



**JINDAL GLOBAL
BUSINESS SCHOOL**
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



O.P. Jindal Global University
A Private University Promoting Public Service
NAAC Accreditation - 'A' Grade

Jindal Global Business School
Course Outline

Course Title	Digital Marketing
Core or Elective	Elective
Program and Batch	MBA-2025, IBM-2022, IBM-2023
Semester & Academic Year	Fall, 2026
Credits	1.5
Discipline/ Area	Marketing
Provide details if this course is a Prerequisite for any course/specialization	N/A
Name of the Faculty Member/Course Instructor	Prof. Janardan K Yadav, Prof. Vaishali Sangwan
Contact Details of the Faculty Member	jkyadav@jgu.edu.in Vaishali.sangwan@jgu.edu.in
Contact Details of Support Staff	JGBS-EO
Faculty Member's Open Office Day/s & Time	TBA

Introduction to the Course

This age of internet and traditional marketing practices of advertising and distribution are not so effective as they used to be. I prefer to believe that a good blend of digital and conventional marketing is needed in which digital platforms have upper hand for most businesses and especially the post COVID world. In this course students are going to learn about various online platforms and tools available for a business to leverage upon e.g., Meta, twitter and other forms of social media advertising, YouTube ads, Google Ads, search engine optimization, data-based advertising, crowd sourcing to kick start a good business idea and a way out to generate initial funds etc. Along with issues of privacy, copyright and new age cybercrimes in this digital world, these issues become very relevant as the non-owned media may pose a serious risk to the image of the company altogether as well and it is not just the advantages of popular public media outlets.

Course Learning Objectives

At the end of the course, students should be able to:

- CLO1. Choose the better mix of digital channels for advertising their product or business idea.
- CLO2. Evaluate the actual outcomes of the advertising spending.

CLO3. Create innovative and interactive content to appeal to different segments of the potential customers.

CLO4. Understand various challenges of advertising through non-owned media.

Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)	
		Students will be able to	
1	Technological Agility: Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies	2. Understand future technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues	4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues	
		6. Address societal issues	
3	Effective communication: Ability to effectively exchange ideas and information	7. Present their ideas with clarity	8. Prepare an organized and logical business document
		9. Use technology for effective communication	
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems	11. Examine information from different sources
		12. Draw inferences from analysis	
		13. Evaluate alternatives	
		14. Summarize and conclude	
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative	16. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO1, PLO2	PCG1	A2, A4
PLO1, PLO2, PLO3, PLO10, PLO11, PLO12, PLO13	PCG4	A3

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1. Project Work	25%	Individual	Week 5	PLO1, PLO2, PLO7, PLO10, PLO11, PLO12, PLO13, PLO14, PLO 16,
A2. Class Quiz	25%	Individual	Week 4, Week 6	PLO1, PLO2, PLO3, PLO11, PLO13, PLO14
A3. Reflective Note	20%	Group	Week 7	PLO1, PLO2, PLO10, PLO11, PLO12, PLO13, PLO15, PLO16,
A4. End Term Exam	30%	Individual	JGU End-Term Exam Period	PLO1, PLO2, PLO3, PLO4, PLO7, PLO11, PLO13, PLO14

Description of Assessments:

Assessment item	Assessment Task	Weightage	PLOs to be assessed
A1	Project Work	25%	The final submission will be in the form of a 15-slide presentation, excluding the cover slide, (usage of tables, images, visuals, exhibits, etc. will be encouraged to answer the relevant questions).
A2	In-class Quiz	25%	These are in-class, online quizzes and must be taken during the scheduled class only.
A3	Reflective note	20%	Students must read around and share their reflections around the assigned topics in 1000 words. Submissions having plagiarism more than 20% will be getting zero marks. The students who do not submit reflective note will be awarded zero marks unless a prior approval is taken.
A4	End Term Exam	30%	The end term examination will be of 30 marks of 1.5 hours duration. This will be invigilated exam held on the JGU campus according to the mode decided by CoE.

Rubrics for Assessments

A1-Group Project :

The final submission will be in the form of a 15-slide presentation, excluding the cover slide. It is advised that three members work on the same topic and can decide to submit individual submissions. In case of a single submission the submission should come with a writeup explaining the individual contribution of everyone. A detailed project document will be provided later.

