Create compelling data-driven stories

Learning Outcomes:

- Proficiency in Excel, Google Sheets, and basic programming
- Skills in creating charts, graphs, and interactive visualizations
- Understanding of survey methodology and polling
- Ability to interpret and present complex data
- Knowledge of open data sources and FOIA processes

Evaluation Scheme & Process:

Assessment Structure:

- **Weekly Practical Exercises (40%):** Data analysis tasks
- **Peer Review Portfolio (30%):** Review others' data visualizations
- **Final Data Story Project (25%):** Complete investigative piece
- **Class Participation (5%):** Forum discussions and feedback

Evaluation Criteria:

- Technical accuracy of data analysis
- Quality of visualization design
- Clarity of storytelling
- Ethical considerations in data use
- Innovation in presentation methods

Assessment Process:

1. **Hands-on Labs:** Real datasets provided for analysis
2. **Portfolio Building:** Students create and maintain a data journalism portfolio
3. **Mentor Feedback:** Industry professionals provide guidance
4. **Collaborative Learning:** Group projects and peer learning emphasized

Completion Requirements: Submit all assignments + achieve 70% average score

5. AI in the Newsroom: The Ethical Approach

Platform: Thomson Foundation (JTI Campus)

Credits: 2 Credit equivalent



Cost: Free

Duration: Self-paced

Course Objectives:

- Develop ethical policies for the use of AI in journalism
- Address the challenges and responsibilities associated with AI integration in newsrooms
- Create frameworks for responsible AI adoption

Learning Outcomes:

- Formulate guidelines to ensure transparency and accuracy when using AI tools
- Promote ethical decision-making in the adoption of AI technologies
- Develop newsroom policies for AI implementation

Evaluation Scheme & Process:

Assessment Components:

- **Ethics Framework Development (40%):** Create comprehensive AI ethics policy
- **Case Study Solutions (30%):** Solve real-world ethical dilemmas
- **Policy Presentation (20%):** Present framework to simulated newsroom
- **Peer Review (10%):** Evaluate others' ethical frameworks

Assessment Process:

1. **Scenario-Based Learning:** Work through ethical dilemmas
2. **Policy Development:** Create actionable guidelines
3. **Stakeholder Consultation:** Consider multiple perspectives
4. **Implementation Planning:** Develop rollout strategies

Completion Requirements: Submit final ethics framework + pass all case studies