Assessment Rubrics:

	Not Attempted 0	Fail 0-49	Pass 50-64	Credit 65-74	Distinction 75-84	High Distinction 85-100
Research Quality and number of internet resources and official social pages visited. (10%)	Not attempted or entirely or significantly plagiarized from other articles/sources.	Insufficient number of quality and relevant peer reviewed articles.	Minimum number of, or one additional, quality and relevant peer reviewed articles/sources.	2-4 additional quality and relevant peer reviewed articles/sources.	5-8 additional quality and relevant peer reviewed articles/sources.	9 or more additional quality and relevant peer reviewed articles/sources.
Analysis Relevantly connecting articles/sources to topic (40%)	Not attempted or entirely or significantly plagiarized from other sources.	Minimal connections between articles/sources and topic.	Some connections between articles/sources and topic, little or no detail/ explanation.	Frequent connections between articles/sources and topic showing some detail/ explanation.	Consistent connections between articles/sources and topic with detail showing some insight.	Consistent highly insightful connections between articles/sources topic. Plentiful detail/ clearly explained.
Quality of student discussion Ability to develop insights from the analysis / findings	Not attempted or entirely or significantly plagiarized	Report does not propose questions nor implications	Basic questions and implications proposed to forward	Interesting questions (incl. questions regarding /	Sustained discussion (incl. questions regarding /	Stimulating and sustained discussion resulting from thoughtful questions

(20%)	from other sources.	regarding topic analysis and does not develop discussion beyond a mere summary of the analysis.	discussion and/or basic insights drawn from analysis.	implications for theory) are posed and/or deeper insights revealed from analysis.	implications for theory) is developed and/or strong insights consistently revealed.	being posed (incl. questions regarding / implications for theory), very strong insights and comments regarding topic.
Logical flow Organisation of ideas. Ability to sustain audience interest. (20%)	Not attempted or entirely or significantly plagiarized from other sources.	Organisation of ideas not clear. Report does not develop audience interest due to poor engagement techniques.	Organisation of ideas sometimes unclear. Report displays basic use of techniques (examples / headings / subheadings / literary etc.) to develop audience interest.	Organisation of ideas generally clear. Report displays general use of techniques (examples / headings / subheadings / literary etc.) to develop audience interest.	Organisation of ideas clear. Report uses a variety of techniques (examples / headings / subheadings / literary etc.) that are used well to sustain audience interest.	Organisation of ideas extremely clear. Report solidly uses varied and innovative engagement techniques (examples / headings / subheadings / literary etc.) to sustain audience interest throughout.
Overall Quality <ul style="list-style-type: none"> Well formatted, incl. fonts, font size, line and paragraph spacing (2%). Spelling & grammar (2%). Visuals and / or diagrams to assist understanding (1%). Citation and referencing style is clear and consistent according to APA or Harvard reference style (5%). 	Not attempted or entirely or significantly of very poor quality.	The problems in one or more of the areas listed prevented reader understanding.	The problems in one or more of the areas listed reduced reader understanding.	Performance in the areas listed mostly assisted reader understanding.	Performance in all areas listed considerably assisted reader understanding.	Performance in all areas listed was of a high quality and greatly assisted reader understanding.

A2- Multiple choice questions. Identifying the correct answer provides allocated marks to that question.

A3-Reflective Note : Students must submit analysis of assigned social media campaign/documentary in about 1500 words. Submissions having plagiarism more than 20% will be getting zero marks. The students who do not submit reflective note will be awarded zero marks unless a prior approval is taken.

Assessment Rubrics:

	Not Attempted 0	Fail 0-49	Pass 50-64	Credit 65-74	Distinction 75-84	High Distinction 85-100
Analysis Relevantly connecting theory from textbook to topic (30%)	Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible.	An attempt is made to analyse the essay topic, but no connections are made between textbook concepts / theory and reflective essay.	Very basic connections established between textbook theory / concepts and essay, little or no detail/ explanation of how theory links to topic.	Some connections established between textbook theory / concepts and topic showing some detail/ explanation of how theory links to topic.	Consistent connections established between textbook concepts / theory and topic. Consistently uses detail from textbook to provide some insight into topic.	Consistent and highly insightful connections established between textbook theory / concepts and topic. Plenty of insights from textbook used to build deep insight into topic.
Quality of student discussion & reflection Ability to reflect on topic to transcend the insights from the data analysis / findings (30%)	Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible.	An essay discussion is evident, but it does not reflect on topic nor propose questions nor implications from analysis. Does not develop discussion beyond a mere summary of the data analysis.	Basic reflection is developed including posing simple questions and implications that forward discussion and/or basic insights drawn from data analysis.	Interesting questions are sometimes posed and/or deeper insights about media representation, images and identity are revealed beyond data analysis.	Consistent discussion (incl. questions regarding / implications for theory) is developed and/or strong reflection about media representation, images, and identity are consistently revealed beyond data analysis.	Stimulating and sustained discussion resulting from thoughtful questions being posed (incl. questions regarding / implications for theory), very strong reflection about media representation, identity and image that transcends data analysis.
Logical flow Organisation of ideas; Ability to sustain audience interest (20%)	Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible.	Organisation of ideas not clear, essay not well structured. Essay does not develop audience interest due to poor engagement techniques.	Organisation of ideas sometimes unclear, attempt made to structure essay. Thesis statement and topic sentences are developed but poorly defined.	Organisation of ideas generally clear and essay is solidly structured, incl. defined thesis statement and topic sentences. Essay displays general use of	Organisation of ideas clear and essay is well structured. Thesis statement and topic sentences are solidly constructed. Essay uses a variety of techniques (examples / headings	Organisation of ideas extremely clear using very strong and tight essay structure with well-developed thesis statement and topic sentences. Essay solidly uses varied and innovative

A4: End Term Exam

The end term examination will be of 30 marks of 1.5 hours duration. This will be invigilated exam held on the JGU campus according to the mode decided by CoE.

Guest Lecture:

S. No.	Faculty member(s)	Guest Speakers	Week #(Tentative)
1	Prof. Janardan K Yadav	Mr. Puneet Bansal, Product Manager at Expedia Group	6
2.	Prof. Vaishali Sangwan	Mr. Rahul Chauraisa, AVP Bajaj Life	6

Teaching Method

The course will have a mix of lectures, short videos, and hands-on-experience. The onus of learning will be with the student and the instructor will be a facilitator, the students are encouraged to bring in their meaningful conclusions based on the case analysis. Instead of learning 'what to do,' the cases will also be used as examples of real-world phenomenon where an issue or set of issues arises and good and bad practices are seen. The key to learning this way is to see many examples and many situations and learning inductively from the different experiences of student managers.

Some relevant research articles will also be provided in addition to the textbook, the students are supposed to read them carefully, the instructor will help the students to understand the basis of various present-day models as they appear in the textbook.

Textbook / Course Package / Other Readings

The required textbook for the course is:

Digital Marketing by Moutusy Maity (2nd edition) Oxford

Digital Marketing by Seema Gupta (3rd edition, 2022), ISBN: 9789355320407.

Digital Copies of this book is available with the JGU library. Chapters from this book are assigned as required readings in the class schedule below- I will assume that you have done those readings when you come to the class. The lectures will take the book material as a starting point and probe deeper into the issues- it will not regurgitate the book material. Cases and any other reading material assigned for reading will be provided to you in a course pack and will be uploaded in the e-learning platform.

Additional Reference Book:

eMarketing; Authors, Rob Stokes, The Minds of Quirk; Publisher, Flat World Knowledge, L.L.C., 2021; ISBN, 1936126338, 9781936126330

Session Plan

Session Details	Topics	PLOs Covered
Session 1&2	Introduction to the world of Digital Marketing	
Objective of the session	At the end of this session, you will learn. <ul style="list-style-type: none"> • What is digital marketing 	PLO1, PLO2
	<ul style="list-style-type: none"> • Role of digital marketing in business 	PLO3, PLO5
	<ul style="list-style-type: none"> • Differences between traditional and digital marketing 	PLO7 PLO10
	Various conceptual frameworks Internet behaviours of various users	PLO11, PLO16
Subtopics to be covered	Internet behaviour, Definition and conceptual frameworks, what has changed in the world of marketing?	
Readings	Chapter 1 , Krishen, A. S., Dwivedi, Y. K., Bindu, N., & Kumar, K. S. (2021). A broad overview of interactive digital marketing: A bibliometric	
	network analysis. Journal of Business Research, 131, 183-195.	
Pedagogy	Lecture and class discussion	
Session 3	Search Engine Advertising	
Objective of the session	At the end of this session, you will learn. <ul style="list-style-type: none"> • Importance of display advertising • Plan and execute a display advertising strategy • Buying models in advertising 	PLO1, PLO2, PLO10, PLO11, PLO12, PLO13
Subtopics to be covered	Buying models in advertising, Display Advertising	
Readings	Chapter 2 &10	
Case Title & Number	Twiggle: E-commerce with semantic search, Product Number: 620025-PDF-ENG, HBSP Case	
Pedagogy	Lecture, Class discussion & Hands on Experience	
Session 4	Search Engine Optimization	
Objective of the session	Understand why SEO is important in establishing a web presence Elaborate on the best practices in SEO	
Subtopics to be covered	How does Search Engine works? White Hat Strategies, Grey Hat Strategies, Black Hat Strategies, Website Audit, Content; Semrush Activity	PLO1, PLO2,

Readings	Chapter 2, 10	PLO10,
Pedagogy	In class lectures and hands on experience	PLO11, PLO12, PLO13
Session 5	Search Engine Optimization; SEO for AI Chatbots	PLO1, PLO2,
Objective of the session	SEO Phases	
Subtopics to be covered	On-page optimization, Off-page optimization, Social Channel Submissions, Maintenance, , SEO for AI chatbots	PLO10, PLO11, PLO12, PLO13
Readings	Chapter 2, 10	
Pedagogy	In class lectures and hands on experience	
Session 6	Social Media Marketing & Facebook (Meta) Marketing	
Objective of the session	At the end of this session, you will learn about Key components of social media strategy Plan & execute a social media strategy step by step <ul style="list-style-type: none"> Evaluate the effectiveness of social media strategy Various conceptual frameworks	PLO1, PLO2, PLO10, PLO11, PLO12, PLO13,
Subtopics to be covered	Social Media Marketing Planning	
Readings	Chapter 4 & 5, Piranda, D. R., Sinaga, D. Z., & Putri, E. E. (2022). Online Marketing Strategy in Facebook Marketplace As A Digital Marketing Tool. Universitas, 1(2), 3.	
Case Title & Number	Corona Beer: Ambiguous Brand Association during the Coronavirus Pandemic, Product #: W20602-PDF-ENG	
Pedagogy	Lecture, Class discussion & Hands on Experience	
Session 7	LinkedIn & Instagram Marketing	
Objective of the session	At the end of this session, you will learn. Why visibility is necessary on various social media platforms How to leverage upon these channels? What to do differently in case of Instagram and LinkedIn?	PLO1, PLO10, PLO2, PLO12, PLO11, ,

Subtopics to be covered	Social Media Platforms and Channels for marketing		
Readings	Chapter 6 ,7 & 8		
Case Title & Number	Nil		
Pedagogy	Lecture, Class discussion & Hands on Experience		
Session 8 & 9	Mobile Marketing		
Objective of the session	At the end of this session, you will learn. <ul style="list-style-type: none"> Importance of mobile marketing • Why apps for everything? <ul style="list-style-type: none"> How to engage customers through mobile? Mobile marketing campaigns and tracking their progress 	PLO1, PLO10, PLO12, PLO14	PLO2, PLO11 , PLO13 ,
Subtopics to be covered	Mobile Marketing, It's Reach, engagement and importance		

Readings	Chapter 9 and Quiz Syllabus		
Case Title & Number	Nil		
Pedagogy	Lecture and class discussion		
Session 10&11	Web Analytics	PLO11, PLO12,	
Objective of the session	At the end of this session, you will learn about <ul style="list-style-type: none"> Importance of web analytics Google analytics 	PLO13, PLO14,	
Subtopics to be covered	Google Analytics, GA4		
Readings	Handouts, online resources		
Case Title & Number	Nil		
Pedagogy	Lecture and class discussion		
Session 12&13	Advancements in Digital Marketing Technologies		PLO2,
Objective of the session	To introduce latest advancements in the domain		
Subtopics to be covered	Blockchain based advertising, Beacon Technology, AI Chatbots, AR and VR	PLO1, PLO10, PLO12, PLO	PLO11 , 13
Readings	Chapter 14		
Case Title & Number	Nil		

Pedagogy	Lecture and class discussion	
Session 14 & 15	Revision of the concepts & Doubt Clearance	
Objective of the session	At the end of this session, you will get a quick overview of the concepts discussed in the course	PLO1, PLO10, PLO12, PLO13
Subtopics to be covered	Topics that need special attention, SEO and Search Advertising	PLO2, PLO11, ,
Readings	Nil	
Case Title & Number	Nil	
Pedagogy	Open ended Discussion	

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobilityrelated difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against inclass and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in